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# The Relationship Between Family Emotional Support and Student's Academic Outcomes: Evidence from a Secondary School in Nepal

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## Abstract

Family emotional support plays an important role in shaping students' learning experiences and academic development. However, limited research has examined how students' perceptions of family emotional support relate to their academic outcomes in the Nepalese secondary school context. This study aimed to examine the relationship between family emotional support and students' academic outcomes among Grade 10 students at Shree Tribhuvan Shanti Secondary School, Pokhara, Nepal. A quantitative cross-sectional correlational research design was employed. Using simple random sampling, data were collected from 114 students through a structured questionnaire. The data were analyzed using descriptive statistics, chi-square tests, and correlation analysis in SPSS. The findings revealed that most students perceived receiving strong emotional support from their families and reported positive motivation towards their studies. A significant positive association was found between parents' encouragement to study regularly and students' perceived family emotional support. The results also showed that although many students experienced parental absence due to migration, emotional support remained high for most respondents. Overall, the study concludes that family emotional support is positively associated with students' academic experiences and motivation. The findings highlight the importance of strengthening communication, encouragement, and supportive family relationships to promote students' educational development and well-being.

**Keywords:** Family emotional support, Academic outcomes, Parental encouragement, Secondary school students, Nepal.

## 1 Introduction

Academic outcomes are influenced by many factors, including students' individual characteristics, school environment, and family support. Among these, the family plays a fundamental

role because it is the first and most important environment where children develop their attitudes, values, and learning habits. While financial support and educational resources are important, emotional support from family members is equally essential for students' academic development. Students who feel loved, encouraged, understood, and supported by their families are more likely to develop positive attitudes toward learning and perform better in school.

Family emotional support refers to the care, encouragement, understanding, and emotional security that students receive from their parents or other family members. Such support helps students build self-confidence, cope with academic challenges, and remain motivated to achieve their educational goals. In contrast, a lack of emotional support, family conflict, or prolonged parental absence may increase feelings of loneliness, stress, and anxiety, which can negatively influence students' learning experiences and academic performance. During adolescence, when students face increasing academic pressure and personal changes, emotional support from family becomes even more important.

In recent years, Nepal has experienced significant social and economic changes, particularly due to labor migration and changing family structures. Many parents leave home for employment within the country or abroad, hoping to improve their family's financial condition. Although migration may increase household income, it may also reduce regular emotional interaction between parents and children. As a result, some students may experience loneliness, limited emotional guidance, and reduced confidence about their educational future. At the same time, family conflicts or emotional distance may affect students' motivation and concentration in their studies. These realities highlight the importance of understanding how family emotional support is related to students' academic outcomes.

Previous research has reported that supportive family relationships are associated with higher academic motivation, better school engagement, and improved academic achievement. However, much of the existing literature has focused on parental involvement, socioeconomic status, parental education, or financial support. Comparatively fewer studies have examined students' own perceptions of family emotional support and its relationship with academic outcomes, particularly in the Nepalese school context. Moreover, evidence from individual secondary schools is still limited, creating a need for school-level studies that explore this relationship in real educational settings.

Understanding this relationship is important for several reasons. First, it provides evidence about whether students who perceive stronger emotional support from their families also demonstrate better academic outcomes. Second, the findings can help parents recognize the importance of emotional encouragement in supporting their children's education. Third, the study may assist teachers and school leaders in identifying students who need additional emotional support and in strengthening collaboration between schools and families.

Therefore, this study examines the relationship between family emotional support and students' academic outcomes using data collected from students of a secondary school in Nepal. The study focuses on students' perceptions of emotional support from their families and explores how these perceptions are associated with their academic outcomes. Although the findings are limited to one school, they are expected to provide useful evidence for educators, parents, and researchers and to serve as a foundation for future studies involving larger and more diverse samples.

## 2 Literature Review

### 2.1 Theoretical and Global Perspectives on Family Emotional Support and Academic Outcomes

Students' academic outcomes are influenced not only by their cognitive abilities but also by the emotional and social environment in which they grow and learn. Among the different environmental influences, the family has consistently been recognized as one of the strongest determinants of children's educational development. Family members provide emotional security, guidance, encouragement, and psychological support that shape students' learning behaviors, academic motivation, and educational aspirations. Consequently, researchers have increasingly emphasized family emotional support as a significant predictor of students' academic success alongside school-related and individual factors (Jeynes, 2024; Tan et al., 2025).

The present study is primarily guided by Bronfenbrenner's Ecological Systems Theory (Bronfenbrenner & Morris, 2006), which explains that children's development results from continuous interactions between individuals and their surrounding environments. According to this theory, the family constitutes the child's immediate microsystem, where daily interactions with parents and other family members directly influence cognitive, emotional, and behavioral development. Positive emotional relationships within the family create a supportive environment that encourages confidence, resilience, and academic engagement, whereas weak family relationships or emotional neglect may hinder students' educational development.

