

Exploring the Impact of Parental Involvement and Teacher Competency on Student Learning Motivation: A quantitative Survey Study

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Corresponding Author Basilius Redan Werang Ganesha University of Education, Singaraja, Bali, Indonesia Article History Received: 21 / 06 / 2025 Accepted: 06 / 07 / 2025 Published: 10 / 07 / 2025	Abstract Background: Motivation is crucial in shaping student success as it drives students to do their best in learning. Objective: This study intended to explore the potential impact of parental involvement and teacher competency on student learning motivation.. Method: We employed a quantitative survey research approach to obtain data from 112 Christian senior high school students in Merauke District, Southern Papua Province. Obtained data were subjected to statistical analysis using simple and multiple linear regression analysis by employing Statistical Package for the Social Sciences version 21. Findings: The results of data analysis denote a positive and significant impact of family and school environment on students' learning motivation, both individually and simultaneously. Implication for Practice and Research: Since students often rely on their parents and teachers for approval and support throughout their formative years, this study underscores the need for consistent encouragement. Parents and teachers should focus on praising students for their efforts and perseverance rather than their innate aptitude. Recognizing students' ongoing efforts and hard work cultivates their resilience and growth mindset. Keywords: Parental involvement, teacher competency, student academic motivation.
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Introduction

Motivation refers to what moves an individual or a group to do or not to do something Motivation is widely regarded as a crucial driver that inspires employees to willingly and enthusiastically give their best to an organization. As a fundamental element in achieving organizational goals, it has long been recognized for its pivotal role in determining success. From this perspective, Drucker (1974) stressed that institutional management must foster employee productivity to achieve optimal performance and maintain a competitive edge on the global stage.

Motivation is an internal force that stimulates, directs, and sustains behavior (Brophy, 1998; Glynn & Koballa, 2006; Palmer, 2005). Gredler et al. (2004) defined motivation as the driving force that compels individuals to take action or refrain from it. Similarly, Johnson and Johnson (2003) describe motivation as the extent to which individuals commit effort to achieving goals they perceive as meaningful and worthwhile. Meanwhile, Rakes and Dunn (2010) define motivation as a process through which an individual's needs and desires are activated.

Motivation serves as the driving force behind human behavior, igniting competition and fostering social interaction (Cherry, 2023). The term 'motivation' here refers to student learning motivation. Bomia et al. (1997) define student learning motivation as the driving force that encourages students to engage actively in academic activities and persist through challenges. A strong sense of motivation influences how much time students dedicate to learning. Similarly, Brophy (1998) describes learning motivation as a student's inclination to find academic activities meaningful and to put effort into success. Karim (2012) takes a slightly different perspective, viewing learning motivation as an intrinsic belief that shapes students' learning goals, drives their commitment to continuous learning, and ultimately enhances their academic success and future achievements.

Learning motivation propels and directs students toward their desired goals, encompassing academic achievement and success in life (Slavin, 2006). Learning motivation provides a logical foundation for student engagement in specific activities and determines the intensity and duration of their involvement.

Therefore, it is crucial to understand learning motivation as it significantly affects students' selection of activities, their efforts to finish assigned tasks, and their persistence to overcome challenges (Dörnyei, 2001). This underscores the critical role of learning motivation for students' development, driving the formation of positive habits, and assisting as an enduring force that enables students to persevere when facing challenges and difficulties.

Various factors influence students' learning motivation, both internal and external. Internal factors encompass physical health, psychological state, and intellectual ability, while external factors include the family, peer, and school environments (Duy et al., 2021; Ishida & Sekiyama, 2024; Lestari & Widyaningrum, 2022; Mukti & Wijanarka, 2024). In this study, we focus on the following two external factors. The first factor affecting students' learning motivation is parental involvement. Parents are the lawful owners of their children (Werang et al., 2019, 2022) and therefore they have a stronger influence on their children than teachers, peers, or social media. Parental involvement catalyzes student character development and academic success. When parents actively encourage their children by providing meaningful feedback, students are more inclined to engage fully in their educational voyage (Myers-Young, 2018; Rahman, 2001).

Parental involvement encompasses the active engagement of parents in every aspect of their children's social, emotional, and intellectual development. This includes setting high expectations for children's future, overseeing homework, assisting with schooling assignments, and maintaining a visible presence at school (Bartolome et al., 2017; Myers-Young, 2018; Oranga et al., 2023). Many existing studies (Erizar, 2017; Jalaluddin et al., 2024; Mestika et al., 2023; Özyildirim, 2024) referred to parental involvement as one of the predicting factors for student learning motivation. The more the parents support their children's education, the higher the motivation of the children to learn.

