

FAMILY SUPPORT AND MENTAL HEALTH OF CASE STUDENTS

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ABSTRACT

Family support encompasses financial and moral support provided by parents or guardians to their children. The financial and moral support can help students against the stressors and challenges they face during their educational journey. Some students travel to the city for academic advancement. They need to leave the comfort of their homes, and be separated from their families, but they must do so in order to fulfill their dreams. There are also students who do not need to stay in boarding houses since they live close to the school. The mental well-being of students is also significantly impacted by family support. Strong family support and positive relationships connects to better mental health state. However, a lack of family support may leave students feeling excluded and frustrated. They cannot focus on their studies, and it may lower their self-acceptance, and makes them feel uncomfortable working with others or having negative connections with others. The central focus of this study was to determine the extent of family support and mental health of CASE students of Colegio de la Purisima Concepcion for the school year 2023-2024. The specific purpose of the study was to find answers to the following: extent of family support of the respondents in terms of financial and moral support when they are taken as a whole; level of mental health of the respondents in terms of self-acceptance and relationship with others when they are taken as a whole; significant difference in the extent of family support of the respondents who reside at home and those who reside in boarding houses and course enrolled; significant difference in the level of mental health of the respondents who reside at home and those who reside in boarding houses and course enrolled; and to determine the relationship between family support and mental health of the respondents. The participants of the study were identified as the officially enrolled College of Arts, Sciences and Education (CASE) students of Colegio de la Purisima Concepcion in the first semester of academic year 2023-2024. The respondents of the study were the identified fifty-six (56) out of one hundred eleven (111) CASE students. The research team employed a descriptive correlational method along with the researcher-made questionnaire for this investigation. The questionnaire was made up of three parts: Part 1 – information on the respondents' home location which was limited to reside at home and reside in a boarding house; Part 2 - statement on the extent of family support; and Part 3 - statement on the level of mental health. The questionnaire was validated by a panel of experts and was tested for reliability before it was distributed to the respondents. The gathered data were tabulated and analyzed using non parametric statistical methods, such as descriptive statistics, Wilconxon test correlation coefficient and one sample t-test for differences, Kruskal-Wallis and Mann Whitney U Test. The findings of the study show that the respondents have a high level of family support in terms of financial and moral aspects. The result on financial support

indicates that students are well supported in their tuition fees; they are provided with their daily allowance; their family ensures that they have enough money for their school projects; and they are provided with extra allowances for extracurricular activities. The result on moral support indicates that students received encouragements from family members to study well and to achieve their set goals; family members help them solve problems encountered at school; family members compliment them for good performance at school; they are given full support when they join in school activities. Findings of the study in relation to the level of mental health of the respondents in terms of self-acceptance and relationship with others reveal a high result. The result on self-acceptance reveals that the respondents are proud of their achievements; they accept their mistakes; they are aware of their strengths and weaknesses; they follow their passion with determination; and they hold on to their values and principles. In terms of relationship with others the respondents stressed that they care and are willing to help others in need; respect others' opinions; value their relationships with others; can work with others; and collaborate with others. The results on the extent of family support considering the home location and course enrolled by the respondents fail to establish a significant difference. Furthermore, the analysis of data on the level of mental health considering the home location and course enrolled by the respondents indicates a no significant difference result. Furthermore, there is no significant relationship between the extent of family support and level of mental health of the respondents.

Key words: family support, mental health, self-acceptance

1. Introduction

Family support encompasses moral and financial support provided by parents or guardians to their children. This support can help students against the stressors and challenges they face during their educational journey. Some students travel to the city for academic advancement. They have to leave the comfort of their homes and get separated from their families, but they must do so in order to fulfill their dreams. There are also students who don't need to stay in boarding houses since they live close to the school where they enrolled.

