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Examining the Impact of Family Influence on Students' Academic Emotions and Subsequent Effect on Self-Efficacy Outcomes at Higher Education

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ABSTRACT

Recent trends in social sciences research highlight issues of family influences and pressures affecting their ward's academic decisions, interest and career path selections. The family influence in a negative way may take a troll towards their wards' academic and mental well-being. Hence, the current study focused on examining the impact of family influence on Student's Academic emotions, and Academic Self-esteem studying in higher education institutions. The study has a particular relevance in Pakistan's context, where families dominate and exert influence as part of the cultural norm that impacts decisions regarding their wards education and life commitments. Study participants were students studying in Higher education institutions in Sargodha division, Punjab. A total of 300 students participated in the study. Hypotheses' testing involved analyzing linier regression mode to study the impact, and t-Test to observe the effects of demographics on study variables. The study showed more of a negative family influence, prevalence of negative academic emotions and low academic self-efficacy among university students. Also, family influence significantly impacted students' academic emotions and academic self-efficacy. The phenomenon was observed as a system wide issue effecting all students equally, regardless of the students' gender, locality and school type. The study is a curtain raiser in Asian research context, where family influence is although very deep rooted in socio-cultural norms, but lesser acknowledged. The study acknowledges that academic success is shaped not only by cognitive abilities but also by psychosocial and emotional factors, highlighting the family impacts. Thus, dwelling into family dynamics, the study compels educational institutions to begin thinking in caring paradigms to enhance family engagement initiatives, emotional support programs, and interventions *for burgeoning healthy happy academic emotions and boosting academic self-efficacy in students by developing support systems for creating a positive, nurturing environment for learners for their impactful presence in the society.*

***Keywords**: Family influence, academic self-efficacy, academic emotions*

INTRODUCTION

Parental involvement have been studied massively for their effect on children's educational outcomes, such as enhanced motivation, improved psychological adjustment, and higher grades and performances through extending warmth, responsiveness, and the establishment of clear standards (Turner, Chandler, & Heffer, 2009). Recent trends have shifted towards influence of families on the lives of adolescents. Family's variables, such as socio economic, parents' education, family's role in adolescents' work passion, career

exploration, educational expectations, sports' involvement, persistence in degree continuation, religious orientation, have been researched massively (Zhang & Zhang, 2022, Trusty,1998; Snyder & Spreitzer, 2013;Plageman & Sabina, 2010; Ali, 1998). Family' role in students' psychological orientation towards learning has remained instrumental, despite the fact that universities offer a rich intellectual and social environment (Wang, Hill & Hofkens, 2014)**.** Family demands have also known to influence kids' academic self-perception through emotional support and resilience building (Gofen, 2009).

Family's guiding role in supporting kids financially and helping them determining the academic decision making is undeniable, however, emotional support is also required manifested in the form of empathy, love, trust, and care (Friedlander et al., 2007), which needs to be extended to adolescents too. An open and encouraging communication within families improves students' sense of security, lowers anxiety, and fosters a positive self-image all of which are linked to improved academic performance and engagement.

Learners' academic self-efficacy and academic emotions are heavily researched psychological constructs, wherein a bulk of studies on students' emotions declare that positive emotions, like, happiness, pride, hope, enthusiasm, satisfaction, make students more engaged, persistent and overall happier in learning process that leads to improve self-efficacy, motivation, and students are more likely to set lofty goals and keep a positive self-concept about their academic abilities (Pekrun, 2006; Snyder, 2002; Goetz *et al*., 2006). On the other hand, negative emotions cause avoidance, emotional withdrawal, and a decline in academic motivation, students may struggle with performance, memory recall, and focus (Elliott & Thrash, 2002; Zeidner, 1998).

Self-Efficacy has shown to have stronger impact on students' academic performance of students (Zajacova, Lynch, & Espenshade, 2005; Pajares, 1996; Schunk & Pajares, 2002). Firstly coined by Albert Bandura (1986), Self-efficacy is conceptualized as ones' subjective judgment of personal capability to organize and execute courses of action to attain goals (Bandura, 1986). Personal sense of self-efficacy helps to determine the choices, the mental effort, and task persistence among students (Schunk & Pajares, 2005).

Earlier, studies conducted on self-efficacy, mostly have been based on students' personal determinants such as learning engagement, goal orientation, academic performances, students' self-regulation (Alhadabi, Karpinski, 2020; Wu, Li, Zheng & Guo, 2020; Honicke & Broadbent, 2016), and institutional determinants, such as teaching effectiveness, teachers' methods and approaches (Manchester, Robert, 2024; Speer, Conely & Thurber, et al., 2022; Munguiko, Ngeno, Atukwatse & Museene, 2025), however, lesser studies examined how families influence self-efficacy in adolescents' learning processes. Earlier Zheng, Zhang and Ran (2023) acknowledged the role of parenting style on children's academic self-efficacy.

Hence the undergone research was conducted fulfilling the research gap of identifying role of family determinants, i.e. family influence on students' psychological constructs, i.e. students' academic emotions and academic self-efficacy in adolescence in Asian context particularly, where family's role is thought be dominating to a negative extent affecting life quality and life decisions of adolescents.

