

Influence of Affective Support on Learning Motivation for College Student in Inner Mongolia, China

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Abstract: This paper explores the overall framework of affective support and its impact on the learning motivation of students in higher education institutions in Inner Mongolia. Emotional support, including encouragement, guidance, and support, plays a key role in shaping a student's academic experience and drive to succeed. The framework emphasizes the interconnections between emotional health, family dynamics, and student academic achievement. It recognizes that a nurturing home environment enhances students' resilience, reduces stress, and promotes a sense of security, all of which contribute to increased motivation. By integrating emotional support into a student's educational journey, the family, as a crucial source of support, lays the foundation for personal growth and academic success. This paper examines key factors influencing student motivation, such as the emotional climate of the home, open communication, and parental involvement. Understanding these dynamics enables educational institutions to develop strategies to improve students' academic performance and standards through emotional support. The framework highlights the importance of collaboration between families and higher education institutions in creating a positive and stimulating learning environment.

Keywords: Overall framework, Affective support, Learning motivation, Higher education institutions

1. Introduction

Learning motivation, as a crucial prerequisite in the educational process, significantly impacts students' academic performance and career prospects. Despite its importance, many students in higher education institutions lack interest in their coursework, which can lead to reduced motivation, poor academic performance, and potentially higher dropout rates. Although numerous studies have identified factors affecting college students' learning motivation, further research is needed to pinpoint the most critical factors. Current research indicates that enhancing college students' learning motivation can contribute to regional development and provide a steady stream of talent and skilled professionals for various sectors. In today's era of rapid technological advancement, including artificial intelligence and other innovations, talent is an invaluable resource. Cultivating students' learning motivation and enthusiasm is essential for developing this talent (Elbyaly & Elfeky,2023).

Based on the thesis framework examining the impact of affective support on learning motivation, this paper analyzes the correlation between emotional support and the learning motivation of college students in Inner Mongolia, China. Affective support, encompassing encouragement, guidance, and understanding, is instrumental in shaping students' academic experiences and fostering their drive to succeed. Key factors such as the emotional climate at home, open communication with family members, and parental involvement play a significant role in influencing student motivation. By integrating emotional support into the educational journey, families provide a crucial foundation for students' personal growth and academic success. Students' motivation in higher education significantly influences their academic performance, future professional development, and personal progress. Psychological and emotional support from families, relatives, partners, and communities plays a vital role in education. Providing emotional support to enhance college students' learning motivation is crucial for establishing a positive and healthy educational environment,

particularly during key developmental stages. Understanding the learning motivation of college students in Inner Mongolia and the role of emotional support is important for families, schools, and educational policymakers. Insights gained from this research can guide the development of policies and practices that promote effective teaching and learning environments. For instance, schools and policymakers can implement programs that focus on affective support and create strategies to foster a motivating and supportive academic atmosphere. Training programs for educators can also emphasize the importance of emotional support in enhancing student motivation and academic performance. Moreover, understanding these dynamics has broader implications for global educational practices. As different regions have unique historical, cultural, and educational contexts, the findings from Inner Mongolia can contribute to a more nuanced understanding of how affective support affects learning motivation in various settings. This knowledge can be used to develop culturally responsive teaching methods and policies that cater to the diverse needs of students worldwide (Groot, 2023).

In summary, addressing the factors that influence learning motivation and providing adequate emotional support are essential for improving educational outcomes. By focusing on these aspects, educational institutions can enhance students' engagement, academic performance, and overall development, ultimately leading to more successful and fulfilled individuals in their academic and professional lives (Elbyaly & Elfeky,2023).

1.1 Objectives

To explore the literature review about affective support on learning motivation for college student in Inner Mongolia, China.

To discuss the significant of affective support on learning motivation for college student in Inner Mongolia, China.