The mental well-being of students is also significantly impacted by family support. Strong family support and positive relationships to their children will have a better mental health outcome. The students will also adopt it which can help them to have self-acceptance and can collaborate with others, the way they collaborate with their family. However, a lack of family support might leave students feeling excluded and frustrated. They can't focus on their studies, and it may lower their self-acceptance, which can lead to not working with others or having negative connections with others.

Understanding the dynamic relationship between family support and student mental health is of paramount importance. It not only has implications for the well-being of students but also affects their academic performance and overall success. Furthermore, as societal structures and family dynamics evolve, it is essential to explore how changing family structures and support systems impact the mental health of students. <http://chat.openai.com/>

In order to shed light on the mechanisms through which support influences mental well-being, this study aims to delve deeper into the complex relationships between family support and student mental health. By doing this, we hope to offer insights that can guide the creation of supportive networks and

interventions that can improve students' mental health and, ultimately, their academic and personal success.

Statement of the Problem

The main objective of this study was to determine the family support and mental health of the CASE students of Colegio de la Purisima Concepcion during the school year 2023-2024. The specific purpose of the study was to answer the following statements:

1. What is the extent of family support of the CASE students in terms of financial and moral support when they are taken as a whole?
2. What is the level of the mental health of CASE students in terms of self-acceptance and relationship to others when they are taken as a whole?
3. Is there a significant difference in the extent of family support of the CASE students who reside at home and those who reside in boarding houses and course enrolled?
4. Is there a significant difference in the level of mental health among the CASE students of CPC who reside at home and those who reside in boarding houses and course enrolled?
5. Is there a significant relationship between the extent of family support and the level of mental health of the CASE students?

Hypothesis of the Study

Based on the statements mentioned, the following assumptions were tested:

1. There is no significant difference in the extent of family support of the CASE students who reside at home and those who reside in boarding houses and course enrolled.
2. There is no significant difference in the level of mental health among the CASE students who reside at home and those who reside in boarding houses and course enrolled.
3. There is no significant relationship between the extent of family support and the level of mental health of the CASE students.

Theoretical Framework

Grolnick's theory of parental involvement forms the basis of this theory. Three dimensions of parental school involvement were identified by Grolnick and Slowiaczek (1994): (a) behavior (helping with homework at home and participating in school activities); (b) cognitive-intellectual (exposing the child to intellectually stimulating activities); and (c) personal (remaining informed about the child's education). The fact that each of the dimensions in this model encompasses a variety of distinct forms of involvement raises a number of concerns. For instance, parent activities at home and at school are combined under the behavior domain. These kinds of broad categories could mask correlations between particular risk factors and the outcomes of children. In their Michigan childhood, Eccles and colleagues (refer to Eccles & Harold, 1996 for a review) distinguished five aspects of parent-initiated involvement.

In their Michigan Childhood and Beyond Study, Eccles and colleagues (see review in Eccles & Harold, 1996) identified five dimensions of parent-initiated involvement: (a) monitoring (how parents respond to the teacher's requests for helping their children with school). work, such as checking homework or listening to them read); (b) volunteering (parents' level of participation in school activities, including the Parent-Teacher Organization (PTO)); (c) involvement (parents' involvement in their children's daily homework activities); (d) contacting the school about their children's progress; and (e) contacting the school to find out how to provide extra assistance.

Since monitoring and involvement seem to be two behaviors connected to giving the child direct homework assistance, they might be better understood as a single construct. The final two dimensions

were measured using a single item each, and they both require getting in touch with the school. As a result, it is impossible to assess these dimensions' reliability.

Conceptual Framework of the Study

The conceptual design of this study leans heavily on family support and respondent's mental health. The independent variable is limited to home location as to reside at home and reside in boarding houses. The dependent variables were family support in terms financial and moral support and mental health of the respondents in terms of self-acceptance and positive relationship with others. The independent variable may influence the dependent variable and two dependent variables may determine the relationship between family support and mental health.

