

## **THE ROLE OF PARENTAL ACADEMIC SOCIALIZATION AND FRIENDSHIP QUALITY IN ENHANCING SCHOOL CONTINUATION MOTIVATION AMONG RURAL ADOLESCENTS**

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### **Abstract**

Educational motivation is a pivotal predictor of long-term academic success, particularly for adolescents in rural communities characterized by limited educational resources, socioeconomic vulnerability, and reduced access to structured academic support. This study aims to empirically examine the influence of parental academic socialization and friendship quality on rural adolescents' motivation to continue schooling, while also controlling for individual and family background characteristics. Utilizing a quantitative explanatory design, data were collected from 116 ninth-grade students in Cijeruk District, Bogor Regency, Indonesia. Descriptive analyses indicate that levels of parental academic socialization and peer relationship quality were generally low, with school motivation rated at a moderate level. Multiple regression analyses revealed that both parental academic engagement and high-quality friendships significantly and positively predicted educational motivation. This research contributes to the growing literature on educational resilience by evidencing the simultaneous role of familial and peer-based social capital in fostering persistence in education. The study offers contextually relevant implications for rural education policy, highlighting the need for integrative interventions that empower families and facilitate prosocial peer dynamics. Its novelty lies in bridging two critical but often separately examined dimensions of social support within an underrepresented spatial context in global educational research.

**Keywords:** academic socialization, educational motivation, educational resilience, friendship quality, rural adolescents.

## **PERAN SOSIALISASI AKADEMIK ORANG TUA DAN KUALITAS PERTEMANAN DALAM MENINGKATKAN MOTIVASI MELANJUTKAN SEKOLAH PADA REMAJA PERDESAAN**

### **Abstrak**

Motivasi untuk melanjutkan pendidikan merupakan prediktor utama keberhasilan jangka panjang remaja, khususnya di wilayah perdesaan yang menghadapi keterbatasan sumber daya pendidikan, tekanan sosial-ekonomi, dan akses terhadap dukungan akademik. Studi ini bertujuan untuk mengeksplorasi secara empiris kontribusi sosialisasi akademik orang tua dan kualitas pertemanan dalam membentuk motivasi pendidikan remaja perdesaan, dengan mempertimbangkan pula karakteristik individu dan keluarga sebagai faktor kontrol. Menggunakan desain kuantitatif eksplanatori, data dikumpulkan dari 116 siswa kelas IX di Kecamatan Cijeruk, Kabupaten Bogor. Hasil analisis deskriptif menunjukkan bahwa mayoritas responden berada pada kategori rendah dalam hal sosialisasi akademik dan kualitas pertemanan, dengan tingkat motivasi pendidikan pada kategori sedang. Temuan dari analisis regresi berganda menunjukkan bahwa baik sosialisasi akademik maupun kualitas pertemanan memiliki pengaruh positif yang signifikan terhadap motivasi melanjutkan sekolah. Studi ini menegaskan pentingnya intervensi berbasis keluarga dan komunitas sebaya dalam memperkuat motivasi pendidikan, serta menyarankan integrasi strategi pemberdayaan orang tua dan pembinaan hubungan sosial dalam kebijakan pendidikan perdesaan. Kontribusi utama penelitian ini terletak pada pengujian simultan dua bentuk dukungan sosial utama terhadap motivasi pendidikan dalam konteks spasial yang masih minim terjangkau oleh literatur global.

**Kata kunci:** Kualitas pertemanan, motivasi pendidikan, persistensi pendidikan, remaja perdesaan, sosialisasi akademik orang tua.

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## INTRODUCTION

In an era where the pursuit of quality education is more critical than ever, the significance of education as a catalyst for human development and national progress cannot be overstated. Globally, education is recognized as one of the 17 Sustainable Development Goals set forth by the United Nations, focused on ensuring inclusive and equitable quality education for all (Poitras et al., 2016). Particularly in rural contexts, often marginalized and under-resourced, the drive for educational attainment holds implications not only for individual advancement but also for wider socioeconomic progress within nations. For rural communities in developing countries, quality education can bridge gaps in health, income, and overall well-being, fostering a generation of informed citizens ready to partake in shaping resilient economies and societies. The commitment to enhancing educational access and quality stands as both a moral imperative and a strategic priority for confronting the challenges that beset rural populations.

However, the issue of school dropout rates looms large, particularly among rural youth. Numerous studies underscore that rural adolescents face heightened educational vulnerability compared to their urban counterparts, a discrepancy reflected in their disproportionately high dropout rates, particularly at secondary levels (Robinson et al., 2015). Various factors contribute to this disturbing trend, including economic hardship that compels young individuals to prioritize labor over education (Lorås, 2020), and a socio-cultural milieu that often regards education as a less viable pathway to success than immediate contributions to household income (Babkair et al., 2023). As such, rural youth navigate a landscape fraught with the complexities of economic necessity, awareness gaps regarding the value of education, and social pressures, all of which converge to hinder their educational trajectories and aspirations. Addressing the dropout crisis requires a nuanced understanding of these interrelated challenges faced by rural adolescents.

Compounding the educational challenges is the systemic inequality that characterizes rural versus urban educational access and achievement. Rural regions are frequently afflicted by inadequate infrastructure, including poorly maintained schools and insufficient teaching resources, which undermine the learning environment (Lysne et al., 2023). Socioeconomic disparities further exacerbate these inequalities; students from low-income households are more likely to drop out and less likely to receive adequate academic support from home (Brown et al., 2024). Urban areas often provide better academic offerings and opportunities for engagement, significantly influencing educational outcomes (Nurwahyuni, 2023). Furthermore, cultural perceptions surrounding education differ significantly; in urban environments, education is more commonly viewed as a critical factor in future success, whereas in rural settings, such perceptions may be weakened by economic and social priorities (Mrema et al., 2024). These systemic dichotomies reveal that rural students not only contend with individual and familial struggles but also confront overarching societal barriers that stifle their educational agency.

