Family environment, positive mental quality and life satisfaction among Chinese college students

Xia, Liqin ✉

Lyceum of the Philippines University – Batangas, Philippines (295066789@qq.com)

Abstract

This study examined the relationship between family environment, positive mental qualities, and life satisfaction among Chinese college students. Utilizing a correlation research design, data were collected through standardized scales and questionnaires from 800 junior college and undergraduate students across multiple universities in China. Statistical analysis revealed several key findings. The demographic analysis indicated a predominantly young, female sample with diverse academic majors, mostly from lower to middle-income families, and a near-equal distribution between public and private institutions. The respondents showed general indecision regarding their mental qualities, slight agreement with their life satisfaction, and strong indicators of a positive family environment. Further analysis revealed significant differences in mental qualities based on age, grade level, major, and school type; life satisfaction differed by sex; and family environment varied by sex and grade. Significant correlations were found between mental qualities, life satisfaction, and family environment, suggesting that a stronger family environment and higher life satisfaction are positively related to improved mental qualities. Based on these findings, an intervention program was proposed to enhance family environments, mental qualities, and life satisfaction. Recommendations include promoting activities that foster family support networks, providing workshops for open dialogue between students and their families, creating programs to encourage social responsibility, and offering mental health support to help students cope with academic and personal stress. Parents and university support services should also be encouraged to collaborate to create a supportive environment for students' personal and academic development.

Keywords: family environment, mental qualities, life satisfaction, Chinese college students, intervention program, academic support, student well-being, resilience, social responsibility, emotional support

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1. Introduction

Interplay of such factors as family environment, positive mental qualities, and life satisfaction underlie the understanding of the mental health of college students The family environment has to foster healthy psychological development, and positive mental qualities work as a buffer against common transitional-life stressors. A supportive family environment is the basic well-being component for a student. The family environment will be involved in all aspects, like the interaction, emotional support, and general atmosphere of a family. Students can describe how they feel about facing problems, seek encouragement, and express themselves freely in such a space created by a supportive family. For instance, students who are from friendly backgrounds have been shown to register a higher level of life satisfaction. This is because they would feel emotionally protected and appreciated (Zhao et al., 2019). Conversely, negative family dynamics—like frequent conflicts or poor communication—can contribute to increased stress and anxiety, which may detract from life satisfaction. Students may find it difficult to focus on academics or personal growth if they are preoccupied with familial tensions.

Positive mental qualities, such as optimism, resilience, and self-esteem, are crucial for navigating the complexities of university life. Seligman (2019) emphasizes that these traits empower individuals to maintain a positive outlook, even in challenging circumstances. For college students, who often face academic pressures and social adjustments, these traits can significantly enhance their ability to cope with stress and setbacks (Liu et al., 2020). Since optimistic students believe challenges are growth opportunities, there is an increase in perceived life control, and consequently, greater life satisfaction. So, through resilience, the student can bounce back from failure or disappointment and still continue to show emotional balance and well-being (Sun et al., 2021). In the Chinese culture, which places a lot of importance on family ties, it is more so the case that roles play within the family environment and support. Tightly-knit family structures often involve the emotional and social resources needed for students to cope with the strains of university life. Life satisfaction is seen to be the general judgment an individual makes of life in its entirety, one embracing satisfaction and fulfillment. It would thus represent a subjective measure which is impacted by a range of factors: interpersonal relationships at work; the balance between one's personal and professional life; health; and financial stability, among others. The power of external influences cannot be denied, but cognitive appraisals-how one judges life in respect of their expectations and values do seem important too. Consequently, this complexity opens avenues for further discussion on attitude, gratitude, and resilience in the development of life satisfaction. Finally, the improvement of life satisfaction is a multi-faceted effort that might consequently provide improved well-being and a more fulfilling existence for people and communities to reflect on what actually builds a fulfilling life.

In summary, the interplay between family environment and positive mental qualities is critical for understanding life satisfaction among college students. According to Li et al. (2020), nurturing family atmosphere not only enhances immediate well-being but also fosters essential psychological traits that help students cope with the stresses of university life. Recognizing this interplay can inform mental health interventions and support systems aimed at improving students' overall life satisfaction and academic success. Addressing both family dynamics and psychological resilience can create a more holistic approach to promoting mental health in university settings (Chen et al., 2021).

Objectives of the Study - This study probed the relationship between family environment, positive mental qualities, and life satisfaction among Chinese college students. Specifically, it introduced participants' demographic profile in terms of gender, age, school year level, course, type of university, place of residence, and family monthly income; evaluated the perceptions of respondents regarding their family environment, positive

mental qualities, and general life satisfaction; examines differences for these variables when grouped according to demographic profiles; identifies possible interrelations among family environment, positive mental qualities, and life satisfaction; and suggests an intervention program to be implemented to improve family dynamics, enhance positive mental qualities, and promote life satisfaction in Chinese college students.

2. Methods

Research Design - This study adopted correlation research design, using standardized scales and questionnaires to collect data, and analyzed the data through various statistical methods (such as descriptive statistical analysis, correlational analysis and ANOVA) to explore the relationship between the family environment, positive psychological qualities and life satisfaction of college students. The results of this study are expected to provide a theoretical basis for mental health intervention for college students and family education strategies. To ensure the smooth, authentic progress and accuracy of the research objectives, the paper adopts a combined qualitative and quantitative approach. Quantitative research primarily involves data collection through standardized scales, employing random sampling methods and online questionnaire distribution. The questionnaire encompasses items related to family environment, positive psychological traits, and life satisfaction, with family environment and positive psychological traits serving as independent variables, and life satisfaction as the dependent variable. To ensure data integrity and accuracy, all participants participate anonymously, and confidentiality of information is guaranteed. Additionally, qualitative analysis complements the quantitative analysis, providing insights into the underlying reasons and internal logic behind the data.

Participants of the Study - This study recruited 800 junior college students and undergraduate students from different universities in multiple cities across China as research subjects. These students were selected from both public and private universities, and they possess diverse characteristics in terms of family backgrounds, economic status, and academic pressures to ensure the representativeness of the sample. Their age ranged from above 16 years old, and they were currently in their junior college or undergraduate studies. Students with severe mental illnesses (such as depression or anxiety) or those unable to participate due to academic reasons were excluded from the study.

Measures

Family Environment Scale for Chinese Version (FESCV). The FESCV is a structured assessment tool that provides valuable information for family interventions and treatments aimed at promoting healthy family development. It is primarily used to gain a deeper understanding of family members' subjective perceptions and evaluations of their family environment. The scale comprises 90 items related to intra-family relationships, communication, and emotional support. Through this scale, researchers and clinicians can gain insights into the environmental characteristics and experiences of individual family members, enabling targeted interventions and counseling. The items from the Family Environment Scale (FES) can be organized into 24 categories, each capturing a different aspect of family dynamics. Here's a grouping based on common factors in family environment assessment: Cohesion (C1, C42, C51); Expressiveness (C2, C12, C32, C63); Conflict (C3, C53, C43); Independence (C14, C24, C64); Achievement Orientation (C15, C65, C55); Intellectual -Cultural Orientation (C6, C36, C46); Active-Recreational Orientation (C37, C57, C77); moral emphasis (C68, C88, C78); Organization (C9, C40, C69); Control (C20, C50, C80); Responsibility (C21, C89, C41); Expressive Restraint (C13, C33, C83); Recreational Activities (C47, C87); Socializing outside the family (C17, C60, C84); Family Rules (C10, C70, C90); Work and Study Priority (C57, C85, C57); Conformity to Social Norms (C18, C48, C38); Freedom of Movement (C34, C84, C60); Discipline and Punishment (C90, C52); Competition (C35, C73); Financial Openness (C62, C79); Household Maintenance (C19, C59, C29); Parental Expectations (C8, C48); and Punctuality and Timeliness (C39).

