

# Familial Relationships are More Beneficial than Those with Peers: Intrinsic Motivation Plays a Significant Role

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**Abstract.** This research aimed to test two hypotheses with confidence, namely the effect of family support on positive affect through academic motivation, and the effect of friend support on positive affect through academic motivation. A qualitative method was used including the 268 participants collected through convenience sampling. The result of the research showed that family support has a significant influence on positive affect, while friend support had no significant impact. Furthermore, the role of academic motivation is consistent with the hypothesis, showing a strong correlation. This research also provides insightful discussions on limitations and offers valuable suggestions for further investigation.

**Keywords:** Family support, friend support, positive affect, intrinsic motivation, extrinsic motivation

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## Introduction

Family and child relationships are important in developing resilience and the ability to adapt to the growing threats in the world (Masten, 2018). Adolescence, also known as the 'storm and stress' period (Buchanan et al., 2023; Casey et al., 2011), is a period of significant neurological changes (Spear, 2013), where individuals tend to experience sleep disorders, loneliness, depression, and even suicidal thoughts (Crowley et al., 2018; Dunster et al., 2019; Keyes et al., 2019; Horwitz et al., 2011). Therefore, high school students in this age group need support from family (Benbassat & Priel, 2012) and friends (Millings et al., 2012) to mitigate negative behaviors (Whitesell et al., 2013).

Adolescents in high school require family support to improve positive affect and facilitate a positive family environment. Research has shown that not all high school students receive support from families, and even protective parents can trigger alcohol and drug use in adolescents. Therefore, sufficient family support is needed to prevent negative outcomes and ensure academic progress. High school adolescents must develop empathy as an interpersonal skill, which requires support from friends (Portt et al., 2020).

Although not all high school students receive positive support from peers, those who experience psychological abuse tend to be included in highly antisocial friend groups (Yoon, 2020).

Previous research showed that students can succeed academically even without clear support from families and friends. While some students do not receive this type of support, the majority, driven by determination and hard work, can still achieve success. This result is consistent with the observed imbalance between positive and negative affect, which is related to academic performance. Similarly, several teachers showed that students exhibited an unknown academic motivation, suggesting a lack of interest in learning.

The participation of the family is important for academic motivation and achievement, even when parents have low finances. Previous research has consistently shown that the participation of family positively influence academic motivation and achievement. Previous research showed that the participation of family is positively related to academic achievement (Boonk et al., 2022; Nofrizal et al., 2020). Mitchall and Jaeger (2018) also found that family support was important for maintaining high academic motivation in students. Research has shown that friends

can provide support for students in discussing and resolving academic difficulties, as well as expressing thoughts and feelings to overcome emotional challenges.

Positive affect is strongly related to cognition, which supports students in the academic process (Gable & Dreisbach, 2021). Furthermore, reading, as a mental and behavioral process, has the potential to significantly increase positive character in students, promoting concern for mental health, and instilling good values (Suarni et al., 2019; Sjödin, 2019). Based on this opinion, motivation plays an important role in increasing positive affect on students. Family and friend support may also be considered as potential motivators to increase positive affect.

Previous research was unable to prove that academic motivation can mediate family and friend support on positive affect. Partially, academic motivation can be a mediator between family and friend support on positive affect. Therefore, this research investigates non-directional hypotheses, namely H<sub>1</sub>: There is an effect of family support with positive affect through the mediation of academic motivation, and H<sub>2</sub>: There is an effect of friend support with positive affect. This research is also the first to examine the function of academic motivation as a mediator between family and friend support on positive affect in the Indonesian population.

**Methods**

**Procedure**

A non-experimental quantitative method was adopted and data were collected after obtaining ethical approval (Number: 845/FPSI/02.5/IV/2023) from the psychology faculty of Medan Area University. Data collection was carried out at SMA Negeri 1 Galang using cross-sectional time using an enumerator due to simultaneous execution across multiple classes. This school is known based on observations and interviews in accordance with the research objectives and hypotheses. The process used a published scale with valid and reliable criteria which is then printed according to requirements. The time for responding to the scale was around 30 minutes, and each participant agreed to the provided informed consent. The participant did not receive any money but drinks and food were provided.

**Participant**

The research included 268 participants based on convenience sampling from two fields at SMA Negeri 1 Galang. The majority of participants who completed the questionnaire were women, accounting for 60% (n=105) and the rest were men.