Research Objectives

Following were the objectives of the study;

1. To predict the impact of *Family Influence* on students' *Academic Emotions*.
2. To predict the impact of students' *Academic Emotions* on students' *Academic Self-Efficacy*

3. To predict the impact of *Family Influence* on students' *Academic Self Efficacy.*

4. To examine significant difference in *Family Influence, Students' Academic Emotions,* and *Students' Academic Self-Efficacy* on basis of student's gender, locality and school type

Hypotheses of the study

Following hypotheses were formulated for the study

H1: Family Influence predicts students' Academic Emotions

H2: Students' Academic Emotions predict students' academic Self-Efficacy

H3: Family Influence predicts students' students' Academic Self-Efficacy

H4: There is no significant difference in Family Influence, Students' Academic Emotions, and Students' Academic Self-Efficacy on basis of student's gender

H5: There is no significant difference in *Family Influence, Students' Academic Emotions*, and *Students' Academic Self-Efficacy* on basis of student's school type

H6: There is no significant difference in *Family Influence, Students' Academic Emotions*, and *Students' Academic Self- Efficacy* on basis of student's locality

Research Model of the study

Following research model was proposed for the study

Family influence → Students' Academic Emotions (H1)

(IV1) (DV1)

Students' Academic Emotions → Students' Academic Self-Efficacy (H2)

(IV2) (DV2)

Family influence → Students' Academic Self-Efficacy (H3)

(IV1) (DV2)

METHODOLOGY

The research design adopted for the study was descriptive in nature. This study also answered the objective of identifying existing patterns, associations, and differences across groups of students. The population of the study included all students studying in higher education institutions within the Sargodha district. The population was chosen because a significant proportion of this population reflected a good mix of socio-economic, cultural, and educational backgrounds, which was appropriate for assessing family influence, emotional experiences, and academic self-efficacy. The sample (n=300) was drawn in two stages. In the first stage, three universities that included campus universities in Sargodha were selected. In the second

stage, students from each of three universities were selected conveniently. Thus, 300 undergraduate students, i.e., 120 from the University of Sargodha, 80 from Superior University (Sargodha Campus), and 100 from the University of Lahore (Sargodha Campus) were selected as sample. The demographic information of study participants is shared below in the table:

Table1: Sample Demographics

Demographic Variables	Categories	Frequencies (N)	Percentage %
Gender	Male	70	23.3%
	Female	230	76.7%
University	University of Sargodha	120	40.0%
	Superior university, Sargodha	80	26.7%
	Lahore university, Sargodha	100	33.3%
Area	Rural	76	25.3%
	Urban	224	74.7%
Previous Schooling	Government	94	31.3%
	Private	206	68.7%
Total		300	

Data were collected through three questionnaires consisting of four parts; First part recorded students' demographic information, whereas other three parts comprised on the questionnaire items on study variables; i.e. Family influence, academic emotions, and, academic self-efficacy. Family Influence scale was adopted from the research work of Foaud et al. (2010); The Academic Self-Efficacy scale was adopted from the work of Abdul Ghafoor, Ashraf (2006); Students' Academic Emotions scale was adapted from the work of Govaerts and Gregoire (2008). The responses were recorded on five point likert scale ranging from strongly disagree (1) to strongly agree (5). Piloting of the research instrument was carried out with 50 students at the University of Sargodha consisting of 33 BS Education students and 17 B.Ed. students to ensure clarity, appropriateness, and reliability of the instrument. The reliability analysis indicated that Cronbach's alpha for all three scales was acceptable. The reliability analysis is shown in the table below:

Table 2: Reliability Analysis

Variables	No. of items	Cronbach's Alpha(α)
Family influence	15	0.82
Academic emotions'	50	0.75
Self-efficacy	33	0.81

The questionnaire was administered personally by the researchers in the selected universities, after briefing the participants about the purpose of the study. The instructions were given on how to complete the instrument. Data collection was done in a specified, step-by-step manner to ensure uniformity and accuracy across the three institutions. The responses, after data collection, were entered into SPSS version 27 for analysis. Descriptive statistics included the use of means and percentages in summarizing demographic characteristics and item-wise responses. Regression analysis and *t*-Test were performed on data. These procedures allowed the researcher to draw meaningful conclusions about the study variables within the higher education environment

DESCRIPTIVE ANALYSIS

Frequencies, percentage analysis, mean values and standard deviation values for the variables, Family influence, Students' Academic Emotions, and students' Academic Self-Efficacy are given in the tables below:

Table 3: Frequency, Percentage analysis, mean and standard deviation of Students' perceived Family Influence

Sr#	family influence	Frequency					Mean	SD
		SDA	DA	N	A	SA		
1	My family discusses information with me about how to obtain a job	74	121	78	16	11	2.23	1.0000
		(24.7%)	(40.3%)	(26.0%)	(5.3%)	(3.7%)		
2	My family discusses career choices with me	94	144	39	18	5	1.99	.914
		(31.3%)	(48.0%)	(13.0%)	(6.0%)	(1.7%)		
3	My family helps me in choosing a career	105	112	61	16	6	2.02	.974
		(35.0%)	(37.3%)	(20.3%)	(5.3%)	(2.0%)		
4	Watching my family work gave me confidence to pursue career	100	115	53	24	8	2.08	1.033
		(33.3%)	(38.3%)	(17.7%)	(8.0%)	(2.7%)		
5	My family motivates me about obtaining education/training	155	91	38	9	7	1.74	.953
		(51.7%)	(30.3%)	(12.7%)	(3.0%)	(2.3%)		
6	My family supports me asking career-related questions	139	99	41	11	10	2.03	1.006
		(46.3%)	(33.0%)	(13.7%)	(3.7%)	(3.3%)		
7	My family expects me to select a career that has a good status	139	99	41	11	10	1.85	1.013
		(46.3%)	(33.0%)	(13.7%)	(3.7%)	(3.3)		
8	My family expects me to make career decisions so that I do not shame them	110	107	48	24	11	2.06	1.085
		(36.7%)	(35.7%)	(16.0%)	(8.0%)	(3.7%)		
9	My family is only willing to support	73	77	39	60	51	2.80	1.441