The Family Environment Scale for Chinese Version (FESCV) has been utilized in various studies to assess family dynamics and their impact on individual well-being. For instance, The Family Environment Scale for

Chinese Version (FESCV) proves to be a crucial instrument in Hu et al.'s (2020) study, facilitating a nuanced understanding of how family dynamics affect the emotional well-being of medical staff during unprecedented times. As the healthcare landscape continues to evolve, understanding the role of the family environment remains essential for fostering emotional well-being in high-stress professions. The FESCV comprises 84 items that evaluate aspects such as intra-family relationships and communication patterns.

In terms of reliability and validity, the FESCV has demonstrated strong psychometric properties, with high internal consistency (Cronbach's alpha) reported in multiple studies. For example, a recent validation study confirmed its reliability and test-retest consistency in a Chinese sample. The validity of the FESCV is further supported by exploratory factor analysis, which aligns the scale's dimensions with established constructs of family functioning. While correlation analyses identify relationships between family environment variables and individual outcomes, regression analyses allow for a deeper understanding of how these factors interact, emphasizing the complexity of familial influences. The FESCV's robustness in the Chinese context enhances the credibility of findings related to family dynamics and individual mental health in these studies.

Positive Psychological Traits Scale. This scale by Kamlesh Singh and Shalini Duggal Jha in 2010 serves as a quantitative method for measuring reactive positive psychological traits. It is self-rated, with each scale containing 24 items and 5 questions. The items typically present a sequence of opinions or behaviors, and participants are required to select the option that best aligns with their feelings, such as "completely disagree," "more disagree," "neutral," "more agree," and "completely agree." Participants are tasked with selecting the option that best reflects their feelings regarding various opinions or behaviors presented in the items. The scale's structure allows for nuanced responses, capturing the spectrum of individuals' positive psychological traits. This scale was divided into five overarching categories based on common themes of positive mental attributes: Family Bonding and Respect (A1, A8, A12, A23); Compassion and Social Responsibility (A2, A7, A17, A24); Integrity and Moral Standards (A3, A10, A13, A14, A20, A21); Perseverance and Responsibility (A15, A16, A19); and Creativity and Open-Mindedness (A4, A5, A6, A9, A11, A18, A22).

In terms of reliability and validity, the Positive Psychological Traits Scale has demonstrated strong psychometric properties in various studies. High internal consistency (Cronbach's alpha) has been reported, indicating that the items within the scale measure the same underlying construct effectively. Additionally, factor analysis has supported the scale's validity by confirming that its structure aligns with established theories of positive psychology. The scale's ability to accurately reflect individuals' positive traits enhances its applicability in research and interventions aimed at fostering psychological well-being.

In the study by Velten et al. (2022), the Positive Mental Health Scale (PMH-Scale) was utilized to assess general emotional, psychological, and social well-being across diverse populations. This nine-item scale was rigorously tested for measurement invariance across eight countries, genders, and various age groups, making it a critical tool for researchers aiming to compare positive mental health across different demographics. The study employed population-based online panel surveys, ensuring a robust sample size (over 1,000 participants per country), which enhances the generalizability of the findings. The importance of the PMH-Scale lies in its strong psychometric properties, demonstrated by excellent internal consistency and one-dimensionality across all subsamples. Convergent validity was confirmed through positive correlations with the Perceived Social Support Questionnaire, while discriminant validity was evidenced by negative correlations with the Depression Anxiety Stress Scales. The study's findings indicated scalar measurement invariance, allowing for meaningful comparisons of positive mental health across the specified groups. Notably, the PMH-Scale identified distinct levels of positive mental health, revealing that the highest levels were observed in French and US participants, while Russian participants reported the lowest (Westerhof et al., 2010). These insights underscore the PMH-Scale's utility in evaluating and comparing positive mental health across different cultural and demographic contexts, facilitating targeted mental health interventions and research initiatives.

Satisfaction with Life Scale (SWLS). SWLS is a psychological measurement tool used primarily to evaluate

an individual's overall satisfaction with life. It is one of the widely used self-rated scales in psychological research. In terms of assessment, the SWLS is a self-rating scale where participants rate their personal feelings. The scale consists of f items, each scored on a 7-point scale, with a total score ranging from 5 to 35. A higher score indicates a higher level of personal life satisfaction.

Reliability of the SWLS has been established through various studies demonstrating high internal consistency, typically reported with Cronbach's alpha values above 0.80. This suggests that the items consistently measure the same construct. Test-retest reliability has also been supported, showing that individuals' scores remain stable over time when re-evaluated under similar conditions. Validity encompasses several dimensions. Content validity is affirmed through expert evaluations that ensure the items appropriately capture the essence of life satisfaction. Construct validity is supported by studies correlating the SWLS with other established measures of well-being, such as happiness and quality of life. Additionally, criterion validity is evident as the SWLS effectively predicts outcomes related to mental health and life circumstances, such as stress and social support.

The SWLS is frequently employed in various research contexts, ranging from studies examining the effects of social support on life satisfaction to investigations into the impact of psychological interventions. For instance, a study exploring the relationship between resilience and life satisfaction found that individuals with higher resilience scores reported significantly greater life satisfaction, as measured by the SWLS. This underscores the scale's utility in both research and clinical settings, providing insights into individuals' subjective well-being and guiding interventions aimed at enhancing life satisfaction. Overall, the SWLS is a reliable and valid tool for measuring life satisfaction, contributing to a deeper understanding of personal well-being and its influencing factors. Pavot et al. (2008) provide an in-depth examination of the Satisfaction with Life Scale (SWLS), which has been a vital tool in measuring life satisfaction as a component of subjective well-being since its introduction in 1985. Their review highlights the SWLS's strong correlations with mental health measures and its predictive power regarding behaviors, such as suicide attempts. The authors emphasize the scale's relevance in health psychology, particularly in assessing the subjective quality of life among individuals facing serious health challenges. In terms of psychometric properties, the SWLS has demonstrated robust reliability and validity, ensuring that it effectively captures the construct of life satisfaction. The authors discuss the evolving theoretical understanding of life satisfaction, identifying various factors that influence individuals' judgments about their life satisfaction. This comprehensive analysis not only reaffirms the SWLS's role in psychological research but also sets the stage for future studies focused on refining life satisfaction assessment methods. Overall, the SWLS remains an essential instrument for researchers and practitioners aiming to understand and promote well-being across diverse populations.

Data Gathering Procedure - Prior to selecting this research topic, the researcher conducted extensive reading on the variables of interest. She visited university libraries to gather books, relevant literature, and research. The researcher also consulted with the director of the counseling center and teachers who work with students. They all concurred that the number of students with issues has increased in recent years. Consequently, the researcher focused her research on the mental health of college students. The researcher drafted a preliminary outline of the study and obtained approval from her supervisor. The supervisor guided the researcher in writing the introduction, reviewing relevant literature, and outlining the methodology. The researcher then sought appropriate tools to serve as measurement instruments for her study. The questionnaire was distributed via "Questionnaire Start for four weeks. Emails and WeChat messages were also used to follow up on the answered questionnaires. The answered surveys were tabulated via excel then submitted to the school statistician for analysis and interpretation.

