

Theorizing Holistic Framework of Family Emotional Support on Student Learning Motivation in Higher Education Institution

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Abstract: This article explores the holistic framework of family emotional support and its influence on student learning motivation in higher education institutions. Family emotional support, encompassing emotional encouragement, guidance, and support, plays a pivotal role in shaping students' academic experiences and its drive to succeed. The holistic framework highlights the interconnectedness between emotional well-being, family dynamics, and student academic performance. It recognizes that a nurturing family environment can enhance students' resilience, reduce stress, and promote a sense of security, all of which contribute to heightened motivation. By integrating emotional support into students' educational journeys, families create a foundation for academic success and personal growth. The article explores key factors such as the emotional climate at home, open communication, and parental involvement, all which influence student motivation. Understanding such dynamics allows educational institutions to create strategies that involve families in supporting students, ultimately leading to improved academic performance and student well-being. This framework emphasizes the importance of collaboration between families and institutions in fostering a positive, motivating educational environment.

Keywords: Holistic framework, family emotional support, learning motivation, higher education institution

1. Introduction

Learning motivation, as an essential precursor in the educational process, has a significant impact on student academic achievement for career prospects. It also has an impact on achievement in higher educational institutions. However, many students in higher education institutions (HEI) have no interest throughout the coursework, which leads to diminished motivation, poor learning outcomes, and potentially elevated rates of dropping out. Despite numerous research investigations having presented aspects affecting college students' educational participation, it is important to remember since learning involvement constitutes a highly complex and exhaustive conception, and its definition is contested. Further investigations ought to be carried out to investigate the reasons for and mechanisms of academic motivation (Oga-Baldwin, 2019; Korpershoek et al., 2020; Valadez et al., 2021).

Not to mention, HEI students' learning motivation is critical since it has an explicit and implicit impact on growth of skills and locale-specific progress. In the twenty-first century, talent is the most valuable resource, and fostering it requires increasing college students' drive. Thus, this paper is based on three concepts: learning motivation and family emotional support in the framework of HEI.

Additionally, HEI motivation to learn among students has a significant impact on their academic achievement as well as their future professional development as well as individual improvement (Deci and Ryan, 2019; Javkhan and Hyun, 2021). On top of that, the psychological and affective support students experience by families, relatives besides close companions and others in the community is recognized as family-related psychological support in education. Such assistance is critical to establishing a positive atmosphere for education, especially for college students who have reached an important stage of development (Gana et al., 2023).

Eventually, understanding HEI students' learning motivation and its affecting elements, specifically the role of family emotional support and teacher teaching support, is critical for parents, teachers, and administrators. Furthermore, as time and advances in technology progress, college students' learning motivation is met with fresh hurdles and possibilities. Nations across this globe have made significant contributions significantly towards the studies concerning learning motivation, each possessing a distinctive historical, cultural, and educational context (Elliot & Dweck, 2020).

2. Learning Motivation

Learning motivation as a cornerstone in the realm of education plays an essential role for HEI students to achieve success in education as well as individual development. It motivates students to put in effort hard to excel in academics, establish targets, and persevere in the face of obstacles. Motivation that is intrinsically fueled by an authentic curiosity in what is being studied, promotes an enthusiasm for learning as well as innovation. Extrinsic motivating factors, including receiving outstanding results considering possibilities for future employment additionally become essential. However, retaining enthusiasm can be difficult due to educational requirements along with personal obligations. HEIs may help students remain motivated to accomplish objectives through fostering a good educational atmosphere, aiding, and developing an attitude of improvement.

Within its heart, motivation combines intrinsic and extrinsic motivations. Intrinsic motivation is defined as individuals' participation in educational pursuits motivated by individual passion, inquisitiveness, and the desire for self-actualization. It stems from inner desires and beliefs, which inspire continuous inquiry, learning, and personal development. Extrinsic motivation, on the other hand, refers to people participating in educational activities due to the feeling inspired by external recognition, repercussions, or societal expectations. Academics, funding, societal assurance, or parental demands, rather than intrinsic passions or individual objectives, may drive this motivation (King and Bunce, 2019; Urhahne and Wijnia, 2023).

Learning motivation refers to a wide range of complex psychological procedures and circumstances. Personal thoughts, objectives, feelings, self-confidence, and educational practices all have a significant impact on learning motivation. Someone's demands, aspirations, and psychological views regarding educational influence the passion as well as perseverance in completing tasks associated with learning. A person's self-confidence (such as belief in the skills) and state of mind (such as enthusiasm, worry, dissatisfaction) both influence the way they behave regarding educational activities (Dwi Nur'aini et al., 2020; Wang, 2024).

The conceptual as well as empirical environment of learning motivation encompasses numerous domains, including educational psychology, neuroscience, cognitive science, as well as sociological studies. In psychological research, the idea of self-determination constitutes a fundamental motivation paradigm that emphasizes the consequences of a person's internal desire inherent independent thought on motivation for learning (Elshareif and Mohamed, 2021; Teo et al., 2023).

Based on the above conceptual terms, the motivation of someone is influenced by the fulfillment about the sensation of independence, proficiency, and appropriateness in educational endeavors. In teaching methodology, expectation-value models are widely used to understand the origins and development of student motivation. The premise states that an individual's level of motivation can be measured by their projected outcomes and perceptions of the significance of acquiring knowledge activities. Individuals are far more likely to get involved with learning activities if individuals believe in the capability to accomplish something and see the work as important or valuable to them (Weiler and Murad, 2022; Ma and Guo, 2023; Peng et al., 2024).

In conjunction with conceptual probes, scientific investigation into learning motivation is critical. Educators may discover fundamental insights concerning the qualities, skills, and progressions of learning motivation by conducting research studies, empirical investigations, and longitudinal investigations. The works mentioned above provide critical philosophical and practical foundations for developing policies on education, improving teaching methods, and boosting students' academic performance.

In summary, learning motivation serves as a critical stimulant for individual academic conduct, encompassing both internal and external incentives as well as a complex set of cognitive mechanisms and variables. A thorough understanding of the notion and determinants of learning motivation is critical for cultivating individual educational propensity, improving learning effectiveness, and promoting individual development.