**Table 1**  
*Statistics demographics*

	Frequency	Percent
Gender		
Mele	105	39.179
Female	163	60.821
Grade		
XI Grade	137	51.119
XII Grade	131	48.881
Major		
Science	165	61.567
Social	103	38.433
Age		
16	88	32.836
17	141	52.612
18	39	14.552
Ethnic		
Java	151	56.343
Batak	55	20.522
Karo	35	13.060
Other	21	8.000
No response	6	2.000

These students consist of grades eleven and twelve, with two different fields, namely science and social. The science field dominates the sample at around 62% and the remainder is social. The average age of the participants was around 16.81, with a standard deviation of .665. The participants consisted of 13 different ethnic groups, with the majority being the Javanese, accounting for 56% (n=151).

**Measurement**

The first measure was adapted from the short version of the Indonesian academic motivation scale consisting of intrinsic (7 items), extrinsic motivation (6 items), and motivation (2 items) with six responses, ranging from 6 (strongly agree) to 1 (strongly disagree). Results of the reliability testing showed an alpha Cronbach value of more than .7, with corrected item-total correlation above .3. However, this research used only two dimensions, namely intrinsic and extrinsic motivation, as each exhibits similarities and differences (Carroll, 2001). Validity was determined from the positive and negative correlations between dimensions (Natalya, 2018).

The second measure was adapted from the multidimensional scale of perceived social support which consisted of family (4 items), friends (4 items), and significant others (4 items) with 7 responses, ranging from 1 (strongly disagree) to 7 (strongly agree). Only two dimensions (family and friend support) were included because the "significant others" were challenging to comprehend for the Indonesian sample, which was characterized by a collective culture. These dimensions appeared to be connected with family and friends. The measurement tool showed validity with good reliability values (Sulistiani et al., 2022).

The third measurement tool was adapted from the "positive affect negative affect schedule (PANAS)" scale, which consists of 10 positive and 10 negative affect factors. However, this research used only positive affect and the measurement tool showed validity with good reliability values (Akhtar, 2019).

**Analysis**

Description and mediation analysis was carried out with standardized estimates and maximum likelihood method. The mediation process is an intermediary between the independent and the dependent variables, with X, M, and Y. Where X is the independent variable (IV), Y is the dependent variable (DV), and M is the (hypothesized) mediator that supposedly transmits the causal influence from X to Y. The total influence of (IE) from X to Y was channeled through M, as reported by (Agler & De Boeck, 2017). In general, the scoring and data analysis process was carried out with the help of computer programs, such as Microsoft Excel and Jeffrey's Amazing Statistics program.

**Results and Discussion**

**Results**

The descriptive analysis showed that there are differences in the empirical averages of intrinsic, extrinsic motivation, and friend support. On average, intrinsic motivation has a greater value than extrinsic, while family support has a greater value than support from friends. Each variable had a good reliability value except for positive affect because the number of items influenced the alpha value, which was not tolerable.

The intrinsic academic motivation scale was confirmed to have a model fit [CFI=.94, GFI=.99, RMSEA=.07, SRMR=.04], while the extrinsic had good fit [CFI=.98, GFI=.99, RMSEA=.06, SRMR=.03] with residual covariances of items 6-15. Similarly, positive affect confirmed fit [CFI=.84, GFI=.99, RMSEA .06, SRMR= .05] with residual covariances of items 14-16 and 17-19. The family support scale was confirmed fit [CFI=.97, GFI=.99, RMSEA=.112, SRMR=.03], as well as [CFI=.98, GFI=.99, RMSEA=.137, SRMR=.02].

The impact of intrinsic motivation on positive affect has the largest coefficients among all existing paths, while extrinsic has a negative effect. Furthermore, the entire existing path has a limited effect, as shown in Figure 1.

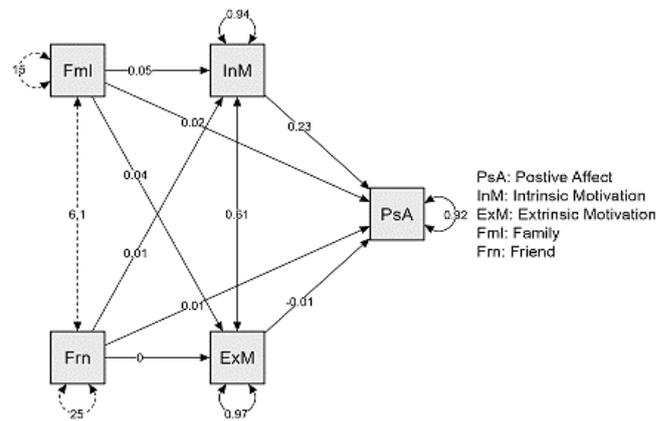


Figure 1. Path plot

Table 3

Total effect

	Est	SD	z	p
<b>Total effects</b>				
Family - Positive Affect	.033	.017	2.004	.045
Friend - Positive Affect	.009	.013	.718	.473
<b>Total indirect effects</b>				
Family - Positive Affect	.012	.005	2.460	.014
Friend - Positive Affect	.003	.003	1.138	.255

\*Est= estimate, SD=standartdeviasion.