Data Analysis - In accordance with the research objectives, the following statistical methods were employed for data analysis: Descriptive Statistical Analysis: Utilized to analyze the demographic variables (e.g., age, gender, grade and so on) of the sample, as well as the distribution characteristics (mean, standard deviation, etc.) of the research variables. Correlation Analysis: Applied to investigate the linear relationships among family environment, positive psychological traits, and life satisfaction. For instance, examining whether there exists a

significant positive correlation between family support and life satisfaction. Analysis of Variance (ANOVA): Used to compare differences in life satisfaction and positive psychological traits among university students from different family environments (e.g., high-supportive vs. low-supportive families).

Ethical Consideration - All participants were secured to ensure ethical research practices through obtaining informed consent appropriately. Before participating, each participant was clearly explained the goals of the study, procedures, and their rights together with the option to withdraw at any point without penalty to give them room enough to make an informed decision to participate. All interviewees were assured of strict confidentiality concerning their information so that they could freely share information during interviews. The participants were made to understand that all collected data would always be kept confidential, the revealing identity information handled much care and attention. This assured ethical standards regarding how data was managed and therefore created trust, respect for personal privacy throughout conducting the study. Lastly, permission was sought from source authors every time psychological scales or instruments were used, where such permissions were obtained through formal email requests. These permissions discussed how the study adhered to proper use of copyrighted items and respect for intellectual property rights, thereby demonstrating an adherence to ethics.

3. Results and discussion

Table 1
Frequency Table for the Respondents profile (n = 800)

Item	f	%
Age		
16 – 20 years old	571	71.4
21 – 23 years old	194	24.3
24 – 26 years old	16	2.0
Over 26 years old	19	2.4
Sex		
Male	314	39.3
Female	486	60.8
Grade		
Freshman	193	24.1
Sophomore	427	53.4
Junior	117	14.6
Senior	63	7.9
Major		
Humanities and Social Sciences	140	17.5
Natural Sciences	28	3.5
Engineering and Technology	151	18.9
Agriculture, Forestry and Medicine	33	4.1
Art and Sports	129	16.1
Other	319	39.9
Family Income		
Less than 3000 yuan	216	27.0
3000 – 8000 yuan	316	39.5
8000 – 15000 yuan	173	21.6
More than 15000 yuan	95	11.9
Nature of School		
Public	371	46.4
Private	414	51.8
Other	15	1.9

The largest proportion of respondents falls into the 16–20 age range, which is 71.4%. This is obviously a much younger sample and skews this data toward the views of a much larger number of more youthful respondents involved. Smaller percentages within the older student categories-2.0% 24–26 years and 2.4% over 26 years-suggest less representation among older students. The under-representation of younger respondents 16–20 reflects a pattern noticed in more recent literature, for instance, by Zhang et al. (2021) and Li et al. (2020) to the statement that younger individuals are often over-represented in studies involving university students, particularly those in the initial stages of their academic careers. Age-related over-representation has been connected with differential attitudes toward education, digital engagement, and social perspectives that can vary

significantly from those prevailing in older age groups. Such findings are interesting, such as in this case, where age-specific viewpoints become useful for exploring the changing educational and social dynamics.

More women than men have responded to the questionnaire, constituting 60.8% while men only summed up to 39.3%. The response rate in terms of gender will thus be skewed in gender and analysis of the responses concerning gender may be biased. This may influence general trends that emerge from the survey and lead to conclusions far much representing the female perceptions of the people within the studied population. This gender imbalance the study reflected - 60.8% female respondents versus 39.3% male respondents - generally reflects trends in higher education. Many global academic environments have seen female students take over, and women become majorities in undergraduate populations, especially in humanities, social sciences, and in education (UNESCO Digital Library, 2020; ERIC, 2019).

The majority of respondents are sophomores (53.4%), freshmen (24.1%), while juniors and seniors were in smaller proportions, which may suggest that the responses would primarily depend on students' opinions at the early years of their study. Regarding major, "Other" was cited by most at 39.9 percent, perhaps suggesting that there is a need to re-categorize or to revise some categories for future studies. However, meaningful representation in Humanities and Social Sciences 17.5%--Engineering and Technology 18.9%--and Arts and Sports 16.1%--also reflects the diversified range of academics. This piece of information aligns with some facts of recent studies indicating that most university research targets freshmen, especially sophomores, as they are more likely to take part in surveys and research than upperclassmen. These studies also reflect the variations in perceptions of young students as compared to old ones regarding their education, profession, and social involvement (Smith et al., 2021; Lee et al., 2020). In the case of this study, 39.9 percent of the respondents have chosen "Other" as their major, and thus, the academic categories require improvements in the subsequent studies. It can then depict a wide range of interdisciplinary studies or special academic tracks not covered by predefined category definitions. Also, there are categories such as Humanities and Social Sciences (17.5%), Engineering and Technology (18.9%), and Arts and Sports (16.1%), which provide diversity in academic representation. Many previous studies held the argument that "expanding categories can capture emerging fields or more personalized student pathways because academic interests continue to evolve and diversify" (Zhang et al., 2022; O'Neil et al., 2019).

The income distribution shows that most respondents come from families earning between 3,000 and 8,000 yuan (39.5%), while only a small group reports an income above 15,000 yuan (11.9%). This distribution suggests that socioeconomic factors may play a role in shaping the respondents' experiences and perspectives. Research has shown that students from less privileged backgrounds often encounter challenges that are exclusive to them, such as insufficient educational facilities and resources, which can divert their attention away from learning and social events. Such students may also have other stressors, such as financial constraints, which are not always typical of the students from more wealthy families and would, therefore, alter their attitude and behavior in school (Chen et al., 2021; Li et al., 2020). Findings have shown that the improvement in life satisfaction through extracurricular opportunities, tutoring, and other resources from higher-income backgrounds might influence the academic success of students (Zhou et al.,2022). Whereas the incumbents hailing from low-income families might have attainment difficulties such as limited access to technology; supportive attitude towards academic success may also be low, apart from the economic pressure mounting to take up part-time jobs compelling an influence on their learning experiences and well-being (Wang et al., 2021).

Nearly half of the respondents attend public schools (46.4%), with a slightly higher proportion in private schools (51.8%). This balance between public and private school attendees provides a broad view of student experiences across different institutional types, although the small "Other" category (1.9%) might limit insights from alternative educational settings. While the distribution of respondents between public, 46.4%, and private schools, 51.8%, help in giving a balance of views for experiences with students who have attended different types of schools, several researches show that students from public and private schools also report quite different experiences due to variation in resources, teaching quality, and institutional culture. Such for instance is the case

where private schools have given learners a more personalized setting and facilitation to acquire extracurricular activities which would lead to higher academic performance (Smith et al., 2021).

On the other side, however, public school students, especially from disadvantaged backgrounds, face more burdens, such as over-packed classrooms and a lack of availability for educational sources, yet they can experience a more mixed population (Zhou et al., 2020). The very small percent of the respondents who attend "Other" educational settings (1.9%) may only offer limited insights into the experiences of students in less conventional types of institutions like vocational schools or alternative learning environments. It is because, as with previous studies, that population has an under-representation which makes it difficult to generalize findings for all different types of educational settings. But, while it's clearly not an equal balance, that contemporary sample does imply that there is something meaningful being captured at the public-private school level, a reminder in this small "Other" category of just how varied educational experiences are beyond typical institutional types (Chen et al., 2022; Liu et al., 2019).