Another theoretical foundation of this study is Social Support Theory, which proposes that emotional support received from significant others protects individuals from psychological stress and enhances their capacity to cope with challenges. Within educational settings, parental encouragement, empathy, trust, and emotional availability help students develop stronger self-esteem, higher academic self-efficacy, and greater persistence when facing learning difficulties. Emotional support therefore functions as a protective factor that promotes both psychological well-being and educational achievement.

Family emotional support refers to students' perceptions that their parents or family members provide affection, understanding, encouragement, acceptance, empathy, and emotional reassurance. Unlike financial support or direct academic supervision, emotional support emphasizes the quality of interpersonal relationships within the family. Students who perceive higher levels of emotional support generally report stronger academic confidence, greater motivation to learn, and better emotional adjustment. Recent evidence further demonstrates that parental warmth is one of the strongest parenting characteristics associated with children's educational success, exceeding the influence of several controlling or disciplinary parenting practices (Tan et al., 2025). Family support play key role of academic outcomes of students.

Academic outcomes have traditionally been measured through examination scores and grade point averages. However, contemporary educational research considers academic outcomes as a multidimensional concept that includes academic achievement, learning motivation, classroom engagement, educational aspirations, persistence, self-confidence, and academic adjustment. These broader indicators recognize that successful learning involves not only academic performance but also students' psychological readiness and sustained engagement in educational activities (Yang et al., 2024). Family guidance the cause of students' future success.

Growing international evidence consistently supports the positive relationship between family emotional support and students' academic outcomes. A meta-analysis of 76 quantitative studies found that relational parental involvement including emotional closeness, trust, and supportive parent child relationships had significant positive effects on students' academic achievement and behavioral outcomes across different age groups, genders, and cultural back-

grounds (Jeynes, 2024). Many of previous study reveals the positive association between parent support and students' academic outcomes.

Similarly, a recent second-order meta-analysis synthesizing finding from 22 previous meta-analyses concluded that parental warmth, subtle parental involvement, and authoritative parenting demonstrated stronger positive associations with children's academic outcomes than direct homework supervision or psychologically controlling parenting practices (Tan et al., 2025). The study further reported that harsh control and psychological pressure were negatively associated with students' educational achievement, suggesting that the quality of emotional relationships matters more than the quantity of parental monitoring.

Evidence from intervention research also supports these findings. A meta-analysis of parental involvement programs reported that programs designed to strengthen supportive parent child relationships significantly improved children's academic performance as well as their social-emotional development. Importantly, improvements in children's educational outcomes occurred when parents became more emotionally engaged and supportive rather than merely increasing academic supervision (Cosso et al., 2022). Parental involvement makes students to encourage of their study.

Furthermore, Yang et al. (2024) demonstrated through a multilevel meta-analysis that secure parent-child attachment was positively associated with students' academic motivation, school engagement, self-efficacy, and academic achievement. Students who experienced warm and emotionally secure family relationships showed greater persistence in learning, better adaptation to school environments, and stronger educational adjustment than students reporting weaker parent-child attachment.

Overall, global literature consistently indicates that family emotional support is an essential determinant of students' academic success. Although different studies have used varying measures of parental involvement and emotional support, the general conclusion remains consistent: students who perceive higher levels of emotional warmth, encouragement, and supportive family relationships tend to achieve better academic outcomes than those who experience limited emotional support. These findings provide a strong theoretical and empirical foundation for examining this relationship within the Nepalese secondary school context.

## **2.2 Empirical Evidence from Asia and Nepal**

Although the positive relationship between family emotional support and students' academic outcomes has been widely reported across the world, the strength and nature of this relationship vary according to cultural, social, and economic contexts. In Asian countries, where family relationships are generally characterized by strong interdependence and collective values, emotional support from parents plays a particularly important role in students' educational development. Studies conducted in China, South Korea, India, and other Asian countries have consistently shown that students who perceive higher levels of parental warmth, emotional availability, and encouragement demonstrate greater academic motivation, stronger school engagement, and better academic achievement than those receiving limited emotional support (Wang et al., 2022; Li et al., 2023). Family encouragement play positive role of students' success.

In China, researchers found that parental emotional warmth positively influenced students' academic self-efficacy and learning engagement through increased psychological well-being. Students who experienced supportive family relationships reported greater confidence in solving academic problems and showed higher educational aspirations than students experiencing emotionally distant family environments (Li et al., 2023). Similar findings have been reported in South Korea, where emotional closeness between parents and adolescents signifi-

cantly predicted students' school adjustment, persistence, and academic performance (Kim & Park, 2022). Family support is very important for students achievement.

Studies conducted in India have also highlighted the importance of emotional support within families. Rather than merely monitoring homework or examination performance, parents who encouraged open communication, empathy, and emotional understanding contributed more effectively to students' academic confidence and classroom participation. Researchers concluded that emotional support enhanced intrinsic motivation, enabling students to cope more successfully with academic pressure and examination-related stress (Sharma & Singh, 2023). Emotional support play key role to students' academic outcomes.

