Research Paper

Perceived Level of Family Relationships and Predictors of Students' Motivation from a Higher Education Institution

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Abstract

Family relationships and student motivation are two crucial factors that can significantly impact student academic performance. Studies have shown that students from supportive family environments tend to have higher motivation levels and better academic performance compared to those from less supportive homes. The objective of this study is to determine the perceived level of family relationships and student motivation for a higher education institution in Olongapo City, Philippines. At the same time, the study also intends to discover the underlying predictors of student motivation. The proponents then used a descriptive correlational research design to attain the objectives. Four hundred (400) students participated voluntarily in the online survey using purposive sampling. The online poll adopted two (2) validated research instruments to analyze the perceived level of family relationships and student motivation. The garnered data underwent statistical analysis using descriptive and inferential statistics. Results reveal that the students had a high level of cohesion and a moderate degree of expressiveness and conflict in their family. There was also a high student motivation level. The study also observed significant differences in the perceived level of family relationships and students' motivation when grouped according to their demographic characteristics. There was a weak positive association between family relationships and students' motivation. Cohesion, expressiveness, and conflict were predictors that influenced students' motivation to confirm relationships. This study contributes in the aspect exploring family relationship variables and how they influence a student's learning motivation.

Keywords: *Family Relationship; Student Motivation; Higher Education Institutions; Correlation Study; College Students*

INTRODUCTION

Over the years, numerous studies have highlighted the influential role of family relationships in shaping students' motivation and academic outcomes. As mentioned in a study by Hall et al. (2020), conversation and conformity orientation play a role in perceived family support, student resilience, and other concerns of students as they matriculate to college. Asio (2023) also emphasized that parents should show affection and empathy, engage in play, and establish discipline strategies. Positive family dynamics characterized by support, encouragement, and effective communication have been associated with higher motivation and academic achievement. Camarero-Figuerola et al. (2020) emphasized in their review that family participation is a factor that protects against academic failure. Therefore, a higher quality of family relationships and better relationships between parents correlate with a good quality of life among students (Guevara et al., 2021).

Conversely, negative family relationships marked by conflict, lack of support, or strained communication can hinder student motivation and hinder academic progress. Similar to the study of Waterhouse et al. (2020), who pointed out that family-study conflict was associated with an increased risk of high levels of mental distress. Family study facilitation is associated with a lower risk of reporting higher levels of mental distress. However, family structure moderates the association between family strengths and self-reported health among college students (Russell & Su-Russell, 2022). Moreover, academic and family stress can influence depression among college students (Deng et al., 2022).

In higher education, understanding the factors that influence students' motivation is

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paramount for educational institutions seeking to cultivate an environment conducive to learning and student success. Xie et al. (2023) once disclosed that students with higher motivation are more likely to use deep learning approaches. As academic motivation declines during college, applied learning strategies may improve students' motivation (Trolian & Jach, 2020). There were factors identified by Ismail et al. (2022) where students experienced less motivation in participating activities, such as intrinsic factors (e.g. intelligence, attention, or interest) and extrinsic factors (e.g., class schedules, curriculum, or classroom relationship). Also, Chamberlin et al. (2018) reiterated that actionable feedback promotes trust between instructors and students, thus enhancing motivation and cooperation among students. Another factor that plays around is the teacher's autonomy, which supports students' satisfaction with their needs and self-determined motivation (Bureau et al., 2021). Moreover, intellectual stimulation directly affects students' motivation (Shin & Bolkan, 2021). Moreover, students with a high sense of belonging report higher motivation and enjoyment in their studies (Pedler et al., 2022). Among the many factors that impact student motivation, the perceived level of family relationships emerged as a significant contributor. This research aims to delve into this crucial aspect by exploring the trends and issues surrounding the perceived level of family relationships and their predictors of students' motivation for a higher education institution.

The research objectives of this study encompass a comprehensive investigation of the perceived level of family relationships and their predictors of students' motivation to study at a higher education institution. It also aims to understand the variances, relationships, and predictors of student motivation.