	me financially if I choose a career of which they approve	(24.3%)	(25.7%)	(13.0%)	(20.0%)	(17.0%)		
10	My family expects that will choose the career of chance	62	104	79	42	13	2.47	1.098
		(20.7%)	(34.7%)	(26.3%)	(14.0%)	(4.3%)		
11	My family's career expectations for me are based on my gender	44	77	64	71	44	2.98	1.293
		(14.7%)	(25.7%)	(21.3%)	(23.7%)	(14.7%)		
12	Because my family supports me financially, I can focus on my career development	122	118	28	17	15	1.95	1.085
		(40.7%)	(39.3%)	(9.3%)	(5.7%)	(5.0%)		
13	If I want to get post graduate degree, my family will provide financial support to me	129	100	43	25	3	1.91	.996
		(43.0%)	(33.3%)	(14.3%)	(8.3%)	(1.0%)		
14	If I were to experience a difficult career situation, my family would support me financial	128	110	41	18	3	1.86	.936
		(42.7%)	(36.7%)	(13.7%)	(6.0%)	(1.0%)		
15	My family expects my career to match our family's values/beliefs	96	107	53	28	16	2.20	1.146
		32.0%	35.7%	17.7%	9.3%	5.3%		
	Total						2.14	1.06

N=300

Table 3 shows that most students disagreed with statements of family support and guidance regarding career issues. For example, 65% of the students (SDA = 24.7%, DA = 40.3%) disagreed with the statement "My family talks to me about how to get a job," while only 9% (A = 5.3%, SA = 3.7%) agreed. Similarly, only 7.7% of students agreed with the statement, "My family discusses career choices with me," while 79.3% disagreed (SDA = 31.3%, DA = 48.0%). Just 7.3% of respondents agreed that their family aids in career choice, while a sizable portion (72.3%) disagreed. Just 10.7% of respondents agreed with the statement that observing their family members at work gave them the confidence to pursue a career, while 72% disagreed.

Table 4: Frequency and Percentage analysis of Students' Responses on students' Academic Emotions

Sr#	Academic emotions	Frequency					Mean	SD
		SDA	DA	N	A	SA		
1	I enjoy being in class	71	125	68	19	17	2.29	1.072
		23.7%	41.7%	22.7%	6.3%	5.7%		
2		69	140	53	23	15	2.25	1.051

	I enjoy participating in the class	23.0%	46.7%	17.7%	7.7%	5.0%		
3	I enjoy the challenge of learning the material	83	131	57	19	10	2.13	.990
		27.7%	43.7%	19.0%	6.3%	3.3%		
4	I enjoy learning with the course material	68	134	80	17	1	2.16	.852
		22.7%	44.7%	26.7%	5.7%	0.3%		
5	I enjoy taking the exam	67	90	74	38	31	2.59	1.252
		22.3%	30.3%	24.7%	12.7%	10.3%		
6	I am confident when I go to class.	105	116	55	17	7	2.02	.986
		35.0%	38.7%	18.3%	5.7%	2.3%		
7	I am confident because I understand the learning content of my subjects	87	121	72	15	5	2.10	.934
		29.0%	40.3%	24.0%	5.0%	1.7%		
8	I am motivated in class	82	139	53	17	9	2.11	.969
		27.3%	46.35	17.7%	5.7%	3.0%		
9	I feel optimistic that I will make good progress at studying	83	135	64	15	3	2.07	.882
		27.7%	45.0%	21.3%	5.0%	1.0%		
10	I am confident to perform well in exam	87	134	59	9	11	2.08	.996
		29.0%	44.7%	19.7%	3.0%	3.7%		
11	I think about my exam optimistically	89	118	68	17	8	2.12	.989
		29.7%	39.3%	22.7%	5.7%	2.7%		
12	I am proud of myself	113	124	43	13	7	1.92	.949
		37.7%	41.35	14.3%	4.3%	2.3%		
13	I can be proud of what I know about this subject	77	141	55	14	13	2.15	.999
		25.5%	47.0%	18.3%	4.7%	4.3%		
14	When I do well in class it makes me feel pride	106	120	51	13	10	2.16	3.105
		35.3%	40.0%	17.0%	4.3%	3.3%		
15	When I excel at my work, I feel proud.	99	138	38	18	7	1.99	.954
		33.0%	46.0%	12.7%	6.0%	2.3%		
16	I'm proud of how well I mastered the exam.	82	106	72	33	7	2.26	1.049
		27.3%	35.3%	24.0%	11.0%	2.3%		
17	I usually feel angry while taking my classes	25	69	45	114	47	2.70	1.219
		8.3%	23.0%	15.0%	38.0%	15.0%		
18	When I think of the time, I waste in class I get aggravated	67	84	75	50	24	2.60	1.227
		22.3%	28.0%	25.0%	16.7%	8.0%		
19	I wish I didn't have to attend class because it makes me angry.	46	74	55	69	56	2.95	1.357
		15.3%	24.7%	18.3%	23.0%	18.7%		
20	I feel irritating when I am Studying	52	71	66	63	48	3.05	1.335
		17.3%	23.7%	22.0%	21.0%	16.0%		
21	I get annoyed about having to study.	42	73	65	78	42	2.98	1.276
		14.0%	24.3%	21.7%	26.0%	40.0%		
22	When I sit in class for long time my irritation makes me restless	27	54	61	96	62	2.63	1.246
		9.0%	18.0%	20.3%	32.0%	20.7%		