A systematic review of parenting and educational outcomes further concluded that parental warmth and supportive parent-child relationships consistently produced stronger educational benefits than authoritarian or psychologically controlling parenting practices. The review suggested that emotional security within the family creates favourable learning conditions that improve both academic achievement and students' social-emotional development (Tan et al., 2025). Similarly, a recent multilevel meta-analysis reported that secure parent-child attachment significantly predicted academic engagement, self-efficacy, and educational achievement across different cultural contexts, indicating that emotional support functions as a universal protective factor for students' educational success (Yang et al., 2024). Previous literature also shows the association between parental support and students' outcomes.

Parental education plays a significant role in shaping students' academic achievement by influencing learning support, educational expectations, and access to academic resources (Adhikari, 2026). parental motivation plays key role of academic outcomes of students.

### **2.2.1 Nepalese Context**

In Nepal, family emotional support has become increasingly important because of rapid social change, urbanization, and the growing trend of labour migration. Thousands of Nepali parents migrate annually for employment within the country or abroad. Although migration often improves household income, it also reduces daily interaction between parents and children, potentially affecting children's emotional well-being and educational experiences. Recent studies have shown that left-behind adolescents frequently experience loneliness, emotional distress, and reduced parental guidance, factors that may influence their learning motivation and academic adjustment.

Research conducted in Nepal has increasingly recognized that educational outcomes are influenced not only by economic resources but also by the emotional quality of family relationships. For example, studies on parental migration have reported that children living without one or both parents often face emotional challenges despite improved financial conditions. Regular communication, emotional encouragement, and supportive caregiving from remaining family members were found to reduce these negative effects and improve students' educational adjustment.

Recent evidence also indicates that parental well-being influences children's emotional development and educational experiences. Families in which parents experience high psychological stress may have greater difficulty providing consistent emotional support to their children, thereby indirectly affecting students' learning behaviors' and school adjustment. Conversely, emotionally healthy family environments promote children's confidence, resilience, and positive educational attitudes.

Despite these important findings, Nepalese research has largely concentrated on parental migration, socioeconomic status, parental education, household income, and parental involve-

ment. Comparatively little attention has been given to family emotional support as perceived directly by secondary school students. Moreover, many existing studies have examined psychological well-being or migration separately rather than investigating how emotional support within families relates specifically to students' academic outcomes. Most available evidence has also been based on national surveys, qualitative investigations, or migration-focused research rather than school-based quantitative studies.

### **2.2.2 Critical Review and Research Gap**

The literature consistently demonstrates that family emotional support contributes positively to students' academic motivation, engagement, confidence, and achievement. International studies provide strong empirical evidence that parental warmth, emotional responsiveness, and supportive parent child relationships are more influential than controlling parenting or academic supervision alone. However, several gaps remain.

First, most previous studies have examined parental involvement as a broad construct without clearly separating emotional support from other parenting dimensions. Second, although international evidence is extensive, empirical research specifically measuring students' perceptions of family emotional support remains relatively limited. Third, within Nepal, existing research has primarily focused on parental migration, economic conditions, or psychosocial well-being, with fewer studies examining the direct relationship between family emotional support and academic outcomes among secondary school students. Finally, evidence from individual school settings remains scarce, limiting understanding of how this relationship operates within local educational contexts.

Therefore, the present study addresses these gaps by examining the relationship between family emotional support and students' academic outcomes using data collected from a secondary school in Nepal. By focusing on students' own perceptions of emotional support, the study provides context-specific evidence that may help parents, teachers, school leaders, and policymakers strengthen family-school partnerships and create supportive learning environments that promote students' academic success.

## **3 Methods and Procedures**

### **3.1 Research Method**

This study employed a quantitative research method to examine the relationship between family emotional support and students' academic outcomes. A quantitative approach was considered appropriate because it enables the collection of numerical data and the use of statistical techniques to examine relationships between variables objectively.

### **3.2 Research Design**

The study adopted a cross-sectional correlational research design. This design was selected because the purpose of the study was to examine the relationship between family emotional support and students' academic outcomes without manipulating any variables. Data were collected from the participants at one point in time.

### **3.3 Research Site and Context**

The study was conducted at Shree Tribhuwan Shanti Secondary School, located in Pokhara Metropolitan city-30, Kaski district, Nepal. The school is a public secondary school that serves students from different family, social, and economic backgrounds. It was selected as the research site because it provided an appropriate setting for examining students' perceptions of family emotional support and their academic outcomes.

### **3.4 Population and Sample**

The target population consisted of 152 Grade 10 students enrolled in Sections A, B, C, and D at Shree Tribhuwan Shanti Secondary School during the academic year of the study.

A sample of 114 students, representing approximately 75% of the total population, was selected for the study. The sample included students from all four sections, ensuring that different groups of Grade 10 students were represented in the research.

### **3.5 Sampling Strategy**

The study employed a simple random sampling technique to select the participants. First, a list of all Grade 10 students from Sections A, B, C, and D was obtained from the school administration. Using the class lists as the sampling frame, approximately 75% of the students from each section were selected randomly. This procedure ensured that every student had an equal chance of being included in the study while maintaining representation from all four sections. Simple random sampling was chosen to reduce selection bias and improve the representativeness of the sample.