The research contribution of this study lies in its potential to advance the body of knowledge and profession in several ways. First, it aims to fill existing research gaps by exploring trends and issues specific to family relationships and student motivation in higher education context. This investigation will provide a more nuanced understanding of the factors that shape student motivation and will help educators, administrators, and counselors tailor interventions and support services to address these intricacies effectively. Additionally, the identification of predictors of student motivation, such as parental involvement, support, communication patterns, and familial conflicts, will offer valuable insights for higher education professionals. These findings can inform the development of evidence-based strategies and interventions to foster positive family relationships and enhance students' motivation, resilience, and overall academic success. The primary purpose of this study is to investigate the influence of family relationships on the motivation of students enrolled in a higher education institution in Olongapo City, Philippines. Descriptive and inferential analyses were employed to obtain the necessary answers to the research question.

LITERATURE REVIEW

Despite the growing recognition of the impact of family relationships on student motivation, several trends and issues warrant further investigation. As Brown et al. (2020) discussed in their critical review, family relationship qualities influence health and well-being outcomes, and they also emphasized the qualities of a strong family. First, there is a need to explore the nuanced dynamics of family relationships within the context of higher education institutions because the transition to tertiary education often brings about unique challenges and stressors for students and their families. A previous study revealed that helicopter parenting mediated the association between family communication patterns and students' resilience (Hall et al., 2021). Lindell et al. (2021) mentioned that, on average, parent-child relationships were of high quality, especially when financial support was involved. Additionally, in a past paper by Haines et al., (2022), they disclosed that family, school, and community collaboration is a well-documented aspect that benefits

students. Understanding how these challenges interact with family relationships is crucial for designing targeted interventions and support systems. In the research of Jia et al. (2022), family dynamics were found to predict sleep quality via the conscientiousness and agreeableness of the five personality traits of college students. Sleep is essential for a college stay because it is vital for health and well-being. At the same time, quality parent-child relationships are positively associated with adolescent mental health (Liu et al., 2020).

The influence of cultural and gender factors on the perceived level of family relationships and their impact on student motivation remain an important area of inquiry. In the study by Roksa et al. (2020), they found that students rarely rely on their older siblings as sources of information and advice, except in a few instances where older siblings attended the same institution. First-generation college students also experience barriers in school, home, and work settings like financial stress, instructor communication, and familial support (Watts et al., 2023). Cultural values, norms, and expectations can shape familial interactions and influence students' motivation differently across diverse populations. For example, family breakfast and dinner frequency are significantly associated with adolescent compliance and perception of family relationships (Wong et al., 2021). An article also pointed out the effect of familial and intergenerational experiences on help-seeking behavior toward college students (Karunaratne, 2023). Similarly, gender dynamics within families may contribute to the varied motivations and experiences of male and female students. Exploring these dimensions will provide a comprehensive understanding of the complex interplay between family relationships, motivation, and student outcomes.

A thorough examination and analysis of various studies revealed a significant gap in the discussion of family relationships. These studies present diverse perspectives on how family relationships in psychological, cognitive, social, and emotional contexts shape an individual's holistic personality. It is crucial to understand that family relationships, which are often underestimated, are a cornerstone for the maximum development of an individual's potential.

Student motivation plays a pivotal role in determining academic success and performance. While some students are naturally driven, others may struggle to find motivation to learn. Motivation, whether intrinsic or extrinsic, is influenced by various factors, such as teacher support, curriculum, classroom environment, self-efficacy, interest, and goals.

Regarding relationships, family relationships can have a significant impact on student motivation, both positively and negatively. Factors such as parenting skills and levels, parenting issues, parental education and occupation, and parenting standards may contribute to these effects. It is crucial to recognize that these factors can influence student motivation in ways that demand attention and concern.