23	I get angry in exam because teacher doesn't given me good marks	32	65	65	70	68	2.74	1.313
		10.7%	21.7%	21.7%	23.3%	22.7%		
24	I feel nervous in class	42	70	73	72	43	2.99	1.270
		14.0%	23.3%	24.3%	24.0%	14.3%		
25	Even before class, I worry whether I will be able to understand the material	23	64	67	94	52	2.71	1.202
		7.7%	21.3%	22.3%	31.3%	17.3%		
26	I get tense in class	26	75	75	72	52	2.84	1.228
		8.7%	25.0%	25.0%	24.0%	17.3%		
27	I get tense and nervous while studying.	27	85	72	74	42	2.94	1.205
		9.0%	28.3%	24.0%	24.7%	14.0%		
28	I worry whether I'm able to cope with all my work.	19	50	101	91	39	2.73	1.084
		6.3%	16.7%	33.7%	30.3%	13.0%		
29	I worry that the exam will be too difficult	18	59	81	87	55	2.66	1.161
		6.0%	19.7%	27.0%	29.0%	18.3%		
30	I wish I could just skip the exam	37	49	75	79	60	2.75	1.289
		12.3%	16.3%	25.0%	26.3%	20.0%		
31	After I have said something in class, I feel embraced	31	75	72	80	42	2.91	1.219
		10.3%	25.0%	24.0%	26.0%	14.0%		
32	I don't feel good about my lacking abilities.	34	55	56	104	51	2.72	1.262
		11.3%	18.3%	18.7%	34.7%	17.0%		
33	I avoid eye contact with my teacher during learning	31	60	72	82	55	2.77	1.253
		10.3%	20.0%	24.0%	27.3%	18.3%		
34	I get embarrassed because I can't answer the questions correctly.	42	66	52	89	51	2.86	1.321
		14.0%	22.0%	17.3%	29.7%	17.0%		
35	I feel hopeless at times	31	60	47	110	52	2.69	1.259
		10.3%	20.0%	15.7%	36.7%	17.3%		
36	I have lost all hope in understanding this class.	39	72	81	73	35	3.18	3.076
		13.0%	24.0%	27.0%	24.0%	11.7%		
37	I feel so hopeless that all my energies get down	26	73	67	91	43	2.83	1.201
		8.7%	24.3%	22.3%	30.3%	14.3%		
38	I have understood that I don't have the capacity to master my class material	27	77	82	68	46	2.90	1.205
		9.0%	25.5%	27.3%	22.7%	15.3%		
39	I feel so helpless that I can't give my studies my full efforts	20	61	85	89	45	2.74	1.142
		6.7%	20.3%	28.3%	29.7%	15.0%		
40	My lack of confidence makes me exhausted before I even start studying.	31	58	68	86	57	2.73	1.260
		10.3%	19.3%	22.7%	28.7%	19.0%		
41		40	54	76	88	42	2.87	1.247

	I start to think that no matter how hard I try I won't succeed on the test.	13.3%	18.0%	25.3%	29.3%	14.0%		
42	I get bored in class.	34	54	87	67	58	2.08	1.263
		11.3%	18.0%	29.0%	22.3%	19.3%		
43	The lecture bores me. I think about what else	33	57	78	78	54	2.79	1.253
		11.0%	19.0%	26.0%	26.0%	18.0%		
44	I get restless because I can't wait for the class to end	30	55	76	84	55	2.74	1.238
		10.0%	18.3%	25.3%	28.0%	18.3%		
45	Studying for my courses bores me.	35	75	77	63	50	2.94	1.263
		11.75	25.0%	25.7%	21.0%	16.7%		
46	I postponed my learning tasks because I find them boring	37	66	71	70	56	2.86	1.296
		12.3%	22.0%	23.7%	23.3%	18.7%		
47	After the exam I feel relief.	24	22	48	105	101	2.21	1.213
		8.0%	7.3%	16.0%	35.0%	35.7%		
48	After the exam I feel freed.	20	26	58	107	89	2.27	1.170
		6.7%	8.7%	19.3%	35.7%	29.7%		
49	After the exam the tension in my stomach is dissipated.	22	36	54	104	84	2.36	1.215
		7.3%	12.0%	18.0%	34.7%	28.0%		
50	After the exam I finally can breathe easy again.	14	24	44	106	112	2.07	1.122
		4.6%	8.0%	14.0%	35.3%	37.3%		
	Total						2.58	1.26

N=300

Table 4 shows the frequency and percentage of students' answers about their academic emotions such as pride, enjoyment, confidence, motivation, anxiety, anger, hopelessness, boredom, and post-exam relief. According to the data, a sizable percentage of students reported having unpleasant emotional experiences related to their studies. Students' emotional experiences varied greatly, as evidenced by the mean scores, which ranged from 1.92 to 3.18.Students' moderate levels of constructive emotions, such as motivation (M = 2.11, SD = 0.969), confidence (e.g., "I am confident to perform well in exam," M = 2.08, SD = 0.996), and class enjoyment (M = 2.29, SD = 1.072), indicate that they are somewhat but not significantly engaged. Conversely, negative feelings were expressed more strongly. According to these results, students' academic experiences are dominated by negative emotions like anxiety, frustration, and hopelessness, despite some enjoyment and confidence.

