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The Relationship between Family Emotional Climate and Academic Well-being in Students with a History of Learning Difficulties: The Mediating Role of Psychological Capital and Achievement Goals

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ABSTRACT

This study addressed the academic challenges faced by students with learning difficulties by examining the mediating role of psychological capital and achievement goals (mastery and performance) in the relationship between family emotional climate (FEC) and academic well-being. The study utilized a cross-sectional correlational design to assess contemporaneous associations between the investigated variables. The sample consisted of 150 high school students with a history of learning difficulties, selected from those who had recorded at special education centers in four districts of Ahvaz during elementary school. Data were collected using self-report questionnaires assessing FEC, psychological capital, achievement goals, and academic well-being. Structural equation modeling (SEM) was employed to analyze the hypothesized relationships. This study identified positive associations between psychological capital, mastery goals, and academic well-being ($p<0.01$), while performance goals showed a negative link to well-being ($p<0.01$). Interestingly, a positive FEC fostered psychological capital and mastery goals but discouraged performance goals, with no direct effect on well-being ($p<0.01$). Moreover, the results revealed that psychological capital and achievement goals significantly mediated the positive relationship between FEC and academic well-being ($p<0.01$). In other words, FEC fostered students' psychological capital and mastery goals, which in turn, led to greater academic well-being. This analysis suggests that the beneficial effect of a positive family environment on academic well-being is achieved indirectly, through its influence on these psychological resources. These results suggest that supportive family environments promote academic success by fostering specific psychological resources, rather than directly influencing well-being.

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Introduction

The role of emotions and feelings in students' academic endeavors has gained substantial attention in recent years, despite the long-standing separation between academic pursuits and emotional experiences (Yu et al., 2023). This disconnection has often resulted in negative consequences for adolescents, including diminished academic value and interest, reduced mastery goals, increased stress, and hindered academic progress (Evans et al., 2018). Consequently, researchers have sought a more comprehensive approach that integrates academic and emotional aspects to address the detrimental effects of this separation (Darling-Hammond et al., 2020). The significance of this integration is particularly evident in students with learning difficulties, who are more vulnerable to emotional and psychological distress due to academic challenges and unique circumstances (Al-Shaer et al., 2024). Students with learning difficulties are characterized by significant delays and difficulties in reading, writing, and mathematics compared to their peers, despite normal intelligence and appropriate instruction. These challenges disrupt their learning abilities within the school environment (Al-Qadri et al., 2021).

Academic well-being, a novel concept emerging from positive psychology, aligns with this objective and serves as a crucial indicator in evaluating educational systems. It encompasses an individual's overall perception of school and their academic experiences (Hossain et al., 2023). Hoffman and Mille (2020) defined academic well-being as students' attitudes towards their school environment, encompassing four dimensions: general attitude towards academic life, attitude towards teachers, attitude towards peers, and attitude towards the school structure and facilities. Additionally, some researchers emphasize the extent to which students feel safe, secure, and perceive teacher expectations as reasonable within the school environment (Aghdar et al., 2020). Beyond the general concept of school interest, other researchers identify students' perceptions of the school climate, school infrastructure, and their relationships with teachers as indicators of academic well-being (Widlund et al., 2018).

Family emotional climate (FEC) is recognized as a significant factor contributing to students' academic well-being (Kapetanovic & Skoog, 2021). The family, as the primary environment and foundation for an individual's life and growth, plays a constructive and crucial role in overall development, shaping many habits and behaviors (Deng et al., 2022). In this context, family emotional relationships and the overall emotional climate are considered critical dimensions that impact an individual's growth, success, as well as physical and mental health and well-being in all aspects of life (Ouyang et al., 2022). FEC encompasses the set of emotional relationships and interactions among family members, including the expression of emotions and interests, communication patterns, and the way individuals treat each other (Kapetanovic & Skoog, 2021). Additionally, FEC can be understood as the sum of parent-child emotional bonds, parental attitudes and behaviors, and the child's perception of these behaviors (Hickey et al., 2019). When the FEC is positive, it has more promising effects on child development (Luebbe & Bell, 2014).