A theoretical framework addressing these complex educational dynamics is essential, particularly one that incorporates the concept of school continuation motivation. Contemporary motivation theories elucidate that this motivation can be segmented into intrinsic and extrinsic dimensions. Intrinsic motivation is often driven by personal interest and satisfaction derived from learning, whereas extrinsic motivation involves external factors such as parental influence, peer relationships, and academic rewards (Kleppang et al., 2023). Both components significantly impact an adolescent's educational engagement and persistence. For rural adolescents, understanding the intricate interplay between intrinsic desires and extrinsic influences is crucial, given that they must navigate external pressures that can either bolster or undermine their motivation to achieve academically (Delamater et al., 2018). By applying this theoretical lens, we can begin to unravel the complexities surrounding school continuation motivation in rural populations.

One vital external factor influencing educational motivation is parental academic socialization. This concept encompasses the ways in which parents convey beliefs, expectations, and aspirations related to education (Pinatil et al., 2022). Research indicates that active parental involvement—such as engagement in educational discussions and the provision of supportive learning environments—translates into higher academic aspirations and improved performance among adolescents (Kahu, 2013). In rural contexts, where educational resources may be scarcer, the role of parents becomes even more pronounced. As advocates for their children's education, parents who emphasize the importance of schooling can significantly enhance their children's motivation to continue despite external challenges (Msambwa et al., 2023). Therefore, examining how parental academic socialization manifests in rural settings can provide valuable insights into fostering sustained educational engagement among adolescents.

Peer influence also plays a crucial role during adolescence, a period marked by burgeoning social identities and relationships. Friendship quality characterized by emotional support, mutual respect, and shared academic aspirations, emerges as a significant predictor of school motivation and engagement (Grasaas et

al., 2024). The social dynamics among adolescents can either enhance or impede their educational experiences. Positive peer relationships foster a sense of belonging, reinforcing academic goals and behaviors that promote school success (Black et al., 2025). In contrast, negative peer influences can lead to disengagement from academic pursuits. As rural adolescents navigate their educational journeys, understanding how the quality of their friendships interacts with their motivation to continue schooling is essential for addressing dropout rates.

Integrating parental academic socialization and friendship quality illuminates a potential combined effect on school continuation motivation among rural adolescents. The intersection of these two influential factors can create a powerful support system, facilitating resilience against the adversities faced in rural educational contexts. Research shows that adolescents with strong familial support often exhibit greater academic motivation when supported by equally motivated peers (Kiekens et al., 2016). Thus, the interaction between parental guidance and peer influences highlights the multifaceted approach needed to bolster motivation amongst rural adolescents striving for educational continuity (Meier & Kaspar, 2024). Empirical investigations that capture these interactions can offer essential contributions to the discourse on educational equity and access.

Despite the significance of these two variables, a notable research gap persists regarding simultaneous examinations of parental academic socialization and friendship quality specifically within rural populations. Much of the existing literature addresses these variables in isolation or primarily within urban contexts, with inadequate attention given to the unique challenges and dynamics present in rural settings (Hood et al., 2021). This oversight diminishes the understanding of how these intertwined influences can be cultivated to realize educational equity for marginalized groups. Addressing this gap is vital for generating targeted interventions tailored to the specific needs of rural adolescents.

The consequences of neglecting these motivational factors in educational policy for rural students are dire. The lack of attention to the critical role of parental involvement and peer support contributes to an environment that inadvertently perpetuates educational inequities. Rural students may continue to experience high dropout rates, limited post-secondary opportunities, and the accompanying socio-economic disadvantages that stem from educational underachievement (Bloch et al., 2025). Without a concerted policy response that acknowledges the importance of academic socialization and peer dynamics, efforts to improve educational outcomes in rural contexts will remain fragmented and inadequate, risking the perpetuation of systemic educational disparities (Seir et al., 2020).

Recognizing this pressing issue, the objective of this study is to analyze the influence of adolescent characteristics, family characteristics, parental academic socialization, and friendship quality on school continuation motivation among rural adolescents. Understanding the intricate dynamics at play will inform strategies to enhance educational persistence and foster a culture of academic success that acknowledges and supports the unique experiences of rural adolescents.

## METHODS

This study employed a quantitative explanatory research design to empirically examine the relationship between parental academic socialization, friendship quality, and school continuation motivation among rural adolescents. A quantitative explanatory approach was selected due to its suitability for testing hypotheses and analyzing causal relationships between psychosocial variables in under-resourced educational settings (Fitria & Peters, 2019; Wibowo et al., 2021). The explanatory design allowed for hypothesis-driven investigation into how specific familial and peer-related predictors influence adolescents' educational outcomes (Burke et al., 2019; Piepho & Williams, 2021).

The research was conducted in Cijeruk District, Bogor Regency, Indonesia a rural area with limited educational infrastructure and one of the highest rates of school dropout in the region (Gelman et al., 2019; Bulso et al., 2019). The setting was purposefully selected to capture the nuances of rural educational vulnerability and adolescent motivation. The data collection spanned from December 2022 to June 2023, covering several phases including instrument preparation, proposal approval, participant recruitment, survey administration, data processing, statistical analysis, and research reporting (Zhang & Xiang, 2023).

