

**THE EFFECT OF PARENTAL SUPPORT ON STUDENT ACADEMIC PERFORMANCE**

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**ABSTRACT**

*This study looks at how parental support affects college students academic performance. Amidst the academic challenges and psychological pressures faced by students, parental involvement remains an important yet often overlooked factor. Using a quantitative approach with a survey method, data was collected from 43 students through a valid and reliable Likert scale questionnaire. The results indicate a moderate yet significant positive correlation ( $r = 0.419$ ,  $p = 0.005$ ) between parental support and academic performance. Additionally, regression analysis shows that parental support accounts for 17.5% of the variation in students' academic outcomes. These findings suggest that while academic performance is influenced by various factors, consistent emotional, financial, and motivational support from parents continues to play a meaningful role even at the higher education level. Strengthening parental involvement, particularly in emotional aspects, can be a strategic effort to enhance student achievement and well-being in higher education settings.*

*Keywords: Social Support; Parental Support; Academic Performance; Social Education.*

## INTRODUCTION

Higher education plays a crucial role in producing quality human resources, especially in the era of globalization that demands high competitiveness and competence in the world of work. Education not only serves as a means of mastering knowledge, but also as a provision in managing time, maintaining motivation to learn, organizing responsibilities, and dealing with academic pressures. However, students are also faced with social and economic challenges, such as social environment adaptation, family expectations, and financial limitations that can affect learning concentration and academic performance.

In this context, educational success is often reflected in students academic performance, despite the fact that not all students are able to maintain optimal academic performance. Phenomena such as academic stress, decreased motivation to learn, and difficulty achieving grade targets are common problems experienced by students (Fatmawati, 2021). Parental support is one of the characteristics that numerous studies have found to influence students academic performance (Rizkan, Diah, & Priyanggasari, 2021; Wila & Huwae, 2023). This support is not only in the form of financial assistance, but also includes emotional, instrumental, informational, and appreciation support that can increase student confidence and enthusiasm for learning (Wijaya, Purnomo, & Idris, 2024).

Previous studies show that the role of parents is still very relevant in the success of higher education, even in final-year students who tend to experience academic burnout. The Sustainable Development Goals (SDGs), especially point 4, Quality Education, which seeks to guarantee inclusive, equitable, and high-quality education for all, are also pertinent to this study.

The researcher performed pre-research on seven students from the State University of Jakarta Faculty of Economics and Business in order to bolster this urgency. According to the findings, most respondents believed that their parents provided them with positive support in the form of financial aid, attention, and recognition for their academic success. However, emotional support such as motivation when tired of studying has not been felt equally. On the other hand, most respondents had good academic discipline, but were not fully proactive in seeking help when facing learning difficulties. This finding suggests that although parental support in terms of financial and attentive aspects is quite strong, the emotional support aspect needs to be improved so that students' academic performance can develop more optimally.

In light of these results and current research, the purpose of this study was to ascertain whether parental support significantly affects students' academic performance at the State University of Jakarta's Faculty of Economics and Business and to quantify the extent to which parental support enhances academic performance.

## RESEARCH METHODS

This study employs a survey method in conjunction with a quantitative approach. The primary data were obtained directly from the research subjects using a questionnaire instrument. The goal of this approach is to analyze the influence between the independent variable (parental support) and the dependent variable (academic performance). This study is categorized as a casual associative research, which aims to observe the cause-and-effect relationship between the two variables being studied. The use of a quantitative survey allows the researcher to measure the strength and direction of this influence through statistical analysis.

The population of this research consists of active students enrolled in the Faculty of Economics and Business, Universitas Negeri Jakarta (FEB UNJ). The sampling technique used is purposive sampling, with criteria focusing on students who are at least in their second semester, ensuring that they have had sufficient academic exposure to reflect on their academic performance. A total of 43 respondents were selected based on these criteria and participated in the survey.

A questionnaire with a five-point Likert scale, from 1 (strongly disagree) to 5 (strongly agree), was created in order to gather the data. Each variable was measured with 10 statement items, which were constructed based on theoretical indicators relevant to parental support and academic performance. The questionnaire was distributed online via Google Forms.