Research has demonstrated that FEC can exert its influence on academic outcomes not only directly but also indirectly through mediating variables such as psychological capital (self-efficacy, hope, optimism, and resilience) (Yu et al., 2021). Psychological capital is a positive organizational behavior construct rooted in positive psychology. Essentially, positive psychology emphasizes that the quality of our lives depends both on what we do and how we perceive and experience what we do (Birang Khojastehpour et al., 2022). In other words, psychological capital encompasses an individual's mental or psychological state and is a broad term that defies a singular definition (Li et al., 2023; Mohammadi et al., 2022). Numerous studies have examined the relationship between FEC and psychological capital. For instance, Ajam and Davari (2018) found that psychological capital predicts students' academic well-being. Saberi Fard and Hajiarbabi (2019) confirmed the existence of a significant relationship between FEC and resilience in their research and Mishra and Shanwal (2014) concluded that a positive relationship exists between FEC and self-efficacy.

In addition to FEC, another significant factor influencing academic progress is the perception of classroom goal structure. This refers to the students' understanding of the emphasis placed on different goals within the classroom, which is shaped by the teacher's objectives (Fejes, 2023). However, the impact of goal structure on students' motivation and learning depends on their perceptions of its characteristics (Miki & Yamauchi, 2005). Rusticus et al. (2022) posited that learning is influenced by a complex ecosystem comprising diverse learning situation components and the learner's potential abilities. Tian et al. (2017) categorized the structure of achievement goals into three dimensions: mastery-oriented, performance-oriented, and performance-avoidant. In a mastery-oriented structure, the focus lies on developing competence and skill in an academic task. This type of goal is characterized by striving to improve or enhance one's competence, knowledge, skills, and

learning (Zhong et al., 2023). In a performance-oriented classroom, students compete against each other and are encouraged to achieve higher grades. Conversely, in a performance-avoidant classroom structure, students aim to avoid falling behind their peers, that is, to evade low grades (Kord, 2018; Zhao et al., 2020).

Considering the importance of academic well-being in helping students navigate the challenging period of adolescence and the crucial role of family during this time, it is essential to focus on the effective predictors of academic well-being, including psychological capital, the mental resources and abilities that enable individuals to experience less stress, cope better in stressful situations, and demonstrate high resilience in the face of adversity, and achievement goals, which provide direction and purpose in life and education.

Students with learning difficulties often face significant academic challenges, impacting their overall well-being. While the importance of family support is recognized, a gap exists in understanding the specific mechanisms through which a positive family environment translates into academic success for this population. Thus, this study aimed to address this gap by investigating the mediating role of psychological capital and achievement goals. Psychological capital, encompassing optimism, hope, resilience, and self-efficacy, equips students to navigate challenges and persevere academically. Achievement goals can be mastery-oriented, focusing on learning and improvement, or performance-oriented, emphasizing grades and external validation. By examining these factors as mediators, this research sought to: A) identify how a positive family environment fosters psychological resources in students with learning difficulties; B) explore the specific types of achievement goals that promote academic well-being for this population; and C) understand the indirect effects of family environment on academic well-being, mediated by psychological capital and achievement goals. This investigation can inform interventions that target not only the academic skills of students with learning difficulties but also foster the development of psychological resources and goal-setting strategies within supportive family environments. Ultimately, this can lead to improved academic well-being for this population. Based on the presented materials and research background, the present study aimed to investigate the mediating role of psychological capital and achievement goals in the relationship between FEC and academic well-being in students with a history of learning difficulties.

Methods

The current study employed a descriptive correlational research design, examining the relationships between the variables within the framework of structural equation modeling (SEM). The population consisted of 200 high school students with a history of learning difficulties, including those who had records at special education centers in Ahvaz during their elementary school and were currently enrolled in high school. A sample of 150 participants was selected to complete the study questionnaires. The sample size was determined based on the number of research variables, with 25 students allocated for each variable. Additionally, 20% was added to the number of participants to account for potential attrition. Considering the five variables in the present study, a total of 150 students were included in the sample. Inclusion criteria included: Currently enrolled in the high school, history of learning difficulties documented in their elementary school, and willingness to participate in the study. Exclusion criteria included: serious behavioral or emotional problems, absence from school for extended periods, and unwillingness to complete the study questionnaires.

