



## Parental and peer support, intrinsic motivation, and volleyball interest among female junior high students

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### Abstract

Participation in school-based sports and extracurricular activities among female students remains relatively low and is often influenced by social support and internal motivational factors. This study examined the influence of parental and peer support on female students' interest in engaging in school-based volleyball extracurricular activities, with intrinsic motivation as a potential mediating variable. A quantitative correlational design using path analysis was employed. The participants were female students actively involved in volleyball extracurricular programs at a public junior high school in Padang (SMP Negeri 41 Padang). Data were collected using validated and reliable Likert-scale questionnaires. The results showed that parental support ( $\beta = 0.42$ ,  $p < 0.001$ ) and peer support ( $\beta = 0.36$ ,  $p = 0.002$ ) significantly predicted intrinsic motivation, which, in turn, significantly predicted students' interest in participating in volleyball ( $\beta = 0.51$ ,  $p < 0.001$ ). Intrinsic motivation was suggested to function as a mediating variable, indicating that social support influences students' interest both directly and indirectly. Parental support, peer support, and intrinsic motivation jointly accounted for 62.5% of the variance in students' interest, while other factors influenced the remaining 37.5%. These findings highlight the importance of social support and intrinsic motivation in promoting sustained participation in school-based sports and extracurricular activities.

**Keywords:** Parental support, peer support, intrinsic motivation, students' interest, volleyball.

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**Authors contribution:** a – Preparing concepts; b – Formulating methods; c – Conducting research; d – Processing results; e – Interpretation and conclusions; f - Editing the final version.

### INTRODUCTION

Participation in school-based sports has been widely recognized as contributing to students' physical, social, and emotional development (Alasinrin & Ajeigbe, 2021; Li et al., 2024). In Indonesia, national education policies, including the 2013 Curriculum and the Merdeka Curriculum,



emphasize holistic competency development across cognitive, affective, and psychomotor domains, with Physical Education, Sports, and Health (PJOK) serving as a key subject to support these goals (Kusumah, 2024; Nanda, 2023; Wardani, 2025). Schools, as formal educational institutions, play a strategic role in achieving these objectives through intracurricular, cocurricular, and extracurricular activities that support the optimal development of students' potential (Mudzakir, M. F. et al., 2025). Physical education is an integral part of the education system that influences students' physical, psychological, social, and emotional development (Aldiansah et al., 2025), while extracurricular sports activities provide opportunities for students to develop physical fitness, motor skills, social interaction, and positive character formation (Araújo, R., Mesquita, I., & Hastie, 2014; Mudzakir, M. F. et al., 2025; Kang & Meng, 2024).

Extracurricular activities aim to provide students with opportunities to develop their potential, enhance skills, and cultivate positive character traits (Kakungulu, 2024). One of the sports commonly offered in extracurricular programs is volleyball, which is particularly popular at the junior high school level due to its emphasis on teamwork, discipline, coordination, and responsibility (Satrio & Winarno, 2019). Participation in volleyball extracurricular activities contributes to physical fitness, team cohesion, and responsibility, while also offering additional benefits for female students, such as increased self-confidence and independence (Batubara et al., 2024). Ideally, students' interest in extracurricular activities should develop optimally at this stage, as adolescence is characterized by the need for social interaction, recognition, and meaningful engagement.

However, female students' participation in school-based sports, particularly in extracurricular activities such as volleyball, remains relatively low. Various factors, including social stereotypes, lower self-confidence, and limited encouragement, constrain girls' active engagement in sports. In many school contexts, female students participate less frequently than their male counterparts despite having similar access to opportunities. This condition indicates the presence of psychological and social factors that

influence female students' participation and sustained engagement in school-based sports, particularly in volleyball extracurricular activities.