3. Development Of Learning Motivation

The evolution of motivation for education is often traced down to the ancient Greek scholastic Aristotle as whom investigated the relationship amongst motivation and objectives. In psychology of education, the study of learning motivation began in the first decades of the twentieth century. Following that time, experts have proposed a variety of educational motivational models, such as Maslow's hierarchy of needs, Vygotsky's sociocultural theory, and Piaget's cognitive development theory. Such hypotheses advance our understanding of learning motivation while providing critical theoretical advice for educational practice. With the expansion of neuroscience and psychology,

the exploration of learning motivation has expanded further in the last few decades, giving birth to many new ideas and viewpoints which provide innovative perspectives and approaches for understanding and directing learning motivation (Filgona et al., 2020; Wa et al., 2023).

Moreover, the conceptual framework of learning motivation has undergone multiple phases of development. In 1940, the American psychologist Hall introduced the drive-reduction theory, which explained motivation for behavior by assuming that humans attempt to preserve homeostasis. In the 1960s, motivation theory based on cognitive notions rose to prominence, attempting to explain the motivation of individuals through the lens of underpinning cognitive mechanisms. Furthermore, other learning motivation theories, notably attribution theory and achievements motivation theory, have additionally been proposed and revised (Sigalingging et al., 2023).

As a result, common learning motivational theories include reinforcement theory, need hierarchy theory, attribution theory, achievement motivation theory, and self-efficacy theory, among others. Reinforcement motivation theory emphasizes the consequences of external encouragement on student behavior; need hierarchy theory divides individuals' requirements towards distinguished classifications; achievement motivation theory focuses on individuals' desire for achievement; and self-efficacy theory demonstrates people's cognition and confidence in their own abilities. In conclusion, the evolutionary development of the learning motivation concept encompasses a wide range of conceptions and views, progressing from original behaviorist beliefs to succeeding in cognitive psychology frameworks, enhancing and expanding our understanding and explanation of learning motivation (Davidovitch and Dorot, 2023; Vassiloudis and Chalda, 2024).

4. Theories Related to Learning Motivation

Learning motivation is an important part of education, influenced by a variety of psychological theories. Maslow's Hierarchy of Needs states that learners get inspired if fundamental needs, especially security and being part of something, are taken up. Whenever the criteria have been fulfilled, people aim for loftier goals such as self-actualization. Self-determination Theory stresses both intrinsic and external drives. It contends that independence, expertise, and connection drive motivation. According to Expectancy-Value Theory, learners feel motivated due to the belief that will prevail while appreciating the work at hand. Likewise, Attribution Theory emphasizes how learners' perceptions of accomplishments and disappointments affect subsequent motivation. Such concepts influence educational strategies to boost learning motivation besides Basic Motivational Model, Social Cognitive Theory, Interest Theory, Achievement Goal Theory, and Attribution Theory.

4.1 Maslow's Hierarchy of Needs

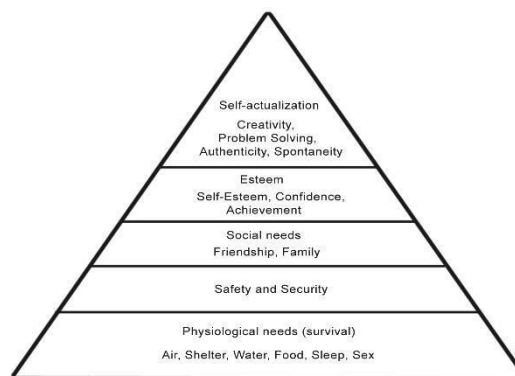


Fig. 1 - Maslow's hierarchy of needs.

Maslow's hierarchy of needs as shown in Fig. 1 is a psychological theory that explains human motivation by focusing on various stages of need fulfillment. According to the notion, individuals have an incentive to meet a desire within a hierarchy. This hierarchy starts with the most fundamental necessities and progresses toward greater complicated needs. Maslow's Hierarchy of Needs is a five-tier framework of human needs that is commonly represented using a hierarchy beneath a pyramidal structure. The structure of hierarchy is made of five phases: physiological, safety, love/belonging, esteem, and self-actualization. Lower-level basic requirements, such as food, water, and safety, must be provided before upper needs are achieved. Fewer individuals have been claimed to have successfully attained self-actualization, yet individuals may leave exceptional experiences. The chronological sequence of the stages cannot be entirely defined. Certain individuals prioritize esteem over love, but others can achieve self-actualization notwithstanding impoverishment. Typically, numerous demands drive how we act at the same time. Finally, Maslow's Hierarchy of Needs represents one of the most widely recognized

theories of motivation. According to Maslow's Hierarchy of Needs, we as individuals have been inspired by biological and cognitive needs which grow in complexity (Maslow, 2013).

4.2 The Basic Motivational Model



Fig. 2 - The basic motivational model.

The core motivational model as shown in Fig. 2 depicts the causes and consequences of motivated behavior. The idea is based on Heckhausen and Heckhausen's (2018) broad motivation paradigm, which introduces the common characteristics of human-motivated activities. Heckhausen (1977) began intensively integrating components from several paradigms into a cognitive framework of motivation. The initial framework separated four types of expectancies connected with four unique phases in a series of events, as well as assisting to categorize internal and external motivating criteria for a certain action. Following that, Heckhausen and Gollwitzer (1987) developed the notion of including the Rubicon framework for action stages, making obvious contrasts between motivational and purposeful viewpoints. The Rubicon model comprises four stages, all of which have been laid out as follows: In the pre-decisional phase of motivation, people choose or set an action objective based on their needs and aspirations. The post-decisional phase of volition is a period of planning and organizing for putting the objective into action. This is immediately followed by the actional phase of volition, which includes the actual process of action. When an action is performed or abandoned, the post-actional phase of assessing the outcome and its repercussions begins. The Rubicon model, which illustrates the full action process from the emergence of a desire to the ultimate evaluation of the action outcome, provides a broad foundation for categorizing numerous current motivational theories (Chakraborty, 2023).