### **3.6 Research Instrument**

Data were collected using a structured questionnaire. The questionnaire consisted of two sections. The first section collected demographic information such as gender, age, and family background. The second section measured family emotional support and students' academic outcomes using statements rated on a five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

The questionnaire was developed after reviewing relevant literature and previously published studies. The items were carefully reviewed to ensure that they were clear, understandable, and appropriate for secondary school students.

### **3.7 Data Collection Procedure**

Before collecting the data, formal permission was obtained from the administration of Shree Tribhuwan Shanti Secondary School. The purpose of the study was clearly explained to the participants, and they were informed that their participation was voluntary. The questionnaires were administered to the selected students during regular school hours. Students completed the questionnaire individually, and the completed questionnaires were collected immediately after completion. Participants were assured that their responses would remain confidential and would be used only for academic research.

### 3.8 Data Analysis and Interpretation

After data collection, the completed questionnaires were checked for completeness, coded, and entered into the Statistical Package for the Social Sciences (SPSS) for analysis.

Descriptive statistics, including frequency, percentage, mean, and standard deviation, were used to describe the demographic characteristics of the participants and summarize the levels of family emotional support and academic outcomes.

To examine the relationship between family emotional support and students' academic outcomes, Pearson's Product-Moment Correlation Coefficient (Pearson's  $r$ ) was used. Statistical significance was tested at the 0.05 level ( $p < .05$ ). The results were presented in tables and interpreted in relation to the research objectives and relevant literature.

### 3.9 Ethical Considerations

Ethical principles were maintained throughout the study. Approval to conduct the research was obtained from the school administration before data collection. Participation was voluntary, and informed consent was obtained from all participants. Students were informed that their responses would remain anonymous and confidential, and no personal identifying information was collected. The data were used merely for academic purposes.

## 4 Results

This chapter presents the findings of the study based on the data collected from 114 Grade 10 students of Shree Tribhuwan Shanti Secondary School, Pokhara-30, Kaski. The results are presented using descriptive and inferential statistical analyses. Descriptive statistics, including frequency, percentage, mean, and standard deviation, are used to summarize the respondents' demographic characteristics and the study variables. Pearson's correlation analysis is employed to examine the relationship between family emotional support and students' academic outcomes.

### 4.1 Demographic Characteristics of Respondents

**Table 1:** Gender Distribution of Respondents

|        | Frequency | Percent |
|--------|-----------|---------|
| Male   | 57        | 50.0    |
| Female | 57        | 50.0    |
| Total  | 114       | 100.0   |

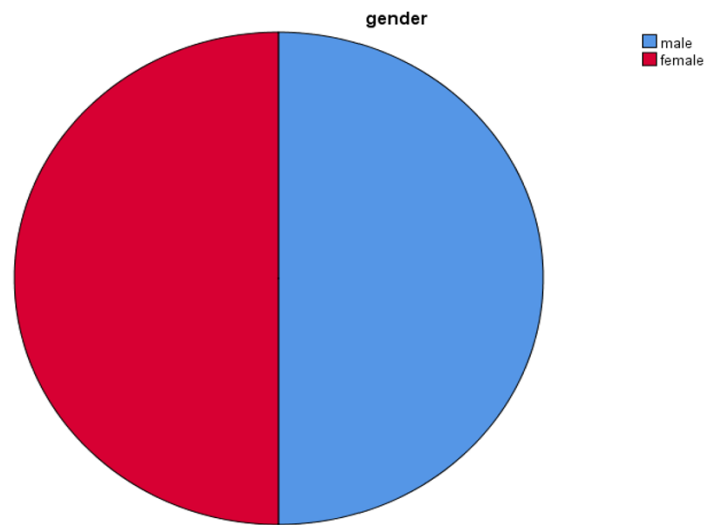
*Source: Field Survey, 2026; Note: SPSS Analysis, 2026*

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Table 1 and Figure 1 both shows the gender distribution of the respondents. A total of 114 students participated in the study, with 57 (50.0%) males and 57 (50.0%) females. The equal representation of both genders indicates a balanced sample, which strengthens the credibility of the study and provides an appropriate basis for investigating the relationship between family emotional support and students' academic outcomes.

*Source: Field Survey, 2026; Note: SPSS Analysis, 2026*





**Figure 1:** Gender Distribution of Respondents

Figure 2 presents the educational background of the respondents' fathers and mothers. Regarding fathers' education, the largest proportion of respondents (35.1%) reported that their fathers had completed secondary-level education. Similarly, 21.1% of fathers had completed basic education, while 15.8% had attained higher secondary education. Likewise, 14.9% of fathers had completed a bachelor's degree or above, whereas 13.2% of fathers were illiterate.

A closer examination of the results reveals that students' perceptions were divided regarding the impact of parental absence on feelings of loneliness. While a considerable proportion of students reported experiencing loneliness, a slightly smaller proportion indicated that they did not feel lonely despite their parents' absence. The presence of neutral responses further suggests that the experience of loneliness may vary depending on individual family circumstances and the availability of emotional support from other family members.