Participation in volleyball extracurricular activities is not solely determined by physical ability but is also influenced by psychological and social determinants. Interest is a psychological tendency reflecting individuals' attraction, enjoyment, and willingness to engage in an activity (Icha Marisca et al., 2025), and it plays a crucial role in determining the consistency and sustainability of participation in school sports (J. Wang et al., 2024). Female students' interest in participating in volleyball extracurricular activities is influenced by both internal and external factors (Vega et al., 2025).

Intrinsic motivation, as an internal factor, refers to the internal drive to engage in an activity due to enjoyment, personal satisfaction, and a desire for self-development (Viveiros B et al., 2025). According to Self-Determination Theory (SDT), intrinsic motivation develops when individuals' basic psychological needs for autonomy, competence, and relatedness are fulfilled. When these needs are satisfied, students are more likely to participate voluntarily and sustain their engagement in sports activities. In addition to internal factors, external factors such as parental support, peer influence, teacher roles, and the availability of school facilities also significantly shape students' interest (J. Wang et al., 2024). Parental support includes emotional encouragement, provision of facilities, appreciation, and parental involvement, which can enhance self-confidence, reduce anxiety, and foster positive attitudes toward sports participation.

Peer support is particularly important during early adolescence, a period characterized by strong social interaction and a need for acceptance. Support from peers in the form of encouragement, togetherness, and a sense of belonging influences students' participation in extracurricular activities (Zhou et al., 2023). Positive peer support can increase comfort, security, and motivation among female students to participate consistently in volleyball extracurricular activities. Intrinsic motivation has been identified as a key psychological mechanism linking social support and students'

engagement in sports activities (Tian & Zhang, 2025). According to Self-Determination Theory, social support from parents and peers fulfills students' needs for competence, autonomy, and relatedness, thereby enhancing intrinsic motivation and participation (Soon et al., 2025). Intrinsic motivation is therefore assumed to function as a mediating variable linking parental and peer support with students' interest.

Nevertheless, these ideal conditions have not been fully realized. Data from Statistics Indonesia indicate that more than 52% of school-aged children have low physical fitness levels (Sinuraya & Barus, 2020), suggesting that students' participation in sports activities still needs improvement. This issue is particularly relevant for female students, whose lower participation may contribute to these conditions.

Previous studies have examined the role of parental and peer support in promoting students' engagement in school sports, highlighting the positive influence of social support on general participation and physical activity levels (Samosir et al., 2025; Khan et al., 2020; Menescardi & Estevan, 2021). However, limited research has specifically focused on female junior high school students, despite evidence that girls often participate less in sports compared to boys. Moreover, the mediating role of intrinsic motivation in linking social support to students' interest has not been thoroughly explored in this population. Understanding this mechanism is important because intrinsic motivation may explain why some students engage voluntarily in sports while others remain inactive.

Preliminary observations conducted at a public junior high school in Padang 41 Padang revealed disparities in female students' participation in volleyball extracurricular activities. Of 163 female students, only 27 students (approximately 16%) actively participated during the 2025/2026 academic year. Most female students chose other extracurricular activities. Initial interviews indicated that volleyball is still perceived as a male-dominated activity, and limited peer support reduced students' confidence and willingness to participate consistently (Zhou et al., 2023). These findings indicate a gap between expectations and actual practice.

These findings are consistent with previous research showing that students' interest in sports and extracurricular activities is influenced by parental support, peer support, and individual interest (Tao & Yu, 2025). Therefore, female students' interest in participating in volleyball extracurricular activities is influenced by both internal factors, intrinsic motivation, and external factors, particularly parental and peer support (Samosir et al., 2025).

Based on the explanation above, this study aims to analyze the direct influence of parental support on female students' interest in participating in volleyball extracurricular activities, analyze the direct influence of peer support on students' interest, and examine the mediating role of intrinsic motivation in the relationship between parental support, peer support, and female students' interest in volleyball extracurricular activities at a public junior high school in Padang (SMP Negeri 41 Padang).