Instruments

Academic Well-being Scale (AWS): The AWS developed by Tuominen-Soini et al. (2012) was employed to assess students' academic well-being. The questionnaire consists of 31 items whose items are scored using two methods: some questions employ a 7-point Likert scale ranging from "not at all true" (1) to "completely true" (7), while others utilize a 5-point Likert scale ranging from "not at all" (1) to "very much" (5). Tuominen-Soini et al. (2012) reported high internal consistency for each subscale (α= 0.64-0.94), demonstrating the scale's validity. Further validation evidence comes from Moradi et al. (2016) who found adequate psychometric properties in an Iranian adolescent population (α= 0.73-0.88, RMSEA= 0.06) (Moradi et al., 2016). In the current study, the Cronbach's alpha coefficient for the AWS was .82, indicating acceptable internal consistency.

Family Emotional Climate Questionnaire (FECQ): The FECQ developed by Hill Bern in 1964 was employed to measure the family environment. This self-report questionnaire comprises 16 items. Respondents select from a 5-point Likert scale (1= very low, 5= very high) to indicate their level of agreement with statements reflecting their perceptions of the family climate. The FECQ has established good internal consistency reliability, with Yousefi and Pariyad (2020) reporting a Cronbach's alpha of .94. In the present study, the FECQ

demonstrated acceptable reliability with a Cronbach's alpha coefficient of .87.

Psychological Capital Questionnaire (PCQ): The PCQ developed by Luthans et al. (2007) was employed to assess the participants' psychological capital. This self-report instrument comprises 24 items. Each dimension is represented by six statements rated on a 6-point Likert scale ranging from "1= strongly disagree" to "6= strongly agree." Higher scores indicate greater levels of psychological capital, with a possible range of 24 to 144. Previous research has established the PCQ's reliability, with the Persian version demonstrating a Cronbach's alpha of .89 (Mohsenabadi et al., 2022). In the current study, the Cronbach's alpha coefficient for the PCQ was .86, indicating acceptable internal consistency.

Achievement Goals Questionnaire-Revised (AGQ-R): To assess mastery-oriented and performance-oriented achievement goals, the AGQ-R was employed in this study. Developed by Elliot and McGregor (2001), this questionnaire measures achievement goals. In this study, the mastery and performance subscale scores were used to measure mastery-oriented and performance-oriented achievement goals. The questionnaire is scored on a 5-point Likert scale ranging from 5= strongly agree to 1= strongly disagree. The highest possible score on each subscale is 15 and the lowest is 3. Higher scores on this measure indicate higher levels of mastery-oriented or performance-oriented achievement goals, while lower scores indicate lower levels of these goals. Rezayi et al. (2016) reported Cronbach's alpha reliability coefficients of .86, .74, .76, and .75 for the mastery-approach, performance-approach, mastery-avoidance, and performance-avoidance subscales, respectively. In the present study, the Cronbach's alpha reliability coefficients for mastery-oriented and performance-oriented achievement goals were .86 and .84, respectively.

Data Analysis

Data analysis was employed using descriptive and inferential statistics, including means and standard deviations. To test the hypothesized model, SEM was conducted. SPSS-27 and AMOS 24 software were utilized for all data analyses.

Results

The study participants consisted of 150 high school students, with 75 males (50%) and 75 females (50%). The mean age of the students was 17.25±1.73 years. 62 (41.3%) students were studying in the tenth grade, 48 (32.0%) in the eleventh grade, and 40 (26.7%) in the twelfth grade.

Based on the results, the skewness and kurtosis of all the variables fell within the -2 to +2. Therefore, the assumption of normality of the distributed data in the sample is supported. Additionally, the Durbin-Watson test was employed to assess the independence of errors. The obtained value of 1.80 falls within the range of 1.5 to 2.5, suggesting a positive correlation and confirming the assumption of error independence. Table 1 presents the descriptive statistics and Pearson's correlation coefficient for the study variables.