2 Literature review

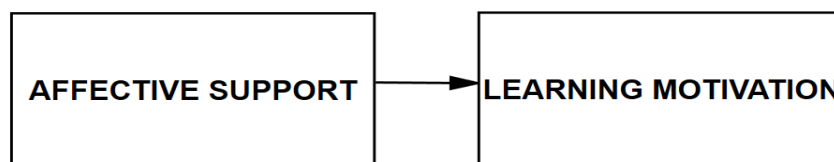


Figure 1: Conceptuale Framework

2.1 Learning Motivation

As a cornerstone of the field of education, learning motivation plays a crucial role in college students' success both academically and personally. It drives students to excel in their studies, set goals, and persevere through challenges. Genuine curiosity about the material being studied is intrinsically fueled by motivation, which fosters a passion for learning and innovation. Learning motivation can be categorized into intrinsic and extrinsic factors. Intrinsic motivation refers to an individual's engagement in educational activities driven by personal passion, curiosity, and a desire for self-actualization. It originates from internal desires and beliefs that inspire continuous inquiry, learning, and personal growth. On the other hand, extrinsic motivation involves participation in educational activities influenced by external rewards or social expectations, such as the prospect of excellent results, future employment opportunities, or societal approval. Although intrinsic motivation is ideal for fostering a deep-seated passion for learning, extrinsic factors are also important. However, sustaining enthusiasm can be challenging due to educational demands and personal responsibilities. Higher education institutions can support students in maintaining motivation by fostering a positive educational environment and encouraging an attitude of continual improvement. Motivation integrates both intrinsic and extrinsic elements. Extrinsic motivation is driven by external factors such as academic rewards, financial support, social guarantees, or parental expectations, rather than by internal passions or personal goals (Groot, 2023).

Furthermore, learning motivation significantly impacts an individual's thoughts, goals, feelings, self-confidence, and educational practices. Educational requirements, aspirations, and psychological outlook can influence one's enthusiasm and perseverance in completing learning tasks. Self-confidence and attitude also affect how individuals approach educational activities. Learning motivation intersects with various fields, including educational psychology, neuroscience, cognitive science, and sociology. In psychological research, the concept of self-determination forms a

fundamental motivational paradigm, emphasizing the impact of intrinsic desires on learning motivation. Motivation is influenced by a sense of autonomy, competence, and effective engagement with educational tasks. Additionally, the expectancy-value model is commonly used in teaching methods to understand the origins and development of student motivation. This model posits that motivation levels are influenced by individuals' expectations of success and their perceptions of the value of learning activities. Students are more likely to engage in learning if they believe they can succeed and perceive the activities as important or valuable (Groot, 2023).

In summary, understanding learning motivation is essential. Research, empirical investigations, and longitudinal studies offer valuable insights into the quality, development, and progression of learning motivation. These insights provide a crucial foundation for formulating educational policies, improving teaching methods, and enhancing student achievement. Therefore, learning motivation is a key driver of academic behavior, encompassing both internal and external incentives, along with a complex set of cognitive mechanisms and variables. A comprehensive understanding of learning motivation is vital for cultivating educational tendencies, improving learning efficiency, and promoting personal development (Groot, 2023).

2.2 The History of Learning Motivation

The study of learning motivation can be traced back to ancient Greece, when the philosopher Aristotle explored the relationship between motivation and goals. Although Aristotle's work laid the foundation for motivation theory, the systematic study of learning motivation truly began in the early 20th century. During this period, various theoretical models of motivation emerged within the field of educational psychology, providing essential theoretical support for understanding and guiding learning motivation (Pan & Kuo 2023).

In the early 20th century, psychologists began to recognize the crucial role of motivation in the learning process. In the 1940s, American psychologist Clark Hull proposed the drive reduction theory, which explains motivation based on the assumption that human behavior aims to maintain homeostasis. This theory highlights the influence of physiological needs on motivation and provides a biological foundation for subsequent motivation theories (Pan & Kuo 2023).

The 1960s saw the rise of cognitive psychology, leading to the development of motivation theories based on cognitive mechanisms. Cognitive theory focuses on how individuals interpret and predict behavior through internal thought processes. During this period, scholars such as Hull introduced cognitive motivation theories, which sought to explain individual motivation by examining cognitive mechanisms. At this time, research on learning motivation began to extend beyond physiological needs to explore the impact of cognitive and emotional factors. Subsequent research introduced additional theoretical models. Maslow's hierarchy of needs theory is a significant example. Maslow categorized human needs into five levels, ranging from physiological needs to self-actualization, each impacting an individual's motivation and behavior. This theory helps us understand how the fulfillment of needs affects learning motivation (Pan & Kuo 2023).

Simultaneously, Vygotsky's sociocultural theory profoundly influenced the study of learning motivation. Vygotsky argued that learning motivation is influenced not only by internal factors but also by social interactions and cultural backgrounds. His theory of the zone of proximal development underscores the importance of social support and cultural context in enhancing students' learning motivation. Piaget's cognitive development theory also contributes to understanding learning motivation from the perspective of cognitive development stages. Piaget believed that an individual's cognitive abilities evolve with age and experience, profoundly affecting learning motivation. His theory emphasizes the staged nature of cognitive development and its impact on motivation and academic performance (Carrasco & González, 2021).

In addition to these theories, attribution theory and achievement motivation theory are also crucial to the study of learning motivation. Attribution theory examines how individuals explain and attribute their successes or failures, with attribution style significantly affecting motivation. Achievement motivation theory focuses on individuals' desire and pursuit of success, highlighting motivation and behavior in the face of challenges. Recent advances in neuroscience and psychology have further expanded the exploration of learning motivation. Modern techniques and methods have led to new theories and perspectives, such as self-efficacy theory, which demonstrates how individuals' beliefs in their own abilities influence their learning motivation (Carrasco & González, 2021).