## METHOD

This study employed a cross-sectional correlational design using path analysis to examine the structural relationships among parental support, peer support, intrinsic motivation, and students' interest (Ayu, P. et al., 2024). Path analysis was used to assess the direct and indirect associations among variables, including the role of intrinsic motivation as an intervening variable (Syahrudin, 2019). The study variables included parental support ( $X_1$ ) and peer support ( $X_2$ ) as exogenous variables, intrinsic motivation ( $Z$ ) as an intervening variable, and female students' interest in participating in volleyball extracurricular activities ( $Y$ ) as the endogenous variable.

This study was conducted during the odd semester of the 2025/2026 academic year at a public junior high school in Padang (SMP Negeri 41 Padang). The population consisted of all female students officially enrolled in the volleyball extracurricular program, among whom 27 students actively participated. These 27 students were included as the total sample using a total sampling technique due to the small population size, ensuring that all eligible participants were represented. The participants were eighth-grade

students with an average age of 13.5 years (SD = 0.7). Inclusion criteria required students to be female, officially registered in the volleyball extracurricular program, and to have attended at least 75% of the scheduled training sessions. Students who missed more than 25% of sessions or had medical conditions preventing full participation were excluded.

Ethical considerations were strictly observed due to the involvement of minor participants. Permission was obtained from the school principal prior to data collection. Written informed consent was secured from parents or guardians, and students were informed about the purpose of the study, their voluntary participation, and data confidentiality. The research procedures were conducted in accordance with ethical standards. This study received ethical approval from the Vice Dean for Academic Affairs, Student Affairs, and Alumni of Universitas Negeri Padang (Approval No. 8749/UN35.3/PG/2025).

Data were collected using a closed-ended questionnaire measured on a five-point Likert scale, ranging from strongly disagree (1) to strongly agree (5). The instrument consisted of four variables: parental support (16 items), peer support (16 items), intrinsic motivation (16 items), and students' interest in volleyball extracurricular participation (12 items). The questionnaire items were adapted from validated instruments used in previous studies. Perceived social support was measured using the Multidimensional Scale of Perceived Social Support (MSPSS) developed by [Zimet et al. \(1988\)](#) and applied in recent educational and sport studies ([Deng et al., 2023](#)). Intrinsic motivation was assessed using Self-Determination Theory ([Deci & Ryan, 2000](#)) and operationalized with the Sport Motivation Scale ([Pelletier et al., 1995](#)), which has been widely used in physical activity research ([Tao & Yu, 2025](#)). Students' interest in extracurricular participation was adapted from the Expectancy-Value Theory framework ([Eccles & Wigfield, 2002](#)), focusing on enjoyment, value, and intention to participate.

Prior to data collection, the instrument was tested for validity and reliability using a pilot sample. Item validity was assessed using Pearson's

Product-Moment correlation, with all items showing r-count values greater than the r-table value ( $r\text{-table} = 0.361$ ), indicating that all items were valid. Reliability testing using Cronbach's Alpha showed satisfactory internal consistency for each variable: 0.87 for parental support, 0.85 for peer support, 0.83 for intrinsic motivation, and 0.88 for students' interest.

Data analysis was conducted in several stages. Prerequisite tests included a normality test using the Kolmogorov–Smirnov test, with a  $p\text{-value} > 0.05$  indicating normality. A linearity test was conducted to ensure linear relationships among variables. Multicollinearity was assessed by examining tolerance and Variance Inflation Factor (VIF) values; tolerance values greater than 0.10 and VIF values less than 10 indicated no multicollinearity among independent variables. Heteroscedasticity was tested using the Glejser test, where a significance value greater than 0.05 indicated the absence of heteroscedasticity. All results confirmed that the data met the assumptions required for path analysis.

Path analysis was then performed to examine the structural relationships among variables. Direct effects were analyzed using t-tests, while simultaneous effects were examined using F-tests. The coefficient of determination ( $R^2$ ) was used to estimate the contribution of exogenous and intervening variables to the endogenous variable.