The second factor affecting students' learning motivation is teacher competency. Katane et al. (as cited in Azuelo et al., 2015) defined competency as a range of knowledge, skills, and experiences essential for future needs, which are manifested through various activities. Similarly, Gupta (1999) defined competency as a combination of knowledge, skills, attitudes, values, motivations, and beliefs essential for job success. Likewise, De Se Co (2005) conceptualized competency as an intricate construct comprising knowledge, abilities, and attitudes necessary for the effective execution of tasks. Based on these notions, teacher competency can be defined as the knowledge and skills that enable teachers to teach and guide students to succeed productively.

To optimize students' academic learning motivation and achievement, teachers should have a wide range of competencies in a specific intricate environment where hundreds of crucial decisions are made daily (Jackson, 1990). Many existing studies referred to teacher competency as one of the predicting factors for student learning motivation (Alif et al., 2020; Lasaiba & Arfa, 2023; Sunarti & Rummyani, 2018; Usman et al., 2016). Teachers' ability to understand students' needs, provide meaningful challenges, and foster positive relationships is essential for enhancing student learning motivation. The higher the teacher's competency, the higher the motivation of the students to learn.

Many studies have explored the potential impact of surveyed independent variables on student learning motivation. However, we are urged to deepen this topic by offering insights into the specific geographical area, Southern Papua Province,

Indonesia. While the existing studies have primarily explored the individual effects of these surveyed independent variables on student learning motivation, this study extends the scope by describing their effects, individually and simultaneously. Besides, no empirical studies have investigated this topic within the Christian senior high schools in Merauke Regency, South Papua Province, Indonesia.

Thus, this study intended to fill the gap by examining the impact of parental support and teacher competency on the learning motivation of Christian senior high school students in Merauke Regency, South Papua Province, Indonesia. We probed the following three research questions to guide this study: (1) Does parental support positively and significantly affect the learning motivation of Christian senior high school students in Merauke Regency, South Papua Province, Indonesia? (2) Does teacher competence positively and significantly affect the learning motivation of Christian senior high school students in Merauke Regency, South Papua Province, Indonesia? And (3) Do parental support and teacher competency positively simultaneously affect the learning motivation of Christian senior high school students in Merauke Regency, South Papua Province, Indonesia? We utilized a quantitative survey research approach to address these research questions.

Building on existing research findings and our research questions, we present the conceptual framework for this study in Figure 1 below.

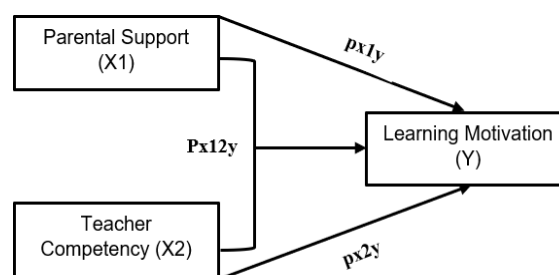


Figure 1. Conceptual Framework of the Study

Research Method

This study aimed to describe the impact of parental support and teacher competency on the learning motivation of Christian senior high school students in Merauke Regency, South Papua Province, Indonesia. To do so, we employed a quantitative research approach using a survey research design. A quantitative research approach was employed for the following two reasons: (1) it allows us to observe events or situations that affect teachers, and (2) it produces objective data that can be conveyed clearly through statistics and numbers (Burrell & Gross, 2017).

To obtain data from a total of 345 state vocational school teachers in Bali Province, Indonesia, we employed a survey research design as it allows us to ask respondents to rate their perceptions of the statements provided in our research questionnaires in a 4-point Likert Scale, rating from 1 (Strongly Disagree) to 4 (Strongly Agree). From their responses, we can generalize the findings from a sample of respondents to a population (Goodfellow, 2023). Besides, a survey research design provides us with several benefits as the following: (a) cost-effectiveness for data collection, (b) rapid and real-time data collection, (c) flexibility in data collection, (d) generalizability and versatility [Agung et al., 2024; Werang et al., 2023a.b., Werang et al., 2024a.b; Werang et al., 2025a.b.c.d]. All questionnaire items

were presented in Bahasa Indonesia to ensure the participants' clear understanding.

Obtained data were subjected to statistical analysis, using simple and multiple linear regression analysis techniques. A simple linear regression analysis was conducted to address the first and second research questions, while multiple linear regression was applied to analyze data for the third research question. To ensure the accuracy of data analysis results, we utilized the Statistical Package for the Social Sciences (SPSS) version 21. This software enabled us to generate reliable findings that contribute meaningfully to the field's understanding.