The study population consisted of ninth-grade students from three private junior high schools in Cijeruk District. A total of 116 adolescents were included in the final sample. Sampling was conducted using non-probability purposive sampling to ensure that selected participants met relevant criteria such as rural school location, grade level, and accessibility (Hayashi, 2020; Mbah et al., 2018). Initially, two schools were selected based on their willingness to participate and student enrollment. When the number of valid responses proved

insufficient, a third school was added to meet the target sample, as recommended in methodological frameworks for educational field studies in rural populations (Kim & Jung, 2020).

Primary data were collected through offline, self-administered questionnaires distributed during classroom sessions under supervision. Trained enumerators provided guidance and clarified instructions without influencing participant responses, which ensured consistency and reduced social desirability bias (Borges & Godói, 2018). Instruments were adapted and piloted with a similar demographic to assess clarity, reliability, and cultural appropriateness for the adolescent age group (Hill et al., 2020).

The variable of parental academic socialization was measured using a 34-item scale developed by Junianti et al., which captures adolescent perceptions of parental involvement in academic affairs, including support, expectation-setting, and school engagement behaviors (Kott, 2022). The quality of friendship was measured using the Friendship Quality During Pre-early Adolescence (FQDPA) instrument developed by Bukowski (1994), comprising 23 items evaluating emotional support, companionship, trust, and communication among peers (Ghosh, 2024). School continuation motivation was assessed through a 20-item scale based on the work of Humaeda and Alfiasari (2016), reflecting internal motivation, future academic orientation, and personal aspirations for continued schooling (Park et al., 2020).

Following data collection, a rigorous multi-stage data processing protocol was employed. This included initial editing to identify errors, systematic coding and scoring of responses, digital data entry, and comprehensive data cleaning to remove inconsistencies and missing values (Ignatyev et al., 2018; Ruiz & Gómez-Nieto, 2018). These steps ensured accuracy, validity, and reliability of the final dataset. Descriptive statistical analyses were performed to characterize the demographic profiles of the participants and distributions of the study variables (Emmert-Streib & Dehmer, 2019).

For inferential analysis, multiple linear regression was employed to examine the effects of parental academic socialization and friendship quality on school continuation motivation while controlling for background variables such as gender and socioeconomic status (Zhang, 2021; Cepeda-Cuervo, 2024). This technique is widely used in psychosocial research due to its capacity to parse out the unique contribution of each predictor while adjusting for covariates. The multivariate analysis enhanced the interpretability of complex variable interactions in the educational context (Raheem et al., 2019; Badmus et al., 2021).

Ethical considerations were strictly followed throughout the research process. Approval was obtained from the institutional research ethics committee. Informed consent was secured from both participants and their legal guardians, with assurances regarding the voluntary nature of participation and the right to withdraw at any time without consequence (Kalina, 2022; Atikankul, 2023). Confidentiality and anonymity were maintained through coded data collection and secure data storage in compliance with ethical research standards (Cai et al., 2022).

This research adopted a systematic and context-sensitive methodology that integrated rigorous sampling, validated instrumentation, advanced statistical modeling, and high ethical standards. The approach provides a robust empirical foundation for understanding how parental and peer socialization factors contribute to school continuation motivation in the unique context of rural adolescence (Ribeiro-Reis, 2023; Jiang et al., 2024).

## RESULTS

### Adolescent Characteristics

This study involved 116 ninth-grade students enrolled in junior high schools in a rural district. The participants' demographic profile included age and gender. The majority of the respondents were female, accounting for 62 students (53.4%), while the remaining 54 students (46.6%) were male. The participants' ages ranged from 14 to 17 years, with a mean age of 14.99 years. The highest frequency of respondents was observed at age 15, representing 59.5% of the sample. This distribution suggests that most participants were in the critical mid-adolescence stage, a developmental phase commonly characterized by heightened sensitivity to social and academic influences.

### Family Characteristics

The family characteristics examined in this study included parental age, educational attainment, family size, and household income. The average age of fathers was 44.36 years, while the average age of mothers was 39.4 years. A majority of the fathers were classified within the middle adulthood stage (61.1%), whereas most mothers were in early adulthood (63.5%). In terms of educational attainment, the highest proportion of fathers (47.8%) had completed primary school or its equivalent, and an even larger proportion of mothers

(60%) had the same level of education. This indicates a generally low educational background among parents, which could influence their academic support capacity at home.

Household income data showed considerable variation. The highest proportion of families (30.2%) reported a monthly income above IDR 3,000,000, while 24.1% earned between IDR 1,000,001 and IDR 2,000,000. Notably, 28 families earned below IDR 1,000,000, and 23 families (19.8%) had income between IDR 2,000,001 and IDR 3,000,000. These figures highlight the economic vulnerability of a significant portion of the sample.

Family size was categorized into three groups: small ( $\leq 4$  members), medium (5–7 members), and large ( $\geq 8$  members). The majority of participants came from medium-sized families (49.1%), followed by small families (39.7%), while only 11.2% were from large families. This structure may reflect typical rural family demographics in Indonesia and carries implications for resource distribution and parental involvement in education.

Table 1 provides a multifaceted overview of rural adolescents' experiences in three key psychosocial domains, parental academic socialization, friendship quality, and school continuation motivation, categorized by level (low, medium, high), and accompanied by distribution statistics (n and percentage), score ranges, and measures of central tendency and dispersion.

