

# Exploring the Simultaneous Impact of Parental Support, School Environment, Teacher Morale, and Student Learning Motivation on Student Academic Performance

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## Abstract

*This study aimed to describe the simultaneous impact of parental support, school environment, teacher morale, and student learning motivation on student academic performance within the context of elementary schools of Buleleng Sub-district, Bali, Indonesia. Employing a quantitative survey research design, data related to parental support, school environment, teacher morale, and student learning motivation were gathered from 199 elementary school students through meticulously designed survey questionnaires. The focus encompassed understanding the simultaneous impact of these four independent variables on student academic performance, evaluated through the analysis of academic transcripts obtained from the surveyed students. The findings reveal a compelling simultaneous positive impact of all the independent variables on student academic performance. Parental support emerged as a pivotal factor, illustrating its significance in fostering a conducive learning environment. The study further highlights the influential role of the school environment in shaping student academic outcomes, emphasizing the importance of a nurturing educational setting. Additionally, the morale of teachers surfaced as a contributing element, demonstrating its correlation with enhanced student performance. Moreover, student learning motivation emerged as a critical determinant, showcasing its direct link to academic achievement. The implications of these findings underscore the need for a holistic approach to education, emphasizing collaboration among parents, teachers, and educational institutions to optimize student learning environments and support mechanisms. The outcomes of this study contribute to the existing body of knowledge, offering a comprehensive understanding of the multifaceted dynamics that impact student academic success.*

**Keywords:** Parental Support, School Environment, Teacher Morale, Student Learning Motivation, Academic Performance

## INTRODUCTION

Education serves as a powerful force capable of bringing about significant positive changes in various aspects of life, for fostering positive transformations in health, employment, and societal welfare. Individually, it enhances productivity, thereby enabling individuals to lead better lives. At a broader level, education cultivates a skilled workforce, propelling economic growth and advancement (Idris et al., 2012; Sothan, 2019; Tadese et al., 2022). Despite its far-reaching benefits, the pursuit of education is characterized by a challenging endeavor that necessitates unwavering commitment and perseverance. To navigate their educational path successfully, students are required to dedicate significant amounts of time and energy to studying and striving for notable academic performance.

Academic performance serves as a fundamental yardstick for assessing students' educational accomplishments. The significance of academic performance lies not solely in its evaluative nature (assessing student knowledge acquisition) but also in its profound implications for an individual's cognitive development, career prospects, and overall societal contributions across different areas of life (Hanushek, 2020; Mappadang et al., 2022; Sothan, 2019). The measurement of academic performance typically encompasses a multifaceted evaluation, involving various quantitative and qualitative metrics such as standardized test scores, grades, class rankings, and academic achievements across diverse subjects (Astawan et al., 2023; Werang et al., 2023).

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However, the complexity of assessing academic performance goes beyond mere quantitative indicators; it extends to understanding the intricate web of factors that contribute to, and often influence a student's academic success. The first factor is parental support. Parental support stands as a cornerstone in a child's educational journey, playing a pivotal role in fostering a supportive home environment that encourages learning and academic engagement. Extensive educational research has consistently highlighted the significant influence of parental support on academic performance (Hanushek, 2016; Shahzad et al. 2020; Wea et al., 2020; Werang et al., 2017, 2019, 2022; Werang & Leba, 2022; Yieng et al., 2019; Akramy, Daqiq, & Orfan, 2024) underscore the pivotal role of parental support in shaping students' attitudes towards learning and their overall achievements in academics. This support goes beyond mere assistance with homework or school-related tasks; it encompasses a broader spectrum of support, including encouragement, guidance, and active engagement in a child's educational journey. Such parental support significantly influences a student's motivation, study habits, and confidence, ultimately contributing to their academic success and positive learning experiences.

The second factor is the school environment. The school environment stands as a crucial factor in shaping a student's educational journey. Its significance lies not only in providing a physical space for learning but also in creating an atmosphere that fosters growth and development. An enriching environment isn't solely about the classrooms, laboratories, or libraries; it's about the vibe that permeates these spaces (Thomas et al., 2021; . The school environment, encompassing the amalgamation of supportive teachers, collaborative peers, and a culture that fosters curiosity and exploration, is oriented towards the holistic development of students, valuing extracurricular activities, sports, arts, and social interactions as equally significant components (Harinarayanan & Pazhanivelu, 2018).