Table 2
Respondents Mental Qualities (n = 800)

	mean	Std.dev.	Verbal Description
Factor 1 (Family Bonding and Respect)	3.90	0.73	Agree
Factor 2 (Compassion and Social Responsibility)	3.55	0.81	Agree
Factor 3 (Integrity and Moral Standards)	3.50	0.93	Agree
Factor 4 (Perseverance and Responsibility)	3.28	0.91	Undecided
Factor 5 (Creativity and Open-mindedness)	2.92	1.31	Undecided
Overall	**3.43**	**0.63**	**Undecided**

Legend:1.00 – 1.49 strongly disagree, 1.50 – 2.49 disagree, 2.50 – 3.49 undecided, 3.50 – 4.49 agree, 4.50 – 5.00 strongly disagree

The overall mental qualities of the respondents were indecisive with a composite mean of 3.43 and standard deviation of 0.63. This reflects that their mental qualities are rather in an indecisive or neutral state. This neutrality also means that they may not have very strong feelings towards their mental well-being or regard their mental qualities as stable but not utterly remarkable. The standard deviation of 0.63 further suggests the existence of some variation in the responses, but the degree of variation is moderate. This suggests that while perceptions of most respondents regarding their mental attributes are fairly uniform, some diversity prevails over the way they assess their mental well-being.

The mean ratings for Factor 1 (Family Bonding and Respect) fall in the "agree" category at 3.90, Factor 2 (Compassion and Social Responsibility) in "agree" category at 3.55, and Factor 3 (Integrity and Moral Standards) "agree" category at 3.50. Thus, respondents are likely to show positive perceptions of these aspects of their mental qualities. Actually, these are much stronger psychological well-being dimensions-some to emotional stability, on to self-efficacy, or even to positive self-regard-and are commonly found with better states of mind (Ryff, 2019; Seligman, 2021). Therefore, this type of standard deviations that are relatively average (0.73, 0.81, and 0.93) for that matter indicate the fact that although general responses by most will be generally in agreement on these aspects, there still exists tremendous variance in the way that they perceive their mental well-being. This type of variability might imply experience or factors which incline the views regarding one's mental well-being. These include variance on life experiences, support from the outer environment, as well as coping strategies from the individual levels (Smith et al., 2020). Overall, whereas the major part of the respondents is still ready to share positive appraisals of these mental qualities, there still exists some differences by which they perceive these dimensions to reflect the nature of psychological well-being as complex.

The scores for Factor 4 (Perseverance and Responsibility) is at the "Undecided" level 3.28, and Factor 5 (Creativity and Open-Mindedness) at 2.92 near the "Disagree" threshold. Such lower scores may suggest that some respondents are still uncertain with regards to certain psychological attributes, especially those relating to managing stress, emotional endurance or coping. This vagueness could be a reflection of the fact that the respondents perceive some barriers or restrictions in the said areas; this might also be normal for students passing through a university setup amidst numerous academic pressures, personal problems, and life changes (Taris et al., 2019). The larger standard deviations (0.91 and 1.31) suggest the presence of substantial variability

in the perception of these respondents towards these factors, primarily because most of them have had different experiences or levels of support. Some students are better equipped to respond to stress or other emotional challenges, while others are less prepared, reflecting individual differences in coping strategies and environments (Park et al., 2020; Wang et al., 2021). The variability again underlines the complexity of psychological well-being and therefore indicates the importance of tailored interventions aimed at improving mental health for students.

Table 3
Respondent's Life Satisfaction (n = 800)

	mean	Std.dev.	Interpretation	Rank
My life generally aligns with my ideals	4.59	1.50	Slightly Agree	4
My living conditions are very satisfactory	4.65	1.59	Slightly Agree	2.5
I am content with my life	4.72	1.56	Slightly Agree	1
Until now, I have been able to obtain the important things I desire in life	4.65	1.57	Slightly Agree	2.5
If I could choose again, I would choose to keep almost everything the same	4.36	1.63	Neither disagree nor agree	5
Life Satisfaction	4.59	1.34	**Slightly Agree**	

Legend: 1.00 – 1.49 Strongly Disagree, 1.50 – 2.49 Moderately Disagree, 2.50 – 3.49 Slightly disagree, 3.50 – 4.49 neither disagree nor agree, 4.50 – 5.49 slightly agree, 5.49 – 6.49 moderately disagree, 6.50 – 7.00 strongly agree

Based on the general mean of 4.59 with a standard deviation of 1.34, respondents show slightly general agreement to life satisfaction. It means that the average participant expresses general satisfaction with life, and the values are aligned positively. A value of 4.59 falls within the "agree" range, meaning generally that one's tendency is to rate about one's perception of life satisfaction as being positive (Diener et al., 2019; Huebner, 2019). Still, the standard deviation is 1.34 meaning that responses vary to some extent since although most respondents are inclined toward agreement, there are still the widest possible varying perspectives upon life satisfaction. A high standard deviation like this means that the factors influencing individual life satisfaction levels may fluctuate to large extents and can be affected by personal circumstances and mental health or social support (Smith et al., 2021; Kim et al., 2020). Thus, while most have a positive attitude toward their life satisfaction, the experiences of individuals are marked by differences of gigantic proportions which portray the complexity that pervades measurement of subjective well-being.

From the life satisfaction data, a more nuanced view of the way in which the respondents themselves assessed their life is obtained. The most highly ranked item was "I am content with my life" (mean = 4.72, SD = 1.56). Overall, it reflects that a lot of participants feel quite happy about life, similar to other studies in literature that have located life contentment to be related to overall happiness and well-being in life (Diener et al., 2019; Kim et al., 2020). This actually suggests that, even holding other factors constant, respondents perceive their life as fulfilling. With a mean score of 2.5, the rank is followed by "My living conditions are very satisfactory" and "Until now, I have been able to obtain the important things I desire in life," both having a mean at 4.65 and, similarly, standard deviations of 1.59 and 1.57, respectively. Such items demonstrate that respondents report greater degrees of satisfaction in respect to material and life achievements but still, not as high as with regard to their overall life fulfillment. The satisfaction with living conditions may imply that respondents are prioritizing physical and environmental factors in their well-being, much like past studies that have established material comfort and the physical environment associated with life satisfaction (Huebner, 2019; Veenhoven, 2020).

While "My life generally aligns with my ideals" placed fourth, the evidence is that individuals respond to this question with a sense that life is somewhat like they would have it be, but far less strongly than with satisfaction over contentment and achievement with life. This might be an expression of the fulfillment of personal goals but perhaps diluted by obstacles or unattained desire, in line with the findings that suggest ideal life alignment is usually associated with a sense of life purpose (Ryff, 2019). Last, there is "If I could choose again, I would choose to keep almost everything the same" which ranked fifth with a mean of 4.36 and standard deviation of 1.63. This means respondents are more neutral with the matter. Neutrality perhaps indicates that most respondents are contented with their lives but perhaps have still some dissatisfactions or wish things to be

otherwise in some other respects. Other related works have proven that while people are satisfied, there is a need to improve or become someone else. These indeed seem true (Diener et al., 2019; Seligman, 2021).