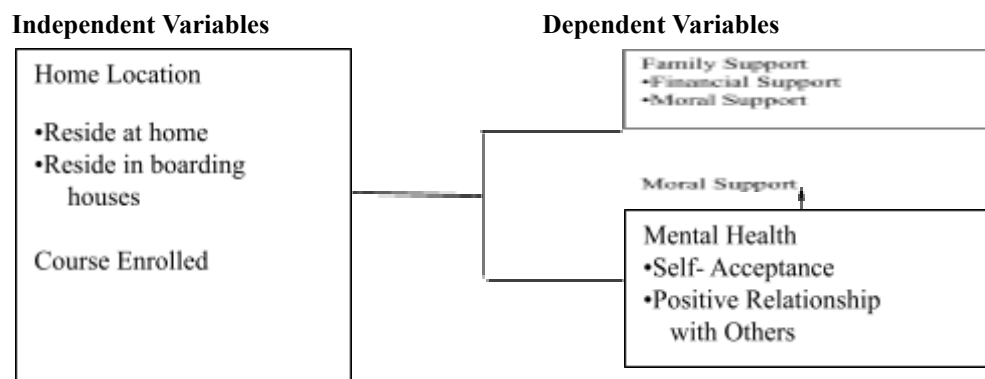


Figure 1. Schematic diagram showing the relationships of the variables of the study

2. Literature Review

A systematic literature review and meta-analysis of multiple studies on psychological and social health interventions at schools generally indicated that evidence-based psycho social and mental health interventions can effectively alleviate social relationships, mental health, mood, academic level, and many other variables in the student population (Gonzales-Suarez et Al.,2009; Farahmand et Al.,2011; Carsley et Al.,2018; Sanchez et Al.,2018). Based on the available literature, mainstream psycho social therapy models include cognitive behavioral therapy, problem-solving therapy, motivational interviewing, and short-term focus-resolution therapy. Although other treatment models or genres are also used in student groups, this study primarily focuses on psycho therapeutic models that have more support in the existing empirical literature.

Haidt and Graham (2007) expanded the theory and modified the names of the foundations to become: Harm/care, Fairness/reciprocity, In group/loyalty, Authority/respect, and Purity/sanctity. Harm and Fairness generally correspond to Shweder at al.'s (1997) ethics of autonomy; In group and Authority to the ethics of community; and Purity to the ethics of divinity. Haidt and Graham also applied the theory to a particular kind of cultural variation within the United States: the "culture war" between political liberals and conservatives. Drawing on Shweder and several political theorists, liberalism was hypothesized to indicate a morality in which the individual is the locus of moral value. In such a moral world, moral regulation revolves around protecting individuals from harm or unfair treatment by other individuals, or by the social system. In contrast, conservatives—at least, the social conservatives of the religious right—try to create more tightly-ordered communities in which (for example) proper relationships between parent and child, man and woman, and human and God are part of the aim of moral regulation. In such a moral world, the individual is not the primary locus of moral value; the building block of society is thought to be the family, and a much greater emphasis is placed on virtues and institutions that bind people into roles, duties, and mutual obligations.

This analysis led to the hypothesis that liberal morality would prioritize Harm and Fairness over the other three foundations (because the "individualizing foundations" of Harm and Fairness are all that are needed to support the individual-focused contractual approaches to society often used in enlightenment ethics), whereas conservative morality would also incorporate In group, Authority, and

Purity to a substantial degree (because these “binding foundations” are about binding people together into larger groups and institutions).

Several educational researchers (Bennett, 1978; Carroll, 1963; Glaser, 1976, Walberg, 1981) have proposed theoretical models to explain linkages existing among learning variables and student's educational outcomes. Wang, Haertel, and Welberg's (1993) review of empirical literature on the correlates and predictors of academic achievement, indicated that student characteristics exhibit the most significant direct influence on achievement. Walberg's (1981) theory of educational productivity was empirically tested as one of very few theories of academic achievement. Walberg's theory of academic achievement posits that psychological characteristics of individual students and their immediate psychological environments influence educational outcomes (cognitive, behavioral, and attitudinal) (Reynolds & Walberg, 1992). Further, Walberg's research identified nine key variables that influence educational outcomes as: student ability/prior achievement, motivation, age/developmental level, quantity of instruction, quality of instruction, classroom climate, home environment, peer group, and exposure to mass media outside of school (Walberg, Fraser, & Welch, 1986).