Finally, these research endeavors to contribute to the holistic development and success of students in higher education institutions. By shedding light on the significance of family relationships as predictors of student motivation and exploring the associated trends and issues, this study seeks to empower educational professionals with knowledge and tools to create supportive environments that nurture students' intrinsic drive, engagement, and achievement.

RESEARCH METHOD

Research Design

The researchers employed a descriptive-correlational research design. According to Stangor and Walinga (2019), a descriptive-correlational research design provides a snapshot of a phenomenon's current state, eliciting relationships among variables involved in a study and predicting future events. This type of research is common in the papers by Mondejar and Asio (2022; 2023) and Asio and de Dios (2021). The study used an online Google Form as the primary data gathering tool. The current research intends to understand the perceived level of family

relationships and predictors of student motivation for a higher education institution. At the same time, the researcher also sought to find any variance in respondents' perceptions. Therefore, a descriptive correlation design is applicable to accomplish this.

Respondents

To achieve the study objectives, the researchers employed 400 undergraduate students from a higher education institution in Olongapo, Philippines. During the selection process, the researchers used a purposive sampling technique. The researchers set the following inclusion criteria: 1) they need to be bona fide students of the participating institution, 2) they are regular students, 3) they are currently enrolled during the semester, and 4) they are willing to participate in the online survey. The researchers considered those participants who did not follow the criteria excluded since they needed to meet the qualifications. The data-gathering period began in December 2023 and ended in January 2024.

Instruments

The researchers adapted two (2) validated and reliable instruments to gauge the respondents' family relationships and student motivation.

The study used the Brief's Family Relationship Scale (BFRS) by Fok et al. (2014) to analyze the respondents' perceived family relationships. The standardized instrument consisted of three latent variables: cohesion, expressiveness, and conflict (9 items each), with reliability coefficients of 0.86, 0.82, and 0.76, respectively.

The second set of instruments was the Student Motivation Scale developed by Bin Dayel et al. (2018). The instrument comprised subscales: intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, self-efficacy for learning and performance, and test anxiety. It possesses a Cronbach's alpha coefficient between 0.75 and 0.89.

Prior to data gathering, the two instruments were rigorously evaluated for validity and reliability. The tailored instrument was critiqued by a panel of experts, each bringing their unique expertise to the table: a research director, seasoned researcher, guidance counselor, and faculty member. The insightful comments and suggestions significantly influenced the design of the instrument. The instrument then underwent a pilot test for reliability involving students who did not participate in the survey. The Cronbach alpha coefficient, a measure of reliability, yielded an impressive overall result of .90, as defined by Taber (2018), indicating a high level of reliability.

Statistical Analysis

To analyze the necessary information brought about by the data generated by respondents, the gathered data underwent descriptive and inferential calculations. The data analyst used frequency and percentage distribution for the demographic profile of the respondents. The study employed the mean distribution for the overall perceived level of family relationships and student motivation. In the case of inferential statistics, the analyst performed *the t*-test, Analysis of Variance, Pearson–r Moment of Correlation, and Linear Regression. All of the responses from the respondents were based on a five (5) point Likert scale.

FINDINGS

The main objective of this study is to establish the perceived level of family relationships and motivation among students at a higher education institution. It embarked on the idea of realizing the association between family relationships and student motivation and its predictors. The following tables present the findings of this study.

Table 1. Demographic Profile

Variable	Frequency	Percentage
Age		
Less than 20 years old	190	47.5
21-25 years old	176	44.0
26-30 years old	17	4.3
31 years old and above	17	4.3
Gender		
Female	297	74.3
Male	92	23.0
Prefer not to say	11	2.8
Year Level		
First Year	127	31.8
Second Year	71	17.8
Third Year	110	27.5
Fourth Year	92	23.0
College		
CAHS	64	16.0
CBA	107	26.8
CEAS	216	54.0
CHTM	13	3.3
Estimated GPA		
75-79%	11	2.8
80-84%	120	30.0
85-89%	137	34.3
90-94%	123	30.8
95% above	9	2.3
Total	**400**	**100.0**

Table 1 presents the frequency and percentage distribution of respondents in the study. As per presentation, most respondents were 21–25 years old, with a good majority being female. At the same time, there were more first-year respondents, and most of them went to the College of Education, Arts, and Sciences (CEAS), with an estimated GPA of 85%–89% from their previous year of study.