Overall, the conceptual framework of learning motivation has evolved through multiple stages, from initial behaviorist beliefs to successful applications within cognitive psychology and modern multidisciplinary approaches. This evolution not only enhances our understanding of learning motivation but also broadens our approach to applying motivation theories in educational practice. The history of learning motivation research reveals its complexity and diversity, underscoring its central role in fostering students' academic success and personal growth (Carrasco & González, 2021).

2.3 Theories Related to Learning Motivation

Learning motivation is a crucial aspect of education and is influenced by various psychological theories. Maslow's hierarchy of needs suggests that learners are motivated when their basic needs, particularly security and a sense of belonging, are met. Once these foundational needs are fulfilled, individuals move on to higher goals, such as self-actualization. Self-determination theory highlights the importance of both internal and external drives, asserting that autonomy, competence, and relatedness are key factors in motivation. According to expectancy-value theory, learners are motivated when they find value in the task at hand and believe that their efforts will lead to success. Similarly, attribution theory focuses on how learners' perceptions of their achievements and setbacks impact their subsequent motivation. In addition to these core motivational models, social cognitive theory, interest theory, and achievement goal theory also play significant roles in shaping educational strategies to enhance learning motivation.

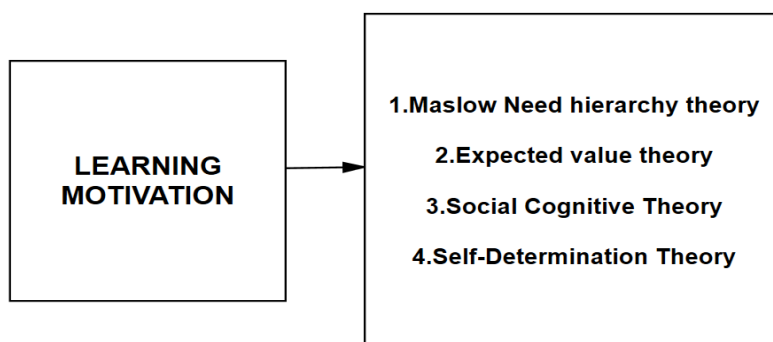


Figure 2: Theories Related to Learning Motivation

2.4 Maslow Need Hierarchy Theory

Maslow's Hierarchy of Needs is a psychological theory that explains human motivation by focusing on the various stages of need fulfillment. According to this theory, an individual's motivation is driven by the need to satisfy needs at different levels, which are ranked in order of importance and priority. These needs start with the most basic physical requirements and progress to higher levels of needs. Maslow's hierarchy is typically represented as a pyramid divided into five main stages: physiological needs, safety needs, love and belonging needs, esteem needs, and self-actualization needs (Rojas & Watkins-Fassler 2023).

Physiological needs are at the base of the pyramid and include necessities such as food, water, air, and basic physical comfort, which are essential for survival. Safety needs encompass the desire for physical safety, property security, health, and a stable environment. Love and belonging needs focus on social relationships, intimacy, and a sense of belonging, highlighting the importance of human connections. Esteem needs involve self-esteem and the respect of others, reflecting an individual's sense of self-worth and social recognition. At the pinnacle, self-actualization needs pertain to realizing one's potential, pursuing creativity, and personal growth. While Maslow's theory posits that a person must fulfill lower-level needs before pursuing higher-level ones, the reality can be more nuanced. Some individuals might strive for goals like esteem or self-actualization even after basic needs are met, while others may still seek personal growth despite financial difficulties. The hierarchy of needs may also shift over time based on experiences, so the order in which needs are addressed is not always fixed (Rojas & Watkins-Fassler 2023).

Moreover, Maslow's Hierarchy of Needs theory has had a significant impact not only on psychological research but also on education, management, and personal development. It provides insights into the multilayered nature of human motivation and underscores the importance of addressing various levels of needs to influence individual behavior and goal achievement. The theory reveals the complexity and dynamic nature of human motivation and behavior. Understanding these levels can help educators and managers more effectively motivate and support individuals, fostering their development in diverse life and work contexts (Hollis, 2021)

2.5 Expected Value Theory

Expectancy theory suggests that motivation is a function of the perceived utility and attractiveness of an action. Expectations are often driven by situational rewards and represent an individual's subjective anticipation of the feasibility

of the action. Value, on the other hand, indicates the attractiveness of undertaking an activity based on its anticipated impact on motivation and behavior. Achievement motivation theory builds upon this by asserting that both expectations and intrinsic value are intricately linked. The more challenging a task is perceived to be, the greater the motivation required to accomplish it. Conversely, tasks perceived as easier may not elicit as much motivation. This theory posits that recognizing the potential for achievement is often sufficient to determine the quality of motivation for a task. However, the concept of a negative correlation between value and expectations has not been consistently supported by empirical research (Eccles & Wigfield, 2023).