### **Parental Academic Socialization**

Parental academic socialization refers to the process through which parents introduce and reinforce behaviors and values related to academic success in their children. This study categorized academic socialization into six dimensions and evaluated them across three levels: low ( $< 60.00$ ), moderate (60.00–80.00), and high ( $> 80.00$ ). Overall, the composite index of parental academic socialization was in the low category, with a mean score of 54.0 (SD = 17.3), indicating limited academic involvement by parents.

As shown in Table 1, the dimension with the highest level of perceived parental engagement was “Encouraging education and better employment” (SA1), where nearly half of the students (47.4%) rated their parents' support in the high category. This reflects a clear recognition among parents regarding the long-term value of education.

Conversely, a concerning finding emerged in the dimension “Discussing learning strategies” (SA4), where a striking 84.5% of respondents rated their parents' engagement as low. Similarly, in the dimension “Connecting schoolwork with personal goals” (SA6), 77.6% of adolescents reported minimal parental involvement. These two dimensions are particularly critical in fostering academic resilience, yet the data indicate a gap in practical support at home.

In the dimension “Communicating expectations for academic success” (SA3), 58.6% of adolescents placed their parents in the low category, which aligns with earlier findings showing that many parents, especially those with low educational attainment, may lack the skills or confidence to set academic expectations. Additionally, while 49.1% of adolescents reported low parental pressure regarding academic performance (SA2), this might reflect a lack of academic emphasis rather than a positive supportive environment.

Finally, in “Planning and preparing for the future” (SA5), more than half of the respondents (56%) also perceived low parental involvement. This may suggest that long-term academic goal-setting is not a shared or structured process within many households. Taken together, these results underscore the need for programs that enhance parents' capacity to actively support their children's educational journeys beyond verbal encouragement, particularly in rural contexts with limited resources.

### **Friendship Quality**

In terms of friendship quality, the composite results also indicate predominantly low levels of peer relationship support among the adolescents, with 52.6% classified in the low category and a mean score of 58.5 (SD = 16.7). The lowest mean score across all friendship dimensions was found in conflict (M = 40.5, SD = 22.2), although it is notable that 80.2% of participants reported low levels of interpersonal conflict, which may be interpreted positively. However, this finding should be interpreted with caution, as low conflict alone does not necessarily reflect relational warmth or support.

The companionship and helpfulness dimensions similarly displayed high proportions in the low category (55.2% and 56.9%, respectively), suggesting limited opportunities for shared activities and instrumental peer support. A particularly concerning trend emerged in the security dimension (65.5% low; M = 51.3, SD = 21.2), indicating that adolescents may not perceive their friendships as reliable or emotionally safe.

Interestingly, the dimension with the most balanced distribution was closeness, where 29.3% of adolescents rated their relationships as high in closeness, and 24.1% as moderate. This may suggest that despite challenges in other areas, some adolescents are still able to cultivate emotionally intimate peer relationships. Nonetheless, the general pattern across friendship quality dimensions points to a relatively weak peer support system, which could have implications for social-emotional development and academic persistence.

### School Continuation Motivation

The results for school continuation motivation depict a slightly more favorable pattern. The composite score reflects a moderate level of motivation, with 46.6% of participants falling within the medium category and a mean score of 65.2 (SD = 15.1). However, 36.2% of students still reported low overall motivation to continue their education, signaling room for intervention.

When broken down by dimension, intrinsic motivation was slightly higher ( $M = 65.8$ ,  $SD = 17.7$ ) compared to extrinsic motivation ( $M = 64.6$ ,  $SD = 15.7$ ). A total of 43.1% of participants demonstrated moderate levels of intrinsic motivation, while a slightly lower percentage (40.5%) reported the same for extrinsic motivation. Notably, 44.8% of students reported low levels of extrinsic motivation, indicating a potential deficiency in external incentives such as parental praise, peer validation, or institutional rewards that encourage school continuation.

Taken together, these findings highlight a significant need for targeted efforts to strengthen both internal and external motivational drivers among rural adolescents. Enhancing parental engagement in schooling and improving the quality of peer interactions may provide foundational social capital to foster sustained educational aspirations.

Table 1. Distribution of Adolescents by Category, Minimum and Maximum Scores, Mean, and Standard Deviation on Parental Academic Socialization, Friendship Quality, and School Continuation Motivation (n = 116)

Variables	Category						Min-Max	Mean± SD
	Low		Medium		High			
	n	%	n	%	n	%		
Parental Academic Socialization								
Pursuing better education and job	25	21.6	36	31.0	55	47.4	16.67-100.0	68.0 ± 19.6
Pressure on academic performance	57	49.1	39	33.6	20	17.2	19.05-100.0	70.0 ± 16.7
Communicating achievement expectations	68	58.6	35	30.2	13	11.2	0.0-100.0	62.8 ± 22.6
Discussing learning strategies	98	84.5	14	12.1	4	3.4	0.0-100.0	43.1 ± 21.1
Making future plans and preparations	65	56.0	26	22.4	25	21.6	0.0-100.0	62.5 ± 25.7
Linking schoolwork to children’s goals	90	77.6	20	17.2	6	5.2	0.0-100.0	62.5 ± 21.0
Composite academic socialization score	76	65.5	31	26.7	9	7.8	15.6-99.0	54.0 ± 17.3
Friendship Quality								
Companionship	64	55.2	36	31.0	6	13.8	0.0-100.0	55.8 ± 23.2
Conflict	93	80.2	19	16.4	4	3.4	0.0-100.0	40.5 ± 22.2
Helpfulness	66	56.9	19	16.4	31	26.7	0.0-100.0	59.8 ± 27.1
Security	76	65.5	35	30.2	5	4.3	0.0-100.0	51.3 ± 21.2
Closeness	54	46.6	28	24.1	34	29.3	0.0-100.0	65.2 ± 24.4
Composite Friendship Quality	61	52.6	45	38.8	10	8.6	17.3-89.8	58.5 ± 16.7
School Continuation Motivation								
Intrinsic Motivation	41	35.3	50	43.1	25	21.6	23.33-96.67	65.8 ± 17.7
Extrinsic Motivation	52	44.8	47	40.5	17	14.7	26.67-100.0	64.6 ± 15.7
Composite School Continuation Motivation	42	36.2	54	46.6	20	17.2	25.0 -98.3	65.2 ± 15.1