Table 2. Students' Perceived Family Relationships in terms of Cohesion

Statements	Mean	Descriptive Interpretation
1) In our family, we really help and support each other.	3.71	High
2) In our family, we spend a lot of time doing things together at home.	3.13	Moderate
3) In our family, we work hard at what we do at home.	3.63	High
4) In our family, there is a feeling of togetherness.	3.52	High
5) My family members really support each other.	3.11	Moderate
6) I am proud to be part of our family.	3.70	High
7) In our family, we really get along well with each other.	4.12	High
8) In our family, we do things for each other without being asked.	3.57	High
Overall Mean	**3.56**	**High**

Legend: 1.00-1.80=Very low; 1.81-2.60=Low; 2.61-3.40=Moderate; 3.41-4.20= High; 4.21-5.00=Very high

Table 2 displays the students' perceived family relationships in terms of cohesion. Based on the table presentation, one can determine that most statements generated high mean scores compared to only two moderate-level scores. To be specific, statement one obtained the highest mean score, while statement five obtained the lowest mean score. In contrast, the overall mean score was also high. The result implies that the students have a fairly high perception of relationships and bonds with family members.

Table 3. Students' Perceived Family Relationships in Terms of Expressiveness

Statements	Mean	Descriptive Interpretation
1) In our family, we can talk openly in our home.	2.92	Moderate
2) In our family, we sometimes tell each other about our personal problems.	2.99	Moderate
3) In our family, we begin discussions easily.	3.22	Moderate
4) In our family, we are usually careful about what we say to each other.	3.08	Moderate
Overall Mean	**3.05**	**Moderate**

Legend: 1.00-1.80=Very low; 1.81-2.60=Low; 2.61-3.40=Moderate; 3.41-4.20= High; 4.21-5.00=Very high

Table 3 presents the students' perceived family relationships in terms of expressiveness. As seen from the table, the students responded uniformly to this section. In particular, the third statement generated the highest mean value, and statement one produced the lowest. Both scores had a similar interpretation of the moderate level. The overall mean also obtained a score of moderate among the students. The table suggests that the perceived level of expression among family members is moderate.

Table 4. Students' Perceived Family Relationships in terms of Conflict

Statements	Mean	Descriptive Interpretation
1) In our family, we argue a lot.	2.86	Moderate
2) In our family, we are really mad at each other.	2.08	Low
3) In our family, we lose our temper a lot.	2.68	Moderate
4) In our family, we often put each other down.	1.81	Low
5) My family members are sometimes violent.	1.79	Very Low
6) In our family, we work out our problems.	3.44	High
7) In our family, we raise our voices when we are mad.	2.91	Moderate
Overall Mean	**2.51**	**Moderate**

Legend: 1.00-1.80=Very low; 1.81-2.60=Low; 2.61-3.40=Moderate; 3.41-4.20= High; 4.21-5.00=Very high

Table 4 displays students' perceived family relationships in terms of conflict. As observed from the presentation, there were interesting findings. The students responded to the different statements in this study section. The sixth statement produced the highest mean with an interpretation of agreement among the students. On the other hand, the fifth statement generated the lowest mean of the students' disagreements. Regarding the overall mean, the study generated a moderate level of perceived conflict in family relationships among the students.