In a contemporary perspective, expectancy and intrinsic value tend to simultaneously predict decisions and outcomes related to achievement. This means that an individual's motivation is influenced not only by their expectations of success but also by the inherent value they place on the task. For instance, a person is likely to be motivated to pursue a challenging goal if they believe they have a high chance of success and if they find the goal itself valuable and fulfilling. Expectancy theory and achievement motivation theory together provide a comprehensive understanding of how and why individuals engage in various tasks. They highlight the importance of both subjective expectations and intrinsic values in shaping motivation and behavior. This integrated view can help in designing interventions and strategies that enhance motivation by addressing both the anticipated rewards and the inherent satisfaction derived from the task (Eccles & Wigfield, 2023).

In practical terms, educators and managers can apply these theories to create environments that boost motivation by clearly outlining achievable goals and highlighting the intrinsic value of tasks. For example, setting clear, attainable goals and demonstrating how these goals align with personal values and interests can enhance motivation and drive better performance outcomes (Eccles & Wigfield, 2023).

2.6 Social Cognitive Theory

Social Cognitive Theory expanded on the concept of expectancy within the framework of social cognitive theory, particularly focusing on goal-oriented motivation. According to this theory, the expectation of success, or the perceived likelihood of achieving a specific outcome, can be distinguished through two primary perspectives. These perspectives include self-efficacy beliefs and outcome expectations. Self-efficacy refers to an individual's belief in their own ability to execute behaviors required to produce specific outcomes. Social Cognitive Theory introduced the term "self-efficacy" to articulate the belief in one's capacity to organize and execute the courses of action necessary to achieve particular results. This concept underscores that having confidence in one's abilities is a crucial prerequisite for initiating and maintaining goal-directed behaviors, especially in educational contexts. For instance, students who believe in their own efficacy are more likely to engage in challenging tasks, persist through difficulties, and exhibit greater resilience in the face of setbacks (Schunk & DiBenedetto, 2020).

Outcome expectations, a term coined by Social Cognitive Theory, describe the anticipated consequences of engaging in particular behaviors or actions. This includes the belief about the likely results that will follow from taking certain actions. While self-efficacy pertains to one's confidence in their capability to perform the required tasks, outcome expectations relate to what an individual anticipates will happen as a result of those tasks. For example, a student might have high self-efficacy for studying hard for an exam but might not expect that hard work will lead to a high grade due to doubts about the fairness of the exam.

Social cognitive theories emphasize that both self-efficacy and outcome expectations play integral roles in determining motivation and behavior. Self-efficacy influences how people approach challenges, their level of effort, and their persistence when faced with obstacles. Higher self-efficacy typically leads to greater motivation and more effective performance. On the other hand, outcome expectations influence the desirability of the goals and the perceived value of the outcomes (Schunk & DiBenedetto, 2020).

In the context of higher education institutions, Social cognitive theory has significant implications. Understanding the interplay between self-efficacy and outcome expectations can help educators design interventions that boost students' confidence and align their expectations with realistic outcomes. By fostering a positive self-efficacy and ensuring that students' expectations about outcomes are grounded in achievable goals, educators can enhance students' motivation and academic performance. Moreover, Social cognitive theory provides a framework for addressing motivational challenges within educational settings. It suggests that enhancing students' self-efficacy through targeted feedback, support, and skill development can lead to improved academic engagement and success. Furthermore, clarifying the connection between effort and expected results can help students set realistic goals and develop a stronger commitment to their academic pursuits (Schunk & DiBenedetto, 2020).

Overall, Social cognitive theory social cognitive theory highlights the critical role of self-efficacy and outcome expectations in shaping motivation and behavior. It underscores the importance of both personal beliefs and anticipated

results in influencing how individuals approach tasks and achieve goals, offering valuable insights for optimizing educational practices and supporting student success (Schunk & DiBenedetto, 2020).

2.7 Self-Determination Theory

Self-Determination Theory (SDT) is a comprehensive framework for understanding human motivation, personality, and well-being, originating from early investigations into intrinsic motivation. It posits that motivation is most effectively driven when activities align with one's inherent psychological needs and values, rather than being influenced solely by external rewards or pressures. This theory emphasizes the degree to which behaviors are self-endorsed and self-determined, distinguishing between activities that are driven by intrinsic interest and those motivated by external factors (Ryan & Deci, 2024).