Table 5: Frequency and Percentage Distribution of Students' Responses on Students' Self-Efficacy

Sr#	**Academic self-efficacy**	**Frequency**					**Mean**	**SD**
		SDA	**DA**	**N**	**A**	**SA**		
1	I am competent in learning.	85	138	62	12	3	2.03	.861
		28.3%	46.0%	20.7%	4.0%	1.0%		
2		89	159	33	16	3	1.95	1.843

	I am able to pick the main points of from what I read	29.7	53.0%	11.0%	5.3%	1.0%		
3	I can do my projects well	83	149	51	13	4	2.02	.861
		27.7%	49.7%	17.0%	4.3%	1.3%		
4	I can manage time efficiently for learning.	74	124	76	20	6	2.20	.954
		24.7%	41.3%	25.3%	6.7%	2.0%		
5	I can arrange the help of my teachers in learning	70	114	85	24	7	2.28	.986
		23.3%	38.0%	28.3%	8.0%	2.3%		
6	I fail to find out the necessary sources for my study.	14	52	89	81	62	2.57	1.141
		4.7%	17.3%	29.7%	27.0%	21.3%		
7	I can arrange help of my peers for my learning whenever I need it.	57	127	76	28	12	2.37	1.021
		19.0%	42.3%	25.3%	9.3%	4.0%		
8	I fail to set higher goals in my study	32	71	54	97	46	2.82	1.254
		10.7%	23.7%	18.0%	32.3%	15.3%		
9	I can't express ideas well while giving papers	22	40	84	97	57	2.58	1.156
		7.3%	13.3%	28.0%	32.3%	19.0%		
10	During examinations, I can recollect what I have learnt.	71	101	80	35	13	2.39	1.100
		23.7%	33.7%	26.7%	11.7%	4.3%		
11	Often I fail to understand the actual meaning of what I study.	14	49	84	100	53	2.57	1.100
		4.7%	16.3%	28.0%	33.3%	17.7%		
12	I can prepare my class notes neatly.	89	105	67	28	11	2.22	1.085
		29.7%	35.0%	22.3%	9.3%	3.7%		
13	I fail to find out time for learning due to my homely responsibility	19	38	90	95	58	2.55	1.128
		6.3%	12.7%	30.7%	31.7%	19.3%		
14	I am not able to have friends who would be helpful in my study.	21	52	82	84	61	2.63	1.88
		7.0%	17.3%	27.3%	28.0%	20.3%		
15	I clarify doubts in learning concepts from my teachers while in class	68	104	75	37	16	2.43	1.127
		22.7%	34.7%	25.0%	12.3%	5.3%		
16	I can usually handle the disturbing situations in the study	61	103	88	25	23	2.49	1.135
		20.3%	34.3%	29.35	8.3%	7.7%		
17	I can accomplish my aims in learning	55	98	106	31	10	2.48	1.013
		18.3%	32.7%	35.3%	10.3%	3.3%		
18	I can't answer the subjective type questions well.	30	54	78	54	30	2.76	1.215
		10.0%	18.0%	26.0%	29.7%	16.3%		
19		55	88	75	51	31	2.72	1.239

	I experience that I am weak in understanding during classes	18.3%	29.3%	25.0%	17.0%	10.3%		
20	I can develop the reading skill required for learning course subjects	73	111	74	34	8	2.31	1.044
		24.3%	37.0%	24.7%	113%	2.75		
21	When I study a new concept, I can't relate it with my previous knowledge.	23	36	78	105	58	2.54	1.157
		7.7%	12.0%	26.0%	35.0%	19.3%		
22	I can utilize the available library facility for my study	55	97	102	21	25	2.55	1.122
		18.3%	32.3%	34.0%	7.0%	8.3%		
23	I observe that I fail to prepare my seminars and assignments in time	66	86	74	44	30	2.62	1.255
		22.0%	28.7%	24.7%	14.7%	10.0%		
24	If I miss some classes for some reason, I can compensate the loss fairly well.	59	87	97	42	15	2.56	1.106
		19.7%	29.0%	32.3%	14.0%	5.0%		
25	I consider that I fail to develop a healthy relationship with my teachers.	36	43	75	99	47	2.74	1.232
		12.0%	14.3%	25.0%	33.0%	15.7%		
26	I am confident that I can perform well in competitive examinations	51	114	85	26	24	2.53	1.117
		17.0%	38.0%	28.3%	8.7%	8.0%		
27	I can't deal efficiently with the unexpected problems in my study	12	37	99	98	54	2.52	1.049
		4.0%	12.3%	33.0%	32.7%	18.0%		
28	I can be calm at time of exam as I am confident of my ability to learn.	68	106	93	22	11	2.34	1.024
		22.7%	35.3%	31.0%	7.3%	3.75		
29	I can complete the given assignments myself without any help from previous notes, chat GPT etc.	68	96	70	35	33	2.58	1.258
		22.0%	32.0%	23.3%	11.7%	11.0%		
30	If a sudden quiz is conducted without prior notice, I can answer it well.	75	101	87	19	18	2.35	1.103
		25.0%	33.7%	29.0%	6.3%	6.0%		
31	If I try, I can attain good CGPAs.	111	107	55	16	11	2.03	1.049
		37.0%	35.7%	18.3%	5.3%	3.7%		
32	I can answer the questions which	72	119	81	16	12	2.26	1.010
		24.0%	39.7%	27.0%	5.3%	4.0%		

	teachers ask me in the class							
33	I can score well in the short answer type questions/MCQs	91 30.3%	103 34.3%	72 24.0%	19 6.3%	15 5.0%	2.21	1.098
	Total						2.44	1.14