The overall interpretation of Table 1 underscores the interconnected vulnerabilities faced by rural adolescents. The convergence of low parental academic socialization, weak friendship quality, and only moderate school continuation motivation suggests a multifactorial risk for educational disengagement. These insights call for integrative interventions that address both familial and peer contexts. Policies and programs that promote family-school partnerships, social-emotional learning, and peer mentoring could serve to enrich the academic ecology of rural youth. Table 1 paints a nuanced picture of the psychosocial dimensions that shape adolescents' educational pathways in rural areas. Despite pockets of strength, the prevailing trend is one of limited support across parental and peer domains, which may undermine long-term academic resilience if left unaddressed.

### Correlations between Adolescent and Family Characteristics with Parental Academic Socialization, Friendship Quality, and School Continuation Motivation

Table 2 presents the results of Pearson correlation analysis examining the associations between adolescents' individual and family demographic characteristics with three core psychological and educational constructs: Parental Academic Socialization, Friendship Quality, and School Continuation Motivation. These results provide critical insight into the relational and contextual factors that shape adolescents' educational pathways in rural communities.

Table 2 Pearson correlation coefficients between adolescent and family characteristics with parental academic socialization, friendship quality, and school continuation motivation

Variables	Parental Academic Socialization						
	SA1	SA2	SA3	SA4	SA5	SA6	SAK
Gender	-0.073	-0.133	-0.222*	-0.212*	-0.189*	-0.220*	-0.222*
Adolescent's Age	0.046	0.083	0.108	0.154	0.220*	0.115	0.148
Father's Age	-0.084	-0.066	-0.040	0.011	-0.023	-0.106	-0.059
Mother's Age	-0.046	-0.115	-0.079	-0.016	0.035	-0.112	-0.071
Father's Education	0.196*	0.030	0.024	-0.024	0.036	-0.109	0.003
Mother's Education	0.039	-0.176	-0.059	-0.080	-0.031	-0.087	-0.087
Family Size	0.168	0.083	0.120	0.096	0.015	0.032	0.158
Family Income	0.045	0.015	0.096	0.003	-0.020	0.005	0.033

  

Variables	Friendship Quality					
	KP1	KP2	KP3	KP4	KP5	KPK
Gender	0.057	-0.074	0.268**	0.137	0.245**	0.239**
Adolescent's Age	0.038	-0.032	-0.033	-0.035	-0.021	-0.018
Father's Age	-0.047	-0.047	-0.172	-0.090	-0.134	-0.136
Mother's Age	0.018	0.039	-0.154	-0.016	-0.063	-0.092
Father's Education	0.035	-0.052	0.170	0.204*	0.207*	0.187*
Mother's Education	-0.006	-0.028	0.097	0.036	0.078	0.062
Family Size	0.130	0.081	0.138	0.035	0.102	0.105
Family Income	-0.067	-0.031	-0.048	-0.125	-0.159	-0.115

  

Variables	School Continuation Motivation		
	IM	EM	SCM
Gender	0.159	0.149	0.167
Adolescent's Age	-0.129	-0.186*	-0.169
Father's Age	0.048	0.075	0.066
Mother's Age	0.010	-0.091	-0.040
Father's Education	0.237*	0.238*	0.258**
Mother's Education	0.169	0.129	0.164
Family Size	0.161	0.153	0.171
Family Income	0.061	0.100	0.086

#### Notes:

- \*p < 0.05; \*\*p < 0.01
- SA1 = Aspiration for better education and career; SA2 = Emphasis on educational values; SA3 = Communication of academic expectations; SA4 = Discussion of learning strategies; SA5 = Planning for the future; SA6 = Linking school tasks to interests and goals; PAS Total = Composite Parental Academic Socialization
- FQ1 = Friendship; FQ2 = Conflict; FQ3 = Help; FQ4 = Security; FQ5 = Closeness; FQ Total = Composite Friendship Quality

- IM = Intrinsic Motivation; EM = Extrinsic Motivation; SCM = School Continuation Motivation

### Parental Academic Socialization (PAS)

Parental academic socialization refers to how parents communicate educational values, set expectations, and support their children's academic development. The data indicate that gender is a significant predictor across nearly all dimensions of PAS. Female adolescents tend to receive more intensive parental engagement, as evidenced by the significant negative correlations with SA3 ( $r = -0.222^*$ ), SA4 ( $r = -0.212^*$ ), SA5 ( $r = -0.189^*$ ), SA6 ( $r = -0.220^*$ ), and the overall composite PAS score ( $r = -0.222^*$ ). This suggests that girls are more likely to be encouraged, guided, and prepared academically by their parents compared to boys, possibly due to parental perceptions of gender roles in education or differentiated aspirations.