Table 5. Students' Motivation Levels

	Statements	Mean	Descriptive Interpretation
1.	Getting a good grade in this class is the most satisfying thing for me right now.	4.03	High
2.	The most important thing for me right now is improving my overall-grade point average, so my main concern in this class is getting a good grade	4.04	High
3.	If I can, I want to get better grades in this class than most of the other students.	3.49	Moderate
4.	I want to do well in this class because it is important to show my ability to my family, friends, employer, or others	3.80	High
5.	I think I will be able to use what I learn in this course in other courses.	3.85	High
6.	It is important for me to learn the course material in this class.	4.01	High
7.	I am very interested in the content area of this course.	3.88	High
8.	I think the course material in this class is useful for me to learn.	3.96	High
9.	I like the subject matter of this course.	3.86	High
10.	Understanding the subject matter of this course is very important to me	4.01	High
11.	If I study in appropriate ways, I will be able to learn the material in this course.	4.00	High
12.	It is my own fault if I do not learn the material in this course	3.73	High
13.	If I try hard enough, then I will understand the course material	4.03	High
14.	If I do not understand the course material, it is because I did not try hard enough	3.46	High
15.	I believe I will receive an excellent grade in this class.	3.64	High
16.	I am certain I can understand the most difficult material presented in the readings for this course	3.43	High
17.	I am confident I can understand the basic concepts taught in this course.	3.73	High
18.	I am confident I can understand the most complex material presented by the instructor in this course.	3.41	High
19.	I am confident I can do an excellent job on the assignments and tests in this course.	3.50	High
20.	I expect to do well in this class.	3.71	High
21.	I am certain I can master the skills being taught in this class.	3.53	High
22.	Considering the difficulty of this course, the teacher, and my skills, I think I will do well in this class	3.57	High
23.	When I take a test, I think about how poorly I am doing compared with other students.	3.30	Moderate
24.	When I take a test, I think about items on other parts of the test that I cannot answer.	3.51	High
25.	When I take tests, I think of the consequences of failing.	3.62	High
26.	I have an uneasy, upset feeling when I take an exam.	3.29	Moderate
27.	I feel my heart beating fast when I take an exam.	3.50	High
	Overall Mean	**3.72**	**High**

Legend: 1.00-1.80=Very low; 1.81-2.60=Low; 2.61-3.40=Moderate; 3.41-4.20= High; 4.21-5.00=Very high

Table 5 illustrates students' motivation levels. The table reveals varied and interesting results. More statements had high mean scores than moderately high scores. Notably, the second statement produced the highest mean score, which corresponds to a Likert-type interpretation of high motivation. However, the twenty-six statements generated the lowest mean score, implying moderately high motivation. The table also obtained a high mean score, which corresponds to a high level of motivation among students.

Table 6. Differences in Students' Perceived Family Relationships

Profile	Cohesion	Expressiveness	Conflict
Age	*F*(3, 396)= 1.815 (.144)	*F*(3, 396)= 3.173* (.024)	*F*(3, 396)= 2.864* (.037)
Gender	*F*(2, 397)= 0.824 (.439)	*F*(2, 397)= 1.321 (.268)	*F*(2, 397)= 1.230 (.293)
Year Level	*F*(3, 396)= 2.765* (.042)	*F*(3, 396)= 2.993* (.031)	*F*(3, 396)= 0.932 (.425)
College	*F*(3, 396)= 1.780 (.150)	*F*(3, 396)= 3.500* (.016)	*F*(3, 396)= 1.222 (.301)
Estimated GPA	*F*(4, 395)= 2.548* (.039)	*F*(4, 395)= 0.818 (.515)	*F*(4, 395)= 2.654 (.033)

*Note: *p < .05*

Table 6 displays the results of the Analysis of Variance (ANOVA) for the differences in the students' family relationships. Some demographic profiles produced substantial variations in students' perceptions. Specifically, in terms of family cohesion, the study observed differences in the perceptions of the students for year level, F(3, 396)= 2.765, p= .042 and estimated GPA, F(4, 395)= 2.548, p =.039. Because the probability value (p-value) was lower than the alpha significance level of .05, we rejected the study's null hypothesis. Therefore, there is a significant difference in the family cohesion of respondents when grouped according to year level and estimated GPA. Tenny and Abdelgawad (2023) reported that a p-value less than the determined alpha is statistically significant. On the other hand, there were no significant differences in the students' age [F(3, 396)= 1.815, p= .144], gender [F(2, 397)= 0.824, p= .439, and college[F(3, 396)= 1.780, p= .150. The p-values generated for the following variables were greater than the 0.05 significance level. Hence, we accepted the study's null hypothesis, which is that there were no significant differences in the family cohesion of the respondents when grouped according to age, gender, and college.