N=300

Table 5 shows the distribution of students' responses on academic self-efficacy. The results show that most students have low levels of self-efficacy in a variety of academic tasks. A significant number of pupils showed a lack of confidence in their academic skills. For example, 74.3% of students disagreed with the statement "I am competent in learning" (SDA = 28.3%, DA = 46.0%). Similarly, 82.7% of respondents disagreed that they could identify the main points of what they had read (SDA = 29.7%, DA = 53.0%). Similarly, 77.4% of students didn't think they could do their assignments well. With 66.0% of the participants disagreeing about how to use time for learning effectively, time management also seemed to be a significant challenge for them. Furthermore, 61.3% of students denied that they could ask their teachers for assistance, and 61.3% said they never ask their peers for assistance when they need it. Additionally, 34.4% of respondents agreed that they don't set higher study goals, and 61.3% disagreed that they can effectively express their ideas during assessments, indicating that students tend to avoid setting academic goals. These results show that a lot of students have trouble with planning their work, being confident, and getting things done, which could hurt their overall academic success. Some students say they are good at some things, but most of them say they are only moderately confident and could do a lot better

INFERENTIAL ANALYSIS

The study hypothesized that

H1: Family Influence predicts students' Academic Emotions

Table 6: Linier regression for predicting the impact of predictor variable Family Influence on Students' Academic Emotions

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std.error of the estimate**
1	.267[a]	.071	.068	23.52887

ANOVA[a]						
Model		**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
1	Regression	12628.591	1	12628.591	22.811	<.001[b]
	Residual	164975.148	298	553.608		
	Total	177603.739	299			

Coefficients[a]						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**T**	**Sig.**
		B	**Std. Error**	**Beta**		
1	(Constant)	101.061	5.784		17.472	<.001

	Family influence	.835	.175	.267	4.776	<.001

Residual Statistics[a]					
	Minimum	**Maximum**	**Mean**	**SD**	**N**
Predicted value	113.5824	163.6700	127.9130	6.49893	300
Residual	-62.58244	75.391	.00000	23.48949	300
Std.Predicted value	-2.205	5.502	.000	1.000	300
Std. Residual	-2.660	3.204	.000	.998	300

Dependent Variable: Academic Emotions

The summary of regression model showed that *Family Influence* significantly predicted *Students' Academic Emotions* at $p < 0.01$. The value r=.267 indicated a positive correlation between *Family Influence* and *Students' Academic Emotions*, hence affecting students' emotional health related to academics. A significant regression equation was found ($F(1, 299) = 22.811$, $p<0.01$). The value of $R^2=.071$ indicates that approximately 7.1% of the variance in *Students' Academic Emotions* can be explained by the predictor variable. Hence, *Family Influence* is causing potential setback to students' emotional health regarding academics.

The study tested the hypothesis that;

H2: Students' Academic Emotions predict students' Academic Self-Efficacy

Table 7: Linier regression analysis for predicting the impact of predictor variable *Students' Academic Emotions* on *Students' Academic Self-Efficacy*

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std.error of the estimate**
1	.623[a]	.388	.386	12.56179

ANOVA[a]						
Model		**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
1	Regression	29859.672	1	29859.672	189.226	<.001[b]
	Residual	47023.995	298	157.799		
	Total	76883..667	299			

Coefficients[a]						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	**Std. Error**	**Beta**		
1	(Constant)	27.718	3.881		7.142	<.001
	Family influence	.410	.030	.623	13.756	<.001

Residual Statistics[a]					
	Minimum	**Maximum**	**Mean**	**SD**	**N**
Predicted value	48.6300	111.3647	80.1667	9.99325	300
Residual	-47.50325	37.45848	.00000	12.54077	300
Std.Predicted value	-3.156	3.122	.000	1.000	300

Std. Residual	-3.782	2.982	.000	.998	300

Dependent Variable: Academic Self-Efficacy

The summary of regression model showed that *Students' Academic Emotions* significantly predicted *Students' Academic Self-Efficacy* at $p < 0.01$. The value r=.623 indicated a positive correlation between *Students' Academic Emotions* and *Students' Academic Self-Efficacy*. A significant regression equation was found (F (1, 299) = 189.226, $p<0.01$). The value of R^2=.388 indicates that approximately 38% of the variance in *Students' Academic Self-Efficacy* can be explained by the predictor variable. Hence, *Students' Academic Emotions* are causing potential impact on *Students' Academic Self-Efficacy.*

The study tested the hypothesis that;

H3: Family influence predicts students' Academic Self-Efficacy

Table 8: Linier regression analysis for predicting the impact of predictor variable Family influence on Students' Academic Self-Efficacy

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std.error of the estimate**
1	.333[a]	.111	.108	15.14471

ANOVA[a]

Model		**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
1	Regression	8533.752	1	8533.752	37.206	<.001[b]
	Residual	68349.915	298	229.362		
	Total	76883.667	299			

Coefficients[a]

Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	**Std. Error**	**Beta**		
1	(Constant)	58.093	3.723		15.604	<.001
	Family influence	.686	.113	.333	6.100	<.001

Residual Statistics[a]

	Minimum	**Maximum**	**Mean**	**SD**	**N**
Predicted value	68.3864	109.5603	80.1667	5.34238	300
Residual	-38.91462	34.69263	.00000	15.11963	300
Std.Predicted value	-2.205	5.502	.000	1.000	300
Std. Residual	-2.570	2.291	.000	.998	300

Dependent Variable: Academic Self-Efficacy

The summary of regression model showed that *Family Influence* significantly predicted *Students' Academic Self-Efficacy* at $p < 0.01$. The value r=.333 indicated a positive correlation between Family Influence and *Students' Academic Self-Efficacy*. A significant regression equation was found (F (1, 299) = 37.206, $p<0.01$). The value of R^2=.111 indicates that approximately 11% of the variance in *Students' Academic Self-*

Efficacy can be explained by the predictor variable. Hence *Family Influence* is causing potential impact on *Students' Academic Self-Efficacy*.