The school environment is about the holistic development of students, where extracurricular activities, sports, arts, and social interactions hold equal importance. When students feel accepted and valued within their school community, it fosters a sense of belonging, which is vital for their emotional well-being and academic success (Ekiugbo, 2023). This feeling of belongingness not only nurtures a positive attitude towards learning but also bolsters their confidence to engage actively in various academic and extracurricular activities that, in turn, impact their academic achievement. Numerous esteemed researchers (e.g. Angreranti & Malihah, 2017; Idris et al., 2014; Kigongo, 2018; Kisogot et al., 2022; Mukmina et al., 2021; Odeh et al., 2015; Rafiq et al., 2022; Raj & Gausiya, 2016; Sudirman, 2023) collectively underscore the profound impact of the school environment on students' academic performance. These studies have rigorously demonstrated the multifaceted nature of this influence, revealing that the physical, social, and emotional aspects of the educational setting significantly shape students' academic achievements. The implications of these studies' findings extend beyond the classroom walls, emphasizing the responsibility of educational institutions and policymakers in creating and sustaining environments that cater to the diverse needs of students.

The third factor is teacher morale. Teacher morale plays a pivotal role in shaping the academic environment and significantly impacts student achievement. The morale of teachers, reflecting their job satisfaction, enthusiasm, and overall well-being, directly influences the quality of teaching and the learning experiences provided to students (Anderson, 2014; Maningu, 2017; Sabin, 2015). When teachers experience high morale, they are more likely to be motivated, engaged, and committed to their roles. This positive disposition often translates into a more conducive learning atmosphere, fostering enhanced student engagement, participation, and ultimately, academic success (Maningu, 2017; Sabin, 2015).

The connection between teacher morale and student achievement is multifaceted. Lots of current studies (e.g. Anderson, 2014; Benti & Tarekegne, 2022; Bost, 2019; Ehineni, 2017; Maningu, 2017; Sabin, 2015; Willis & Varner, 2010) have collectively shown the significant impact of teacher morale on student academic achievement. Teachers with high morale tend to demonstrate increased dedication to their profession, implementing innovative teaching methods and strategies tailored to meet diverse student needs. Their enthusiasm and positive attitude can inspire and motivate students, encouraging them to actively participate in the learning process. Moreover, teachers with high morale are better equipped to manage classroom challenges effectively, providing a supportive and nurturing environment conducive to optimal learning outcomes. Conversely, low teacher morale can have adverse effects on student achievement. When teachers feel demotivated, stressed, or disengaged, it can impact their instructional effectiveness and the overall classroom

atmosphere. This can lead to decreased student motivation, reduced engagement, and potentially lower academic performance.

The fourth factor is student learning motivation. Students are at the core of the learning process and, therefore, play a critical role in shifting their learning, student learning motivation is imperative. Student learning motivation stands as a pivotal factor in the realm of education, exerting a profound influence on the learning trajectory of individuals. At the very heart of the learning process, students wield immense power in steering their educational journey. Their motivation to learn becomes a linchpin, propelling and sustaining their actions toward academic goals. Slavin (2006) highlighted learning motivation as the propelling force behind students' actions, directing their learning paths toward desired objectives. It delves into the intricate reasoning behind their choices to engage in specific activities, the intensity of effort they put forth, and the duration for which they persevere in their activities (Dörnyei, 2001).