Regarding family expressiveness, there were significant variations based on the students' age, F(3, 396)= 3.173, p= .024, year level, F(3, 396)= 2.993, p= .031, and college, F(3, 396)= 3.500, p= .016. The obtained probability values were lower than the 0.05 significance level. Therefore, we rejected the null hypothesis of the study. Hence, there were significant differences in the expressiveness of the respondents' family when they were grouped according to age, year level, and college (see Tenny and Abdelgawad (2023) for explanation). However, regarding gender F(2, 397)= 1.321, p=.268) and estimated GPA (F(4, 395)= 0.818, p=.515, the study did not yield significant differences based on their associated probability values. The study generated p-values higher than the significance level of.05. Thus, it is safe to assume that there were no significant variations in the expressiveness of the respondents' family when they were grouped according to gender and estimated GPA.

Regarding family conflict, the study determined significant age differences (F(3, 396)= 2.864, p= .037, and estimated GPA (F(4, 395)= 2.654, p= .033. We rejected the null hypothesis because the obtained probability values were significant at the.05 alpha level. We concluded that there were significant differences in family conflict when grouped according to respondents' age and estimated

GPA (Tenny & Abdelgawad, 2023). Besides, there were no significant variations for family conflict in the case of gender [F(2, 397)= 1.230, p= .293], year level [F(3, 396)= 0.932, p= .425], and college [F(3, 396)= 1.222, p= .301]. Applying the same principle, since the study garnered a higher probability value than the set.05 significance level, it is safe to assume that there were no significant differences in the family conflict of the respondents when grouped according to gender, year level, and college.

Table 7. Differences in Students' Motivation Levels

Profile	Level of Motivation
Age	*F*(3, 396)= 1.239 (.295)
Gender	*F*(2, 397)= 0.822 (.440)
Year Level	*F*(3, 396)= 2.402 (.067)
College	*F*(3, 396)= 1.414 (.238)
Estimated GPA	*F*(4, 395)= 2.941 (.020)

*Note: *p < .05*

Table 7 provides the results of the Analysis of Variance (ANOVA) for the differences in students' motivation levels. One can perceive that only the estimated GPA of respondents produced a significant finding. The study obtained an F (4, 395) = 2.941, *p*=.020. This result indicates that the associated probability value was significant at the .05 alpha significance level (Tenny & Abdelgawad, 2023). Hence, there was a substantial variation in students' motivation levels when grouped according to their estimated GPA.

On the other hand, there was no significant evidence to generate differences in students' motivation levels when grouped according to age [*F*(3, 396)= 1.239, *p*= .295]; gender [*F*(2, 397)= 0.822, *p*= .440]; year level [*F*(3, 396)= 2.402, *p*= .067]; and college [*F*(3, 396)= 1.414, *p*= .238]. All of the obtained *p*-values were greater than the significance level of .05. Thus, there was no significant difference in the student's level of motivation when grouped according to age, gender, year level, and college.

Table 8. Correlation Matrix between Perceived Family Relationships and Students' Learning Experiences Level of Motivation

Variables	1	2	3	4
1) Cohesion	1	.840* .000	- .105* .036	.352* .000
2) Expressiveness		1	- .107* .033	.241* .000
3) Conflict			1	.134* .007
4) Students' Motivation Levels				1

*Note: *p < .05*

Table 8 displays the results of the Pearson-r Moment of Correlation computation for the interrelationship between perceived family relationship factors and students' motivation levels. As seen from the table, there was an association between the factors of family relationships and students' motivation levels. Based on the computation, weak associations were generated by the study. The study generated r= .352, *p*= .000 for cohesion, r= .241, *p*= .000 for the expressiveness, and r= .134, *p*= .007. All probability values were significant at a .05 alpha significance level. Therefore, there must be a stronger and more direct association between the perceived relationships and students' motivation levels. According to Kumar et al., (2018), a *p* value less than

the cutoff (.05) indicates a statistically significant correlation coefficient. The result means that if the perceived level of family relationships is high, so is the student's motivation level. Moreover, if the perceived level of family relationships is low, the student's motivation level is also low.