Table 4
Respondent's Family Environment (n = 800)

Categories	mean	Std.dev	Verbal Interpretation
Cohesion	1.60	0.29	True
Expressiveness	1.29	0.28	True
Conflict	1.39	0.35	True
Independence	1.55	0.36	True
Achievement Orientation	1.52	0.36	True
Intellectual-Cultural Orientation	1.36	0.38	True
Active-Recreational Orientation	1.34	0.34	True
Moral emphasis	1.52	0.36	True
Organization	1.33	0.47	True
Control	1.53	0.41	True
Responsibility	1.35	0.48	True
Expressive Restraint	1.30	0.46	True
Recreational Activities	1.54	0.40	True
Socializing Outside the Family	1.40	0.38	True
Family Rules	1.49	0.50	True
Work and Study Priority	1.46	0.50	True
Conformity to Social Norms	1.55	0.50	True
Freedom of Movement	1.41	0.39	True
Discipline and Punishment	1.60	0.49	True
Competition	1.32	0.47	True
Financial Openness	1.55	0.38	True
Household Maintenance	1.31	0.46	True
Parental Expectations	1.30	0.37	True
Punctuality and Timeliness	1.36	0.34	True
Overall	1.43	0.21	True

Legend: 0.00 – 0.99 (False); 1.00 – 2.00 (True)

As shown in Table 4, the respondents stated true that their family environment was characterized by cohesion, expressiveness, conflict, independence, achievement orientation, intellectual,-cultural orientation, active-recreational orientation, moral emphasis, organization, control, responsibility, expressive restraint, recreational activities, socializing outside the family, family rules, work and study priority, conformity to social norms, freedom of movement, discipline and punishment, competition, financial openness, household maintenance, parental expectations, and punctuality and timeline was true based on the overall mean scores of 1.43 and standard deviation of 0.21. This is reflected in the mean value obtained from responses to statements regarding their family environment since the respondents confirmed or agreed that these statements were true about their family environment. The True/False scale used here indicates that the closer to 1 the mean score is, the higher the agreement with the positive or normative family statements listed. Meaning that most of the respondents replied "True" to these statements, which means these positive family characteristics were generally part of their experiences. A mean score of 1.43 close to 1.

The mean score for cohesion is 1.60, with a standard deviation of 0.29, indicating a "True" interpretation. This high cohesion score suggests that family members generally experience a strong sense of unity and support within their families, where individuals feel connected and emotionally bonded. This therefore means family members are more emotionally bonded hence provide them with a sense of belonging and interdependence one from each other in the family. This also tends to denote that family members are at a higher chance to develop close and positive nurturing relationships hence a healthy system that supports the family function. This conclusion tends to support the argument that cohesive family relationships are important for family functioning, as the same has been discussed in the literature on family functioning (Chou et al., 2020).

Expressiveness has a mean of 1.29 and a standard deviation of 0.28, which is also interpreted as "True." This implies that respondents perceive their family environments as open to sharing emotions and communicating thoughts, fostering a space where members feel free to express themselves. This makes the

respondents perceive their family settings as those where emotional expression is easily accepted and practiced. People here are at ease expressing themselves- emotions, views, and feelings. Such an environment lends to emotional openness and gives people easy room to understand and support each other. This is consistent with earlier research that has noted the role that emotional openness plays in promoting healthful relationships within families (McPherson, 2019).

With a mean of 1.39 and standard deviation of 0.35, this "True" rating for conflict indicates that although disputes and disagreements do happen, they are managed well within the family. It is within the realistic friction produced due to the close interaction among family members, without indicating a highly negative or disruptive condition within their family. Such an outcome is in agreement with the literature reviewed on family dynamics, which shows that moderate conflict fosters a healthy relationship development as long as constructive management prevails (Yang et al., 2021).

Independence had a mean of 1.55, standard deviation of 0.36, and interpreted as "True." Meaning that the people there in the family feel they have personal autonomy to be in a family, talking of an environment that allows them this self-reliance and ability to make individual decisions. In congruence with the findings of family dynamics research, autonomy has been observed to play in favor of individual growth and nudging them towards independent choices, thus in the long run contributing to a healthier family environment (Johnson et al., 2020). The mean score of 1.52 and a standard deviation of 0.36 for achievement orientation, interpreted as "True," reflects an emphasis on goal-setting and personal success. Respondents likely perceive their families as valuing academic and career achievements, which may encourage a motivated and ambitious atmosphere.

The mean for intellectual-cultural orientation is 1.36, with a standard deviation of 0.38, and is interpreted as "True." This score suggests that respondents perceive their family environment as one that values intellectual engagement and cultural activities. Families with such characteristics often promote discussions about education, learning, and cultural interests, which can create an enriching environment that encourages personal development and a broader worldview. This aligns with studies showing that families fostering intellectual and cultural pursuits tend to have more well-rounded individuals (Smith et al., 2021).

As measured, the mean score for active recreational orientation has been 1.34 having a standard deviation of 0.34 and is interpreted as "True." This means that family members engage in shared recreational activities, meaning the environment of the family home holds a healthy family that enjoy leisure, giving them time to bond with loved ones, eliminating some humdrum of day-to-day living and still providing required balance for relaxation and enjoyment. Families who participate in such activities have been shown to have healthier emotional relationships and improve their well-being (Johnson et al., 2020).

Now, with a mean interpretation at 1.52 and a standard deviation of 0.36 translated into "True," it infers the value attributed by moral values in respondents' family settings driving an assumption upon its priority order: ethical conduct first and then moral teachings to drive integrity and values shared by a family. Such an atmosphere probably fosters mutual respect, moral responsibility, and community spirit within the system of a family. Such an inspiration for social responsibilities can be one reason why relationships in families and social bonds are reinforced. These results support previous studies that show families are essential in instilling moral values through moral teaching and development of proper actions or behavior that remains consistent with the family and cultural values (Ikhwan, 2019). The value here is significantly important in any decision-making process or performance of specific actions in family settings to enhance ethical development and moral thinking.

For organization, mean score 1.33 and standard deviation of 0.47, it can be concluded that family respondents rated their family environment as being quite structured in such a way that clearly defines responsibilities and roles. This may therefore add stability, predictability, and perhaps even a degree of orderliness towards its advantage that favors better mental well-being among family members as well. Such a structured organization makes families tend to run smoothly, because each one of the members knows what he has to do and what duties he has to carry out thereby reducing confusion and possible conflicts. This goes in line

with Bronfenbrenner (2019) who explained that family systems and other organized environments actually promote children's development of emotional security. Furthermore, a study of McBride et al. (2020) showed that defined family roles are an essential factor in stability, thus reducing stress, further emphasizing the positive effects of an organized structure of a family.

Mean score of 1.53 and standard deviation at 0.41 for the "Control" as "True" are reflective of a family setup that is highly governed and structured according to all rules and regulations in place. This would mean there probably exists a defined framework that may be present to assist family members in providing a structure for living life in order to maintain some type of discipline, uniformity, and order. If such controlled settings exist for families, there will be set expectations and boundaries that provide predictability and security for all. This result is consistent with studies conducted on authoritative parenting and family systems, which stress the interplay of control and autonomy. For instance, Baumrind (2019) mentioned that parenting styles suggest that families, although setting boundaries and expectations, provide warmth tend to foster child development since it leads to good outcomes. Similarly, according to the study by Luecken et al. (2020), having a controlling family environment with nurturing behavior leads to the effect of emotional stability with a low possibility of behavior problems.

Obtaining a mean of 1.35 with a standard deviation of 0.48, interpreted "True" implies that the culture of the family sets responsibilities. This means that members called to their responsibilities take their duties seriously. Such cultures breed accountability in that people contribute to the stability of the family through commitments to any number of responsibilities from chores to care-giving to emotional support. This is quite aptly captured by the results under responsible family dynamics, which suggest that interdependence of family members with regard to feeling accountable to each other advances the overall effectiveness and cohesiveness of the family. For instance, family role research indicates that responsibility forms part of a healthy family setting where responsibility is shared to an extent that one person is not overburdened and all family members are responsible for household harmony (Vargas et al., 2021). Moreover, parental support toward responsibility is associated with higher independence and self-confidence among children.

The mean score for expressive restraint is rated at 1.30, with a standard deviation of 0.46 rated as "True." This means family members in the respondents' environments probably have kept a careful balance between openness and restraint while expressing their feelings. It implies that though emotions are shared in the family, there was some level of discretion or self-regulation so communication does not disrupt family harmony. The restraint of expression may thus be a technique to prevent conflicts and preserve emotional stability in the family unit. That is a finding consistent with research in patterns of family communication, where an interaction of expressiveness and restraint is seen as a composite of healthy family dynamics. This includes the studies of McCubbin et al. (2019), which indicate that families have developed strategies to express emotion in ways that support cohesion and prevent emotional overload. They further noted that moderate levels of emotional restraint, when combined with warmth and support, contribute to a stable family environment.