Central to SDT are six sub-theories that explore different facets of motivation. The Basic Psychological Needs Theory asserts that optimal motivation and well-being require the satisfaction of three fundamental psychological needs: autonomy, competence, and relatedness. Autonomy involves feeling a sense of volition and self-direction in one's actions, competence relates to feeling effective and capable, and relatedness denotes the need for meaningful connections with others. Cognitive Evaluation Theory addresses how external factors, such as rewards and feedback, can influence intrinsic motivation. It suggests that external rewards can either enhance or undermine intrinsic motivation depending on whether they are perceived as controlling or informational (Ryan & Deci, 2024).

Organismic Integration Theory delves into how external motivations are internalized and integrated into one's self-concept, distinguishing between different types of extrinsic motivation based on their degree of internalization, from external regulation to fully integrated forms. Causality Orientations Theory examines individual differences in how people approach their goals and regulate their behavior, identifying three orientations: autonomous (self-determined), controlled (externally regulated), and impersonal (detached or amotivated). Goal Contents Theory differentiates between types of goals based on their content and the psychological needs they fulfill, positing that goals related to personal growth, relationships, and community contribute more significantly to well-being compared to goals focused on material success or social status. Relatedness Theory, also known as the theory of connectedness, highlights the importance of feeling close to others and having meaningful social interactions, emphasizing that this need for relatedness is crucial for maintaining motivation and overall well-being (Ryan & Deci, 2024).

By integrating these sub-theories, SDT provides a nuanced understanding of motivation across various contexts. It underscores the importance of creating environments that support individuals' autonomy, competence, and relatedness to foster sustained engagement and well-being. In educational settings, applying SDT principles can lead to designing curricula and teaching methods that enhance students' intrinsic motivation and academic success, ultimately contributing to a more fulfilling and effective learning experience.

2.8 The Concept of Affective Support

Affective support is a key focus of this paper, encompassing various interpersonal and socio-emotional elements that significantly impact students' mental health and motivation within an educational setting. It can be described as the experience of personal affection, relationships, attention, tenderness, love, trust, and the resulting feelings of happiness and unity. Additionally, affective support involves creating a warm, compassionate environment that fosters a sense of belonging and connection among college students, extending beyond traditional educational assistance to address psychological needs (Kantola & Harju, 2023).

Incorporating affective support into the educational context aligns with self-determination theory, which emphasizes the importance of meeting psychological needs, particularly the need for belonging. In a social setting, effectively integrating affective support is crucial to students' mental health and sense of identity, both of which are strongly linked to their learning motivation and engagement with coursework. Moreover, affective support represents a deep and nurturing relationship within families, based on love and mutual care. It includes not only personal interaction and support among close family members but also shared understanding, admiration, and concern. This encouragement is apparent in daily interactions and plays an essential role in fostering close bonds while promoting individual growth (Kantola & Harju, 2023).

Affective support is further demonstrated through the exchange of emotions and empathetic responses within families. In these relationships, students actively discuss their deepest thoughts, concerns, and joys, facilitating psychological relief, emotional release, and the strengthening of interpersonal connections. Whether navigating life's challenges or celebrating its joys, affective support allows family members to uplift and inspire one another through life's fluctuations.

Additionally, affective support is evident in the incentives and assistance provided by family members. Within the family framework, individuals not only understand each other's feelings but also offer encouragement, helping one another overcome obstacles and face difficulties with resilience. This ongoing support builds self-esteem and fortitude while promoting cohesion and solidarity, contributing to a more vibrant family dynamic (Kantola & Harju,2023).

Ultimately, affective support embodies genuine affection and friendship, serving as the foundation of family connections. It represents mutual understanding, care, and assistance among family members. By sharing feelings, providing continuous support, and striving for collective progress, family members create a nurturing and supportive environment that promotes personal growth and family well-being. Therefore, valuing the comfort and resilience that affective support provides is crucial for establishing a peaceful and joyful family atmosphere(Kantola & Harju,2023).

2.9 The History of Affective Support

The development of the concept of affective support can be traced back to the early 21st century, grounded in the notion of mutual assistance among family members. With ongoing research on family structures and interpersonal interactions, researchers gradually recognized the significance of psychological interactions and encouragement within the family in promoting both individual and overall family health and stability. This acknowledgment gave rise to the concept of affective support (Smith & Lane,2023).

Initially, from the early 20th century to the 1950s, research primarily focused on family functions and structures, examining how assigned roles and close familial relationships impacted personal growth. Influential scholars like Freud, Fromm, and Talcott Parsons led the emergence of family function theory, which asserted the family's crucial role in social, psychological, and personal development. In subsequent decades, particularly the 1960s and 1970s, researchers began to emphasize the psychological interactions and support among family members, investigating their influence on individual mental health (Smith & Lane,2023).