The study tested the hypothesis that;

H4: There is no significant difference in Family Influence, Students' Academic Emotions, and Students' Academic Self-Efficacy on basis of student's gender

Table 9: Testing significant difference in *Family Influence, Students' academic Emotions, and Students' Academic Self-Efficacy* on basis of student's gender

Variables	Gender	N	Mean	SD	T	P
Family Influence	**Male**	70	33.1571	7.61318		
	Female	230	31.8652	7.82807	1.217	.597
Students' Academic Emotions	**Male**	70	125.985	27.9858		
	Female	229	128.502	23.24953	-.684	.226
Students' Academic Self-Efficacy	**Male**	70	79.3000	17.38261		
	Female	230	80.4304	15.63313	-5.16	.628

The table presents the results of significant differences in *Family Influence, Students' Academic Emotions* and *Students' Academic Self-Efficacy* on the basis of gender. There is no statistically significant difference in *Family Influence* between male students (M =33.1571, SD= 7.61318), t=.584, p> .001 and female students *(M =31.8652, SD=7.82807), t=.597, p> .001.* There is no statistically significant difference in *Students' Academic Emotions* between male students *(M= 125.985, SD= 27.9858), t=-.684, p> .001* and female students *(M=128.502, SD=23.24953), t=-.684, p> .001*. There is no statistically significant difference in *Students' Academic Self-Efficacy* between male students *(M =79.3000, SD=17.38261), t=-5.16, p> .001* and female students *(M =80.4304, SD=15.633), t=-5.16, p > .001*. Hence, it is interpreted that *Family Influence, Students' Academic Emotions* and *Students' Academic Self-Efficacy* impacts male and female students equally.

The study tested the hypothesis that;

H5: There is no significant difference in *Family Influence, Students' Academic Emotions*, and *Students' Academic Self-Efficacy* on basis of student's school type

Table 10: Test of significant difference in Family Influence, Students' Academic Emotions, and Students' Academic Self-Efficacy on basis of student's school type

Variables	School	N	Mean	SD	T	P
Family Influence	Public	155	32.2645	8.08725	.225	
	Private	145	32.0621	7.47516		.688
Students' Academic Emotions	Public	155	129.741	23.71197	1.346	.333
	Private	144	125.944	25.07883		
Students' Academic Self-Efficacy	Public	155	81.5871	15.63994	1.590	.633
	Private	145	78.6483	16.36542		

The table presents the results of significant differences in *Family Influence, Students' Academic Emotions* and *Students' Academic Self-Efficacy* on the basis of students' school type. There is no statistically significant difference in *Family Influence* between students from public schools (M =32.264, SD= 8.08725), t=.225, p> .001 and students from private schools *(M =32.0621, SD=7.4756), t=.225, p> .001.* There is no statistically significant difference in *Students' Academic Emotions* between students from public schools *(M= 129.741, SD= 23.71197), t=-1.346, p> .001* and students from private schools *(M=125.944, SD=25.07883), t=1.346, p> .001.* There is no statistically significant difference in *Students' Academic Self-Efficacy* between students from public schools *(M =81.5871, SD=15.63994), t=1.590, p> .001* and students from private schools *(M =78.6483, SD=16.36542), t=1.590, p > .001.* Hence, it is interpreted that *Family Influence, Students' Academic Emotions* and *Students' Academic Self- Efficacy* impacts all students equally, irrespective of their belongingness from public or private schools.

The study tested the hypothesis that;

H6: There is no significant difference in *Family Influence, Students' Academic Emotions*, and *Students' Academic Self- Efficacy* on basis of student's locality

Table 11: Test of significant difference in Family Influence, Students' Academic Emotions, and Students' Academic Self-Efficacy on basis of student's school type

Variables	School	N	Mean	SD	T	P
Family Influence	Urban	224	32.5402	7.97857	1.429	.707
	Rural	76	31.0658	7.12055		
Students' Academic Emotions	Urban	244	129.459	24.04104	1.902	.482
	Rural	75	123.293	25.08891		
Students' Academic Self-Efficacy	Urban	224	81.2188	15.78730	1.960	.294
	Rural	76	77.0658	16.46194		

The table presents the results of significant differences in *Family Influence, Students' Academic Emotions* and *Students' Academic Self- Efficacy* on the basis of students' locality. There is no statistically significant difference in *Family Influence* between urban students (M =32.5402, SD= 7.97857), t=1.429, p> .001 and rural students *(M =31.0658, SD=7.12055), t=1.429, p> .001.* There is no statistically significant difference in *Students' Academic Emotions* between urban students *(M= 129.459, SD= 24.04104), t=-1.902, p> .001* and rural students *(M=123.293, SD=25.08891), t=1.902, p> .001.* There is no statistically significant difference in *Students' Academic Self- Efficacy* between urban students *(M =81.2188, SD=15.78730), t=1.960, p> .001* and rural students *(M =77.0658, SD=16.46194), t=1.960, p > .001.* Hence, it is interpreted that *Family Influence, Students' Academic Emotions* and *Students' Academic Self- Efficacy* impacts all students equally, irrespective of whether they dwell in urban or rural localities.