Table 9. Linear Regression Model for Predicting Students' Motivation Levels

Model	Unstandardized Coefficients		Standardized Coefficients	*t*	*p*-value
	B	Std. Error	Beta		
(Constant)	2.451	.156		15.724	.000
Cohesion	.346	.057	.517	6.095	.000
Expressiveness	-.103	.050	-.176	-2.071	.039
Conflict	.139	.038	.169	3.650	.000

Note: F(3, 396)= 25.554, p =.000; R^2= .162

Table 9 presents the results of the linear regression computation for the predictor of students' motivation levels. As observed from the results, all three factors of family relationships produced substantial evidence to determine their level of influence on the motivation of students. In particular, the study found that cohesion (B= .346, *p*= .000), conflict (B= .139, *p*= .000), and expressiveness (B= -.103, *p*= .039) significantly predicted students' motivation levels. The result of the linear regression also obtained a statistically significant *F*(3, 396)= 25.554, *p*= .000 with an R^2 value of .162, which indicates that the predictors in the model explained the 16.2% variation in students' motivation levels. Thus, Table 9 suggests that cohesion, conflict, and expressiveness significantly predict students' motivation levels.

DISCUSSION

In the primary aim of this study, the researchers meticulously gauged the perceived level of family relationships and student motivation. They thoroughly analyzed the underlying variance in students' perspectives and relationships between variables and identified the predictors of student motivation. The study has produced interesting findings that may address the gap that the researchers presented in the earlier section of this study, demonstrating the thoroughness of our research process.

In this study, the researchers anchored the context to Urie Bronfenbrenner's Ecological Systems Theory. According to Guy-Evans (2024), the theory states that an individual's development is influenced by a series of interconnected environmental systems, which range from immediate (family) surroundings to a broad societal structure.

For the descriptive aspect of the study, most students were under 20 years old, female, at the first-year level, came from the College of Education, Arts, and Sciences (CEAS), and had a GPA between 85% and 89 %. In relation to family relationships, the students gave an agreeable response in terms of cohesion; however, in terms of expressiveness and conflict, the students gave a moderate agreement. The findings on family relationships align significantly with the microsystem level of influence of Ecological Systems Theory (Tudge & Rosa, 2020), providing a robust theoretical framework for our research. The family interacts with other systems, and these interactions shape the family dynamics of the students. Also, literature like Liu et al. (2020) highlighted that adolescents' mental health and family relationships change significantly during the transition of students' grade levels.

Moreover, regarding the level of student motivation, they revealed a high degree of motivation. In theory, at the microsystem level, motivation is influenced by the immediate environments in which students interact, such as schools, classrooms, and peer groups. However,

in the case of test anxiety, it indicated a potential negative influence on the microsystem. This result coincides with the results of Xie et al. (2023), who found that students with a higher level of social motivation directed toward their parents, peers, and society were more likely to engage in deep approaches to learning. The findings confirm that students always have a certain degree of motivation, especially in their studies and schooling.