Table 1

Descriptive Statistics and Pearson's Correlation Coefficient among the Research Variables

Variables	Mean	SD	1	2	3	4	5
1- Family emotional climate	55.92	14.74	1				
2- Psychological capital	96.11	21.62	0.41**	1			
3- Academic well-being	110.86	29.18	0.19*	0.61**	1		
4- Performance goals	23.59	4.09	-0.49**	-0.29*	-0.22*	1	
5- Mastery goals	23.32	4.53	0.53**	-0.38**	0.29*	-0.35**	1

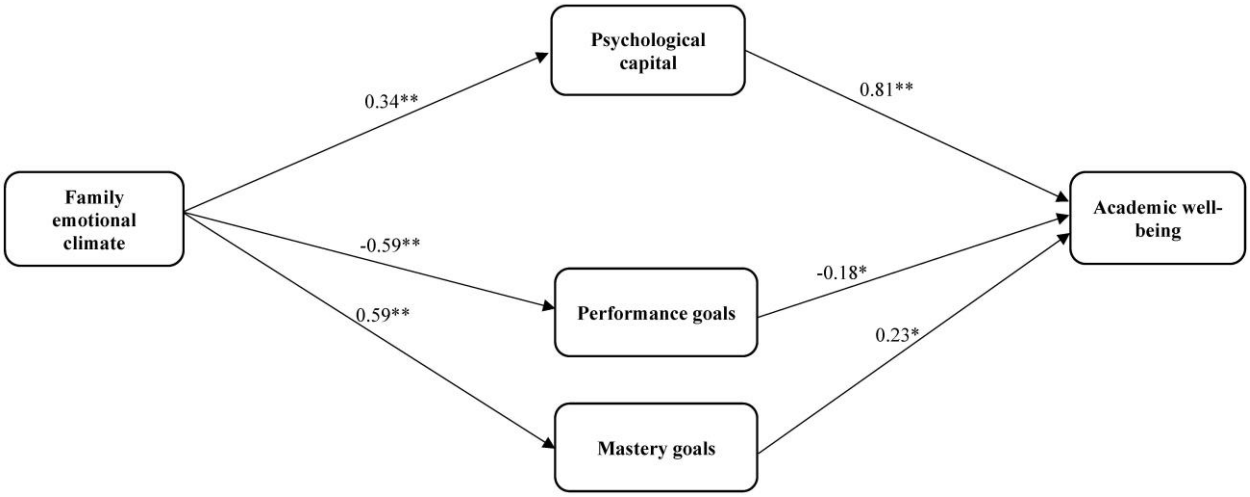
**: p<0.01; *: p<0.05

To assess the proposed model, structural equation modeling (SEM) was employed. Table 2 presents the fit indices for the initial and final models. Based on the information in Table 2, all fit indices except for RMSEA fell within the acceptable range. Therefore, model modification was necessary. To refine the model, the relationship between FEC and academic well-being was removed. Consequently, in the final modified model, all fit indices, including the chi-square value (χ^2), normalized chi-square ($\chi^{2/df}$), normalized fit index (NFI), comparative fit index (CFI), incremental fit index (IFI), Tucker-Lewis index (TLI), and root mean square error approximation (RMSEA), indicate an acceptable fit of the final model to the data. The final modified model is illustrated in Figure 2.

Table 2
Initial and Final Models Fit Indicators

Fit indicators	χ^2	df	(χ^2/df)	IFI	TLI	CFI	NFI	RMSEA
Initial model	279.58	40	6.98	0.94	0.93	0.91	0.94	0.11
Final modified model	108.95	39	2.79	0.96	0.95	0.95	0.94	0.06

Figure 2
The Final Modified Model of the Mediating Role of Psychological Capital and Achievement Goals in the Relationship between FEC and Academic Well-being



**: p<0.01; *: p<0.05

Table 3 presents the path coefficient estimates for examining the direct hypotheses. The path analysis results revealed a pattern of significant relationships between the study variables. Psychological capital demonstrated positive associations with both mastery goals (p<0.01) and academic well-being (p<0.01). Interestingly, performance goals exhibited a significant negative association with academic well-being (p<0.01). FEC had a positive influence on both psychological capital (p<0.01) and mastery goals (p<0.01). However, FEC displayed a significant negative association with performance goals (p<0.01). Notably, FEC did not have a direct significant effect on academic well-being.