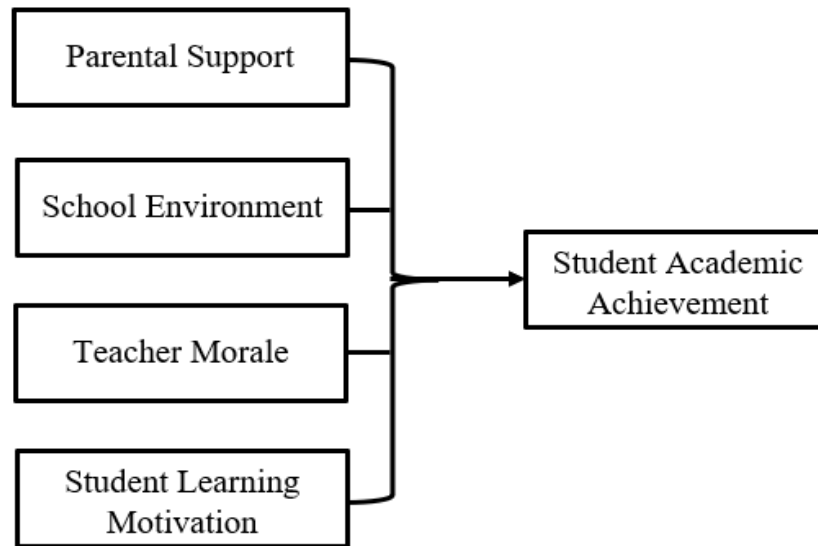
The significance of learning motivation reverberates in its ability to foster a conducive atmosphere for effective learning. When students are driven by a genuine desire to learn, their engagement levels soar, leading to increased absorption and retention of knowledge. This heightened engagement not only augments their academic performance but also cultivates a positive learning atmosphere, encouraging collaborative interactions and a thirst for knowledge acquisition. Understanding the multifaceted nature of learning motivation is crucial. It not only elucidates why students opt to participate in certain academic tasks but also sheds light on the depth of their commitment and the enthusiasm they invest in their learning pursuits.

Simply put, learning motivation stands as a cornerstone factor that underpins the success and satisfaction of students within the realm of education, propelling their growth and development. Several recent studies highlight the crucial role of learning motivation in improving students' academic success (e.g. Almaiki, 2019; Aslam et al., 2021; Bakar et al., 2022; Mehndroo & Vandana, 2020; Ozer & Badem, 2022; Robbi et al., 2020; Steinmayr et al., 2019; Yogie et al., 2021). These studies show that learning motivation is more influential than intellectual intelligence in determining students' academic achievements. Motivation drives and guides each student's actions toward achieving better academic results (Hattie, 2009; Plante et al., 2013; Robbins et al., 2004; Wigfield et al., 2016).

This study aimed to enhance our understanding by showing how different factors—like parental support, school environment, teacher morale, and student motivation—work together to influence students' academic success. By looking at these factors together, it helps us see a bigger picture of how they impact student academic achievement. This broader view is crucial for creating better strategies to improve education and create environments where students can thrive academically. This study's approach strengthens its credibility because it doesn't just focus on one aspect but shows how these factors connect, giving us a clearer and more solid understanding of what affects educational success.

To our knowledge, no previous studies have looked at how parental support, school environment, teacher morale, and student learning motivation all affect student academic achievement at the same time. So, our study aimed to fill this gap by investigating these influences using fifth graders from suburban elementary schools in the Buleleng Sub-District as both our population and sample. We probed one research question guiding our study: Do parental support, school environment, teacher morale, and student learning motivation collectively influence student academic achievement? To answer this question, we used a quantitative research approach employing a survey research design.

Given the research question and previous studies on how parental support, school environment, teacher morale, and student learning motivation affect student academic achievement, Figure 1 illustrates the hypothetical model for this study.



**Figure 1. The Hypothetical Model of the Study**

The hypothetical model shown in Figure 1 proposes a simultaneous impact of parental support, school environment, teacher morale, and student learning motivation on student academic achievement. This model envisions these factors working in cohesion, intertwining their effects to collectively shape a student's academic success. Rather than isolated influences, this model suggests that these variables jointly contribute to a student's educational outcomes.

Within this simultaneous model, parental support, school environment, teacher morale, and student learning motivation are seen as interdependent factors that impact a student's academic achievement. It suggests that a positive change or influence in one factor could potentially trigger a ripple impact on the overall academic performance of students. This holistic view emphasizes the importance of considering these variables together in understanding and improving student achievement, highlighting their interconnected nature within the educational landscape.

Furthermore, it's essential to underscore that the validity and accuracy of this hypothetical model need to be evaluated in practical settings. While the model presents a comprehensive simultaneous impact of parental support, school environment, teacher morale, and student learning motivation on student academic achievement, its real-world applicability and accuracy should be empirically tested in educational environments. Field studies and empirical research are necessary to ascertain the model's effectiveness in actual educational settings. Only through such rigorous examination and empirical validation can the model's reliability and practical utility be confirmed, providing valuable insights for educators and policymakers to enhance student academic achievement.