Self-acceptance is a concept developed by American psychologist G.W. Allport proposed that, based on various theories, self-acceptance can be regarded as an attitude in which an individual readily accepts the real self. According to Six-factor Model of Psychological Well-being, self-acceptance is one of the factors affecting personal happiness. For the later period of adolescence, Uemura Yuhei conducted research verification, and the results showed that: Adolescents with high self-acceptance tend to have high self-actualization and low social adjustment, and are more adaptable and mature than other minors. The role of senior high school students is closely related to their academic performance.

Parenting style is a behavioral intention of parents in the process of raising their children, and a comprehensive reflection of parents' education attitudes and education behaviors. Positive parenting style is helpful to the betterment of children's self-acceptance and boost their development in self-esteem. Therefore, parenting style urgently affects the psychological well-being advancement of young people in high school.

Local Studies

Parents' contribution to their children's education has a consistent and positive effect on academic achievement and on the self-concept (Chohan & Khan, 2010). Young adults' housing outcomes have changed considerably over time and are persistently stratified by parental class and tenure in ways that vary by gender (Coulter, 2018). Consequently, parents must give support and motivate their children to join activities related to academic (Dojillo, Balandra, Lebuna, & Lopez, 2017). Both income and assets have consistent long-term associations with children's college entry (Huang, Guo, Kim, & Sherraden, 2009). Parents were inconsistent in providing home environments that support their children's development of internalized form of academic motivation (Garn, Matthews, & Jolly, 2011). The effects of parent's education on the selectivity of the college attended are also dependent on aligned ambition and aligned action between parents and adolescents (Kim & Schneider, 2017). Families differ widely in the support they provide to all adult offspring, both with regard to the overall level as well as the extent to which support is evenly distributed to their offspring (Kim, Fingerman, Birditt, & Zarit, 2015). Parents' involvement in children school activities matter most than to parent's financial status in uplifting the children academic performance in school (Machebe, Ezegebe, & Onuoha, 2017). Parent should regularly involved in the academic irrespective of their financial status (Masabo, Muchopa, & Kuoth, 2017).

Parental participation plays a pivotal role in motivating children to improve their academic grades (Mahuro & Hungu, 2016). Financial knowledge and parental verbal instruction appear to have complex relationships to credit card debt (Norvilitis & Maclean, 2010). Students showed higher academic performance whose parents were more supportive and involve in academic activities as compared to those whose parents were less supportive (Shahzad, n. d.) Majority of the parents required their children to remain at home after they graduated as they cannot support themselves financially (West, Lewis, Roberts, & Noden, 2016). Parents' school attainment is an essential predictor particular at the high end of the socio-economic allocation (Wightman, Patrick, Schoeni, & Schulenberg, 2013). Motivation is very important to have a different idea and describing its core characters that require particular care (Dornyei, 2009). Students who were approach oriented have a high motivation by their desire to perform better and to show their outmost ability (Ferla, Valeke, & Schuyten, 2010). Positive reinforcement sources like gifts and prizes should be used to improve children's performance (Ali, Shahzad, Khan, & Hukamdad, 2010). It was seen that within the responses, the need for achievement and the need for affiliation were more

common motives for joining the voluntary, residential leadership learning community (Moore, Grabsch, & Rotter, 2010). Learners who engaged in reflexive observations are more equipped because they are motivated enough to transfer their learning than those students engaged in the field of experiment (Olivos, Canas-Carreon, Martin-Martinez, & Gomez-Lazaro, 2016).