The path coefficient estimates were further analyzed using SEM to assess mediation effects. The results revealed that psychological capital significantly mediated the relationship between FEC and academic well-being (p<0.01). This indicates that there exists a significant indirect effect of FEC on academic well-being mediated by psychological capital. Additionally, the analysis demonstrated a significant indirect path from FEC to academic well-being through the combined mediating roles of performance and mastery goals (p<0.01).

Table 3
Path Coefficient Estimates for Direct and Indirect Hypotheses

Path	Final modified model	
	β	p
Family emotional climate → Academic well-being	0.05	0.571
Psychological capital → Academic well-being	0.81	0.001
Mastery goals→ Academic well-being	0.23	0.030
Performance goals → Academic well-being	-0.18	0.030
Family emotional climate → Psychological capital	0.34	0.001
Family emotional climate → Mastery goals	0.59	0.001

Path	Final modified model	
	β	p
Family emotional climate → Performance goals	-0.59	0.001
Family emotional climate → Academic well-being through psychological capital	0.29	0.002
Family emotional climate → Academic well-being through performance goals	0.28	0.001
Family emotional climate → Academic well-being through mastery goals	0.31	0.001

Discussion

This study aimed to investigate the relationship between FEC and academic well-being mediated by psychological capital as well as mastery-oriented and performance-oriented achievement goals in students with a history of learning disabilities. The direct relationship between FEC and academic well-being was not significant. This relationship was initially significant without incorporating mediating variables, but became non-significant when mediating variables were introduced into the model. The non-significant direct relationship between FEC and academic well-being can be attributed to the complete mediation by the mediating variables. This finding aligns with previous research suggesting that FEC indirectly influences academic well-being through mediating variables (Samari Safa & Poordel, 2022; Yousefi & Pariyad, 2020).

Findings from this study underscore the pivotal role of FEC in shaping the academic well-being of students with learning disabilities. A supportive and nurturing family environment characterized by warmth, responsiveness, and emotional security fosters positive psychological well-being, which acts as a crucial foundation for enhanced academic performance. This positive influence of FEC on academic well-being can be attributed to several key mechanisms. Firstly, a supportive family environment fosters a sense of self-worth and confidence in students with learning disabilities. This empowers them to approach academic challenges with a growth mindset, viewing setbacks as opportunities for learning and improvement. Resilience, a key component of academic success, is nurtured through positive family interactions that validate efforts and celebrate achievements, regardless of outcome (Yang & Wang, 2022). Secondly, positive parent-child interactions within a supportive FEC lay the groundwork for effective communication and problem-solving skills. These skills are essential for navigating the complexities of academic demands and social interactions faced by students with learning disabilities (Floyd & Olsen, 2017). Open and honest communication allows students to seek help from parents and teachers when encountering difficulties, while collaborative problem-solving fosters self-advocacy skills needed to navigate academic settings effectively. Thirdly, a nurturing family environment promotes the development of emotional regulation skills in students with learning disabilities which equip students to manage the stress and frustration that can often accompany academic challenges (Samari Safa & Poordel, 2022). Supportive families can model and teach coping mechanisms, such as relaxation techniques and positive self-talk, which enable students to maintain emotional balance and focus during academic tasks. By fostering emotional regulation, a positive FEC empowers students to cope with setbacks effectively, thereby enhancing their overall well-being and academic performance. In conclusion, the findings from this study highlight the multifaceted impact of FEC on the academic well-being of students with learning disabilities.

This study's findings add to the growing body of research emphasizing the significant relationship between psychological capital and academic well-being. These results echo previous findings by Ajam and Davari (2018) who similarly identified a positive association between these two constructs. However, this section goes beyond simply reporting the correlation and delves deeper to explore the underlying mechanisms that explain why psychological capital fosters academic well-being. Psychological capital, a multifaceted construct encompassing self-efficacy, hope, optimism, and resilience, equips students with the tools necessary to navigate the challenges inherent in academic pursuits. Self-efficacy, a core component of psychological capital, fuels student motivation and perseverance. Individuals with high self-efficacy hold a firm belief in their capabilities to master academic tasks and overcome setbacks. This confidence translates into greater effort expenditure, quicker recovery from failures, and sustained motivation throughout the learning process (Zhong et al., 2023).