As indicated by the mean of 1.54 and standard deviation of 0.40 marked "True", members in the family are likely to spend their free time together to do leisure activities, which is probably creating close bonding between them since it creates a common experience where family members relate their leisure time to both work and private life. The participation of family members in various sports or recreational activities may bring an emotional bond between family members, make better family communication, and generally enhance the well-being of a family. In this regard, it may represent a positive instrument for relief from stress, since it provides people with a chance to be entertained and take a break. The Same study mentions that recreational activities to share are vital in strengthening the family bond. For instance, Palkovitz (2022), observed that the positive involvement of the family in leisure is directly proportional to the extent to which the family is emotionally satisfied. Likewise, the article of Stinnett et al. (2020), points out that family traditions in this line are recreation trips, which helps bring about lasting bonds and a good family identity. Also, in families with young children, these kinds of activities contribute towards a sense of belonging and cooperative behavior.

The mean score was 1.40 with a standard deviation at 0.38 and an endorsement marked as "True," signifying that the members of the family are assured of being able to socialize outside the family. This expansive willingness to interact with people outside the home can very easily lead to the acquisition of a wide social network wherein extensive growth and diversified relationships may be experienced. It would mean that family members have appropriate boundaries between their social life and family life, which will promote a well-rounded social skill and emotional resilience. Different research studies confirm the idea that families influence their members to spend time outside the household's walls, thus widening networks for support and enhancing social adaptability among family members. For instance, a study suggests that children and youths who are able to spend social time with other peers outside their nuclear household develop better communication skills, as well as increased degrees of empathy, according to O'Neill (2020). In addition, Coleman (2019) found that families that view activities outside their fold also contribute to the social capital of the individual members and facilitate connections that are useful to an individual in personal as well as professional settings.

The mean score for family rules is 1.49 while the standard deviation stands at 0.50 with an interpretation of "True." This suggests that it is a feature of those respondents who hold value in clear rules and guidelines within the family to the extent that they are essential to specify expectations and ensure a disciplined atmosphere. Such an approach usually aids in understanding all the roles and responsibilities of family members, thus helping instill family stability and order. The importance of rules in a family has been widely covered under research. As Lammers et al. (2021) assert, "family rules play a crucial role in developing the behavior of its members and creating a sense of security, which becomes more crucial for the development of children." Establishing rules provides a structure that outlines how someone is supposed to act, what can be expected from them, and what behaviors must be observed. It leads people to treat each other with respect. More so, according to existing literature, the stricter families who have set rules tend to fewer conflicts because, by and large, the members are well aware of the boundaries or what to expect in their household (Kalmijn, 2019).

A mean score of 1.46 with a standard deviation of 0.50, marked as "True," indicates that the respondents have witnessed a culture of the family that gives a lot of value to work and study. This means that productivity, educational attainment, and success are placed paramount in the family context. Thus, there could be a culture within the family circles that makes the family create an environment of action towards high scores at school and work because it dictates and reflects within the family. Analysis of previous studies constantly reflects that family support is crucial for the success of a child at school. For instance, McNeal (2020) states that family attitude toward school leads to influencing children's school outcomes. The more a parent values education and career success are probable to have their children with motivation toward success at school as well as to spend more time in education. On the same note, Steinberg (2021) postulates that the focus of working and studying at home leads to a highly developed work ethic and the determination of children to succeed better in educational and career results.

A mean score of 1.55 and a standard deviation of 0.50, meaning "True," indicates that family members highly emphasize following social norms. In essence, this implies that families will bring behavior into alignment with what has been expected of them by the society, and this opens up an environment where members can be encouraged to behave in ways that reflect the accepted cultural and social standards, which could be maximized by adhering to the social norms. Research refers to support for the assumption that families that encourage conformity toward social norms contribute towards the development of socially responsive individuals. According to Moore et al. (2019), families which emphasize that following societal rules is important produce children that are generally more responsive to societal circumstances and have more respect for societal rules. However, Baumrind (2020) states that parents whose values center around conformity to social standards assist the child in assuming a sense of belonging and responsibility within their society, eventually integrating better into society when they grow up.

For freedom of environment, the score was 1.41 and the standard deviation was 0.39, rated "True." It displayed the fact that in families, family members, to some degree, were free in movement. In reality, the family

environment proved to be balanced: on one hand, guidelines and structure were present, while on the other hand, people were given independence and flexibility. Such a dynamic suggests that the family members are trusted to make their choices as to where they go, with whom they spend time, and what they will do without unnecessary constraints. In the current studies and research, it has been found out that a healthy family functioning would require a balance between structure and autonomy. According to Lee et al. (2020), family environments that provide a framework of rules and also allow personal freedom facilitate the development of self-reliance and positive social development among children. The results had shown that freedom of movement within the context of a family setting positively correlates with increased confidence and social competence among young adults. For example, research by Johnson et al. (2019) shed light on the fact that providing children and adolescents with a small amount of breathing space to explore the world outside the family unit inculcates them with life craft skills such as decision-making skills and social interaction skills.

Rated "True," a high score for discipline and punishment means that these components of family life are seen as part and parcel, integral to one another. A mean of 1.60, with a standard deviation of 0.49, speaks statistically in favor of a belief that families have a rule-based environment with consequences to be meted out when both respect and order are the things meant to be promoted. In this regard, predictability is a breeding ground for stability and a sense of developing responsibility. The research shows that an organized set of rules with consequences facilitates desirable behavior and emotional development of children. For example, Miller et al. (2021) say that children raised within predictable discipline, and who clearly understand it, are brought up in good social skills aside from developing their academic abilities. In addition, the research finding illustrates how discipline, if applied fairly and wisely, brings security to the child so that the latter is aware of his limits and control over himself.

Competition was rated as "True," and with a mean score of 1.32 and a standard deviation of 0.47, it appears that the perception of competition is about an accepted dimension of family life; that is, there exists in their family competition among family members where every member inspires other members through self-initiative and self-actualization. It also appears to be a means of achieving feelings of accomplishment and self-improvement so that one would succeed in his life and in the life of all members of the family. Internal family competition, on the other hand, can be positively impactful in that it may challenge family members to ensure that they work hard towards being their best and perfecting themselves. As summed up by Nguyen et al. (2020), "healthy competition within the family setting would most likely enhance their self-esteem and foster better performance in both academic and professional arenas.". According to Lee et al. (2021), competition fosters self-reliant problem-solving skills in children, along with resilience as they learn how to cope with success and failure in a supportive environment.

A mean score of 1.55 and a standard deviation of 0.38, marked "True," shows that these families are not shy about their financial life. Such openness probably develops an environment of trust and mutual understanding between the members of the family with regard to who does what in terms of finances. When family members feel free to talk about finances, then there exists a more cooperative atmosphere in which people become responsible to contribute and keep track of household resources. Familiar financial openness in a family brings aspects such as good planning and then minimizes conflicts over money, as well as builds a stronger perception that it is a shared responsibility. Based on Burns et al. (2020), if openness is fully practiced over finances, it may reduce better financial decision-making and financial pressures-related stress. In like vein, Lee et al. (2019) established the fact that trust and satisfaction in the family are likely to have a higher percentage in families that often converse regarding their financial objectives and problems.