4.3 Expectancy-Value Theory

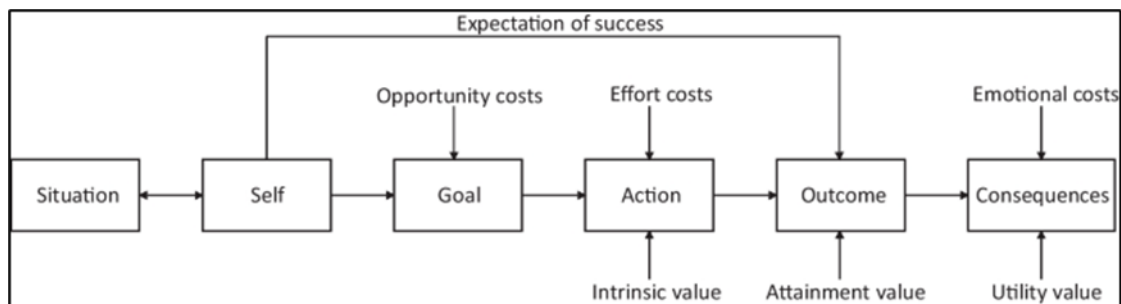


Fig. 3 - Expectancy-value theory.

Expectancy-value theories, as shown in Fig. 3 based on studies of Tolman (1932) and Lewin (1951), show motivation simply a manifestation of both the practicality and attractiveness of predicted behavior. Anticipation is frequently prompted by the situational rewards and represents a subjective expectation of that action's viability. The worthiness shows the attractiveness of doing something as judged by the situation's motivations and the anticipated implications of the behavior. Atkinson's (1957) accomplishment motivation theory claimed that anticipation and intrinsic worth remained inextricably linked. The less desirable something is, the more challenging it is going to be to be carried out, and vice versa. Therefore, recognizing the arbitrary likelihood of achievement was thought to be adequate for determining the task's motivational quality. Nevertheless, the notion of a negative link across values and expectations has not been supported. In an additional current perspective, anticipation and intrinsic views tend for predicting achievement-related decisions and accomplishments in tandem (Gonida and Lemos, 2019; Renninger and Hidi, 2019; Feather, 2021).

4.4 Social Cognitive Theory

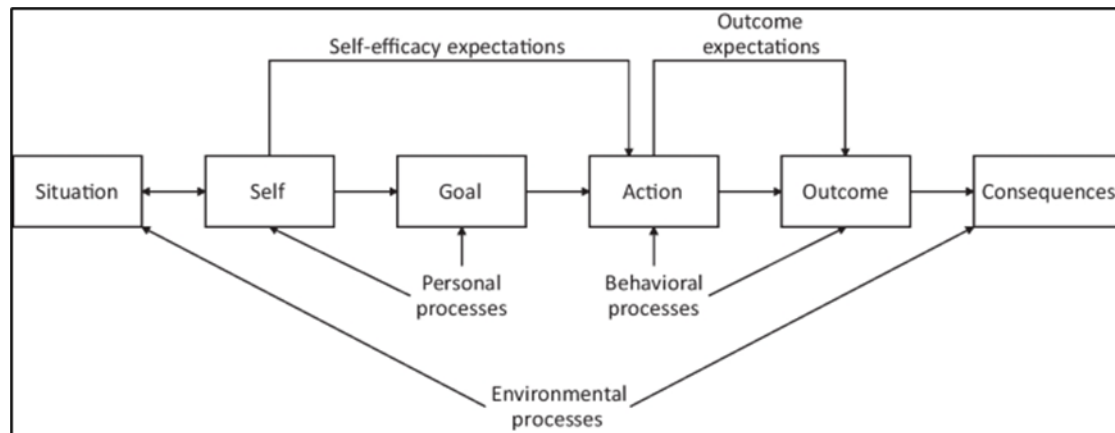


Fig. 4 - Social cognitive theory.

Bandura (2023) extended the goal-oriented motivational theory notion of anticipation under the theoretical framework of social cognition theory. Expectations of being successful, or the arbitrary likelihood of achieving a specific result, can be distinguished by two perspectives, as shown in Fig. 4. Competence beliefs develop whenever students analyze the methods and procedures for completing certain assignments. Control beliefs describe the notion of the degree of how the selected strategies and procedures produce what is expected. Bandura (2023) invented the word self-efficacy to communicate assumptions concerning an individual's capacity to formulate and carry out sequences of behavior to achieve certain results. Belief in one's own abilities is seen as a necessary requirement for initiating educational success-oriented behaviors. Bandura (2023) coined the phrase "outcome expectations" to describe the alleged juxtaposition of alternative actions and the expected consequences. Though expectancy of success may include proficiency values, attitudes toward control, or both, Bandura's erect of self-efficacy has given rise to an essential distinction in the path of behavior and is often regarded as an essential component of studies on motivation within HEI (Portugal, 2020).

4.5 Self-Determination Theory

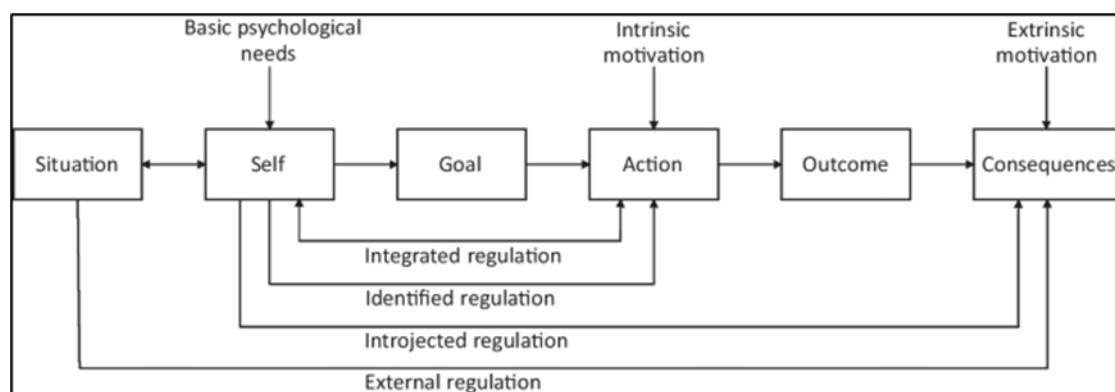


Fig. 5 - Self-determination theory.