## **METHOD**

### **Research Design**

The present study adopted a quantitative research approach employing a survey-based approach to elucidate the influence of parental support and the school environment on students' academic performance. Quantitative research involves employing distinct methodologies and assumptions to explore numerical trends in psychological, social, and economic phenomena (Coghlan & Brydon-Miller, 2014). This method encompasses the collection and analysis of numerical data to identify patterns, predict outcomes, examine cause-and-effect relationships, and draw inferences about broader populations (Bhandari, 2022). Utilizing findings from a smaller sample to comprehend larger groups is a common practice in quantitative research.

Surveys serve as a valuable instrument in quantitative research, frequently utilized by scholars for gathering numerical data (Williams, 2007). The selection of survey research designs stemmed from various rationales, primarily due to their efficacy in eliciting opinions and insights on specific subjects from individuals (Mills, 2021). Furthermore, recent studies (Sondakh et al., 2023; Werang et al., 2023a.b.; Werang et al., 2021; Wula et al., 2021; Wullur & Werang, 2020) have underscored the advantages of surveys, citing their cost-effectiveness, swift data acquisition, efficient gathering of substantial information within a short timeframe, and production of highly precise statistical outcomes.

## **Participants**

The research took place in the suburban elementary schools situated within the Buleleng Sub-District of Bali, Indonesia. For this study, 219 fifth-grade students were specifically chosen as participants. The selection of these students was intentional, considering the limitations posed by time constraints and logistical difficulties in reaching every individual within the study population. Conducting the research during a vacation period further complicated the process of accessing the entire pool of potential participants. Therefore, to ensure a manageable and feasible data collection process, a deliberate decision was made to focus on this specific group of fifth-grade students.

We selected the Buleleng Sub-District as our research site due to its representation of a diverse range of elementary schools in the region. The deliberate decision to involve fifth graders stems from recognizing this academic level as a pivotal transitional phase in students' educational journeys. It provides invaluable insights into the factors influencing their academic performance. As students progress along their educational path, the academic demands placed on them tend to increase. Teachers and parents expect higher academic achievements, subjecting students to more demanding coursework and assessments. This heightened pressure can significantly impact their motivation to learn and, consequently, their academic success. Therefore, our focus on this grade level aims to uncover factors that can either enhance students' performance or pose challenges as they advance to subsequent grades and educational levels.

## **Research Materials and Tools**

This study used surveys to explore how parental support, the school environment, teacher morale, and student learning motivation impact student academic achievement. Data related to the student's academic achievement were gathered by taking their academic record from their teachers, known as 'Guru Kelas'. This involved a thorough review of each student's academic records, allowing for a comprehensive assessment of their learning outcomes.

Data on parental support was collected through a questionnaire comprising 14 items across three measurement indicators—material support (4 items), moral support (7 items), and spiritual support (3 items). Participants rated their responses on a four-point Likert scale, ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). The questionnaire items were presented in the Indonesian language to ensure clarity for the participants. Example items included: “My parents provide me with necessary learning materials at school and home,” “My parents accompany me during study time at home,” and “My parents inquire about my learning at school.” The questionnaire demonstrated both validity and reliability, supported by a Cronbach's Alpha coefficient value of .713, indicating its trustworthiness and consistency.

Data on the school environment were collected through a questionnaire comprising 9 items across three indicators—school atmosphere (3 items), school transparency (3 items), and availability of learning facilities (3 items). Participants rated their responses on a four-point Likert scale, ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). The questionnaire items were presented in the Indonesian language to ensure clarity for the participants. Example items included: “I feel comfortable and safe at school,” “Teaching and learning activities at this school are enjoyable,” and “The school provides sufficient learning facilities.” The questionnaire demonstrated both validity and reliability, supported by a Cronbach's Alpha coefficient value of .732, indicating its trustworthiness and consistency.