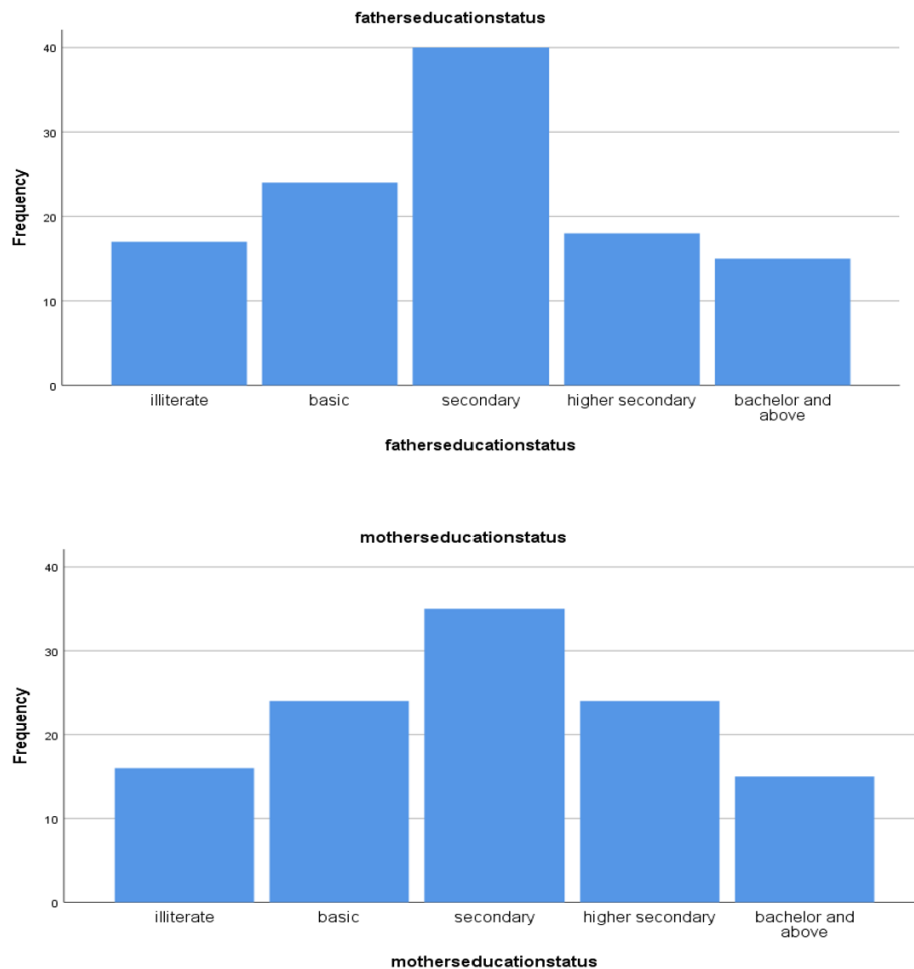
Overall, the findings indicate that parental absence affects students differently. Although many students reported feelings of loneliness, a substantial number appeared to have adapted to their circumstances or received sufficient emotional support from caregivers and family members. These results highlight the importance of family emotional support in helping students cope with the challenges associated with parental absence.

**Table 2:** Current Guardianship Status of the Respondents

|                      | Frequency | Percent |
|----------------------|-----------|---------|
| Both parents at home | 50        | 43.9    |
| Father abroad        | 48        | 42.1    |
| Mother abroad        | 8         | 7.0     |
| Both abroad          | 8         | 7.0     |
| Total                | 114       | 100.0   |

*Source: Field Survey, 2026; Note: SPSS Analysis, 2026*

The data presented in Table 2 show that 43.9% of the respondents were living with both parents at home, making this the largest group in the study. This suggests that nearly half of the students continued to receive regular care, supervision, and emotional support from both parents during their secondary school education.



**Figure 2:** Educational Status of Fathers and Mothers of the Respondents

Similarly, 42.1% of the respondents reported that their father was abroad, while they were living with their mother or other family members. This finding indicates that a substantial proportion of students came from families affected by foreign employment, which has become a common socioeconomic reality in Nepal.

Whereas 7.0% of the respondents reported that their mother was abroad, another 7.0% stated that both parents were abroad. These two categories together accounted for 14.0% of the total respondents, representing students who may experience comparatively limited direct parental presence in their daily lives.

As a whole, the findings reveal that although almost half of the students were living with both parents, a similarly large proportion had at least one parent working abroad. This distribution reflects the growing prevalence of parental migration among Nepali families and highlights the importance of examining how family emotional support, regardless of parents' physical presence, relates to students' academic outcomes.

*Source: Field Survey, 2026; Note: SPSS Analysis, 2026*

Table 3 shows that 64.9% of the respondents strongly agreed that they feel emotionally supported by their family, while the remaining 35.1% agreed with the statement. Notably, none of the respondents selected the options of disagreement or neutrality.