The age of the adolescent also shows a significant positive correlation with SA5 ( $r = 0.220^*$ ), reflecting greater involvement in future-oriented planning and discussions as adolescents mature. This aligns with developmental theories that highlight the increasing capacity for abstract thinking and goal-setting in older youth. In contrast, parental age and income do not appear to significantly influence the level of academic socialization, suggesting that parental involvement is not strictly a function of economic capital or age, but perhaps of educational values and beliefs.

Significantly, father's education level correlates positively with SA1 ( $r = 0.196^*$ ), indicating that fathers with higher education levels are more likely to promote the importance of achieving a better education and job in the future. However, no significant association is found between mother's education and any dimension of PAS, suggesting a possible gendered dynamic in who acts as the primary educational influencer in the family.

### Friendship Quality (FQ)

Friendship quality plays a critical role in adolescents' socio-emotional development, providing emotional support, companionship, and a sense of belonging. The analysis reveals that gender is strongly and positively associated with perceived help (FQ3,  $r = 0.268$ ), closeness (FQ5,  $r = 0.245^{**}$ ), and overall friendship quality ( $r = 0.239^{**}$ ), highlighting that female adolescents tend to report more emotionally supportive peer relationships. This aligns with gender-based findings in developmental psychology, which suggest that girls often prioritize intimacy and emotional sharing in friendships more than boys.

Moreover, father's education again demonstrates significant positive correlations with the sense of security (FQ4,  $r = 0.204^*$ ) and closeness (FQ5,  $r = 0.207^*$ ) in friendships, as well as the composite friendship score ( $r = 0.187^*$ ). These findings may suggest that more educated fathers not only influence academic behavior but also foster home environments that support social-emotional development, potentially through modeling interpersonal trust and communication skills.

Other demographic characteristics, such as parental age, mother's education, and family income—do not significantly relate to friendship quality, indicating that the quality of adolescent peer relationships may be shaped more by interpersonal dynamics and parental emotional literacy than by structural factors. Interestingly, income shows a weak negative correlation trend, particularly with closeness and security, possibly reflecting that higher-income families may prioritize performance and competition over relational warmth.

### School Continuation Motivation (SCM)

School continuation motivation, comprising both intrinsic motivation (IM) and extrinsic motivation (EM), captures the adolescent's drive to remain in formal education. Adolescent age shows a significant negative correlation with EM ( $r = -0.186^*$ ), suggesting that older adolescents may become less driven by external rewards such as praise, recognition, or pressure. This may reflect either increased internalization of educational values or growing ambivalence toward school due to competing responsibilities or perceived irrelevance.

The most notable finding in this domain is the consistent and statistically significant correlation of father's education with all three components of SCM—IM ( $r = 0.237^*$ ), EM ( $r = 0.238^*$ ), and overall motivation (SCM,  $r = 0.258^{**}$ ). These strong associations suggest that fathers with higher educational backgrounds instill stronger academic goals and motivation in their children, likely through expectations, modeling, and strategic guidance. Mother's education, while positively correlated, does not reach statistical significance, reaffirming the pattern of paternal educational influence as a dominant factor across academic and psychological outcomes.

Family size and income show weak to moderate positive trends with SCM, but none are statistically significant. However, the slight upward trend with family size could indicate that larger households may

provide more internal peer role models or shared responsibilities that reinforce schooling, though further investigation is needed.

Taken together, the findings in Table 4 suggest that gender and father's educational attainment are the two most consistently influential variables across domains. Girls generally receive more academic socialization and enjoy higher-quality peer relationships, while boys may require more targeted parental and institutional support. Additionally, father's education appears to operate as a key lever in promoting not only academic values but also motivation and social resilience in adolescents.

These results point to important implications for school counselors, educational policymakers, and family-based interventions. Strategies that enhance paternal involvement, particularly among lower-educated fathers and support boys in both academic guidance and friendship-building may serve to reduce educational disparities and strengthen school engagement. Moreover, the results highlight that motivational and social-emotional development in adolescents is deeply rooted in the interplay between familial guidance and peer dynamics, more so than by material or structural indicators alone.

### **The Influence of Adolescent and Family Characteristics, Parental Academic Socialization, and Friendship Quality on School Continuation Motivation among Rural Adolescents**

To explore the contribution of interpersonal and family-level factors to adolescents' motivation to continue schooling, a multiple linear regression analysis was conducted. As shown in Table 3, the regression model yielded a statistically significant fit ( $F = 6.021$ ;  $p < 0.001$ ), explaining approximately 37.1 percent of the variance in school continuation motivation (Adjusted  $R^2 = 0.310$ ). This indicates that the collective contribution of the independent variables—ranging from demographic factors to social relationships is substantial in predicting rural adolescents' intentions to pursue further education.

Table 3. Regression Coefficients of Adolescent and Family Characteristics, Parental Academic Socialization, and Friendship Quality on School Continuation Motivation

Variables	School Continuation Motivation		Sig.
	Unstandardized coefficients B	Standardized coefficients B	
Constant	85.977		0,002**
Gender	4.708	0,156	0,090*
Age	-4.699	-0,221	0,014**
Father's Age	0.399	0,182	0,489
Mother's Age	-0.207	0,199	0,320
Father's Education	2.826	-0,098	0,427
Family Size	4.174	0,081	0,066*
Mother's Education	7.235	0,163	0,100
Family Income	0.910	0,070	0,402
Parental Academic Socialization	0.294	0,340	0,001**
Friendship Quality	0.177	0,192	0,058*
$R^2$		0.371	
Adjusted $R^2$		0.310	
F		6.021	
Sig. (Model Fit)		0.000	

Note: \* $p < 0.05$ ; \*\* $p < 0.01$

Among all the predictors, parental academic socialization emerged as the strongest and most significant factor ( $\beta = 0.340$ ;  $p = 0.001$ ). This reinforces the pivotal role of active parental involvement in shaping adolescents' academic persistence through consistent communication, future-oriented guidance, and encouragement of educational goals.