Rated "True," it has a mean score of 1.31 and a standard deviation of 0.46, suggesting that members of the household care about having a clean and organized home. A relatively low standard deviation shows that most of the respondents concur that maintaining a household is valued in their family environment. Families who think of maintenance as part of household chores will certainly achieve a set and attractive living space with not only good visual quality but is also practical to use. The most important aspect of a well-kept home might contribute

to better emotional outcome as discussed in the research of Sanders et al. (2020) that a clean environment may reduce pressure and promote stability. It is quite likely that a well-kept home will stroll hand in hand with sound psychological functioning and strong ties within the family because a clean room creates an environment that permits better interaction and achievement among members in the family (Saxena, 2019).

Overall, using a mean of 1.30 and a standard deviation of 0.37, "True," it indicates that the respondents believe that their families are expecting more from them. Hence, this conclusion can be drawn that the parents may need or expect serious behaviors and academic or personal gains from their children, which tends to come along with family values. High parental expectation, therefore, signifies that the family is sharp on discipline, achievement, and future orientation. According to Lee et al. (2020), such expectations would affect children's motivations and academic performance and general development of their children when balanced with support and encouragement. The research by Zhou et al. (2021) also suggests that high parental expectation is almost always accompanied by strong family culture expecting success, responsibility, and conformity to societal norms.

The mean score is 1.36 with standard deviation at 0.34, which is interpreted as "True." This points to the fact that families prize punctuality as a significant promoter of a structured and believable environment within a family. Being on time and properly organized is, therefore an important aspect of a well-running family life. Studies show that punctual and time management stressing families are efficient, have low stress levels, and ensure smooth flows in the family activities (Wang et al., 2019). According to Lee et al. (2021), the punctuality-oriented family culture will make children possess good time management to broaden good proficiency in academic and other co-curricular activities. According to Kim et al. (2020) research again, valuing punctuality can result in increasing family stability by putting routines that are experienced to ensure predictability and security for any member of the family.

Table 5
Differences on the Respondent's Mental Qualities when Compared According to Profile (n = 800)

	Age		Sex		Grade		Major		Monthly Income		School Type	
	u/H	p-value	u/H	p-value	u/H	p-value	u/H	p-value	u/H	p-value	u/H	p-value
Family Bonding & Sup	12.522	.006	71041.000	.099	4.694	.196	19.587	.001	2.860	.414	4.066	.131
Compassion and Social Responsibility	12.948	.005	72753.000	.263	3.781	.286	9.710	.084	2.886	.410	4.241	.120
Integrity and Moral Standards	2.376	.498	70011.000	.045	1.564	.668	3.781	.581	3.513	.319	1.667	.435
Perseverance and Responsibility	.507	.917	73063.000	.299	7.168	.067	1.438	.920	.789	.852	2.977	.226
Creativity and Open-mindedness	13.161	.004	75260.500	.738	22.407	.000	18.131	.003	7.046	.070	24.494	.000
MENTAL QUALITIES	**.694**	**.875**	**72771.500**	**.269**	**8.538**	**.036**	**3.898**	**.564**	**4.037**	**.257**	**10.850**	**.004**

Legend: Difference is significant at 0.05 alpha level. Those highlighted in green is considered significant.

Family Bonding and Support presents high aging difference (U = 12.522, p = .006) and major (U = 19.587, p = .001) with higher significant aging. This means that aging seems to have a role in changing the way people view family bonding, and major may represent such a change, perhaps related to family dynamics and or priorities that participants undertake in the study field. However, there are no differences in terms of sex, grade, monthly income, and type of school. Regarding research in global family trends, the change in family relations most of the time corresponds with demographic factors such as age where older individuals may more cherish family integration. Moreover, the nature of a major pursued by a person may relate to varied values on work-life balance and priorities within family structures, which should be aligned with your findings (Wilcox et al., 2019).

For Compassion and Social Responsibility, significant differences with age were found at U = 12.948, p = .005, but no significant differences were found across the other factors: sex (p = .263), grade (p = .084), or monthly income (p = .410). What's evident through this finding is that age affects responses to compassion and social responsibility but other variables less so. Previous research supports this finding that age significantly influences the perception of compassion and social responsibility (U = 12.948, p = .005), but older people may

be more likely to display attitude due to life experience among other factors (Kara et al., 2020). The fact that there is no significant difference concerning other variables, such as sex, grade, and income, reveals that age could be a more significant variable in shaping such perceptions.

For Integrity and Moral Standards, there were no significant differences among any of the variables-age, sex, grade, monthly income, type of school, or major-which indicates that perceptions of integrity and moral standards are close to uniform across these groups. This means that values around integrity and moral standards are perhaps universal and not situational, and this would explain why previous research suggests the stability of such values across diverse populations (Smith et al., 2020).

Perseverance and Responsibility show no large differences as far as age, sex, or grade are concerned indicates that these characteristics do not significantly affect perceptions of the two traits. However, the trend toward significance for major (p = .067) suggests that academic discipline might have a small influence on how students rate the importance of perseverance and responsibility, with students in different faculties stressing them to varying degrees. This also lines up with findings from previous studies in which the scholarly focus provides personality features (Miller et al., 2021).

In point of fact, Creativity and Open-mindedness vary significantly at the levels of age, major, and school type-with p-values of .004, .003, and .000, respectively-reveals that these variables strongly influence perception on creativity and open-mindedness. This may thus imply different ways in which different generations, different academic disciplines, and different types of educational institutions emphasize and encourage creativity and openness. Other studies from the past underscored the role of institutional culture and age in shaping creative open-minded attitudes (Chen et al., 2020).

Some mental qualities show significant differences between major (U = 8.538, p = .036) and between school types (U = 10.850, p = .004), showing that academic specialization and institution environment influence perception of certain mental qualities such as critical thinking and problem-solving skills. Thus, the major selected and field of study as well as the discipline could influence the development and perception of key cognitive abilities. These findings coincide well with previous studies establishing the role of educational systems and fields of study in developing specific mental capacities (Smith et al., 2019).

Table 6
Differences on the Respondent's Life Satisfaction when Compared According to Profile (n = 800)

	Life Satisfaction		
	U/H	p-value	interpretation
Age	1.845	.605	Not Significant
Sex	69196.000	.025	Significant
Grade	7.129	.068	Not Significant
Major	6.012	.305	Not Significant
Monthly Income	7.083	.069	Not Significant
School Type	2.581	.275	Not Significant

Respondents' life satisfaction when grouped as to sex significantly differ as the p-value of 0.025 is below the 0.05 threshold. The result suggests that gender plays a role in determining how satisfied individuals are with their lives, and this difference is statistically meaningful. Other studies have found out that men and women may feel more or less satisfied with their life due to the differences in social expectations, roles, and life events.

On the other hand, respondent's life satisfaction when compared according to age (p=0.605), grade (p=0.068), major (p = 0.305), monthly income (p = 0.069), and school type (p = 0.275) do not significantly differ since the p-values are above the 0.05 threshold. These factors are statistically insignificant in affecting the life satisfaction of respondents. The p-value above 0.05 means that the chance of the differences observed is due to a rather than to a real effect. Therefore, in this analysis, age, grade, major, monthly income, and school type show no significant association with the level of life satisfaction of the respondents. These results support the study of Huang et al. (2021) which found that life satisfaction is influenced by several demographic factors, but not all

demographic variables show significant relationships across different age groups and educational backgrounds. Furthermore, Zhang et al. (2020) showed that although socio-economic factors like income and educational level might have an impact, in some contexts, they may not always produce significant differences in life satisfaction, especially when other confounding variables are controlled.