During this period, American psychologist Abraham Maslow introduced the hierarchy of needs hypothesis, underscoring the human necessity for affective support and a sense of belonging. Similarly, family psychotherapist Murray Bowen advanced family systems theory, highlighting the need for affective attachment and family support to ensure personal psychological well-being. The concept of affective support underwent deliberate expansion and enrichment throughout the 1980s and 1990s, eventually becoming a central framework in family studies (Smith & Lane,2023).

Carl Rogers, a prominent American psychologist, contributed to the development of humanistic psychology, emphasizing the importance of psychological support and understanding in personal self-development. Concurrently, sociologist Barbara Miller and psychologist John Bowlby conducted extensive research on intimate relationships and attachment theory, highlighting the critical role of affective support in personal well-being and the perception of security (Smith & Lane,2023).

In contemporary times, the concept of affective support has evolved, becoming an essential framework in family studies. Modern researchers not only explore the significance of affective support among family members but also examine its connections to an individual's psychological health, marital satisfaction, and child development. Additionally, with technological advancements and cultural changes, the forms of affective support have expanded, now encompassing interactions that span distant relationships, highlighting the importance of affective support in today's interconnected world(Smith & Lane,2023).

In summary, the theory of affective support has undergone multiple phases of development. From early research to contemporary studies, the conceptual framework has been refined and systematized. It now serves as a vital construct in family research, providing theoretical and practical guidance for enhancing family stability and individual well-being within the context of ongoing sociocultural and familial developments.

2.10 Theories Related to Affective Support

Affective support is a multi-dimensional discipline that draws on psychological behavior and knowledge from a variety of fields, concepts, and approaches, as well as a synthesis of social science concepts. However, formal affective support has become more common as a method of operation in applications used in conjunction with children, adolescents and families. It is generally accepted that individuals in all occupations who have additional interaction with young people, regardless of the scope of their area of expertise, job characteristics, or initial education, can integrate affective support models across their area of expertise. This form of affective support as a practice is based on established ethical frameworks, various social science models, and various empirical guidelines, including the core values of affective

support encapsulated in its implementation methods. These include family system theory, social support theory, social capital theory, social ecology theory, attachment theory, resilience theory, and social justice.

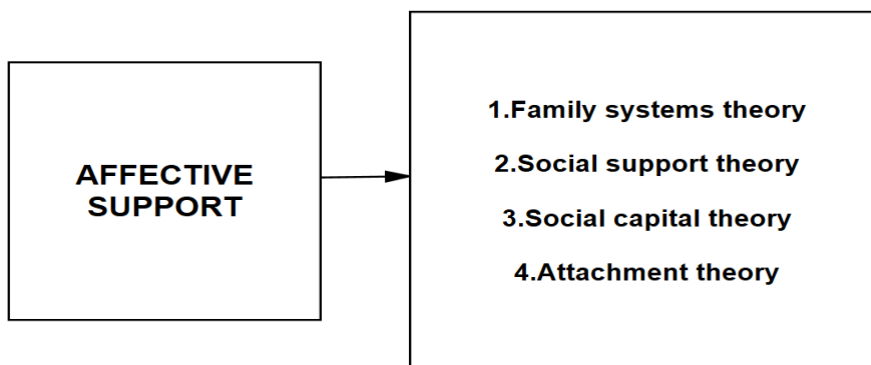


Figure 3: Theories Related to Affective Support

2.11 Family Systems Theory

Family systems theory is a comprehensive approach to understanding human functioning, emphasizing the interactions between family members and the family's relationship to its surroundings. It originates from the study of the family as a whole system and explores how individuals are affected by the dynamics within the family. At the heart of the theory is the idea that a family is not just a simple collection of individuals, but an organic whole made up of complex relationships, interactions, and emotional ties. In a family system, each member's behavior, emotions, and thoughts are influenced by other members and their shared environment. Therefore, to understand a person's behavior and mental state, it is necessary to consider the interaction patterns, emotional connections, and interdependence among family members from a holistic family system perspective (Tamura & Lau, 2023).

Family systems theory has been widely used in many fields. In psychotherapy and family therapy, it provides therapists with a framework for addressing emotional, behavioral, or relationship problems in individuals, couples, and families. By focusing on communication styles, relationship dynamics, and emotional interactions within the family, therapists can help family members identify and change unhealthy interaction patterns and promote the mental health of the family as a whole. The school system also applies family systems theory to emphasize the influence of the family environment on students' learning and behavior, encouraging home-school cooperation to support student development. Other areas, such as community problem-solving, organizational leadership training, and healthcare, have also drawn on family systems theory to understand and cope with complex interactions within various systems (Tamura & Lau, 2023).