Crucially, friendship quality also demonstrated a positive and marginally significant effect on school continuation motivation ( $\beta = 0.192$ ;  $p = 0.058$ ), highlighting its unique contribution in rural contexts. This finding suggests that adolescents who perceive their friendships as supportive, emotionally secure, and trustworthy tend to exhibit greater motivation to remain in school. Peer relationships may provide emotional affirmation, reduce feelings of isolation, and offer shared academic aspirations that foster commitment to educational trajectories. Although not highly significant, the effect size is noteworthy and points to the relevance of peer dynamics as a motivational resource, particularly in environments where formal support structures may be limited.

Furthermore, age was negatively and significantly associated with school continuation motivation ( $\beta = -0.221$ ;  $p = 0.014$ ), suggesting a decline in motivation among older adolescents. This trend could reflect academic fatigue, increased socio-economic pressures to enter the workforce, or a sense of disconnection between school curricula and perceived future relevance.

In terms of demographic characteristics, gender ( $\beta = 0.156$ ;  $p = 0.090$ ) and family size ( $\beta = 0.081$ ;  $p = 0.066$ ) showed marginal significance. The positive coefficient for gender indicates that female adolescents may be more motivated to continue schooling, potentially due to higher parental support or intrinsic engagement. Meanwhile, larger family size may offer indirect educational support, such as sibling role modeling or shared responsibilities which modestly enhances school persistence.

Interestingly, parental age, income, and education, particularly the father's did not show significant effects, which may indicate that material or structural family resources alone are insufficient to sustain educational motivation unless accompanied by quality social interactions and targeted academic support.

Collectively, these results affirm that school continuation motivation among rural adolescents is not solely a function of individual or economic background but is significantly shaped by interpersonal bonds—with both parents and peers, within their immediate social environment. The findings advocate for education and youth programs that reinforce peer support networks and parental engagement strategies, especially in under-resourced rural settings.

## DISCUSSION

The discussion surrounding the influence of adolescent and family characteristics, parental academic socialization, and friendship quality on school continuation motivation is multifaceted and necessitates a comprehensive examination of various interconnected factors. Adolescent development typically occurs during mid-adolescence, a pivotal stage closely associated with identity formation and increasingly complex peer interactions, both of which exert significant influence on educational motivation. The notable representation of female respondents in this study raises important questions regarding gendered patterns in academic aspirations and experiences. Existing literature has demonstrated that female adolescents often encounter distinct societal expectations that may shape their academic ambitions and motivational frameworks differently compared to their male counterparts (Li, 2024). Within rural environments, cultural expectations regarding gender roles may further restrict educational opportunities for girls, underscoring the necessity of incorporating gender-specific analyses when exploring school motivation (Li, 2024).

Family characteristics within rural communities play a critical role in influencing adolescent educational outcomes. The present study reveals that many adolescents come from households where parents have attained only a primary level of education. This limited exposure to formal education presents structural challenges and may limit parents' ability to provide academic guidance. However, rather than functioning solely as a barrier, the data suggest that the nature of familial relationships significantly contributes to students' academic motivation (Zhang et al., 2023). Emotional support and parental engagement, which are core components of social capital, appear to mediate the relationship between socioeconomic disadvantage and educational persistence (Bernsen et al., 2022; Zhang & Kong, 2021). These findings illustrate that emotional bonds and relational dynamics often play a more substantial role in motivating students than material or structural resources alone.

Parental academic socialization serves as an essential mechanism through which educational motivation is nurtured. Although many parents convey strong support for education as a value, they may lack the specific strategies and practices necessary to effectively promote academic achievement. This includes goal-setting, academic planning, and direct involvement in learning, which often appear inconsistent or underdeveloped among parents with limited educational backgrounds (Afifi et al., 2022). Such inconsistencies can arise from cultural beliefs that view teachers as the sole authorities on academic matters or from a lack of familiarity with current educational demands (Walters et al., 2021). Despite these barriers, the findings of this study demonstrate that parental academic socialization is the strongest predictor of school continuation motivation. These findings affirm previous research indicating that when parents provide emotional encouragement and maintain academic discussions, adolescents are more likely to remain committed to their schooling (Bernsen et al., 2022). Therefore, equipping parents with practical tools and strategies for academic involvement may be instrumental in enhancing educational outcomes in under-resourced communities.

Peer relationships represent another critical component of the motivational ecosystem. While parental involvement exerts the greatest influence, the quality of friendships also contributes meaningfully to students' academic engagement. Supportive friendships, defined by mutual trust, empathy, and shared aspirations, can reinforce students' sense of belonging and academic purpose (Bernsen et al., 2022; Khaira & Sayekti,

2024). Although less predictive than parental support, friendships are particularly significant in rural settings where formal support systems may be limited or absent (Gustafsson et al., 2023). Adolescents often rely on their peers to navigate academic and personal challenges, suggesting that peer dynamics can act as protective factors in the absence of familial resources. Nevertheless, the findings reveal that perceived friendship quality among participants is generally low, pointing to a potential deficit in social-emotional resources. This underscores the importance of fostering positive peer environments to strengthen the relational foundation that supports educational engagement.