Ryan and Deci (2018) developed self-determination theory, a broad framework to comprehend motivation in humans, personality traits, along with wellness. The framework originated with preliminary investigations into the notion of intrinsic motivation (Ryan and Deci, 2018). Self-determination is thought to constitute the foundation for describing genuinely driven behaviors, whereby the activity is perceived to be self-determined and doesn't depend on restrictions or reinforcements (Ryan, 2023). Self-determination theory serves to provide a counterbalance for expectancy-value theory and social cognitive theory, in which extrinsic incentives including anticipated or genuine benefits that encourage actions remain apparent. The fundamental foundation of self-determination theory includes six mini-theories: basic psychological requirements theory, cognitive evaluation theory, organismic integration theory, causality orientations theory, goal contents theory, and connection motivation theory (Ryan and Deci, 2018) as shown in Fig. 5. Each sub theory examines a distinct motivation phenomenon that has already been proven scientifically.

4.6 Interest Theory

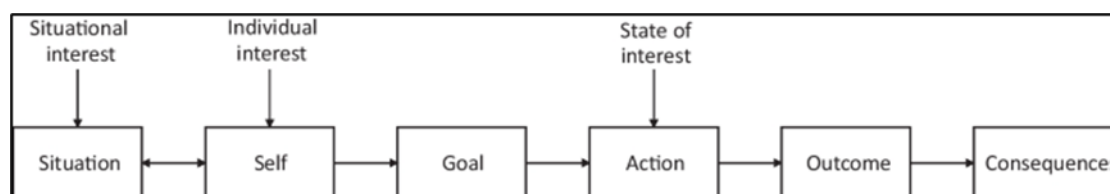


Fig. 6 - Interest theory.

The term interest is derived from the Latin word “interesse” and semantically seems to indicate something in between. Interest brings together two elements that would have otherwise been apart. Dewey (1913) defined interest as the involvement and immersion of the individual in a particular topic of discussion. In the present-day person-object theory, interest is also viewed as a relationship term that establishes a link connecting an individual along with an object of interest. Objects of interest may be considered highly broad, ranging from material possessions to persons, subjects, seemingly intangible concepts, responsibilities, occurrences, and even physical behaviours involving athletics. An actual-world problems object and another individual with at least elementary, if not extensive, understanding concerning it are required for curiosity to become apparent. Interest is a distinct motivational paradigm that connects the object’s physical aspect and subjective representation, and triggering behaviours towards the object of interest as shown in Fig. 6 (Krapp et al., 2014; Eyerici, 2021).

4.7 Achievement Goal Theory

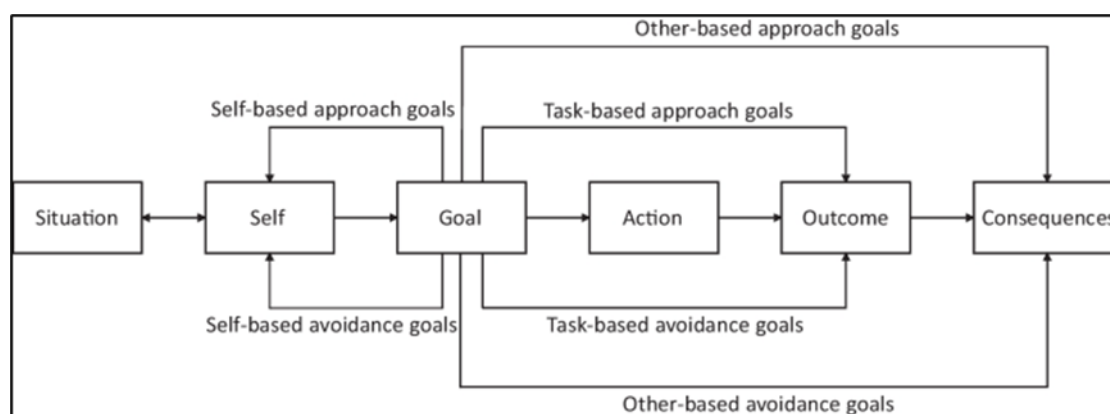


Fig. 7 - Achievement goal theory.

Any individual who works as an educator has probably discovered that certain students demonstrate genuine enthusiasm about discovering something completely novel, but someone else gain motivation by getting excellent results and steering clear unsuccessful endeavors. Such a fundamental divide across individuals who devote themselves to the method of learning as opposed to those who concentrate upon the external motivations of education is additionally observed in achievement goal theory. The theoretical framework has continuously grown throughout the past four centuries and has been transformed into a critical method in motivational studies (Midley, 2014).

Achievement goals can be distinguished by the purpose of participating in competence-related behaviors. To advance accomplishment motivation theory, Nicholls (1984) identified two forms of achievement behavior. Students with personalities who are task-oriented strive to obtain high-level abilities. Ego-oriented students are generally extremely preoccupied with exhibiting exceptional skills to themselves or to someone else, and they refrain from exhibiting inferior competencies as shown in Fig. 7. Later, the words mastery goal and performance objective emerged to represent this fundamental divergence underlying the two different success goals (Wigfield, 2002).

4.8 Attribution Theory

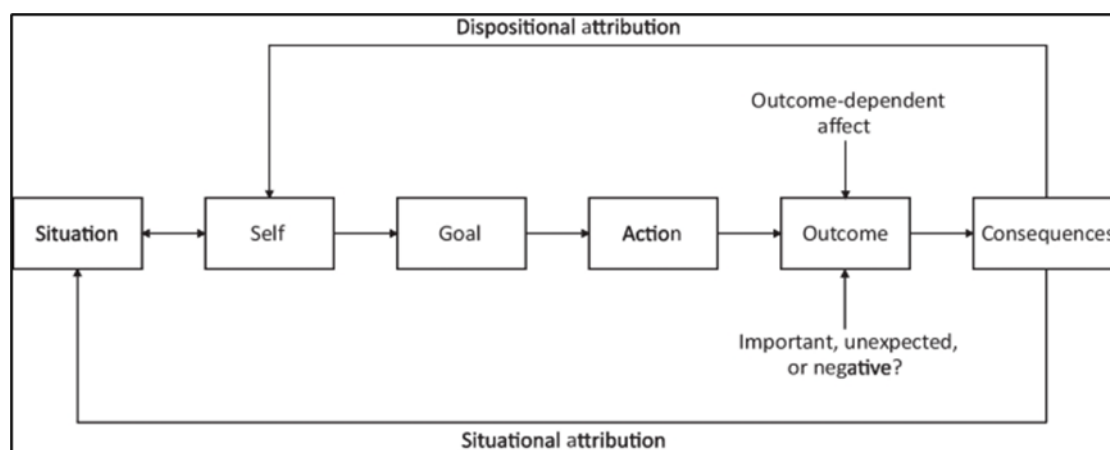


Fig. 8 - Attribution theory.

