



A Study of the impact of Family Relationships on Mental Health and Motivation among School Going Students.

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ABSTRACT

The atmosphere of a family has a great effect on an individual's mental health and on their overall motivation. Family relationships may either enhance mental health or might have a negative impact on their motivation. Adolescents need extra care and supervision. A good relationship with the family or the parents might give them a sense of security which further somewhat contributes to a better mental health than those who don't have. Healthy environment at home might also help the students to do better in their school with their studies and challenges they face in their daily life. A total sample of 32 students in the age 13-17 was collected. Standardized scales were taken.

The result found out that there is a significant positive correlation between expressiveness and cohesion, between conflict and cohesion, between effort and cohesion and between effort and conflict. It is important for the family members to create an atmosphere that is supportive and attentive to their children's needs, which can increase the quality of their life. The adolescents should also communicate with their family about their difficulties in life.

Keywords: Family relationships, Mental health, Motivation, Students

Introduction

People you devote the most time to determine a lot of who you are, and it further has a major influence on mental health of a person. The environment of a family and the relationships you have with each one of them might have constructive or bleak effects on mental health and motivation. At a maturing age, children need a positive environment at home, to achieve their goals at school while having a stabilized mental health.

When the family is supportive, adolescents tend to have a better and a positive state of mental health and finer level of motivation in examination or in overall studies, whereas a toxic atmosphere at home might worsen or create a negative impact on their mental health. School going students often have a hard time balancing their mental health as they are usually under a lot of stress which involves examination stress, peer pressure, expectations from the teachers. Having their family as a support system can help an adolescent to stabilize their mental health. Parents who encourage their children and give healthy challenges to them may have higher level of motivation than parents who discourage and pressurize their children.

Family relationships including parent-parent, parent-child, and sibling relationships are the most influential relationships an individual can have. A child learns a lot from what goes around in his or her family including how the parents behave with each other and it certainly affects the child's mental health. If one has a good relationship with their immediate family, it's easier for them to rely on their family when they face difficulties in their life. Previous studies have shown people with good family relationships face lesser mental health issues in their life.

A sample of 1696 eleventh graders from the United States was taken. The study investigated the role of parent-adolescent relationships in conciliating the relations between family-related negative life events and adolescent depressive symptoms and problem behaviors. The result found that perceived parent involvement and parent-adolescent conflict created the link between family-related life events and adolescent depressed mood. The study also indicated significant similarity in the association of family variables with adolescent internal psychological distress and external symptoms (Dmitrieva et al., 2004).

Mental Health

Mental health differs from person to person, some people could manage it while some have difficulty managing it and it further hinders them to have a good quality of life. "A state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community" is defined as mental health (WHO, 2004).

Mental health signifies a state of psychological well-being. It can affect how a person acts, thinks, behaves and also enhances one's potential to cope up with any difficulties or tough situations.

A sample of 452 school going students from grade 8 were chosen by sampling technique and they completed 5 questionnaires: demographic data, Rosenberg Self Esteem, Family Relation Index, Child and Adolescent Social Support Scale, Mental Health Continuum Short form. The result found that self-esteem, family relationships, and social support had a positive and significant influence on adolescent mental health (Triana et al., 2019).

A study investigated these three variables such as parental values, interests, and the perceived level of expressiveness, cohesiveness, and control in the family were linked with shifts in psychiatric symptoms in adolescents. A sample of 1600 adolescent girls in the age of 12,14 and 17 in the National Heart, Lung and Blood Institute Growth and Health Study were taken. The study found significant effects of family cohesion on the psychiatric symptoms with powerful links for adolescent ratings than parental ratings (White et al., 2013).

Motivation

“The term motivation derives from the Latin word *movere*, meaning “to move” (Tansky,2003) “Motivation in school learning involves arousing, persisting, sustaining, and directing desirable behavior. (Skinner, 1957).

Motivation in students can be affected in many ways such as encouragement from family members, study pattern structure, healthy challenges, quality level of teaching, grades, personal level of interest, own personal experiences and peer pressure.

A research study of a sample of 388 high school students (193 males and 195 females) from Abu Dhabi district, United Arab Emirates (UAE) was designed to study the effect of 3 variables, motivation, family environment and student characteristics on academic achievement. Standardized scales were used to measure the variables. The result found no gender differences and there were correlations between motivation, family environment, student characteristics and academic achievement were not significant and small. The result also found that the highest correlations value between family environment and student's characteristics (Halawah, 2006).