Data on teacher morale was collected through a questionnaire comprising 12 items across five indicators—punctuality (3 items), enthusiasm (3 items), creativity (2 items), innovation (2 items), and loyalty (2 items). Participants rated their responses on a four-point Likert scale, ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). The questionnaire items were presented in the Indonesian language to ensure clarity for the participants. Example items included: "The teacher is punctual," "The teacher starts and finishes lessons on time," "The teacher shows enthusiasm while teaching," "The teacher motivates students to learn thoroughly," "The teacher fosters continuous learning," "The teacher utilizes diverse teaching materials to aid comprehension," "The teacher consistently cultivates an enjoyable learning environment," and "The teacher consistently exhibits dedication to teaching." All these statements were affirmed to be reliable and valid, supported by a Cronbach's Alpha coefficient of .753.

Data on student learning motivation was collected through a questionnaire comprising 11 items across four indicators—curiosity (2 items), tenacity (3 items), desire for learning (3 items), and aspiration for achievement (3 items). Participants rated their responses on a four-point Likert scale, ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). The questionnaire items were presented in the Indonesian language to ensure clarity for the participants. Example items included: "I regularly explore unfamiliar topics online for learning purposes," "Education is a crucial necessity for me," "I create and follow study schedules diligently," "I avoid postponing assigned tasks," "I find a strong drive when facing challenging assignments," "I am always striving for excellence in academics," and "I enjoy participating in competitive activities." All these statements were affirmed to be reliable and valid, supported by a Cronbach's Alpha coefficient of .738.

**Data Collection and Analysis**

As previously mentioned, this study involved fifth-grade students from suburban elementary schools in Buleleng Sub-District, Bali, Indonesia, both as the overall population and the chosen sample. Four surveys, using a four-point Likert scale, were administered to 219 elementary school students selected as participants. Information on students' academic performance was collected by gathering their academic records.

The collected data underwent quantitative analysis using inferential statistics. The significance of quantitative data analysis lies in its capability to reveal meaningful causal connections or associations within datasets. By subjecting the data to inferential statistics, we gain insights into whether the impact of surveyed independent variables on student academic achievement is likely to be genuine or merely due to chance. Applying multiple regression techniques enabled the extraction of meaningful conclusions and the derivation of reliable inferences, thereby enhancing the overall credibility and strength of the research findings.

To ensure precise and reliable data analysis, the study relied on the use of the software Statistical Package for the Social Sciences (SPSS) version 21. The SPSS software, known for its strength, helped in organizing and analyzing data efficiently. Its use improved the accuracy and trustworthiness of the research results by providing a structured way to handle, understand, and present the data.

**RESULTS AND DISCUSSION**

This study aimed to describe how parental support, school environment, teacher morale, and student learning motivation impact simultaneously student learning outcomes. Employing the SPSS software version 21 for accuracy, data in Table 1 presented the significant result of the data analysis.

**Table 1 Simultaneous impact of parental support, school environment, and teacher morale on student learning outcomes**

N	R	R <sup>2</sup>	F-count	F-table	Sig.
219	.895	.800	214.397	2.451273	.000

Predictors: (Constant), Parental\_Support, School\_Environment, Teacher\_Morale, Learning\_Motivation

Dependent Variable: Academic\_Achievement

Data outlined in Table 1 shows a clear pattern: at a significance level of .05, the calculated F-value of 214.397 is significantly higher than the critical F-value of 2.451273. This strongly supports the research hypothesis that

suggests parental support, school environment, teacher morale, and student learning motivation collectively impact student academic achievement. Additionally, Table 1 indicates an  $R^2$  coefficient value of .800 and a Sig. coefficient value of .000. This means that 80.0% of the differences in students' academic achievement can be explained by the collective levels of parental support, school environment, teacher morale, and student learning motivation.

The educational landscape is a multifaceted ecosystem where students actively steer their learning paths propelled by intrinsic motivation fostered by personal interests and the perceived relevance of studies. This drive for learning, augmented by encouragement from home and school, serves as a vital force propelling students toward academic objectives (Lotz et al., 2018; Schneider et al., 2018; Steinmayr et al., 2018). Students who derive genuine meaning and relevance from their studies tend to exhibit a deeper engagement with the material, fostering a curiosity that extends beyond the classroom walls. This curiosity often transcends disciplinary boundaries, encouraging students to explore interdisciplinary connections and pursue knowledge outside the conventional academic realm. As they perceive the real-world implications and applications of their education, their enthusiasm becomes a driving force that fuels not only their academic success but also their holistic growth and development as individuals capable of critical thinking, problem-solving, and innovation.