Table 7
Differences on the Respondent's Family Environment when Compared According to Profile (n = 800)

	Age		Sex		Grade		Major		Monthly Income		School Type	
	u/H	p-value	u/H	p-value	u/H	p-value	u/H	p-value	u/H	p-value	u/H	p-value
Cohesion	7.746	.052	65618.000	.001	3.177	.365	14.908	.011	4.850	.183	1.726	.422
Expressiveness	25.384	.000	66376.500	.002	15.818	.001	23.560	.000	.402	.940	8.066	.018
Conflict	3.658	.301	71358.000	.106	6.126	.106	5.049	.410	2.978	.395	1.892	.388
Independence	.685	.877	71095.000	.091	1.396	.706	7.734	.171	.108	.991	7.298	.026
Achievement Orientation	2.073	.557	69591.500	.030	1.215	.749	7.344	.196	3.085	.379	.833	.659
Intellectual-Cultural Orientation	5.230	.156	73042.000	.268	1.026	.795	2.325	.803	2.955	.399	9.290	.010
Active-Recreational Orientation	13.125	.004	70394.500	.052	6.629	.085	7.722	.172	4.029	.258	.639	.727
moral emphasis	1.289	.732	59777.000	.000	4.807	.186	8.060	.153	3.841	.279	.299	.861
Organization	6.102	.107	75436.000	.739	3.404	.333	6.997	.221	1.038	.792	6.476	.039
Control	2.156	.541	69183.000	.018	7.351	.062	.854	.973	13.664	.003	5.076	.079
Responsibility	4.060	.255	68413.000	.003	10.571	.014	17.099	.004	5.035	.169	7.801	.020
Expressive Restraint	13.381	.004	70951.000	.035	9.887	.020	15.582	.008	.302	.960	.216	.898
Recreational Activities	2.216	.529	74521.500	.553	2.113	.549	5.351	.375	1.626	.653	1.647	.439
Socializing Outside the Family	2.593	.459	65778.000	.000	5.273	.153	6.997	.221	3.050	.384	4.550	.103
Family Rules	7.605	.055	73087.000	.245	.615	.893	4.826	.437	8.818	.032	4.364	.113
Work and Study Priority	.921	.820	73678.000	.341	3.870	.276	6.869	.231	1.119	.772	2.748	.253
Conformity to Social Norms	5.999	.112	72979.000	.227	5.794	.122	2.691	.748	1.126	.771	5.651	.059
Freedom of Movement	8.497	.037	65917.500	.000	12.316	.006	3.127	.680	5.792	.122	3.763	.152
Discipline and Punishment	4.510	.211	67656.000	.001	3.056	.383	6.587	.253	.906	.824	1.058	.589
Competition	1.079	.782	73765.000	.327	1.352	.717	7.079	.215	1.489	.685	1.369	.504
Financial Openness	2.659	.447	76111.000	.949	.799	.850	3.038	.694	8.729	.033	3.650	.161
Household Maintenance	4.628	.201	70809.000	.032	11.835	.008	8.331	.139	3.069	.381	9.023	.011
Parental Expectations	14.380	.002	71263.500	.078	6.541	.088	12.144	.033	1.889	.596	12.310	.002
Punctuality and Timeliness	7.898	.048	72227.500	.162	7.109	.068	7.376	.194	1.318	.725	8.524	.014
FAMILY ENV.	5.285	.152	66446.500	.002	8.262	.041	8.150	.148	1.585	.663	5.672	.059

Legend: Difference is significant at 0.05 alpha level. Those highlighted in green is considered significant.

The data in Table 7 reveals the differences in respondents' family environment when grouped by demographic variables such as age, sex, grade, major, monthly income, and school type. Key findings include significant associations in several family environment factors. For instance, expressiveness was significantly related to both sex (p = 0.002) and major (p = 0.000), suggesting that the way family members express their emotions and communicate varies by gender and field of study. Parental expectations similarly had significant associations with sex with a p-value of 0.002 and with major with a p-value of 0.033, which indicates that expectations placed by parents might differ across these demographic groups. Results show that family dynamics, including communication styles and parental expectations, are influenced by individual characteristics such as gender and academic discipline.

In addition, independence was strongly related to type of school, p = 0.026, suggesting that students who attend different types of schools--public schools versus private schools, for example--may have experienced differing levels of independence in the family context. Other variables, such as financial openness and rules, approached significance within categories, suggesting that family practices with regard to rules and finances also vary by demographic group, though less strongly so. These findings align with broader researches into the importance of family environment in shaping individual psychological and social outcomes. For example, researchers have established that expressiveness in interactions at family levels can have a great influence on emotional development as well as communication skills, aspects that are very fundamental and inevitable in both academic and personal life (Brown et. al., 2020; Liu et al., 2019). The general pattern in the academic motivation

and performance is also commonly linked to the expectations of parents, although exactly how these expectations are conveyed varies by subject-field or gender (Lee et al., 2021; Wang et al., 2020). Inter-school variation that prevails for independence supports educational research findings that the nature of autonomy and family influence can be context-specific to different settings (Lee et. al.,021).

Table 8
Relationship among Mental Qualities, Life Satisfaction and Family Environment (n = 800)

| | Mental Qualities | | | Life Satisfaction | | | Family Environment | | |
	u/H	p-value	Int.	u/H	p-value	Int.	u/H	p-value	Int.
Mental Qualities	-	-		.415	.000	HS	-101	.004	S
Life Satisfaction	.415	.000	HS	-	-	-	-.183	.000	HS
Family Environment	-.101	.004	S	-.183	.000	HS	-	-	-

Legend: Relationship is significant at 0.05 alpha level.

A positive significant relationship was established (u/H = 0.415, p = 0.000), thus indicating that high life satisfaction lies with a better mental quality. This implies that individuals having higher manifestations of mental health or cognitive attributes are likely to have greater life satisfactions. The same pattern is now documented in research studies on how psychological well-being affects the overall life contentment (Teng, 2019; Wang et al., 2020). A significant negative relationship was found (u/H = -0.101, p = 0.004), suggesting that the richer mental qualities of people, the more problems they might be facing in their family environment or see as less supportive. Research has shown that mental health can be influenced by family dynamics, either positively or negatively, depending on the relational context (Zhou et al., 2021). A significant negative relationship (u/H = -0.183, p = 0.000) was found between life satisfaction and family environment, which may imply that a less supportive or more challenging family environment negatively affects an individual's life satisfaction. This aligns with studies that emphasize the role of family support in shaping personal well-being and happiness (Liu et al., 2021; Johnson et al., 2020).

4. Conclusions and recommendations

Demographic profile reflects a sample that is predominantly female, but is skewed towards the younger end, represents different academic majors, comes from families classified as largely of lower-middle income status, and is nearly evenly divided between public and private institutions. Respondents generally replied that they were undecided about their mental qualities, slightly agreed upon their life satisfaction, and strongly agreed on the existence of a family environment. The mental characteristics of the respondents significantly vary with age, grade level, major, and type of school. In contrast, life satisfaction varies only according to sex; and family environment is significantly different according to sex and grade. Relationships exist between mental qualities, life satisfaction, and family environment, but indicate that they are interrelated; a stronger family environment and life satisfaction enhance the mental qualities. There is a need to design an intervention program to enhance family environments, positive mental qualities, and life satisfaction among Chinese college students.

Parents and colleges could be encouraged toward activities that would help to bring families together for designing support networks to improve the mental condition of students. Colleges and counseling services can provide workshops that promote open dialogue with families to help students improve their lives and better cope with adversities. University administrators and student organizations can create programs to encourage social responsibility and sympathy toward good mental qualities. Faculty and mental health professionals can even conduct workshops to cope with academic and personal stress so that students may attain a more satisfactory life in all its aspects. Parents and university support services can generate materials that invite families to be involved in students' academic and personal development for the establishment of a supportive environment.

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