Research Results

The obtained research data on the parental involvement, teacher competency, and learning motivation of Christian senior high school students in Merauke Regency, South Papua Province, Indonesia, were subjected to simple and multiple linear regression analysis techniques. As previously mentioned, we employed SPSS version 21 to analyze the collected data statistically. The key findings, aligned with the research questions and hypotheses, are presented in Tables 1, 2, and 3.

Table 1. The impact of parental involvement on students' learning motivation

Model Summary					
Model	R	R ²	Change Statistics		
			R Square Change	F Change	Sig. F Change
1	.479	.230	.230	32.777	.000

- a. Predictors: (Constant), Parental_Involvement
b. Dependent Variable: Learning_Motivation

Data presented in Table 1 shows that at the 0.05 coefficient alpha level, parental involvement impacts positively and significantly the learning motivation of Christian senior high school students in Merauke Regency, South Papua Province, Indonesia, as the R² coefficient value of 0.230 and the Sig. coefficient value is 0.000. This result indicates that approximately 23 % of the variability reflected in the learning motivation of Christian senior high school students in Merauke Regency can be attributed to their parental involvement. It means that the research hypothesis, which posits that parental involvement impacts positively and significantly the learning motivation of Christian senior high school students in Merauke Regency, South Papua Province, Indonesia, is confirmed, while the opposite hypothesis is unconfirmed.

Table 2. The impact of teacher competency on students' learning motivation

Model Summary					
Model	R	R ²	Change Statistics		
			R Square Change	F Change	Sig. F Change
1	.433	.187	.187	25.311	.000

- a. Predictors: (Constant), Teacher_Competency
b. Dependent Variable: Learning_Motivation

Data presented in Table 2 shows that at the 0.05 coefficient alpha level, teacher competency impacts positively and significantly the learning motivation of Christian senior high school students in Merauke Regency, South Papua Province, Indonesia, as the R² coefficient value of 0.187 and the Sig. coefficient value is 0.000. This result indicates that approximately 18.7 % of the variability reflected in the learning motivation of Christian senior high school students in Merauke Regency can be attributed to teacher competency. It means that the research hypothesis, which posits that teacher competency impacts positively and significantly the learning motivation of Christian senior high school students in Merauke Regency, South Papua Province, Indonesia, is confirmed, while the opposite hypothesis is unconfirmed.

Table 3. Simultaneous impact of parental involvement and teacher competency on students' learning motivation

Model Summary					
Model	R	R ²	Change Statistics		
			R Square Change	F Change	Sig. F Change
1	.522	.272	.272	20.396	.000

- a. Predictors: (Constant), Parental_Involvement, Teacher_Competency
b. Dependent Variable: Learning_Motivation

Data presented in Table 3 shows that at the 0.05 coefficient alpha level, parental involvement and teacher competency impact positively and significantly the learning motivation of Christian senior high school students in Merauke Regency, South Papua Province, Indonesia, as the R² coefficient value of 0.272 and the Sig. coefficient value of 0.000. These results indicate that approximately 27.2 % of the variability reflected in the learning motivation of Christian senior high school students in Merauke Regency can be jointly attributed to parental involvement and teacher competency. It means that the research hypothesis, which posits that parental involvement and teacher competency simultaneously impact the learning motivation of Christian senior high school students in Merauke Regency, South Papua Province, Indonesia, is confirmed, while the opposite hypothesis is unconfirmed.

Discussion

Parents and teachers play a crucial role in shaping students' learning motivation by fulfilling their physical and psychological needs, including competence, belonging, and autonomy. When students experience autonomy, their intrinsic motivation strengthens (Deci & Ryan, 2008; Yeager et al. 2014). As a result, they are more likely to persist through challenging academic tasks and engage in deeper information processing (Brehm, 1972; Vansteenkiste et al., 2004; Yeager et al., 2014). Bandura and Locke (2003) showed that student's learning motivation is greatly associated with how they approach their study and how they feel about themselves as learners. Students with high motivation are more likely to be self-directed learners and, therefore, are likely to be successful.