Two structural equations were applied in this study. The first equation examined the effect of parental support and peer support on intrinsic motivation:

$$Z = \beta_1 X_1 + \beta_2 X_2 + e_1$$

The second equation examined the influence of parental support, peer support, and intrinsic motivation on students' interest:

$$Y = \beta_3 X_1 + \beta_4 X_2 + \beta_5 Z + e_2$$

These equations enabled the estimation of both direct and indirect effects, illustrating how social support from parents and peers is associated with intrinsic motivation, which in turn relates to students' participation in volleyball extracurricular activities.

## RESULT

### 1. Normality Test

**Table 1.** Normality Testing Summary

Variable Pair	Test Statistic (Z)	Sig. (p-value)	Interpretation
Y – X1	0.128	0.200	Normal
Y – X2	0.121	0.200	Normal
Y – Z	0.115	0.200	Normal
Z – X1	0.109	0.200	Normal
Z – X2	0.118	0.200	Normal

According to Table 1, the significance (Sig.) values for all the pairs of variables that were examined are higher than the significance level ( $\alpha = 0.05$ ). This means that the data is spread out in a typical way. Because of this, the assumption of normality required for parametric statistical analysis is met, allowing route analysis to be used for additional analyses.

### 2. Linearity Test

**Table 2.** Summary of Linearity Test Results

Linearity Test	Sig.	P-Value	Conclusion
Y – X1	0.331	0.05	Linear
Y – X2	0.830	0.05	Linear
Y – Z	0.217	0.05	Linear
Z – X1	0.781	0.05	Linear
Z – X2	0.807	0.05	Linear

Based on the results presented in Table 2, the linearity test was conducted using the ANOVA test for Deviation from Linearity. The decision criterion for this test is that if the significance value of Deviation from Linearity is greater than 0.05 ( $p > 0.05$ ), the relationship between variables is considered linear; otherwise, it is considered non-linear.

The results show that not all variable relationships are significant ( $p > 0.05$ ). Therefore, it can be concluded that the relationships between the independent variables and the dependent variable, as well as between the independent variables and the intervening variable, follow a linear pattern. These results indicate that the linearity assumption is satisfied, allowing the data to be further analyzed using path analysis.

### 3. Hypothesis Testing

#### a. Structural Model 1

**Table 3.** Path Coefficients of Structural Model 1

Variable Relationship	Path Coefficient ( $\beta$ )	Standard Error	t-value	Sig. (p-value)	Conclusion
X1 $\rightarrow$ Z (p31)	0.796	0.132	6.03	0.000	Significant
X2 $\rightarrow$ Z (p32)	0.240	0.091	2.64	0.012	Significant

The results of the path analysis in Structural Model 1 indicate that parental support ( $X_1$ ) has a significant positive effect on intrinsic motivation (Z), with a path coefficient of  $\beta = 0.796$ ,  $SE = 0.132$ ,  $t = 6.03$ , and  $p < 0.001$ . This finding suggests that higher levels of parental support are associated with stronger intrinsic motivation among female students participating in volleyball extracurricular activities.

Similarly, peer support ( $X_2$ ) also shows a significant positive effect on intrinsic motivation, with a path coefficient of  $\beta = 0.240$ ,  $SE = 0.091$ ,  $t = 2.64$ , and  $p = 0.012$ . This indicates that supportive peer interactions increase students' intrinsic motivation to engage in volleyball extracurricular activities.

Overall, these results demonstrate that both parental support and peer support play significant roles in enhancing female students' intrinsic motivation to participate in volleyball extracurricular programs.