According to family systems theory, an individual's abilities and mental health are not only affected by their psychological factors but are also closely related to their position within the family system. The pressures a person feels, their role expectations, responsibilities, and the attraction and repulsion of various forces within the system can all affect their behavior and emotions. For example, in a family system, a child may feel stressed if given too much responsibility, or they may act as a mediator during parental conflict, affecting their emotional development and relationships. These complex system dynamics include competing psychological demands, role definitions and expectations, limitations and structural challenges, alliances and cooperation, and emotional disagreements among family members. Power relationships, communication styles, emotional support, and other factors within the family system can shape an individual's psychological state and behavior (Tamura & Lau, 2023).

Additionally, family systems theory emphasizes the self-adjustment and self-maintenance mechanisms of the family. Feedback mechanisms in the family system, both positive and negative, may promote or hinder the family's healthy development. For example, when there is positive communication and emotional support among family members, positive feedback within the system can enhance family cohesion and psychological resilience. Conversely, when negative emotions, conflicts, or unhealthy patterns of interaction exist in the family, negative feedback can cause the family to fall into a state of tension and stress. By understanding these self-adjusting and self-sustaining feedback channels, family members and therapists can identify problems and take steps to promote healthy family development (Tamura & Lau, 2023).

To fully grasp the concept of family systems, one must delve into the basic elements of systems theory. These include boundaries (the lines between the family and the outside world), subsystems (e.g. couples, parent-child relationships), family rules (explicit and implicit codes of conduct), roles (the roles and responsibilities of family members), power structures (who holds decision-making power in the family), and communication patterns (how family members interact with each other). Together, these elements make up the family's internal dynamics, influencing how it functions and the mental health of its members.

2.12 Social Support Theory

Social support theory is highly significant in the fields of psychological science and behavioral science. It posits that individuals are fundamentally social beings who seek psychological nourishment and attention through contact and dialogue with others to overcome stress and obstacles, ultimately maintaining physical and mental health. Social support is divided into four main categories: emotional support, informational support, evaluative support, and practical support. Emotional support involves receiving comfort and understanding from others, while informational support includes obtaining advice, guidance, and information. Evaluative support encompasses encouragement, appreciation, and validation, whereas practical support refers to specific help and assistance from others. This support helps individuals cope with various stresses and challenges (Wang & Makransky, 2023).

According to social support theory, social support has a beneficial effect on an individual's physical and mental health. It may help reduce anxiety and stress, alleviate feelings of isolation and sadness, increase confidence and well-being, and enhance psychological resilience. Additionally, it can improve health outcomes by reducing the likelihood of illness, shortening recovery periods, and extending lifespan. In the family context, social support theory is widely used to understand psychological interactions and assistance among family members. Emotional support between individuals can enhance family cohesion and stability, while also promoting individual mental health and well-being. Therefore, social support theory is crucial for understanding the function and impact of family-based emotional support (Wang & Makransky, 2023).

In simple terms, social support theory emphasizes the importance of relationships and attention in maintaining physical and mental health. By highlighting the essential nature of interactions with others and interpersonal relationships, the theory provides a fundamental conceptual foundation for understanding the role of social support in individual well-being (Wang & Makransky, 2023).

2.13 Social Capital Theory

Social capital theory emphasizes the importance of social networks, connections, and values that foster collaboration and teamwork within communities, which can lead to the growth and construction of human resources. Whenever family help is included to motivate learning, the theory demonstrates whether close family relationships and resources have a significant impact on student achievement. Families form an important network of contacts that can help students develop a passion and dedication to education (Chen & Li, 2024).

In addition, individuals have a broader preference for interpersonal relationships, as well as a preference for indicators indicating a higher amount of social capital. Whenever families are fully involved in their children's education by participating in curriculum activities, encouraging open discussion of educational goals, and providing educational resources, they establish an atmosphere of encouragement that enhances their children's self-confidence and perseverance. This involvement leads to increased motivation, as children are recognized and understood, resulting in improved academic performance. Similarly, social capital within the family unit can extend beyond its immediate environment. Strong bonds with extended family, including parents and close relatives, may provide additional help and motivation to encourage a positive attitude towards education. This connection helps children feel an overwhelming sense of belonging and stability, which is an important motivation to pursue a career in education. In addition, parents involved in their respective communities through contacts involving educational institutions, libraries and extra-curricular activities can take advantage of additional advantages and resources to enhance the educational process. By using social capital, parents can create a support network that will not only stimulate the child, but also prepare the child for the educational barriers they may face in the future. To recall, social capital theory emphasizes the need for family support in fostering learning motivation. Establishing a strong network of connections can help parents improve their child's academic journey and overall performance (Chen & Li, 2024).