These findings indicate that all participating students perceived receiving positive emotional

**Table 3:** Interpretation of Family Emotional Support

|                | Frequency | Percent |
|----------------|-----------|---------|
| Agree          | 40        | 35.1    |
| Strongly Agree | 74        | 64.9    |
| Total          | 114       | 100.0   |

support from their families. The high proportion of students who strongly agreed suggests that family emotional support is generally strong among the respondents, providing a favorable environment that may contribute positively to their academic development and overall well-being.

**Table 4:** Students' Perceptions of Feeling Lonely Due to Parents' Absence

|                   | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly disagree | 8         | 7.0     |
| Disagree          | 34        | 29.8    |
| Neutral           | 23        | 20.2    |
| Agree             | 49        | 43.0    |
| Total             | 114       | 100.0   |

*Source: Field Survey, 2026; Note: SPSS Analysis, 2026*

Table 4 presents students' responses regarding whether they feel lonely due to their parents' absence. The findings show that 43.0% of the respondents agreed that they experience loneliness because of their parents' absence. Meanwhile, 29.8% disagreed, 7.0% strongly disagreed, and 20.2% remained neutral.

Overall, the results indicate that more than two-fifths of the students reported feeling lonely due to parental absence, suggesting that the physical absence of parents may have an emotional impact on many students. However, a considerable proportion of students either disagreed or remained neutral, indicating that the experience of parental absence varies among students.

**Table 5:** Students' Perceptions of Mental Motivation Towards Study

|                   | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly disagree | 6         | 5.3     |
| Neutral           | 46        | 40.4    |
| Agree             | 58        | 50.9    |
| Strongly agree    | 4         | 3.5     |
| Total             | 114       | 100.0   |

*Source: Field Survey, 2026; Note: SPSS Analysis, 2026*

Table 5 presents students' perceptions of their mental motivation towards study. The findings reveal that 50.9% of the respondents agreed that they feel mentally motivated towards their studies, while 3.5% strongly agreed. In contrast, 40.4% remained neutral, and only 5.3% strongly disagreed with the statement.

Overall, the results indicate that more than half of the students reported being mentally motivated towards their studies. However, the relatively high proportion of neutral responses suggests that many students were uncertain about their level of motivation, highlighting the need to further strengthen students' academic motivation and engagement.

*Source: Field Survey, 2026; Note: SPSS Analysis, 2026*

**Table 6:** Current Guardianship and Students' Perceived Family Emotional Support

|                      | Agree | Strongly agree | Total |
|----------------------|-------|----------------|-------|
| Both parents at home | 32    | 18             | 50    |
| Father abroad        | 2     | 46             | 48    |
| Mother abroad        | 1     | 7              | 8     |
| Both abroad          | 5     | 3              | 8     |
| Total                | 40    | 74             | 114   |

Table 6 presents the distribution of students' perceived family emotional support according to their current guardianship status. Among students living with both parents at home, 64.0% agreed and 36.0% strongly agreed that they receive emotional support from their family.

Among students whose father was abroad, the majority 95.8%, strongly agreed that they receive family emotional support, while only 4.2% agreed. Similarly, 87.5% of students whose mother was abroad strongly agreed, whereas 12.5% agreed.

In contrast, among students whose both parents were abroad, 62.5% agreed and 37.5% strongly agreed that they receive emotional support from their family.

Overall, the findings suggest that most students perceived receiving emotional support from their families regardless of their current guardianship status. Although the level of agreement varied across groups, emotional support remained high even among students with one or both parents living abroad. This indicates that family emotional support may be maintained through the involvement of other family members and continued communication despite parental migration.

**Table 7:** Parents' Encouragement to Study Regularly and Students' Perceived Family Emotional Support

|                | Agree | Strongly agree | Total |
|----------------|-------|----------------|-------|
| Disagree       | 2     | 0              | 2     |
| Neutral        | 7     | 0              | 7     |
| Agree          | 26    | 13             | 39    |
| Strongly agree | 5     | 61             | 66    |
| Total          | 40    | 74             | 114   |

*Source: Field Survey, 2026; Note: SPSS Analysis, 2026*

Table 7 presents the relationship between parents' encouragement to study regularly and students' perceived family emotional support. Among students who strongly agreed that their parents encourage them to study regularly, the vast majority 92.4% also strongly agreed that they receive emotional support from their family, while 7.6% agreed.

Similarly, among students who agreed that their parents encourage them to study regularly, 66.7% agreed and 33.3% strongly agreed that they receive family emotional support. In contrast, all students who disagreed or remained neutral regarding parental encouragement reported only agreeing, rather than strongly agreeing, that they receive emotional support.

In findings indicate a clear positive pattern between parental encouragement and perceived family emotional support. Students who reported receiving greater encouragement from their parents were also more likely to perceive stronger emotional support from their family, suggesting that regular parental encouragement is closely associated with students' feelings of emotional support.

<sup>a</sup> 2 cells (25.0%) have expected count less than 5. The minimum expected count is 2.81.