Attribution theory investigates how people establish causal inferences concerning environmental occurrences. Individuals behave resemble intuitively investigators, looking for apparent explanations of either achievement or failure. During the attribution procedure, the individual attempts to Fig. out the underlying reason for an occurrence. Causal inferences occur depending on the interaction of an observable effects with its possible contributors. The attributional procedure begins whenever the result of an occurrence is deemed significant, unanticipated, or bad, which is frequently followed by satisfaction in the occasion of accomplishing something or despair as well as disappointment in the context of failures. The underlying causes will be determined in a three-dimensional environment. The very first basic dimension of attribution theory is known as the locus of causality. It has been linked directly to the revolutionary concepts of Heider (1958), who discovered that individuals regard either the circumstances or the individual's behavioral qualities as the primary causes that influence their behaviors. People distinguish either external causes including responsibilities attributes or chance and interior causes including aptitude or commitment. The second causal dimension of attribution theory is identified as consistency across time (Sockbeson, 2023).

Weiner (1971) differentiated both stable and unstable sources of occurrences. Bridging the locus and stability parameters resulted in a 2-by-2 segmentation framework for the acknowledged sources of performance achievements. A result might be attributable either to the individual or the environment. Furthermore, the reason for the result might be seen as constant or changing over time. Ultimately, Weiner (1979) developed a third causal feature, controllability, since there continued to be a lot of variation beneath the building blocks of the proposed categorization system. For instance, both emotion and effort constitute subjective and unpredictable triggers, yet effort is more easily controllable than emotion. Weiner (1979) expanded the categorical approach to its present configuration of eight separate reasons of success and failure by integrating two locus levels, two levels of stability, and two levels of control (Weiner, 2012).

Overall, theories of motivation within educational institutions have evolved and diversified throughout the centuries. Eight significant theories of motivation have been identified developed, as shown in Fig. 8, which is what this article has examined in opposition to the backdrop of a holistic behavioral framework. The conceptual model has the goal of contributing towards an improved comprehension of every theory about student motivation by highlighting the key points on each conceptualization. In the meantime, beginners' challenges in comprehending when attempting to explore the realm of HEI motivation theories ought to be surmounted at least to some point. The positioning of the theories in the fundamental motivational framework demonstrates that many different strategies to motivation can't simply be blended under one.

However, the holistic framework provides chances for reflection on the meta-analytic discoveries on the interconnections of motivational viewpoints and concepts, as well as speculation concerning the fundamental process of the relationship. Additionally, opportunities occur to discuss the constantly developing comprehension of motivational constructs or to locate emerging concepts and constructs in behavior to elucidate their significance in modern segment of HEI. In the long run, motivation in education is a vigorous subject of empirical studies, with a wide range of methods and concepts available to expand over fundamental tenets. This consists of incorporating contextual, social interactions, and cultural variables more fully into the terms of explanation setting, using neurological research results to validate misconceptions concerning motivational techniques, studying the relationship between elements of emotions and motivation within the context of learning and performance, assessing motivating resumes using an individual-centered method, and developing motivation treatments that employ seeming theoretical frameworks. So, ensuring these breakthroughs in an immensely vast domain of investigation do not differ, it is critical to have a common comprehension of the fundamental frameworks and

concepts of motivation studies. This article expects to have contributed an impact by including fundamental motivational concepts and components into a holistic framework.

5. Family Emotional Support

Family emotional support is crucial in encouraging school leavers to opt for higher educational opportunities. Once students feel appreciated and motivated by close family members, students are considerably more inclined to aim for academic targets with passion and determination. Emotional support from closest family members gives students an emotional sense of stability, which helps students deal with emotional stress and overcome hurdles. This support fosters a positive self-image and encourages students to set and attain academic goals. Knowing that their efforts have been appreciated at home may enhance the students' intrinsic drive, resulting in increased participation and tenacity in their educational endeavors, which eventually leads to their academic progress and personal growth (Amalia & Latifah, 2019; Erdem and Kaya, 2020; Adeyinka et al., 2022; Cho and Choi, 2022; Mohd Hanafiah et al., 2024; Mudzakir et al., 2024).

5.1 Concept of Family Emotional Support

Family emotional support is a fundamental component of this article, comprising a variety of interpersonal and socio-emotional elements important to students' psychological wellness and motivation in the educational setting. It can be summarized as feelings of affection, relationships, attention, tenderness, love, and trust lavished on individuals, as well as the happiness and sensation of togetherness that result through such encounters. Furthermore, it requires creating a loving and compassionate environment that develops an appreciation of belonging and connections between college students while going beyond traditional educational assistance to deal with psychological requirements (Pierce and Saranson, 2013; Morris, 2018; Aloka, 2024).

For starters, incorporating familial emotional support within an educational context is consistent alongside ideas involving Self-Determination Theory (SDT), that emphasizes the significance of addressing psychological needs, particularly a feeling of belonging. Knowing how to incorporate emotional support is critical in the HEI social setting for students' psychological wellness and the feeling of identity, which correlates favorably both motivation for learning and engagement in coursework. Furthermore, family emotional support represents deep and nourishing relationships between families based on love. Emotional support across close family members encompasses not just interpersonal interaction and support, but additionally shared comprehension, admiration, and caring. This encouragement is obvious likewise in everyday encounters, but it additionally serves an important role in developing close ties between family members while fostering individual development and growth (Ryan and Deci, 2018; Ryan, 2023).