Furthermore, self-efficacy judgments directly impact performance levels, playing a critical role in academic success. Hope, another facet of psychological capital, fosters a sense of agency and control over academic life. Students with high hopes view themselves as capable of influencing their academic outcomes through strategic goal setting, self-regulation, and effective behavioral adjustments (Ajam & Davari, 2018). This optimistic

outlook fuels intrinsic motivation, propelling students to engage deeply with academic endeavors and persevere through challenges. Optimism, a key element of psychological capital, instills a positive outlook on academic goals and fosters a belief in the attainability of success. Students with an optimistic mindset view challenges as opportunities for growth and learning, fostering a resilient approach to academic setbacks. This optimistic outlook promotes well-being and fuels the determination to achieve academic goals. Finally, resilience, the cornerstone of psychological capital, empowers students to bounce back from academic adversity. Students with high resilience demonstrate the ability to adapt to academic challenges, maintain motivation, and persist in the face of setbacks (Luthans et al., 2008). This capacity to navigate difficulties fosters academic well-being and paves the way for long-term academic success. In conclusion, the positive association between psychological capital and academic well-being is not simply a coincidence; it is a consequence of the powerful interplay between self-efficacy, hope, optimism, and resilience. By fostering these core psychological resources, educators can empower students to navigate academic challenges effectively and cultivate a sense of well-being that paves the way for academic success.

Additionally, the results revealed a significant relationship between mastery goals and academic well-being. This aligns with previous research by Afzali & Esmaili, (2019). Mastery-oriented achievement goals serve as powerful motivators, driving individuals to strive for personal growth and skill development. Individuals with strong mastery-oriented goals focus less on external validation and more on intrinsic rewards, such as learning and mastering new skills (Kord, 2018). These individuals exhibit greater perseverance, learn from setbacks, and embrace challenging tasks. Consequently, their genuine interest in expanding knowledge, enhancing skills, and acquiring competencies contributes to their higher academic achievement. Furthermore, mastery-oriented goals foster a deeper connection with intrinsic interest and enjoyment in learning tasks, along with a more positive attitude towards academic endeavors. Mastery goals emphasize the desire to develop competence, refine skills, and master challenging tasks (Rezayi et al., 2016). High school students with learning disabilities who adopt mastery goals may focus on personal growth, effort, and progress rather than comparing themselves to others. This mindset can contribute to their academic well-being by nurturing self-efficacy, resilience, and a positive outlook on learning despite challenges.

The findings further revealed a significant relationship between performance goals and academic well-being. Performance-oriented achievement goals emphasize external validation and the pursuit of recognition through external measures such as grades or outperforming peers. In the context of high school students with learning disabilities, an excessive focus on performance goals may lead to increased stress, anxiety, and negative self-perception if they struggle to meet specific standards or make unfavorable comparisons with peers (Zhong et al., 2023). This can negatively impact their academic well-being. Some students may adopt a combination of mastery and performance goals. In these cases, striking a balance between the two types of goals is crucial. A healthy balance entails prioritizing mastery goals while also recognizing the importance of achieving good grades or meeting certain standards (Rezayi et al., 2016). This balanced approach can help maintain motivation, foster a growth mindset, and enhance academic well-being.