Student autonomy can be fostered by empowering them to set learning goals, contribute to course content, and adopt personalized learning strategies that align with their strengths. This

study intended to describe how parental involvement and teacher competency impact student learning motivation at Christian junior high schools in Merauke Regency, South Papua Province, Indonesia. The results of the data analysis revealed a positive and significant impact of parental involvement on the learning motivation of Christian senior high school students in Merauke Regency, South Papua Province, Indonesia, as the R-Square (R^2) coefficient value of 0.230 is significant at the level of alpha coefficient value of 0.05. It demonstrates that every point added to the variable 'parental involvement' will increase by 0.230 points in the 'student learning motivation' and *vice versa*. In other words, the higher the parental involvement is, the higher the learning motivation of Christian senior high school students in Merauke Regency, South Papua Province, Indonesia. In reverse, the lower the parental involvement is, the lower the learning motivation of Christian senior high school students in Merauke Regency, South Papua Province, Indonesia. The findings of this study align with those of [Amanda et al. \(2023\)](#), who highlight that active parental involvement provides a strong positive boost to children's learning motivation. Similarly, [Bariroh \(2018\)](#) found that parental involvement impacts children's learning motivation positively and significantly.

Parental involvement in the educational process plays a crucial role in shaping students' motivation and academic achievement ([Fan & Chen, 2001](#); [Hill & Tyson, 2009](#); [Patall et al., 2008](#); [Spera, 2005](#)). Research indicates that students with strong support systems tend to demonstrate higher motivation and engagement than those without parental support ([Marks, 2000](#)). When parents actively engage in their children's education, they foster confidence, cultivate a love for learning, and reinforce the importance of education. This involvement strengthens the parent-child bond and, at the same time, lays a strong foundation for academic and personal success.

Positive effects of parental involvement on student academic success have been recognized by teachers, school administrators, and policymakers across educational settings ([Graves & Wright, 2011](#); [LaRocque et al., 2011](#); [Nguon, 2012](#); [Topor et al., 2010](#); [Wilder, 2014](#)). The results of the data analysis also revealed a positive and significant impact of teacher competency on the learning motivation of Christian senior high school students in Merauke Regency, South Papua Province, Indonesia, as the R-Square (R^2) coefficient value of 0.180 is significant at the level of alpha coefficient value of 0.05. It demonstrates that every point added to the variable 'teacher competency' will increase by 0.180 points in the 'student learning motivation' and *vice versa*. In other words, the higher the teacher competency is, the higher the learning motivation of Christian senior high school students in Merauke Regency, South Papua Province, Indonesia. In reverse, the lower the teacher competency is, the lower the learning motivation of Christian senior high school students in Merauke Regency, South Papua Province, Indonesia. The findings of this study align with those of [Nelwan et al. \(2024\)](#), who highlight that high teacher competency provides a strong positive boost to children's learning motivation. Similarly, [Wijayanti et al. \(2018\)](#) found that teacher competency impacts students' learning motivation positively and significantly.

Teachers are pivotal proxies in raising students' learning motivation ([Russell, 2004](#)). Teachers sustain student learning motivation by designing well-structured, thoughtfully prepared, engaging lessons that generate curiosity, foster interest, challenge critical thinking, and cultivate essential skills. Researchers

([Johnson, 2017](#); [Maliqi & Borincanj-Cruss, 2015](#); [Yilmaz et al., 2017](#); recommend that teachers play an influential role in motivating students to learn. This is largely due to the diverse strategies and tools available to teachers, such as clearly explaining the significance of a topic, enhancing students' sense of purpose in learning tasks, and delivering high-quality feedback to support their progress ([Bolkan & Goodboy, 2010](#)). [Yilmaz et al. \(2017\)](#) highlight that teachers' virtuous behaviors—such as refraining from embarrassment, criticism, humiliation, and punishment—significantly influence students' learning motivation.

Conclusion

This study delivers insights into how parental involvement and teacher competency affect the learning motivation of Christian senior high school students in Merauke Regency, South Papua Province, Indonesia. Based on the results of the data analysis, it can be concluded that parental involvement and teacher competency affect student learning motivation positively and significantly. Given the understanding that student learning motivation is crucial in shaping their academic achievement and character development, the study implies the need for educational policymakers to provide support resources for enhancing parental involvement and teacher competency. The study calls for families and schools to collaborate cooperatively in creating a conducive learning environment to arouse students' motivation and passion for learning to achieve success. None of the existing empirical studies in Merauke Regency examining this topic makes the results of this study a theoretical reference for future researchers who want to study and deepen this topic in a wider area and a larger sample size than the current study.

This study was based on samples from the Christian senior high schools in Merauke Regency, South Papua Province, Indonesia. The limited samples from specific religious schools make the results of this study not fully reflect the experiences of teachers in other schools, both in Papua and other areas of Indonesia. From this viewpoint, the results should be strictly interpreted when applied to other schools in Indonesia and other countries. Therefore, future studies should include wide research areas to generalize the findings.

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