The collected data were analyzed using SPSS software through several stages. First, a validity test was conducted using Corrected Item-Total Correlation to ensure that each item accurately measured its intended construct. Items with correlation values above 0.304 were considered valid. A reliability test using Cronbach's Alpha was then performed to measure the internal consistency of each variable; values equal to or greater than 0.60 indicated acceptable reliability.

A normality test was then conducted using the Kolmogorov-Smirnov method, where a Sig. value greater than 0.05 indicated that the data met the assumption of normal distribution. To test the

relationship between the variables, a Pearson correlation test was applied. Finally, a simple linear regression analysis was used to examine the effect of parental support on academic performance, providing values for the regression coefficient, significance level, and coefficient of determination ( $R^2$ ) to show the proportion of variance in academic performance explained by parental support

**RESULTS AND DISCUSSION**

**RESULT**

**Validity Test**

**Table 1. Validity Test of Variable X (Parental Support)**

		Correlations										
		X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	TOTAL
X1	Pearson Correlation	1	.361	.303	.478	.183	.410	.417	.389	.572	.512	.682
	Sig. (2-tailed)		.017	.048	.001	.239	.006	.005	.010	.000	.000	.000
	N	43	43	43	43	43	43	43	43	43	43	43
X2	Pearson Correlation	.361	1	.666	-.103	-.020	.132	.267	.361	.406	.323	.549
	Sig. (2-tailed)	.017		.000	.500	.900	.307	.084	.017	.007	.035	.000
	N	43	43	43	43	43	43	43	43	43	43	43
X3	Pearson Correlation	.303	.666	1	.199	.249	.323	.270	.608	.576	.406	.722
	Sig. (2-tailed)	.048	.000		.201	.108	.035	.080	.000	.000	.007	.000
	N	43	43	43	43	43	43	43	43	43	43	43
X4	Pearson Correlation	.478	-.103	.199	1	.688	.207	-.113	.341	.450	.250	.505
	Sig. (2-tailed)	.001	.509	.201		.000	.183	.472	.025	.002	.106	.001
	N	43	43	43	43	43	43	43	43	43	43	43
X5	Pearson Correlation	.183	-.020	.249	.688	1	.166	-.103	.173	.293	.201	.388
	Sig. (2-tailed)	.239	.900	.108	.000		.318	.511	.288	.096	.108	.010
	N	43	43	43	43	43	43	43	43	43	43	43
X6	Pearson Correlation	.410	.132	.323	.207	.166	1	.442	.367	.333	.678	.823
	Sig. (2-tailed)	.006	.387	.035	.183	.316		.003	.019	.029	.000	.000
	N	43	43	43	43	43	43	43	43	43	43	43
X7	Pearson Correlation	.417	.267	.270	.113	-.103	.442	1	.435	.365	.554	.594
	Sig. (2-tailed)	.005	.084	.080	.472	.511	.003		.004	.016	.000	.000
	N	43	43	43	43	43	43	43	43	43	43	43
X8	Pearson Correlation	.389	.361	.608	.341	.173	.367	.435	1	.788	.614	.796
	Sig. (2-tailed)	.010	.017	.000	.025	.298	.019	.004		.000	.000	.000
	N	43	43	43	43	43	43	43	43	43	43	43
X9	Pearson Correlation	.572	.406	.576	.450	.293	.333	.365	.788	1	.823	.835
	Sig. (2-tailed)	.000	.007	.000	.002	.058	.029	.018	.000		.000	.000
	N	43	43	43	43	43	43	43	43	43	43	43
X10	Pearson Correlation	.512	.323	.406	.250	.201	.678	.554	.614	.623	1	.808
	Sig. (2-tailed)	.000	.035	.007	.108	.199	.000	.000	.000	.000	.000	
	N	43	43	43	43	43	43	43	43	43	43	43
TOTAL	Pearson Correlation	.682	.549	.722	.505	.388	.823	.594	.796	.835	.808	1
	Sig. (2-tailed)	.000	.000	.000	.001	.010	.000	.000	.000	.000	.000	
	N	43	43	43	43	43	43	43	43	43	43	43

Based on the validity test results using the Corrected Item-Total Correlation technique, all items in the Parental Support variable (X1–X10) have a correlation value of more than 0.304 (table r value for N = 43, df = 41,  $\alpha$  = 0.05). This indicates that all items in this variable are valid and can be used in further analysis.