This study sheds light on the complex interplay between FEC, psychological capital, and academic well-being in students with learning disabilities. The findings reveal a two-fold indirect association between FEC and academic well-being, mediated by distinct psychological mechanisms. Firstly, a positive FEC fosters the development of robust psychological capital in students with learning disabilities. This powerful construct, encompassing self-efficacy, hope, optimism, and resilience, equips students with the tools necessary to navigate academic challenges effectively (Tang & Zhu, 2024). Students with high self-efficacy believe in their ability to master academic tasks, leading to increased effort expenditure and perseverance in the face of setbacks (Bandura, 1997). Hope fosters a sense of agency and control, motivating students to set strategic goals and adapt their learning strategies. Optimism allows students to view challenges as opportunities for growth, promoting a resilient approach to academic setbacks. Finally, resilience empowers students to bounce back from adversity, maintaining motivation and persisting through difficulties (Liu & Du, 2024). This enhanced psychological capita, fostered by a supportive FEC, ultimately contributes to a greater sense of academic well-being. Secondly, a positive FEC steers student with learning disabilities towards adopting mastery-oriented achievement goals. These goals emphasize the importance of learning, self-improvement, and developing competence (Hickey et al., 2019). Students with a mastery orientation focus on the process of learning, deriving satisfaction from the effort invested and the progress made. This intrinsic motivation fosters a deeper engagement with academic endeavors and contributes to a positive academic well-being. Conversely, a negative FEC may inadvertently promote performance-oriented goals, where the focus

shifts to external validation and attaining high grades (Hickey et al., 2019). These extrinsic motivators can lead to anxiety and a fear of failure, potentially hindering academic performance and diminishing overall well-being. In conclusion, the findings suggest that a positive family emotional climate empowers students with learning disabilities in two distinct ways. By fostering psychological capital and promoting mastery-oriented goals, a supportive family environment lays the foundation for enhanced academic well-being.

A positive FEC is associated with higher levels of mastery goal orientation among students. When students perceive a supportive and nurturing family environment, they are more likely to be motivated for learning and personal growth. In contrast, a negative or unsupportive FEC may lead students to adopt performance goal orientations. When students experience high levels of conflict or criticism in their families, they may focus more on outperforming others as a means of gaining approval or avoiding negative evaluations (Luebbe & Bell, 2014). These different achievement goal orientations can have significant implications for academic well-being. Students with mastery goal orientations tend to experience higher levels of motivation, engagement, satisfaction, and overall psychological well-being in their academic pursuits. They are more likely to approach challenges with a positive mindset and engage in deep learning strategies that promote long-term understanding and growth. On the other hand, students with performance goal orientations may experience higher levels of stress, anxiety, and pressure to perform. They may focus more on achieving high grades or outperforming others rather than truly enjoying the learning process. This can lead to a decrease in intrinsic motivation and overall academic well-being.

Given that this study was conducted on students with a history of learning disabilities in Ahvaz, Iran, the results should be cautiously generalized to other populations and groups in society. The sole data collection instrument in this study was a self-report questionnaire. Therefore, it is not immune to response bias. As structural equation modeling was employed to assess the fit of the proposed model, causal inferences should be made with caution. Future research should be conducted with a larger sample size and a broader geographical scope to provide a more comprehensive and cohesive body of knowledge regarding the application of the examined variables.

Conclusion

Psychological capital demonstrated a significant positive association with academic well-being, suggesting that students with higher psychological resources experience greater academic well-being. The study revealed contrasting effects of mastery and performance goals on academic well-being. Mastery-oriented goals, emphasizing personal growth and skill development, were positively associated with academic well-being. Conversely, performance goals, focusing on external validation and outperforming others, had a significantly negative relationship with academic well-being. Interestingly, the direct relationship between FEC and academic well-being was not significant. However, FEC exhibited a significant positive influence on both psychological capital and mastery goals. This suggests that a supportive family environment fosters psychological resources and fosters a growth mindset, which in turn contributes to enhanced academic well-being. On the other hand, FEC had a negative relationship with performance goals, implying that a less supportive environment might lead students to prioritize external validation over personal growth. SEM revealed a significant mediated effect of psychological capital and achievement goals on the relationship between FEC and academic well-being indicating that the positive influence of a supportive family environment on academic well-being is partially mediated by the development of psychological resources and the adoption of mastery goals. The modified model demonstrated a good fit, suggesting a robust explanation for the relationships between the examined variables. Overall, this study highlights the importance of considering both psychological resources and achievement goal orientation when investigating the impact of family environment on academic well-being.

Conflicts of Interest

No conflicts of interest declared.

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