FINDINGS & DISCUSSIONS

The study explored the interplay of *Family influence, Student's Academic Emotions,* and *Self-Efficacy,* which are very crucial variables in understanding and enhancing students' academic outcomes at higher education. The study provided meaningful insights into interconnectedness between family influence, students' academic emotions and academic self-efficacy, thrusting the importance of understanding these variables together.

The results of the study declared that families' influence exerted on their wards is mostly negative and suppressing as compared to a positive family influence, whether in terms of financial support, gender specific expectations or career support. Also students mostly experience negative emotions like frustration, anger, hopelessness, guilt and class boredom despite of few positive emotions. The descriptive analysis on *Academic Self-Efficacy* also revealed alarming results, as, the majority of students declared low academic self-efficacy. The results show that mostly students are deficient in academic skills, self-control, and problem-solving abilities, which may impair their confidence and learning outcomes in higher education environments.

In the current study, first major finding of the inferential analysis revealed that *Family Influence* significantly predicted students' *Academic Emotions*, where greater family involvement, emotional support, and inspiration was found to be linked with positive academic emotional experiences. A weak positive correlation between the two variables (r=.267) showed that family dynamics do play role in students' emotional health in academic settings, however to a lesser extent. Prediction of significant but lesser amount of variance in students' *Academic emotions* (7%) attributed to *Family Influence* directs attention towards other variables that may play role in burgeoning happy, healthy students' emotions in tertiary level of education. Earlier, a bit contrasting research into family dynamics by Ma'ruf and Juhaidi (2025) showed that parent education and socio economic status did not predict university' students' academic performance and resilience, hence, other variables may be related to teachers, milieu, or other student related variables such as resilience, locus of control etc. Earlier studies also declared the importance of positive family relationships in helping students to express and regulate emotions in a safe context to increase motivation and interest in schoolwork (Wentzel, 1998).

Testing of the second hypothesis showed that students' *Academic Emotions* significantly predict students' *Academic Self-Efficacy*, where in 38% of the variance in Students' *Academic Self-Efficacy* is attributed to *Students' Academic Emotions*. This suggests that students are more likely to have high *Academic Self-Efficacy* if they have more positive *Academic Emotions* like pride, enjoyment, and motivation. The robust association between the two variables underscores the crucial connection between students' emotional well-being and their self-assurance and drive to succeed academically.

The weak positive correlation between the two variables (r=.33), and 11% of variance in students' *Academic Self-Efficacy* attributed to *Family Influence* points out the need to study other related variables to fully understand the factors responsible for students' enhanced *Academic Self-Efficacy*. The study results are in line with earlier studies that show parental support particularly in the form of academic guidance and emotional support is crucial for developing self-efficacy beliefs (Gonzalez-Pienda et al., 2002).

Tests of significant differences to understand the effects of demographics on study variables reveled that either gender, locality or school type do not significantly affect students' perceived *Family Influence, Academic emotions* and *Academic Self-Efficacy*. It means that students' perceive *Family Influence* equally, experience *Academic Emotions* in the same way and have relatability in understanding of the *Academic Self-Efficacy* irrespective of the demographic differences. Although previous researches claimed that academic emotions and self-efficacy vary across the genders (Jacobs, Lanza, Osgood, Eccles, & Wigfield, 2002).The homogeneity of the phenomenon across study sample in the current study hints towards safeguarding the learners of academia from negative influence of families, burgeoning positive emotions and raising self-Efficacy across demographics and on the whole.

Other than that, they study related methodical concerns limit the generalizability of the study findings. For instance, the cross-sectional design makes it challenging to draw conclusions about the fundamental relationships between *Family Influence, Academic Emotions*, and, *Academic Self-Efficacy*. Also, its

important to observe how variables change over time, which may be investigated in longitudinal designs. Furthermore, bias may be introduced by the use of self-reported data; hence, objective measures and/ or triangulations may be used in future studies.

Overall, the results of the study demonstrate the importance of familial support in creating positive academic experiences and confidence by confirming that family influence has a significant impact on students' academic emotions and self-efficacy. Furthermore, students' academic emotions significantly impact academic self-efficacy, highlighting the importance of emotional health for students' academic motivation and success.

RECOMMENDATIONS

Based on the study findings, following recommendations are given;

1. Qualitative studies including interviews or focus groups, need to be conducted to understand underlying causes of negative family influence, prevalence of more of a negative academic emotions and low academic self-efficacy of university students.

2. Further studies should be conducted on larger and more diverse samples to examine whether family influence, academic emotions, and self-efficacy relationships differ across culture and educational contexts.

3. Longitudinal approaches are recommended to investigate how family influence and academic emotions evolve over time and how these changes impact self-efficacy during different stages of higher education

4. Additional psychological variables such as motivation, resilience, stress and social networks could be included to provide a more comprehensive understanding of factors affecting students' academic emotions and self-efficacy.

5. With the onset of digitalization of education, future studies should explore how digital education environments influence students' emotional responses and confidence levels, particularly in relation to family support in virtual settings.

6. Further research could explore how demographics did not affect the study variables, despite of the huge line of gender and socio economic differences across students' population.

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