As students exercise their agency in shaping their learning paths through intrinsic motivation, parental support emerges as a fundamental cornerstone, fostering an environment where children's enthusiasm for learning is nurtured and sustained. Parents are the legal owners of the child (Werang et al., 2017) and serve as the first and foremost influencers in shaping a child's attitude toward learning (Werang et al., 2019; Werang et al., 2022). Their engagement through simple yet significant actions—such as reading bedtime stories that spark curiosity, guiding them through mathematical problems, and offering words of encouragement—nurtures a positive mindset and eagerness in children to explore and embrace learning opportunities (Bala, 2019; Ekinci-Vural, 2021; Silinskas & Kikas, 2019).

Beyond the comfort of home, students enter the lively school corridors resonating with bustling activity at every step. The school goes beyond being just a building; it transforms into a nurturing place where students' aspirations are planted and nurtured (Randhawa & Lewis, 1976). It serves as a melting pot where academic, social, and personal goals find fertile ground to thrive. In this setting, a strong and supportive environment thrives, creating a space filled with endless opportunities (Harinarayanan & Pazhanivelu, 2018; Jain, 2017). Various resources, from advanced learning tools to a knowledge-filled library, support the educational journey. Furthermore, the school culture, celebrating each student's uniqueness, forms the basis for inclusivity and empowerment. Safety, both physical and emotional, encompasses the school, providing a shelter where students not only learn but also feel valued and encouraged (Mgbodile, 2014).

In the heart of schools, students encounter an environment tailored to cultivate their growth and development. The school transcends the conventional role of imparting knowledge; it becomes a nurturing ground where students thrive academically, socially, and emotionally. It offers more than education—it fosters a sense of belonging and affirmation (Amaechina & Ezech, 2019). In schools, students are not just passive recipients of information; they are active participants in a community that celebrates their diverse talents and perspectives. This nurturing environment provides the fertile soil where their aspirations are not only recognized but also nurtured, allowing each student to carve their path toward academic success. Within the embracing walls of the school, students discover not only an education but also a sanctuary where their potential flourishes, paving the way for their journey toward fulfilling their dreams.

Nestled within the school's bustling corridors and lively classrooms are the passionate teachers, akin to guiding stars illuminating students' paths toward knowledge and discovery. Their influence goes beyond lesson plans; it shapes how students experience learning. These educators' infectious enthusiasm creates an environment where curiosity thrives, making learning an exciting adventure (Abazaoğlu & Aztekin, 2016). When teachers are not just knowledgeable but also motivated and enthusiastic, it sparks a fire in the classroom, inspiring students to actively engage and strive for excellence (Werang et al., 2023a; Werang et al., 2023c).

The vibrant energy from motivated teachers acts as a catalyst, encouraging students to envision their potential beyond traditional learning boundaries. Armed with both knowledge and dedication, teachers play a crucial role in creating a conducive atmosphere for student learning. Their morale weaves through academic success, impacting student motivation and achievement (Bost, 2019; Hearn, 2019; Maningu, 2017; Shaban et al., 2017). A motivated teaching force drives students toward academic success. As students sense their teachers' enthusiasm, they feel inspired and committed to exploring the educational journey. Through their passion, teachers create a classroom where every student actively participates, empowered to achieve new academic elevations.

## CONCLUSION

The findings of this study underscore the significant influence that parental support, school environment, teacher morale, and student learning motivation collectively wield on student academic achievement. Understanding the interconnectedness of these factors opens avenues for targeted interventions and strategies aimed at enhancing student success. Policymakers, educators, and parents can collaborate to develop comprehensive support systems that foster a conducive learning environment. Investing in programs that bolster parental involvement, improve school environments, enhance teacher morale, and nurture intrinsic student motivation could substantially contribute to improving overall academic outcomes.

While the results of this study highlight the substantial influence of these factors on academic achievement, it's essential to acknowledge its limitations. The analysis might not encapsulate all variables impacting student success, and certain unexplored elements or external influences might contribute significantly but were not considered. Additionally, the study's scope and methodology might restrict the generalizability of the findings to broader populations or diverse educational settings. Further research encompassing a more comprehensive array of variables could provide a deeper understanding of the intricate dynamics influencing academic achievement.

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