Furthermore, family emotional support is demonstrated by sentimental display along with reverberation between families. Students in a familial relationship actively discuss the deepest thoughts, concerns, and pleasures, which foster psychological relief, release, and strengthen interpersonal connections. Despite facing difficulties in life or enjoying its happiness, emotional support allows close family members to motivate and inspire each other during the fluctuations that life brings. Furthermore, family emotional support is obvious in the motivation and assistance supplied by everyone in the family. At the center of the framework of a family, individuals merely understand with one another's feelings, yet they additionally offer support and encouragement as well as assisting each other in triumphing over barriers and confronting difficulties with resiliency. This constant support builds individual self-esteem and tenacity yet also encouraging cohesiveness within the family and unity, resulting in a more vibrant family-related vision (Berger et al., 2024; Nieto-Carracedo et al., 2024).

Eventually, family emotional support exemplifies genuine affection and camaraderie which is fundamental to family-related connections, representing reciprocal comprehension, caring, and aid between members of the family. Family members create a good and supportive environment favorable for individual blossoming and family enjoyment by sharing feelings, continuous support, and collective progress. Thus, it is critical to value the comfort and resiliency provided by family emotional support to build a peaceful and cheerful family atmosphere.

5.2 Emergence of Family Emotional Support

Family emotional support theory is an empirical foundation for the reciprocation of feelings of assistance across family members which stretches as far as the beginning of the twenty-first century. As studies on family structures and interpersonal interactions progressed, researchers acknowledged the critical function of psychological interaction and encouragement throughout families in promoting individuals' psychological wellness and stability in the family, resulting in the concept of familial emotional support.

At first, spanning the early twentieth century to the 1950s, researchers emphasized family function and structure, investigating assigning roles and the impact of close familial connections on the growth of individuals. Prominent clan academics including Freud, Fromm and Talcott Parsons led the emergence of family function theoretical terms, which asserts that families play an important role in socializing, psychological assistance, and development of individuals. Afterwards, researchers started to emphasize the influence of psychological

interaction and support from family members on an individual's psychological wellness in the 1960s and 1970s. Abraham Maslow, an American psychologist, developed the concept of the hierarchies of needs hypothesis, emphasizing people's need for emotional support and a sense of belonging. Murray Bowen, a family psychotherapist, also promoted the family systems theory, highlighting the need for emotional attachment and familial support for an individual's psychological wellness (Pierce and Sarason, 2013; Morris, 2018; Aloka, 2024).

The idea of family emotional support experienced deliberate expansion and enriching throughout the 1980s and 1990s, eventually establishing as a major framework for theory in the field of family research. American psychologist Carl Rogers developed humanistic psychological theory, emphasizing the importance of psychological assistance and comprehension regarding individual self-development. At the same time, sociologist Barbara Miller and psychologist John Bowlby, among others, undertook substantial research on closeness and the theory of attachment, highlighting the importance of emotional support in individual perceptions of well-being and safety. In the modern era, the notion of family emotional support has developed and expanded, constituting an essential framework in the field of family research. Researchers study not merely the importance of emotional support between relatives, yet the connection it has with someone's psychological well-being, happiness in marriage, and the development of children. Furthermore, with technological improvements and alterations in culture, the modalities of family emotional support have expanded, including interconnected interactions with others and distant relationships forming crucial contemporary channels of emotional support (Braithwaite et al., 2017; Kagitcibasi, 2017; Keller and Noone, 2019).

In a nutshell family emotional support theory has evolved through multiple phases, throughout its early study time frame to its current repetition, with its conceptual framework being refined and systematized. It is an important framework in the field of family research, offering theoretical advice and practical recommendations for improving the stability of families and individual happiness in the context of continuing sociocultural as well as family-related developments.

6. Theories Related to Emotional Family Support

Emotional family support is a multidimensional discipline that draws on psychological behaviours and knowledge from various domains, concepts, and methodologies, as well as a synthesis of social scientific conceptions. Yet, formal family support has become increasingly common as an operational method in applications which function in conjunction with kids, adolescents, and families. It is widely accepted that individuals in all professions who additionally interact with young people, irrespective of their area of expertise scope, job features, or initial education, may integrate a Family Support model throughout their area of expertise. This formality of emotional family support as a practice is founded on an established ethical framework, various social scientific models, as well as an assortment of empirical guidelines, including the core values of Family Support encapsulated in its approach of implementation. This includes Family Systems Theory, Social Support Theory, The Social Capital Theory, Social Ecology Theory, Attachment Theory, Resilience Theory and Social Justice.

6.1 Family Systems Theory

Family systems theory is an approach to understanding human functioning that focuses on interactions between people in a family and between the family and the context(s) in which that family is embedded. Family systems theory has been applied to a wide variety of areas including psychotherapy in general and family therapy in particular (working from a systems framework with emotional, behavioral, or relational symptoms in individual, couples, and families); school systems; community problems (e.g., working with polarized disputes and facilitating 'difficult conversations' as in the Public Conversations Project, peace studies, nonviolence training); organizations (consulting, leadership training, coaching); and health care (medical family therapy – tracking the emotional dynamics of illness and facilitating collaboration among patients, families, providers, and health care systems) (Keller and Noone, 2019).

Based on a viewpoint on family systems, an individual's ability to is influenced not just solely by psychological factors as by an individual's position in the system(s) within which he or she deems himself or herself liable to the system's forces and draws, involving contending psychological needs, role descriptions and requirements, limit and structure challenges, alliances and collaborations, devotion disagreements, relatives and organizational cultural and religious apparatus, dilemmas, and predictions. Furthermore, self-rectifying and self-sustaining feedback channels in an organization may either promote or impede disease or wellness, collapse, or resistance. A complete grasp of the concept of family systems necessitates an exploration of the fundamental elements of systems theory altogether (Kagitcibasi, 2017).