**Table 8:** Association Between Parents' Encouragement to Study Regularly and Family Emotional Support

|                              | Value               | df | Asymptotic Significance (2-sided) |
|------------------------------|---------------------|----|-----------------------------------|
| Pearson Chi-Square           | 42.932 <sup>a</sup> | 3  | .000                              |
| Likelihood Ratio             | 49.158              | 3  | .000                              |
| Linear-by-Linear Association | 7.303               | 1  | .007                              |
| N of Valid Cases             | 114                 |    |                                   |

Source: Field Survey, 2026; Note: SPSS Analysis, 2026

To examine whether parents' encouragement to study regularly is associated with students' perceived family emotional support, a Pearson's Chi-square test was conducted. The results revealed a statistically significant association between the two variables,  $\chi^2$  (3, N = 114) = 42.93,  $p < .001$ .

This finding indicates that students who reported receiving greater encouragement from their parents were significantly more likely to perceive higher levels of emotional support from their families. In particular, most students who strongly agreed that their parents encouraged them to study regularly also strongly agreed that they received emotional support from their family. Therefore, the null hypothesis of no association was rejected, suggesting that parental encouragement and family emotional support are positively related among the participating students.

**Table 9:** Correlation Between Parents' Encouragement to Study Regularly and Family Emotional Support

|                      | Value | Asymptotic Standard Error <sup>a</sup> | Approximate T <sup>b</sup> | Approximate Significance |
|----------------------|-------|----------------------------------------|----------------------------|--------------------------|
| Interval by Interval |       |                                        |                            |                          |
| Pearson's R          | .254  | .110                                   | 2.782                      | .006 <sup>c</sup>        |
| Ordinal by Ordinal   |       |                                        |                            |                          |
| Spearman Correlation | .414  | .099                                   | 4.818                      | .000 <sup>c</sup>        |
| N of Valid Cases     | 114   |                                        |                            |                          |

<sup>a</sup> Not assuming the null hypothesis.

<sup>b</sup> Using the asymptotic standard error assuming the null hypothesis.

<sup>c</sup> Based on normal approximation.

Source: Field Survey, 2026; Note: SPSS Analysis, 2026

To further examine the strength and direction of the relationship, Spearman's rank-order correlation was performed because both variables were measured on an ordinal scale. The analysis revealed a moderate positive correlation between parents' encouragement to study regularly and students' perceived family emotional support,  $r_s = .414$ ,  $N = 114$ ,  $p < .001$ .

This result indicates that students who reported receiving greater encouragement from their parents were more likely to perceive stronger emotional support from their families. The positive correlation suggests that increases in parental encouragement are associated with higher levels of perceived family emotional support. Therefore, parental encouragement appears to play an important role in strengthening students' emotional support within the family.

In addition, the Pearson's correlation also showed a positive and statistically significant relationship between the two variables ( $r = .254$ ,  $p = .006$ ). Although the Pearson coefficient indicates a weak positive relationship, the Spearman coefficient provides a more appropriate

estimate for these ordinal data and confirms a meaningful positive association.

## 5 Discussion

This study examined the relationship between family emotional support and students' academic outcomes among Grade 10 students at Shree Tribhuvan Shanti Secondary School in Pokhara, Nepal. The findings indicate that family emotional support is closely associated with students' learning experiences, motivation, and academic development. Overall, the results suggest that students who receive emotional encouragement and care from their families are more likely to maintain positive attitudes toward their education.

One of the most notable findings of the study is that every participant reported receiving emotional support from their family. Nearly two-thirds of the respondents strongly agreed that they felt emotionally supported, while the remaining students agreed with the statement. This finding reflects that emotional care and encouragement remain strong within most families, even though many students come from households affected by labour migration. Emotional support may therefore extend beyond physical presence and continue through regular communication, trust, and the involvement of other family members.

This finding is consistent with Bronfenbrenner's Ecological Systems Theory, which explains that children's development is strongly influenced by interactions within their immediate family environment (Bronfenbrenner & Morris, 2006). When students experience warmth, understanding, and emotional security at home, they are more likely to develop confidence, resilience, and positive learning behaviors. Likewise, Social Support Theory suggests that emotional support reduces psychological stress and enables individuals to cope more effectively with academic and personal challenges. The present findings support these theoretical perspectives by demonstrating that students who perceive stronger family support also report more positive educational experiences.

The study further found that more than half of the students felt mentally motivated towards their studies. Although only a small proportion strongly agreed with this statement, the majority reported either agreement or neutrality, while very few expressed negative views. This suggests that many students possess a positive learning attitude, although some remain uncertain about their academic motivation. Emotional encouragement from parents and family members may help students develop stronger confidence and sustain their interest in learning, particularly during adolescence when academic pressure becomes greater.

These findings are consistent with previous international studies. Yang et al. (2024) reported that emotionally secure parent-child relationships significantly improve students' academic motivation, engagement, and self-efficacy. Similarly, Tan et al. (2025) concluded that parental warmth contributes more strongly to children's educational success than strict supervision or controlling parenting. Rather than simply monitoring school activities, emotionally supportive parents create an environment in which children feel confident to learn, overcome difficulties, and remain committed to their educational goals.