Social comparison theory explains that we will not be able to develop the concept of who we are before we compare ourselves with others. Some individuals even need to keep comparing themselves to others more frequently because they could not accept the 'results' of their previous social comparison. Therefore, individuals who are able to accept how they conceptualize themselves, tend to have lower tendency to compare themselves to others, because they also tend to show less need for approval, and therefore less susceptible of negative evaluations or critics. In line with that, one construct of social comparison, ability, was inversely correlated to individual's self-acceptance. Similar to USA, mattering was also reported to be positively associated with social comparison the tendency of social comparison may be predicted by how they perceived themselves mattered for others, and in either ways, will eventually altered their self-evaluation and self-concept. <https://files.eric.ed.gov/fulltext/EJ1299385.pdf>

Problematic interpersonal relationships are an associated feature of depression (American Psychiatric Association, DSM-IV-TR, 2000) that play an important role in the course and perhaps even etiology of this pervasive psychosocial problem. People experiencing depression often find themselves in turbulent or impoverished interpersonal circumstances. The reasons for these interpersonal difficulties are manifold and include social skills deficits, negative reactions from other people, interpersonal stress generation, and excessive reassurance seeking, to name but a few (see Joiner & Coyne, 1999 and Segrin, 2001 for reviews). The aim of this investigation is to examine two models in which positive relations with others function as a mediator between symptoms of depression and theoretically specified antecedents or consequents of depression: The first involves the association between poor social skills and symptoms of depression, and the second involves the association between symptoms of depression and increased perceptions of stress. According to Lewinsohn's behavior theory (Lewinsohn, 1974, Lewinsohn, 1975), inadequate social skills predispose people to develop symptoms of depression. Libet and Lewinsohn (1973) defined social skill as the ability to emit behaviors that are positively reinforced by others and the ability to avoid emitting behaviors that elicit punishing responses from others. Accordingly, the person with poor social skills would be hypothesized to lack rewarding interpersonal experiences and instead receive punishing responses from the interpersonal environment. Indeed, findings on interpersonal responses to people with depression are largely consistent with this assumption (e.g., Coyne, 1976, Segrin and Dillard, 1992).

3. Research Method

This study utilized the correlational technique of the descriptive method of research design. Descriptive research is a design that aims to describe the nature of a situation as it exists at the time of the study and explore the cause of particular phenomena, Shana (2023). Descriptive correlational method is appropriate for this particular study because it seeks to find the relationship of the extent of family support and the level of mental health of the respondents. The respondents of the study were the officially enrolled first year and second year students of College of Arts, Sciences, and Education representing different programs of Colegio de la Purisima Concepcion for school year 2023-2024. The respondents of the study were the identified fifty-six (56) out of one hundred eleven (111) students. The sample size was taken from the total population using margin of error of Slovin's formula.

This study used a researcher-made questionnaire. The instrument was composed of three parts: Part One, gathered information on the respondents' home location which was limited to home location as to reside at home and reside in boarding houses; Part Two, contained statements on the extent of family support; and Part Three, contained statements on the level of mental health. The questionnaire was subjected to content validation to avoid mismatches in the results and was rated by the panel of experts according to its relevance to the variable being studied. Further, suggestions, comments, and recommendations given by the panel of experts were noted and considered to ensure the validity of the questionnaire. To test the reliability of the questionnaire, it was subjected to a pilot testing - administered to thirty (30) randomly selected students in the College of Arts, Sciences, and Education who were not participants in the actual survey. Data from the pilot test was tabulated and the reliability coefficient was computed using the Cronbach Alpha of the Statistical Package for Social Sciences (SPSS). Thereafter, the researcher secured a permit to conduct the study and to float the questionnaires to the respondents. Data collected from the survey were analyzed using non parametric statistical methods, such as, descriptive

statistics to determine the frequency distribution of the variables and Kruskal-Wallis and Mann Whitney U to determine if there is a relationship between family support and mental health. The data were processed using statistical software like SPSS version 20.