6.2 Social Support Theory

Social support theory is extremely important in the fields of psychological science and physiological behavioral science. It holds that individuals remain fundamentally social creatures that seek psychological nourishment and attention by means of engagement and conversation with one another to overcome pressures and obstacles, ultimately sustaining both mental and physical wellness. Social support is divided into four primary groups:

emotional support, informational support, evaluative support, and practical support. Emotional support includes getting consolation and understanding from other people, whereas informational support includes obtaining counsel, direction, and understanding. Evaluative support includes encouragement, gratitude, and reassurance, while practical support refers to concrete help and assistance from other people. This kind of assistance helps people cope through different strains and problems (Sarason, 2013).

Based on social support theoretical terms, social support has a favorable impact on individual's physical and emotional well-being. Social support may serve to reduce anxiety and stress, decrease feelings of isolation and sadness, boost confidence and happiness, and improve resilience in the mind. In addition, it may enhance longevity by lowering the possibility of sickness, shortening periods of recuperation, and extending the lifespan. Throughout the familial arenas, social support theory is widely used to understand the psychological interactions and assistance between individuals within a family. Emotional support among individuals strengthens household cohesiveness and stability yet also promoting personal individuals' psychological wellness and happiness. As a result, social support theory is extremely important for understanding the function and consequence of family-based emotional support. In simple terms, social support theory emphasizes the need for interpersonal relationships and attention in maintaining both physical and psychological well-being. By highlighting the crucial nature of interactions with others and relationships between individuals, this theory provides a critical conceptual basis to comprehend the role of social support in the well-being of individuals (Pierce and Sarason, 2013).

6.3 Social Capital Theory

Social capital theory highlights the significance of social networks, connections, and values that promote collaboration and teamwork within a community, which may lead to the growth and building up of human resources. Whenever incorporated into family assistance for learning motivation, this theory demonstrates whether close family relationships and resources have a substantial impact on student achievement. Family constitutes significant networks of connections that may assist students develop enthusiasm for and dedication toward education. Additionally, individuals possess developed broader preferences for relationships, as well as preference for indicators indicating higher amounts of social capital. Whenever families become fully engaged in their children's education - by participating in curricular activities, encouraging open discussion concerning educational objectives, and offering educational resources - they establish an atmosphere of encouragement which boosts children's self-confidence and perseverance. This engagement leads to increased motivation, as children are acknowledged and comprehended, resulting in enhanced academic achievement (Castiglione et al., 2008).

Similarly, social capital inside a family unit can expand transcend its immediate environment. Strong bonds with extended families, including parents and close relatives, may offer extra assistance and motivation, encouraging favorable attitudes towards education. Such connections help children feel an overwhelming feeling of belonging and stability, which serve as significant motivators for pursuing educational endeavors. Furthermore, parents that get involved in their respective communities - via connections which involve educational institutions, libraries, and extracurricular activities - could utilize extra advantages and resources to enhance the educational processes. By using social capital, parents may create a network of support that does not exclusively stimulate children yet additionally preparing children for possible future educational hurdles. As a recap, social capital theory emphasizes the need of family support in developing learning motivation. Establishing solid networks of connections may assist parents improve their children's academic journeys and general performance (Hauberer, 2010).

6.4 Social Ecology Theory

Social ecology, an extremely vibrant area of transdisciplinary investigation created in the early 1970s by Urie Bronfenbrenner, with origins in the natural and social sciences. The concept focuses on the complicated relationships that arise throughout people, along with the different settings in which individuals interact with and get molded by others. Considering analyzing whether family support influence children's motivation for academic achievement, this topic is extremely relevant. Rendering to the social ecology theory, the development of children is inextricably linked to the various ecological systems which encircle it and are influenced by factors other than external influences. In accordance with this ecological paradigm, family represents the most important element. A family's capacity to urge its children to pursue higher learning can be considerably improved by fostering positive environments which promote academics and encourage dialogue. Family members who set high standards, get involved with extra-curricular activities, and stress the significance of gaining knowledge create a sense of orientation and commitment in children. This psychological and physical support promotes the development of attitude while increasing self-motivation (Stokols, 2018).

In addition, how close family members engage with other entities, such as universities and the community at large, has an enormous influence on the educational process. Parents who actively engage with educators and participate in educational events contribute to the creation of an environment for cooperative learning. This participation not only encourages education ideals, but it also gives students supplementary support, mentoring, and encouragement from larger groups. Ultimately, social ecology theory shows that parental support towards learning motivation is

varied. It blends parental interactions, social involvement, and institutional help, highlighting that children's academic achievement is determined by how they interact and function throughout a variety of interconnected frameworks. Students are consistently far more probable to build the motivation needed to achieve exceptional educational accomplishment and continuous education if familial sources of support remain functioning (Flynn and Mathias, 2023).

6.5 Resilience Theory

In education, resilience theory emphasizes comprehending and cultivating students' capacity to cope, recuperate, as well as flourishing in the context of adversity. Resilience theory, a concept with a foundation in psychology, was developed to explain whether certain people may achieve and keep their well-being notwithstanding substantial adversity. This approach is becoming more prevalent in education to assist students in overcoming hurdles, regardless of whether it's social, emotional, or intellectual in nature. Resilience theory holds that resiliency is an ever-changing process that may be acquired and improved over time, rather than an innate feature. It combines internal characteristics like self-efficacy, enthusiasm, and problem-solving abilities with external variables including supportive connections, positive educational settings, and accessibility to sources. In education, building resilience involves offering circumstances that meet students' psychological and emotional needs while simultaneously motivating students to grow and learn from their experiences (Kumar, 2016).

In this setting, educators contribute a significant part in developing resilience by fostering an educational environment that values tenacity, adaptation, and an attitude of development. This includes recognizing and acknowledging students' challenges, offering adequate support, and teaching techniques for coping that students may utilize inside as well as outside of the educational setting. Educators may build an awareness of autonomy and control in the students by teaching them to reconsider problems as possibilities for progress. Moreover, resilience theory highlights the value of social support networks, such as fellow students, relatives, and the community. Educational institutions which utilize promoting resilience techniques prioritize robust, trustworthy connections between students, educators, and family members, providing an overwhelming feeling of security and belonging. Finally, resilience theory for educational purposes emphasizes the importance of personal as well as environmental variables in assisting students in overcoming obstacles. Educators may prepare students with the ability to confront future challenges together with self-assurance, resulting in greater fulfillment and achievement in life (Fahlbruch and Wiig, 2018).