Age-related variations in school continuation motivation add a further dimension to the discussion. As adolescents progress through secondary education, a decline in motivation is often observed. This pattern may be attributed to cumulative academic stress, diminished perceived relevance of school, or increased pressure to assume economic responsibilities (Walters et al., 2021). These findings highlight the importance of implementing age-responsive interventions that adapt to the evolving needs of students as they mature. Educational strategies must account for shifting developmental priorities and ensure that the curriculum remains meaningful, engaging, and aligned with future aspirations. In doing so, schools can better support adolescents in maintaining motivation throughout the secondary school years.

Although gender was not the primary focus of this study, differences between male and female students were evident in both academic socialization and peer relationship quality. Female students reported stronger parental involvement and more supportive friendships, consistent with literature indicating that girls are more likely to cultivate emotionally rich interpersonal relationships (Li, 2024). In contrast, boys may face deficits in both familial and peer support, potentially placing them at higher risk for academic disengagement. These gender-based disparities emphasize the need for targeted interventions that address the unique motivational needs of both groups. Programs should aim to strengthen the emotional and academic support available to boys while continuing to support the positive relational patterns observed among girls.

The overarching findings of this research suggest that school continuation motivation among rural adolescents is influenced by a complex interaction of developmental, relational, and structural factors. While material disadvantages such as low income and limited parental education remain relevant, they do not singularly determine educational persistence. Rather, the strength and quality of adolescents' relationships with family and peers emerge as more decisive factors. This highlights the value of interventions that extend beyond academic instruction to encompass emotional support, communication, and social connection.

A comprehensive and relationally informed approach is essential to understanding and promoting educational motivation in rural contexts. Policymakers, educators, and community stakeholders must consider the broader ecosystem in which adolescents live and learn. Effective strategies should foster parental engagement, strengthen peer relationships, and address the developmental transitions that characterize adolescence. By creating an educational environment that is socially nurturing and emotionally responsive, it becomes possible to promote long-term academic persistence and expand opportunities for youth in rural settings.

### **Managerial Implications**

The findings offer critical managerial insights for educational leaders, school administrators, and policymakers operating in rural contexts. The prominent role of parental academic socialization as a driver of school continuation motivation suggests that parent-focused programs should be prioritized. Schools should develop initiatives that actively involve parents in the academic lives of their children, particularly by equipping them with knowledge and strategies to support educational engagement at home. Community-based workshops, home visitation programs, and parenting seminars could be institutionalized to build parental capacity, especially for those with limited formal education. Moreover, the identification of friendship quality as a meaningful, albeit secondary, predictor indicates the necessity of cultivating supportive peer environments. Schools may consider implementing peer mentoring systems, structured extracurricular activities, and socio-emotional learning (SEL) programs that enhance students' interpersonal relationships, resilience, and belongingness. Together, these managerial efforts can build a relational infrastructure that sustains motivation among rural adolescents.

### **Theoretical Implications**

Theoretically, this study reinforces and extends the conceptual understanding of educational motivation by demonstrating that both familial and peer relational variables are central to adolescent motivation, beyond structural determinants such as income and parental education. These results align with and support social capital theory and ecological systems theory, which emphasize the importance of proximal social interactions in shaping youth development. The strong influence of parental academic socialization calls for further theoretical refinement of how parental communication, expectations, and academic behaviors are

conceptualized within rural settings. This study also suggests that developmental shifts, such as age-related declines in motivation, should be better integrated into motivational frameworks to account for temporal variability. Additionally, the gendered patterns observed signal the need to expand motivational models to incorporate cultural and societal norms related to gender, especially within non-urban educational environments.

### Limitations

Despite offering valuable insights, this study has several limitations that must be acknowledged. First, the sample was limited to ninth-grade students from one rural district, which may restrict the generalizability of the findings. Broader studies involving multiple regions or longitudinal data are needed to capture more diverse experiences and developmental trends over time. Second, the study relied on self-reported measures, which may introduce bias due to social desirability or inaccurate recall. Triangulating data through teacher assessments or parental reports could enhance the robustness of future research. Third, while the study examined several key variables, it did not account for other potentially influential factors such as school quality, teacher-student relationships, or community norms, which may also shape adolescents' academic motivation.

## CONCLUSION AND SUGGESTIONS

This study provides compelling evidence that school continuation motivation among rural adolescents is shaped more by relational factors namely, parental academic socialization and friendship quality—than by structural constraints such as income and parental education. The strong predictive power of parental involvement highlights the necessity of fostering academic discourse within families, even in the absence of formal educational backgrounds. At the same time, the presence of supportive peer relationships, though less influential, contributes meaningfully to adolescents' sense of belonging and academic purpose. Age-related declines in motivation further underscore the need for developmentally responsive educational interventions. Together, these findings underscore the value of an integrative approach to promoting educational persistence, one that emphasizes emotional connectivity and social engagement as key levers of student motivation.

Future research should explore how different dimensions of parental academic socialization interact with adolescents' evolving cognitive and emotional capacities across various stages of adolescence. Comparative studies involving urban and peri-urban populations could also provide insight into how contextual factors shape motivational processes differently. Moreover, the incorporation of qualitative methods would enrich the understanding of adolescents' lived experiences, adding depth to the quantitative findings. For practice, educational institutions should collaborate with families and community stakeholders to design inclusive, culturally responsive interventions. Emphasis should be placed on promoting gender equity, addressing the unique needs of both male and female students. Integrating emotional, social, and academic development into rural school systems could yield a more holistic and sustainable framework for nurturing educational motivation and reducing school dropout rates.

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