Parental encouragement has been indicated have a positive relationship with students’ learning motivation and academic achievement. As well, learning motivation and academic achievement have also been shown to be related. This study examined the level of the students’ Chinese learning motivation, the students’ perception of their parental encouragement and the relationships between motivation and parental encouragement, academic achievement and parental encouragement, motivation and academic achievement for learning Chinese. The researcher used a questionnaire as the main instrument for data collection. One hundred and thirteen students participated in this study at Ladprao Bilingual School grades four to six in academic year 2014. The collected data were analyzed by means, standard deviations, and Pearson Product-Moment Correlation. The findings indicated that the students’ Chinese learning motivation level was high. Also, the students had a relatively high level of
positive perceptions of parental encouragement. The findings showed that a relationship existed among the students' Chinese learning motivation and academic achievement, students' perception of parental encouragement and Chinese learning motivation, students' perception of parental encouragement and academic achievement. Recommendations for students, parents, teachers and future researchers are provided.