6.6 Attachment Theory

Attachment theory, created by John Bowlby, emphasizes the strong emotional connections that they build involving individuals, between children and their main adult caregivers. The concept of attachment has significance for educational purposes since it explains why early attachments affect an individual's development, conduct, and academic practices in the educational setting. Attachment theory is based on the premise that young individuals who have solid attachments with caregivers are more inclined to acquire feelings of security, dignity, and emotional control. The youngsters prefer to investigate the environment with optimism, realizing that they have a safe place to come back to if necessary. In the context of education, this sensation of being safe affects a student's capacity to participate in educational activities, form trustworthy connections with educators and fellow students, and efficiently handle problems and stress (Cassidy and Shaver, 2016).

In this concept, educators serve an essential part of offering an atmosphere of security and encouragement for students, particularly those who might never have had solid relationships at home. Educators that demonstrate affection, uniformity, and attentiveness might help build safe relationships between themselves and their students resulting in students' readiness to get involved in education, take opportunities in studying, and build resilience amid adversity. Furthermore, attachment theory shows students with unstable relationships may have difficulties maintaining credibility, self-confidence, and control of emotions. Students in this category could demonstrate characteristics such nervousness, rage, or withdrawal from substances, which could hinder their academic performance. Educators who grasp attachment theory may more effectively identify such behaviors or use support techniques for these students, including as fostering rapport via constant relationships, establishing a dependable education setting, and providing psychological assistance. Ultimately, attachment theory offers substantial understanding concerning the role of psychological attachments in teaching. By developing stable relationships, educators may establish an atmosphere for education that not merely encourages academic achievement but also fosters psychological wellness, resulting in more comprehensive development for students (Chen, 2019).

6.7 Social Justice Theory

Social justice theory within education emphasizes the proportional distribution of resources, possibilities, and tolerance for every student, irrespective of history, personality, or financial situation. It is founded on the notion that educational institutions should not just give knowledge about academia yet become a tool to build a society that is more just and equitable. At its core, social justice in education challenges the systemic inequalities that exist within educational institutions and society at large. These inequalities often manifest in various forms, such

as disparities in funding between schools in affluent and underprivileged areas, biased curricula that fail to represent diverse perspectives, and discriminatory practices that disproportionately affect marginalized students. Social justice theory advocates for addressing these issues by promoting policies and practices that ensure all students have access to high-quality education and the support they need to succeed (Sabbagh and Schmitt, 2016). Recognizing and appreciating variation is a vital element of social justice in educational opportunities. This includes developing a curriculum that represents diverse communities' pasts, traditions, and responses, along with cultivating an inclusive educational climate in which every student feels acknowledged and appreciated. Educators serve an important part in this procedure through remaining cultural attentive, confronting preconceptions, and fostering intellectual curiosity on topics of privilege, authority, and injustice. Furthermore, social justice theory highlights the necessity of encouraging students to take initiative in their educational experience and community. This entails providing students with a say in choices which impact their academic achievement, educating them how to critically evaluate societal concerns, and motivating them to make arguments for transformation. This transforms educational institutions into not only an avenue for individual development, but an instrument for social freedom. In a nutshell, social justice theory concerning education aims to make the system of education more equal, inclusive, and equitable. By tackling systemic disparities and motivating students, educators may contribute to building a more equitable and empathetic environment (Capeheart and Milovanovic, 2020).

7. Discussion of Emotional Family Support on Learning Motivation

Recent studies on family emotional support in educational settings, especially in diverse or comparable intercultural situations, provide insightful knowledge concerning the relationships and results of family emotional support for students in HEI. The research findings reveal the complex character of parental emotional support and its possible consequences for the educational experience along with motivation for academic achievement.

Studies in comparable sociocultural and academic contexts repeatedly show a favorable relationship connecting family emotional support and different elements of the educational experience. Familial emotional support includes tactics for promoting constructive interaction, such as open discourse involving members of the family, attentive listening, comprehending opposing viewpoints, and successful dispute resolution. A positive educational experience additionally involves developing educational environments which permit students to participate with standardized curriculum simultaneously promoting individual fulfillment. Indeed, previously conducted research has shown a correlation both parental emotional support and students' academic active involvement. Students that experience greater levels of emotional support from family members find themselves more motivated, participate more actively in educational activities, as well as become more committed to accomplishing their academic targets (Amalia and Latifah, 2019; Gana et al., 2023; Mohd Hanafiah et al., 2024).

Further study has examined the relationship between parental emotional support along with other variables affecting children's wellness, such as income level, culture identification, and academic performance. Knowing how these characteristics relate to family emotional support provides an additional viewpoint concerning how to successfully assist students in various academic environments. Past studies in intercultural contexts, in which diverse cultures and academic transitions are visible, have presumably focused on the distinctive variations in culture affecting family emotional support structures. Such research may investigate how established beliefs, local behavior, and changing educational environments interact with respect to the availability and acceptance of familial emotional support between students in HEI (Erdem and Kaya, 2020; Mudzakir et al., 2024).

In the end, previous study evidence repeatedly highlights the favorable influence of family emotional support upon higher learning students' academic achievement and motivation. These research investigations deliver a fundamental comprehension of the complex relationships across family emotional support and multiple results, presenting important perspectives for educators, policy makers, and organizations attempting to improve the standard of emotional assistance for HEI students in ethnically diverse and comparable cultural settings.

8. Conclusion

Finally, the complete framework of family emotional support has a significant impact on student learning motivation in higher education. This framework recognizes the relationship between emotional well-being, family support, and academic performance. When students receive emotional reinforcement from their families, they develop a sense of belonging, resilience, and confidence, which boosts their motivation to succeed academically. Understanding the interdependence of emotional and academic support enables HEIs to design initiatives that involve families in their students' educational journeys. This method can improve student outcomes and provide a more supportive learning environment.

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Conflict of Interest

The authors declare no conflicts of interest.

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