Based on the path coefficients, the effect of family and friend support on positive affect has a low and insignificant estimate. In the indirect effects path, only the effect of family support is significant but not large. While other paths are not known to be insignificant, each possesses a lower magnitude of value.

The results from the total effects were different because the previous paths were not significant. The total effects of family support have a larger and more significant value but the result does not occur for friend support on positive affect. This is similar to the total indirect effects, where family support has a significant value even though the magnitude of the estimate is low. Meanwhile, the total indirect effect of friend support on positive affect is not significant and the estimate is low.

**Discussion**

The result of this research showed that intrinsic motivation has a direct effect on the positive affect of students. Family support was shown to be insignificant, based on direct effects on students' positive affect in rural schools. Peer support was also found to be insignificant on the positive affect of students in rural schools based on both direct and indirect effects. In contrast, intrinsic academic motivation serves as an effective mediating variable in the relationship between family support and positive affect among students in rural schools. This can be understood by the variety of jobs owned by the parents of students. Previous research also showed that parental background influences the academic performance of students (Zhang & Liang, 2023). The optimal frequency of

Table 2

Descriptive Statistics

	M	SD	Min	Max	α
Intrinsic Motivation	33.26	4.36	21.00	42.00	.76
Extrinsic Motivation	30.03	3.94	17.00	36.00	.71
Positive Affect	32.64	5.17	19.00	47.00	.66
Family	22.20	3.86	10.00	28.00	.72
Friend	19.77	5.00	4.00	28.00	.85

\*M= rata-rata, SD= standartdeviasion, Min=minimal, Max=maximal

meetings between parents and children, which is neither too frequent nor too infrequent, is the reason behind the influential parental support. Excessive intensity can also have a negative effect on the relationship between the parent and the child relationship (Henry et al., 2006).

According to (Andis et al., 2002), parental support maximizes the performance of students, which increases the positive affect. Systems theory provided a holistic framework that focused on the interactive and bidirectional nature of relationships within families with adolescents. Furthermore, the family systems framework has been widely used in family intervention research and is increasingly being used in child and adolescent development (Gavazzi, 2016). This difference was explained by the results of family support in the previous research.

Family support positively influences the intrinsic academic motivation of students, thereby enhancing the positive affect. Since no statistically significant differences were observed in the correlations between same-sex and opposite-sex relationships between the parent and the child, as well as achievement traits, both mothers and fathers will continue to support the academic achievement of students (Nuttall & Nuttall, 1976).

Student motivation also determines the positive effect on the academic environment. Therefore, there is an influence of family support on the presence of positive affect through academic motivation. In this context, there can also be a reciprocal effect that positive affect can increase the academic motivation of students (Pajares, 2001). Intrinsic motivation and positive emotions are the primary predictors for students when choosing academic pursuits (Løvoll et al., 2017) According to previous research, academic motivation is the perfect mediation viewed from the effect of family support on positive affect. A construct from positive psychology can also help explain academic motivation and achievement (Pajares, 2001).

The results of this research showed that the accumulation of the effects of family support and intrinsic motivation will definitely increase positive affect. Therefore, it can be concluded that positive affect can be built with integrated concepts, and there will be a tendency for an increase in positive affect when several concepts function partially. The effects of friend support and extrinsic motivation will reduce positive affect with a tendency of a negative correlation. Consequently, the academic achievements of students cannot be attributed to a single factor. Multiple factors, including the adolescent development period, influence these achievements. During this time, family is more important than support from friends.

## Conclusion

In conclusion, family support had a positive effect on positive affect. However, positive affect increased significantly when students were intrinsically motivated, which was observed by examining the relative contributions of both concepts. Intrinsic motivation was found to be a more significant predictor than family support. However, peer support and extrinsic motivation were unable to predict the presence of positive affect in students. Based on this result, this research rejected the first null hypothesis and accepted the second.

This research was limited to mediation analysis and did not cover demographic data or academic problems which could be measured as factors of the relationship between family and friend support on positive affect. The literature review did not also use technological tools that are considered to be more helpful in selecting and reducing reading sources. Therefore, further research was needed to explore qualitatively the phenomenon of parent-child relationships and family support in relation to student happiness during the academic year.

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