A study was conducted on a sample of 368 school going students from 10th grade in 6 different high schools who were assessed by examining their academic motivation and personal responsibility levels by using Parental Attitudes Scale, Academic Motivation Scale and Personal Responsibility Scale. The results found that parental attitudes are a significant predictor of personal responsibility and academic motivation of high school students (Urdan et al., 2007).

Purpose

The purpose is to study the impact of Family relationships on Mental health and Motivation among school going students.

Hypothesis

- There will be a significant relation between family relationships and mental health.
- There will be a significant relation between family relationships and motivation.

Method

Sample

A total sample of 32 adolescents in the age of 13-17 was collected from Chandigarh.

Measures

Positive Mental Health Scale (PMH): The Positive Mental Health Scale was developed to measure positive mental health with a brief, unidimensional and personal-centered questionnaire. The scale (9 items) was developed by Lutz et al. (1992)

Brief Family Relationships Scale (BFRS): BFRS is a Brief Measure of the Relationship Dimension in Family Functioning. It is adapted from the 27-item Relationship dimension of the FES (Moos & Moos,1994) consisting of Cohesion, Expressiveness and Conflict sub scales (9 items each). These subscales measure support, expression of opinions and angry conflict within a family.

Student Opinion Scale (SOS): The Student Opinion Scale (SOS) is used for gauging examinee motivation. The SOS is a self-report tool that has been used in various testing contexts (consequential and non-consequential). The purpose of the SOS scale is to measure the test-taking motivation of examinees. The scale (10 items) was developed by Sundre (2007).

Procedures

The participants were informed about the purpose of research & the questionnaires were filled through Google forms. Each participant was thanked for cooperation & their kind help. Standardized psychological tests were administered to the participants.

Analysis of data

Results

Table 1

Shows N, Mean and Standard Deviation

	Cohesion	Expressiveness	Conflict	Importance	Effort	Mental Health
N	32	32	32	32	32	32
Mean	10.6	3.72	7.22	15.0	18.1	19.5
Standard deviation	3.13	1.67	2.90	2.39	2.62	3.31

Table 2

Correlation of all variables

	Cohesion	Expressiveness	Conflict	Importance	Effort	Mental Health
Cohesion						
Expressiveness	0.697***					
Conflict	0.532**	0.339				
Importance	0.261	0.301	0.101			
Effort	0.395*	0.286	0.379*	0.206		
Mental Health	0.148	0.308	0.242	-0.047	0.135	

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Discussion of Results

The results found that there is a significant positive correlation between Expressiveness and cohesion ($r = 0.697$, $p < .001$) further in the results, conflict was found to be significantly positive correlated to cohesion ($r = 0.532$, $p < .01$). The result also found out that there is a significant positive correlation between effort and cohesion ($r = 0.395$, $p < .05$) and significant positive correlation between effort and conflict ($r = 0.379$, $p < .05$). However, there was no significant correlation between conflict and expressiveness, between importance and cohesion, expressiveness, conflict. The result also found that there was no significant correlation between effort and expressiveness, importance. Mental health was not significantly correlated to cohesion, expressiveness, conflict, importance, and effort.

A study done to study the influence of family systems onto parent child interaction and child development. In the study a total number of 910 participants were included (infants, toddlers, preschoolers), the participants were pooled out with a non developmental or disabilities history. For all the participants the parents were the primary caregivers. The findings showed that, the capacity-building help-giving and family-systems intervention practices had indirect effects on parent child interactions (Trivette et al., 2010). Another study conducted by Hoffman and Weiss (1987), aimed to assess the effects of family dynamics and problems onto college students. For the study a random sample of 83 males and 107 females (college students) were included. As per the students report, a correlation between the family conflict and distress among the family members was accounted for. The data showed, relation between parental conflict and and student and parental symptom and the parental symptom was positively correlated with student's abnormal emotional dependence.

Conclusion

The focal point of the current research was to study the impact of family relationships on mental health and motivation among students. A total sample of 32 students were collected in the age of 13-18 students. Standardized scales were taken. The result found out that there is significant positive correlation between expressiveness and cohesion. Conflict is significantly positively correlated with cohesion, and effort is significantly positively correlated with cohesion and conflict while it was found that there were no significant correlations between conflict and expressiveness, between importance and cohesion, expressiveness, conflict. There were also no significant correlations between effort and expressiveness, importance. Mental health was not significantly correlated to cohesion, expressiveness, conflict, importance and effort.

Having a supportive family can help a child in the long run. Students suffering from any kind of mental health issue should seek help such as therapy or counseling sessions.

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