The statistical inferences also revealed some fascinating results. For family relationships, the calculations observed variances in perceived levels of cohesion when grouped according to year levels and GPA of students. As for the expressiveness, the computation revealed differences when grouped according to age, year level, and college. Furthermore, for the conflict, the study obtained significant variance when grouped by age and GPA of the students It is interesting to note that certain variations between groups of students have provided new implications for future investigations. Regarding student motivation, the study also found differences in the students' GPA. However, our findings are consistent with those of Lindell et al. (2021), who exposed those high-quality relationships, along with greater financial support, were related to increased anxiety among male students. At the same time, Zhang et al. (2020) revealed that economic pressure is more strongly related to family motivation in women than in men. Nevertheless, Chamberlin et al. (2018) revealed that grades do not enhance academic motivation among students; instead, they enhance anxiety and the avoidance of challenges. Wu et al. (2020) demonstrated that male students have higher motivation but lower academic performance than female students. Moreover, no significant differences were observed in family support and academic success (House et al., 2020).

Furthermore, families needed to build stronger relationships, and student motivation had a weak positive relationship. Specifically, cohesion, expressiveness, and conflict had a weak positive relationship with student motivation. Regarding the study findings, Wong et al. (2021) emphasized the associations between regular family meals and adolescents' perception of high family bonding and compliance with parental guidance. Engin (2020) also argued that a democratic parental attitude can increase student motivation. In addition, Howard et al. (2021) revealed that intrinsic motivation is associated with student success and well-being. At the same time, Ömür (2020) found a direct relationship between parental supports and students' skills. However, in Nadya and Pustika (2021), they disagreed with the result of the current study, in which they revealed that some students needed more motivation from their families. Zaccoletti et al. (2020) also showed no association between parental education and changes in student motivation.

In the case of the predictors, cohesion, conflict, and expressiveness significantly predicted student motivation. In a previous paper by Kim et al. (2020), they stated that parental influences affect student motivation. On the other hand, Bureau et al. (2022) considered competence a positive predictor of self-determined motivation, followed by autonomy and relatedness. Lu et al. (2022) also suggested that teachers should improve students' perceptions of teachers and social support, including self-efficacy among students and autonomous motivation, to promote students' situational engagement in the classroom.

CONCLUSIONS

Based on the following results generated from the statistical analysis of the study, the researchers at this moment generated the following conclusions: the students' family relationships showed a high level of perceived cohesion and a moderate level of expressiveness and conflict. The study also found a high level of student motivation among the respondents. There were also significant differences observed in terms of age (expressiveness and conflict), year level (cohesiveness and expressiveness), college (expressiveness), and estimated GPA (cohesion and conflict) for the three variables of family relationships. Regarding student motivation, only the estimated GPA garnered a significant finding. The study also observed a low positive association

between the three sub-variables of family relationships and student motivation. Linear regression analysis confirmed that cohesion, conflict, and expressiveness were significant predictors of student motivation.

This study also implied some theoretical implications, such as those family relationships can be a model for students' behavior and attitudes. Positive family dynamics can influence student motivation through observational learning. Furthermore, supportive family relationships help students fulfill their need for autonomy, competence, and relatedness. In terms of practical implications, parental involvement, communication, and expectation settings play crucial roles in engaging parents and other family members in student growth. These ideas foster support, encouragement, and guidance, thus enhancing students' sense of belonging and motivation.

LIMITATION & FURTHER RESEARCH

The current study has some limitations that future researchers should consider. First, the current study participants only focused on one particular institution; thus, additional participants could be obtained from other higher education institutions in the region or country for future research. This type of study is also helpful for senior or even senior high school students to foster more relevant results. Second, the variables: there were only two variables involved in the study, so it is strongly suggested that more relevant variables be added relative to the first two subjects. Future researchers can explore other significant factors that may contribute to the evolution of family relationships and student motivation perspectives Third, statistical analysis; although regression analysis was performed, other higher statistical analyses can be employed Confirmatory Factor Analysis (CFA) or even Structural Equation Modeling (SEM), to explore deeper into the unknown associations and causality of every factor in the study. Future researchers can also consider a mixed-methods research design for more in-depth analysis and exploration. Fourth, future research should also consider creating new scales or measures for family relationships to evaluate other aspects of family and its diverse components. There are yet to be any local instruments or measures developed in the country; since the measures used in the study are foreign, creating a new and more adaptable one is strongly encouraged.

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