#### b. Structural Model 2

**Table 4.** Path Coefficients of Structural Model 2

Variable Relationship	Path Coefficient ( $\beta$ )	SE	t-value	Sig.	Conclusion
X1 $\rightarrow$ Y (py1)	0.515	0.192	2.682	0.007	Significant
X2 $\rightarrow$ Y (py2)	0.225	0.094	2.394	0.017	Significant
Z $\rightarrow$ Y (py3)	0.505	0.187	2.701	0.007	Significant

Based on Table 4, parental support, peer support, and intrinsic motivation each have a significant effect on students' interest in participating in volleyball extracurricular activities. All significance values are smaller than  $\alpha = 0.05$ , and the t-values exceed the critical value of 1.96, indicating that each path coefficient in the structural model is statistically significant.

#### 4. Direct and Indirect Effects

**Table 5.** Summary of Direct and Indirect Effects

Path	Direct Effect ( $\beta$ )	Indirect Effect (via Z)	Total Effect
X1 $\rightarrow$ Y	0.2652	0.1615	0.4267
X2 $\rightarrow$ Y	0.0506	0.0146	0.0652
Z $\rightarrow$ Y	0.2550	–	0.2550

The results indicate that intrinsic motivation acts as a mediating variable, strengthening the influence of parental and peer support on students' interest. Parental support shows the largest total effect on interest, followed by intrinsic motivation and peer support.

#### 5. Coefficient of Determination

The path analysis model yields an  $R^2$  of 0.625, indicating that parental support, peer support, and intrinsic motivation together explain 62.5% of the variation in female students' interest in volleyball extracurricular activities. The remaining 37.5% is influenced by other factors not examined in this study.

### DISCUSSION

Social support functions as a key mechanism shaping female students' intrinsic motivation and sustained interest in volleyball extracurricular participation. Parental and peer support provide psychological resources that facilitate students' engagement in sports activities. According to Self-Determination Theory, parental support enhances intrinsic motivation by fulfilling students' basic psychological needs for autonomy, competence, and relatedness (Ryan, R. M., & Deci, 2020; Vasconcellos, D. et al., 2020). Emotional encouragement, appreciation, and active parental involvement create a supportive environment that strengthens students' intrinsic motivation to engage voluntarily in sports. Among female students, such support may also reduce self-doubt and social stereotypes associated with sports participation, thereby reinforcing confidence and consistency in participation (Deng & Liu, 2024; X. Li, 2024). These findings confirm that parental support is positively associated with intrinsic motivation and functions as a key social mechanism influencing students' motivational development in

extracurricular sports contexts (Liu et al., 2025; J. Zhang et al., 2023; Gao & Chen, 2024; Lopes & Rodrigues, 2024).

Peer support also contributes significantly to the development of intrinsic motivation, particularly through social interaction and the fulfillment of the need for relatedness during adolescence (Deng & Liu, 2024; Tian & Zhang, 2025). Supportive peer environments foster feelings of acceptance, psychological safety, and enjoyment, which are essential for encouraging active participation in sports (Alkawasbeh, 2025; Liang Y, Rascle O, Yang J, 2025). Positive peer interactions, such as encouragement and shared experiences, enhance students' emotional engagement and willingness to participate in group-based activities (Deng & Liu, 2024; Tian & Zhang, 2025). In volleyball, where teamwork and cooperation are fundamental, peer support becomes an important factor in maintaining motivation and participation. These findings indicate that peer relationships act as a social reinforcement mechanism that strengthens intrinsic motivation in sports settings.

Parental support may also directly shape students' interest in sports participation by influencing their attitudes, values, and perceptions toward physical activity (Gao & Chen, 2024; Liu et al., 2025). When parents actively support and emphasize the importance of sports, students are more likely to internalize positive values associated with participation (Gao & Chen, 2024; Lopes & Rodrigues, 2024). This internalization process enhances students' perceptions of sports as meaningful and beneficial, which, in turn, increases their long-term interest (Liu et al., 2025; Lopes & Rodrigues, 2024). These findings indicate that parental involvement not only supports motivation but also directly contributes to shaping students' interest in extracurricular sports activities.