The findings also reveal that parental absence continues to affect many students emotionally. More than two-fifths of the respondents agreed that they felt lonely because of their parents' absence, although a considerable number either disagreed or remained neutral. This suggests that parental migration does not affect all students in the same way. Some students appear to adjust well through the emotional support of the remaining parent, grandparents, or other family members, whereas others continue to experience emotional challenges due to reduced parental interaction.

This result reflects the current social context of Nepal, where foreign employment has become

common among many families. Previous Nepalese studies have similarly reported that while labour migration often improves household income, it may reduce daily emotional interaction between parents and children, leading to loneliness and emotional stress (Adhikari, 2026). However, the present study also suggests that emotional support can be maintained despite physical separation when families continue regular communication and provide consistent encouragement.

Another important finding is related to current guardianship. Nearly equal proportions of students were living with both parents and with fathers working abroad. Interestingly, students whose fathers were abroad still reported high levels of emotional support. This finding suggests that emotional support depends not only on physical presence but also on the quality of family relationships. Modern communication technologies, regular contact, financial security, and emotional care provided by mothers or other family members may help maintain strong emotional connections even when parents are away.

The cross-tabulation analysis further demonstrated that students who reported stronger parental encouragement were also more likely to perceive higher family emotional support. This pattern was confirmed statistically through the Chi-square test, which showed a highly significant association between parental encouragement and perceived family emotional support ( $\chi^2 = 42.93, p < .001$ ). This indicates that emotional support and parental encouragement are closely connected aspects of family life. Parents who regularly encourage their children to study appear to create an emotionally supportive environment that strengthens students' confidence and educational commitment.

The correlation analysis provides additional evidence for this relationship. Spearman's correlation showed a moderate positive relationship ( $r_s = .414, p < .001$ ), indicating that higher parental encouragement is associated with stronger perceived emotional support. Although the Pearson correlation was weaker ( $r = .254, p = .006$ ), both analyses confirmed a statistically significant positive relationship. These findings suggest that parental encouragement is not merely a behavioral practice but also an important expression of emotional support. When parents show interest in their children's education through encouragement, students are more likely to feel valued, emotionally secure, and motivated to perform well in school.

The findings closely align with the work of Jeynes (2024), whose meta-analysis concluded that supportive parent-child relationships consistently improve students' academic achievement and educational behavior across different cultural settings. Likewise, Cosso et al. (2022) found that programs strengthening emotional relationships between parents and children produced meaningful improvements in students' academic performance and social-emotional development. Together, these studies reinforce the present findings that emotional support contributes positively to students' educational outcomes.

Overall, the study demonstrates that family emotional support remains an important factor in students' educational development, even in communities where parental migration is common. Emotional warmth, encouragement, trust, and supportive communication appear to strengthen students' confidence and motivation while reducing the negative effects of parental absence. Although the study was conducted in a single secondary school, the findings highlight the continuing importance of strong family relationships in promoting students' academic success. They also suggest that schools should work closely with parents and guardians to strengthen emotional support systems that help students achieve their educational potential.

### **5.1 Strengths and Limitations of the Study**

This study contributes to the limited evidence on the relationship between family emotional support and students' academic outcomes in the Nepalese school context. By collecting data

directly from secondary school students, it provides valuable insights into how students perceive emotional support from their families. The use of a random sampling technique and appropriate statistical analyses also adds to the reliability of the findings.

However, the study has some limitations. It was conducted in only one secondary school with a relatively small sample, so the findings cannot be generalized to all students in Nepal. In addition, the cross-sectional design identifies relationships between variables but does not establish causality. The study also relied on students' self-reported responses, which may reflect personal perceptions rather than objective experiences. Future research should include larger samples from different regions and consider additional factors that may influence students' academic outcomes.

## **6 Conclusion**

This study examined the relationship between family emotional support and students' academic outcomes among Grade 10 students at Shree Tribhuvan Shanti Secondary School, Pokhara, Nepal. The findings indicate that most students perceived receiving strong emotional support from their families, and many also reported positive motivation towards their studies. The analysis further revealed that parental encouragement was significantly associated with students' perceived family emotional support, suggesting that regular encouragement from parents plays an important role in creating a supportive learning environment.

Although many students reported receiving emotional support, a considerable proportion also experienced feelings of loneliness due to parental absence, particularly in families affected by labour migration. This finding highlights that emotional connection, rather than physical presence alone, is important for students' well-being and educational development.

As a whole, the study concludes that family emotional support is closely linked to students' positive academic experiences. Parents, guardians, and schools should therefore work together to strengthen supportive family relationships through regular communication, encouragement, and emotional care. Such efforts can help improve students' confidence, motivation, and academic development. Future studies involving larger samples from different regions of Nepal are recommended to provide broader evidence on the role of family emotional support in students' academic outcomes.

## **Conflicts of Interest**

The author declares no conflict of interest. This research was conducted independently without financial, political or personal relationship that could inappropriately influence the study's findings or interpretations.

## **Author Contributions**

I declare that this manuscript is my original work. I am solely responsible for the conceptualization, methodology, data collection, analysis, interpretation, and writing of this manuscript. The author approved the final version of the manuscript.



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