4. Results and Discussion

Family Support in terms of Financial Support

Findings on the family support in terms of financial support in shown in Table 1 with a grand mean score of 4.29 verbally interpreted as “high.” The result indicates that the respondents are well supported by their family in their tuition fees; they are provided with their daily allowance; and their family ensures that they have enough money for their school projects. Their family also provides extra allowance for their extracurricular activities, and listens and lends a hand for their needs.

Table 1. Family Support in terms of Financial Support

Statement	Mean	Verbal Interpretation
My family...		
1. supports my tuition fees.	4.50	Very High
2. provides my daily allowance.	4.73	Very High
3. ensures that I have enough money for my school projects.	4.29	High
4. provides extra allowance for my extracurricular activities.	3.93	High
5. listens and lends a hand to all my needs.	4.04	High
Grand Mean	4.29	High

Family Support in terms of Moral Support

Findings in Table 1.1 show that the family support in terms of moral support has a grand mean score of 4.02 verbally interpreted as “high.” The result indicates that the respondents receive high motivation from their family to study well; they are highly encouraged by their family to achieve their set goals; and their family helps them solve problems they encounter in school. The result further indicates that the respondents receive compliments from their family for good performance in school, and they are given full support when they join in every school activities.

Table 1.1. Family Support in terms of Moral Support

Statement	Mean	Verbal Interpretation
My family...		
1. motivates me to study well.	4.46	Very High
2. encourages me to achieve my set goals.	4.32	Very High
3. helps me solve my school problems.	3.61	High
4. compliments me for my good performance in school.	4.02	High
5. gives full support when I join in school activities	3.73	High
Grand Mean	4.02	High

Mental Health in terms of Self-acceptance

Findings in Table 2 show that the mental health of the respondents in terms of self-acceptance has a grand mean score of 4.23 verbally interpreted as “high.” The result suggests that the respondents are very proud of the achievements they receive; they willingly accept their mistakes; and they acknowledge their strengths and weaknesses. The result further suggests that the respondents follow their passion with determination, and they hold on to their values and principles.

Table 2. Mental Health in terms of Self-acceptance

Statement	Mean	Verbal Interpretation
1. I am proud of my achievements.	3.89	High
2. I willingly accept my mistakes.	4.39	High
3. I acknowledge my strengths and weaknesses.	4.34	High
4. I follow my passion with determination.	4.16	High
5. I hold on to my values and principles.	4.36	High
Grand Mean	4.23	High

Mental Health in terms of Relationship with Others

Table 2.1 showing the findings on the level of mental health of the respondents in terms of relationship with others has a grand mean of 4.44, verbally interpreted as “high.” The result shows that the respondents have positive attitude in working with others, and they can collaborate well with others. The results also states that they highly respect the opinions of others, value their relationships with others, and they care and are willing to help others in need.

Table 2.1. Mental Health in terms of Relationship with Others

Statement	Mean	Verbal Interpretation
I can work with others.	4.36	High
I can collaborate with others.	4.21	High
I respect others’ opinions.	4.50	Very high
I value my relationships with others.	4.48	Very high
I care and am willing to help others who are in need.	4.63	Very high
Grand Mean	4.44	High

Difference in the Extent of Family Support when grouped according to their Home Location and Course Enrolled

The findings on the measures of mean difference in determining the extent of family support when grouped according to the home location and course enrolled by the respondents are reflected in Table 3. The result shows that there is no significant difference in the extent of family support of the respondents based on their home location. This means that the extent of support the respondents receive from their family has no variations. The result also indicates that family support is always present whether students stay with their family or at boarding houses. In terms of the extent of family support in terms of course enrolled, the result discloses a no significant difference. The result suggests that whatever program the students are enrolled in, they have always the support of their parents on the financial aspects of their school needs.