**Table 2. Validity Test of Variable Y (Student Academic Performance)**

		Correlations										
		Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	TOTAL
Y1	Pearson Correlation	1	.587	.516	.259	.247	.278	.457	.435	.464	.211	.683
	Sig. (2-tailed)		.000	.000	.094	.111	.071	.002	.004	.002	.174	.000
	N	43	43	43	43	43	43	43	43	43	43	43
Y2	Pearson Correlation	.587	1	.646	.219	.334	.487	.522	.574	.418	.187	.722
	Sig. (2-tailed)	.000		.000	.158	.028	.001	.000	.000	.005	.229	.000
	N	43	43	43	43	43	43	43	43	43	43	43
Y3	Pearson Correlation	.516	.646	1	.282	.371	.480	.442	.536	.458	.086	.691
	Sig. (2-tailed)	.000	.000		.067	.014	.001	.003	.000	.002	.672	.000
	N	43	43	43	43	43	43	43	43	43	43	43
Y4	Pearson Correlation	.259	.219	.282	1	.526	.286	.650	.201	.612	.431	.683
	Sig. (2-tailed)	.094	.158	.087		.000	.085	.000	.198	.000	.004	.000
	N	43	43	43	43	43	43	43	43	43	43	43
Y5	Pearson Correlation	.247	.334	.371	.526	1	.467	.446	.230	.560	.308	.681
	Sig. (2-tailed)	.111	.028	.014	.000		.002	.003	.137	.000	.048	.000
	N	43	43	43	43	43	43	43	43	43	43	43
Y6	Pearson Correlation	.278	.487	.480	.286	.467	1	.298	.564	.583	.228	.659
	Sig. (2-tailed)	.071	.001	.001	.085	.002		.054	.000	.000	.145	.000
	N	43	43	43	43	43	43	43	43	43	43	43
Y7	Pearson Correlation	.457	.522	.442	.650	.446	.298	1	.402	.569	.350	.771
	Sig. (2-tailed)	.002	.000	.003	.000	.003	.054		.008	.000	.021	.000
	N	43	43	43	43	43	43	43	43	43	43	43
Y8	Pearson Correlation	.435	.574	.536	.201	.230	.564	.402	1	.472	.027	.634
	Sig. (2-tailed)	.004	.000	.000	.108	.137	.000	.008		.001	.863	.000
	N	43	43	43	43	43	43	43	43	43	43	43
Y9	Pearson Correlation	.464	.418	.458	.612	.560	.583	.569	.472	1	.445	.819
	Sig. (2-tailed)	.002	.005	.002	.000	.000	.000	.000	.001		.003	.000
	N	43	43	43	43	43	43	43	43	43	43	43
Y10	Pearson Correlation	.211	.187	.086	.431	.308	.228	.350	.027	.445	1	.488
	Sig. (2-tailed)	.174	.229	.672	.004	.048	.145	.021	.863	.003		.001
	N	43	43	43	43	43	43	43	43	43	43	43
TOTAL	Pearson Correlation	.683	.722	.691	.683	.681	.659	.771	.634	.819	.488	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.001	
	N	43	43	43	43	43	43	43	43	43	43	43

Similarly, all items in the Academic Performance variable (Y1–Y10) also showed correlation values greater than 0.304. Thus, all statement items in both variables were declared valid.

**Reliability Test**

**Table 3 Reliability Test of Variable X**

Reliability Statistics	
Cronbach's Alpha	N of Items
.850	10

**Table 4. Reliability Test of Variable Y (Student Academic Performance)**

Reliability Statistics	
Cronbach's Alpha	N of Items
.866	10

Based on the reliability test results using Cronbach's Alpha technique, a value of 0.850 was obtained for the Parental Support variable and 0.866 for the Academic Performance variable. Both values are above the minimum threshold of 0.60, so all items in each variable are declared reliable or have good internal consistency.