2.14 Attachment Theory

Attachment theory, created by John Bowlby, emphasizes the intensely personal emotional connections they create between children and their primary adult caregivers. The concept of attachment has implications for educational purposes because it explains why early attachment influences an individual's development, behavior, and academic practice in an educational setting. Attachment theory is based on the premise that young people who have strong attachments to their caregivers are more inclined to feel secure, dignified, and in control of their emotions. Young people prefer to survey the environment optimistically because they realize they have a safe place to return to if necessary. In an educational context, this sense of security can impact students' ability to participate in educational activities, form trustworthy connections with educators and fellow students, and effectively deal with problems and stress (Cassidy and Shaver, 2016). In this concept, educators play an important role in providing a safe and encouraging atmosphere for students, especially those who may never have established strong relationships at home. Educators who demonstrate caring, unity, and care may help build safe relationships between themselves and their students, thereby preparing students to engage in education, seize learning opportunities, and build resilience in the face of adversity (Grady & Yoder, 2024).

In addition, attachment theory suggests that students with unstable interpersonal relationships may have difficulty maintaining trustworthiness, confidence, and emotional control. Students in this category may exhibit traits such as nervousness, anger, or physical withdrawal, which may hinder their academic performance. Educators who master attachment theory may be more effective at identifying such behaviors or using support techniques for these students, including fostering rapport through ongoing relationships, establishing a reliable educational environment, and providing psychological assistance. Ultimately, attachment theory provides a substantial understanding of the role of psychological attachment in teaching. By establishing stable relationships, educators can build an educational climate that not only encourages academic achievement, but also promotes mental health, thus providing students with more well-rounded development (Grady & Yoder, 2024).

3. Discussion

Recent research on affective support in educational settings, particularly in various cross-cultural contexts, has provided valuable insights into the relationships and outcomes of emotional support for students in higher education. The findings shed light on the complexity of parental affective support and its potential impact on students' educational experiences as well as their motivation for academic achievement. Research in similar socio-cultural and academic contexts has consistently shown a positive relationship between affective support and different aspects of the educational experience. Affective support includes strategies that promote constructive interactions, such as open dialogue among family members, attentive listening, understanding differing viewpoints, and effective conflict resolution. A positive educational experience also involves creating an environment that enables students to engage in a standardized curriculum while fostering personal achievement (Bui & Nguyen, 2024).

In fact, previous research has demonstrated a correlation between parental affective support and students' active academic engagement. Students who receive higher levels of affective support from family members tend to be more motivated, actively engaged in educational activities, and more committed to achieving their academic goals (Bui & Nguyen, 2024).

Further research has examined the relationship between parental affective support and other variables that affect student well-being, such as income levels, cultural identity, and academic achievement. Understanding how these factors relate to affective support offers additional perspectives on how to effectively support students in various academic settings. Past research in cross-cultural contexts, where multiculturalism and academic shifts are evident, has often focused on culturally specific changes that impact affective support structures. Such research can explore how established beliefs, local behaviors, and evolving educational environments interact with the availability and receptiveness of affective support among students (Bui & Nguyen, 2024).

Ultimately, previous research has repeatedly highlighted the beneficial effects of affective support on academic achievement and motivation among higher education students. These investigations provide a fundamental understanding of the complex relationship between affective support and various outcomes, offering important insights for educators, policymakers, and organizations striving to enhance the standard of emotional assistance for students in culturally diverse and comparable settings.

4. Conclusions

Affective support has a profound impact on higher education students' learning motivation, capturing the complex relationship between emotional health, family support, and academic performance. Affective support is not only crucial for students' mental health but also serves as a key driving force for their academic success. When students encounter stress, difficulties, or challenges, family support can help them alleviate anxiety, maintain a positive outlook, and engage in learning more confidently and actively.

Affective support also fosters a sense of belonging, resilience, and confidence in students, motivating them to pursue their academic goals. Studies have shown that students' emotional states directly affect their learning motivation and academic performance, and family care and encouragement can reduce stress, enhance intrinsic motivation, and strengthen self-esteem and self-efficacy. Higher education institutions can involve families in students' educational journeys through various measures, such as organizing family education seminars, establishing home-school communication platforms, and hosting campus activities that include family participation. These methods not only strengthen the emotional connection between students and their families but also provide dual support from both home and school, creating a more favorable learning environment.

In summary, building an affective support framework can enhance students' learning motivation and self-efficacy. By recognizing the strong link between emotional and academic support, higher education institutions can encourage active family involvement to provide students with comprehensive support, facilitating their growth and development during their university years.

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