Table 3. Difference in the Extent of Family Support when grouped according to Home Location and Course Enrolled

Profile	Weighted Mean	Type of test	Sig	Probability
Home Location				
Home	4.49	Mann-Whitney U Test	0.765	Not significant
Boarding houses	4.52			
Course Enrolled				
BSED	4.43	Kruskal-Wallis Test	0.961	Not significant
BEED	4.45			
BPED	4.64			
AB Political Science	4.49			
BS Psych	4.51			

Difference in the Level of Mental Health when grouped according to Home Location and Course Enrolled

The findings on the measures of mean differences on the scores in determining the level of mental health of the respondents when grouped according to home location and course enrolled are displayed in Table 4.

Data show that there is no significant difference on the level of mental health in terms of home location as shown by the asymptotic significance value of 0.765 which is higher than alpha 0.05. The result implies that regardless of home location, the respondents have similar level of mental health which is very high. This means that whether they reside at home or reside in boarding houses, their level of mental health does not vary significantly.

In terms of course enrolled, its asymptotic significance value of 0.961 is higher than alpha 0.05 which indicates that there is no significant difference in the level of mental health of the respondents in terms of course enrolled. This means that CASE students representing different courses covered in this study have good mental health and have positive relationship with others.

Table 4. Difference in the level of Mental Health when grouped according to Home Location and Course Enrolled

Personal Profile	Weighted Mean	Type of test	Sig	Probability
Home Location				
Home	4.49	Mann-Whitney U Test	0.765	Not significant
Boarding houses	4.52			
Course Enrolled				
BSED	4.43	Kruskal-Wallis Test	0.961	Not significant
BEED	4.45			
BPED	4.65			
AB Political Science	4.49			
BS Psych	4.51			

Relationship between the Extent of Family Support and Level of the Mental Health of the Respondents

The data on the relationship between the extent of family support and level of mental health of the respondents is reflected on Table 5.

The results show that the relationship between the extent of family support and level of mental health of the respondents is asymptotic significance value of 0.000. The asymptotic significance value is lower than alpha 0.05 which indicates that there is significant relationship between the extent of family support and level of mental health of the respondents. Therefore, the null hypothesis of no significant relationship is rejected.

The result of the study show that the family support and mental health of the respondents is very high. This means that extent of family support does affect and influence the level of mental of the students.

Table 5. Relationship between the Level of Family Support and Extent the Mental Health of the Respondents

Variable	N	Type of test	Sig	Probability
Family Support Mental Health	56	Wilcoxon	1.000	Not significant

5. Conclusion and Implications

The extent of support that students receive from their family in their educational journey is high both in financial and moral aspects. The level of mental health of the students in terms of self-acceptance and relationship with others is also high which highlights the circumstance that students have high regards for themselves and have good relationship with others.

The no significant difference in the extent of family support considering the home location of the students is revealed in the result of the study. The result highlights the fact that regardless where students stay - whether residing at home or residing in boarding houses, the extent of support they receive from family does not vary significantly. In terms of course enrolled, there is no significant difference in the extent of family support of the students. The result indicates that students have enjoy the full support of their family on their chosen field of study.

The result of no significant difference is also displayed on the level of mental health in terms of home location of the students. This indicates that whether they are residing in their homes or in boarding houses, their level of mental health does not vary significantly. A no significant difference in the level of mental health of the students in terms of course enrolled is also displayed. This means that students representing different courses from CASE department have good mental health and have positive relationship with others.

The study shows that there is significant relationship between the extent of family support and level of mental health of the students. The result indicates that the extent of family support in the academic journey of the students does affect or influence the level of their mental health.

The family support is very important to the students' mental health. Supportive relationships, financial understanding, and moral encouragement promote the overall well-being of individuals, specifically the students. Family involvement in education can make a profound difference in the academic achievements of the students. Families can reinforce what the students are learning in the classroom as they set their own routines and discover and enhance their potentials whether they reside at home or reside in boarding houses. Ultimately, students with positive mental health can build relationships more effectively, make positive decisions, and work harmoniously with others. The positive effects of unwavering support from family and the high level of mental health the students are experiencing are positive factors that will influence success in their academic journey.

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