Similarly, peer support enhances students' interest by fostering a positive, engaging social environment that encourages participation (Alkawasbeh WJ, 2025; Liang Y, Rascle O, Yang J, 2025). A sense of belonging and peer acceptance play a critical role in shaping students' emotional experiences and attitudes toward sports activities (Deng & Liu,

2024; Tian & Zhang, 2025). When students feel supported and included by their peers, they are more likely to develop positive attitudes and sustained interest in participation. These findings suggest that peer support is an important complementary factor in maintaining students' engagement in extracurricular sports.

Intrinsic motivation is closely associated with enjoyment, personal satisfaction, and autonomous engagement, which are key drivers of sustained participation in sports activities (Ryan, R. M. & Deci, 2020; Peng et al., 2025). Students who experience higher levels of intrinsic motivation tend to develop a stronger psychological attachment to the activity and are more likely to remain engaged over time (Peng et al., 2025). Intrinsic motivation supports persistence by encouraging participation based on internal satisfaction rather than external pressure. These findings indicate that intrinsic motivation plays a central role in strengthening students' long-term interest in extracurricular volleyball participation, consistent with the Self-Determination Theory framework, which emphasizes autonomous motivation as a key driver of sustained engagement.

Intrinsic motivation is suggested to play a mediating role by facilitating the internalization of external social support into self-determined behavior (Peng et al., 2025; Vasconcellos et al., 2020). When parental and peer support meet students' needs for autonomy, competence, and relatedness, these external influences become intrinsic motivation. This internalization process enables students to develop sustained interest and engagement in sports activities over time. The indirect effects indicate that social support enhances students' interest not only directly but also indirectly through intrinsic motivation.

The coefficient of determination ( $R^2 = 0.625$ ) indicates that parental support, peer support, and intrinsic motivation collectively explain 62.5% of the variance in female students' interest in volleyball extracurricular participation. This substantial explanatory power suggests that the proposed model captures a considerable proportion of the key determinants underlying students' interest. The remaining variance may be influenced by

other contextual and individual factors, such as coaching style, training environment, school facilities, and personal characteristics (Appleton et al., 2022; Gao & Chen, 2024). These findings highlight the importance of considering both social and environmental factors in understanding students' interest in sports participation.

Overall, this study provides empirical evidence that social support and intrinsic motivation operate as interconnected mechanisms in shaping female students' participation in school-based sports. Parental and peer support play important roles in shaping students' motivation and interest through psychological mechanisms related to need fulfillment and internalization. From a practical perspective, strengthening supportive social environments can enhance students' motivation and encourage sustained participation in extracurricular sports (Lopes & Rodrigues, 2024; Tian & Zhang, 2025).

However, several limitations should be considered. The use of a cross-sectional design limits the interpretation of structural relationships among variables. The reliance on self-report data may introduce response bias, particularly in capturing students' perceived motivation and interest. In addition, the sample was limited to female students from a single school, which may restrict the generalizability of the results to other populations and contexts.

## CONCLUSION

This study found that parental support and peer support have significant positive effects on female students' interest in participating in volleyball extracurricular activities, both directly and through intrinsic motivation. Social support from parents and peers is associated with students' interest through its role in fostering intrinsic motivation by fulfilling psychological needs for autonomy, competence, and relatedness, which in turn relates to sustained interest in participation. Intrinsic motivation was also significantly associated with students' interest. It may act as a mediating variable in the relationship between social support and participation interest, indicating that social support influences students'

interest both directly and indirectly. However, this should be interpreted with caution, given the study design. This study provides empirical evidence on the interconnected role of social support and intrinsic motivation in shaping female students' interest within an underrepresented Indonesian school context. From a practical perspective, efforts to increase participation should focus on strengthening parental involvement, fostering supportive peer environments, and implementing autonomy-supportive practices to sustain students' engagement in school-based sports. However, this study has several limitations, including the use of a cross-sectional design, a sample drawn from a single school, and reliance on self-reported data, which may limit the generalizability and causal interpretation of the findings.

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