**Normality Test (Residual)**

**Table 5. Test of Residual Normality  
One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		43
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	4.91217191
Most Extreme Differences	Absolute	.061
	Positive	.061
	Negative	-.061
Test Statistic		.061
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

Normality testing was performed on the residual values of the simple linear regression model using the Kolmogorov–Smirnov method. The test results showed a significance value of 0.200 ( $p > 0.05$ ), which means that the residuals are normally distributed. With the fulfillment of this assumption of residual normality, the use of simple linear regression analysis is considered statistically valid.

**Person’s Correlation Test**

**Table 6. Person's Correlation Test  
Correlations**

		X	Y
X	Pearson Correlation	1	.419**
	Sig. (2-tailed)		.005
	N	43	43
Y	Pearson Correlation	.419**	1
	Sig. (2-tailed)	.005	
	N	43	43

A correlation coefficient of  $r = 0.419$  with a significance value of  $\text{Sig.} = 0.005$  was determined based on the Pearson correlation test findings. It can be inferred that there is a statistically significant correlation between student academic success and parental support because the significance value is less than 0.05. The association is in the moderate range and is positive.

**Simple Linear Regression Test****Table 7. Simple Linear Regression Test****Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	Kinerja <sup>b</sup>		Enter

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.419 <sup>a</sup>	.175	.155	6.057

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	319.458	1	319.458	8.709	.005 <sup>b</sup>
	Residual	1503.984	41	36.683		
	Total	1823.442	42			

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.551	6.881		2.696	.010
	Kinerja	.510	.173	.419	2.951	.005

Based on the results of simple linear regression analysis (Table 7), it is known that the R Square value of 0.175 indicates that parental support explains 17.5% of the variation in students' academic performance. The ANOVA test yielded a significance value of 0.005, indicating that the regression model is statistically significant. The regression coefficient of 0.510 with a significance value of 0.005 ( $p < 0.05$ ) indicates that parental support has a positive and significant effect on students academic performance. Thus, the higher the level of parental support perceived by students, the higher their academic performance.

**DISCUSSION**

The results of validity and reliability testing show that all items in the questionnaire, both for the parental support variable and student academic performance, meet acceptable statistical criteria. Item correlation values  $> 0.304$  and Cronbach's Alpha above 0.80 indicate that the instrument used has good validity and reliability. This strengthens the basis for analysis that the collected data can be trusted to measure each variable consistently.

Furthermore, at a significance level of 0.200, the Kolmogorov–Smirnov test shows that the assumption of residual normality has been met. This implies that the regression model used in this study is suitable since it meets the requirement for a normal residual distribution, which is a prerequisite for regression analysis.

The results of the analysis of the relationship between the two variables show that there is a significant positive correlation between parental support and student academic performance ( $r = 0.419$ ,  $p = 0.005$ ). This indicates that the higher the level of support students feel from their parents, the better their academic performance. Although this relationship is not considered strong, it falls into the moderate and statistically significant category, meaning it still holds practical significance, particularly in the context of higher education.

Simple linear regression analysis shows that parental support can explain approximately 17.5% of the variation in students' academic performance. This percentage is not large, but it is significant considering that academic performance is fundamentally influenced by many other factors. The positive regression coefficient of 0.510 indicates that every one-unit increase in the perception of parental support will be followed by an increase in students' academic performance.

These findings underscore the importance of the role of parents not only in the context of primary and secondary education, but also in supporting students in higher education. Parental involvement, whether emotional, financial, or in the form of attention to their children's academic progress, continues to have a positive impact even though students are already in their young adulthood.

Thus, the results of this study reinforce the understanding that social support from the immediate environment, particularly the family, is an external factor that plays a significant role in supporting students' academic performance. However, given that its influence accounts for only a small portion of the total variation in performance, other factors such as intrinsic motivation, time management, and the quality of education received by students should also be considered.

## CONCLUSIONS

This study shows that parental support has a positive and significant influence on students' academic performance. Although its contribution is not dominant overall, the role of parental support remains relevant as one of the external factors that can improve students' academic performance. These results emphasize the importance of parental involvement in supporting the educational process, even at the university level. Therefore, universities are encouraged to initiate programs or platforms that facilitate more intensive communication between parents and students, such as periodic academic updates, virtual parent-student meetings, or family-oriented academic counseling. Strengthening emotional bonds and positive communication between parents and students should continue to be encouraged as part of strategies to improve academic achievement.

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