

## Family quality of life and academic excellence among secondary school students: A correlational study

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**Abstract**---Academic excellence during adolescence is influenced by a wide range of psychological, social, and environmental factors, among which the family environment plays a fundamental role. The present study aims to examine the relationship between **family quality of life** and **academic excellence** among secondary school students, with particular emphasis on family interaction, emotional happiness, and material capacity. The study adopted a **descriptive correlational design** and was conducted on a sample of **70 academically excellent secondary school students**, aged between 15 and 19 years. Data were collected using the **Family Quality of Life Questionnaire for Secondary School Students**, which demonstrated acceptable internal consistency. Due to the non-normal distribution of the data, **non-parametric statistical analyses** were employed, including the Spearman Brown correlation coefficient, using SPSS version 21. The results revealed a

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**statistically significant positive relationship** between family quality of life and academic excellence. Significant correlations were also found between academic excellence and specific dimensions of family quality of life, namely **family interaction**, **emotional happiness**, and **material capacity**. These findings indicate that students who perceive their family environment as supportive, emotionally stable, and materially adequate tend to achieve higher levels of academic performance. The study highlights the crucial role of the family environment in fostering academic excellence and underscores the importance of family-centered educational and psychological interventions. Enhancing family quality of life may contribute not only to improved academic outcomes but also to adolescents' overall psychological well-being.

**Keywords**---Family Quality of Life, Academic Excellence, Secondary School Students, Family Interaction, Emotional Happiness, Material Capacity, Academic Achievement, Adolescence, Educational Psychology.

## Introduction

Academic excellence during adolescence represents a central objective for educational systems worldwide, as it plays a decisive role in students' future academic, professional, and social trajectories. Success at the secondary school level is not solely the result of individual cognitive abilities; rather, it is shaped by a complex interaction of psychological, social, and environmental factors. Among these, the **family environment** stands out as one of the most influential contexts in which adolescents' academic motivation, emotional stability, and learning behaviors are formed (Bronfenbrenner, 1979).

The family constitutes the first social system in which the child develops values, attitudes, and emotional regulation skills. According to ecological and developmental theories, the quality of interactions within the family has a direct impact on adolescents' self-concept, academic engagement, and capacity to cope with academic demands (Bronfenbrenner, 1979). In this perspective, **family quality of life** has emerged as a key construct in educational and psychological research, encompassing emotional well-being, family interaction, material conditions, and perceived satisfaction with family functioning.

Family Quality of Life (FQoL) refers to the degree to which family members experience well-being, harmony, emotional security, and adequate material and social resources that allow them to meet daily demands and pursue personal and collective goals (Zuna et al., 2010). Research has consistently shown that adolescents who grow up in supportive, emotionally stable, and well-functioning families tend to demonstrate higher academic motivation, stronger self-efficacy, and better academic outcomes (Benabou, 2021; Hamani, 2020). Conversely, family dysfunction, emotional instability, or economic hardship may negatively affect students' concentration, persistence, and academic performance.

Several empirical studies have highlighted the strong relationship between **family interaction** and academic achievement. Positive communication, emotional support, parental involvement, and mutual respect within the family are associated with higher levels of school engagement and academic success (Abdelmaqsood & Wenshen, 2010). When adolescents perceive their family environment as supportive and encouraging, they are more likely to develop confidence in their abilities and to adopt effective learning strategies. In contrast, weak family interaction and emotional neglect may contribute to academic disengagement and low achievement.

In addition to family interaction, **emotional happiness** and **material capacity** constitute essential dimensions of family quality of life that influence academic excellence. Emotional well-being within the family contributes to psychological stability, stress regulation, and intrinsic motivation for learning (Cinicia, 2007). Adolescents who experience emotional security at home are better equipped to manage

academic pressure and to persist in the face of challenges. Likewise, adequate material resources—such as access to educational materials, a quiet study environment, and basic living conditions—facilitate learning and academic success (Bali & Chaleg, 2016). While material conditions alone do not guarantee academic excellence, their absence may create barriers that hinder students' academic potential.

Despite the growing body of research on family quality of life and academic achievement, there remains a relative scarcity of empirical studies focusing specifically on **academically excellent secondary school students**, particularly within the Arab context. Most existing research tends to focus on academic failure or general student populations, leaving a gap in understanding the family factors that contribute to outstanding academic performance. Exploring this relationship among high-achieving students is crucial, as it allows for the identification of protective family factors that foster excellence rather than merely preventing failure.

The present study seeks to address this gap by examining the relationship between **family quality of life and academic excellence among secondary school students**. More specifically, it aims to investigate how family interaction, emotional happiness, and material capacity relate to students' academic achievement. By adopting a descriptive-correlational approach, this research contributes to a deeper understanding of the family dynamics that support academic excellence and provides practical implications for parents, educators, and educational psychologists.

Understanding the role of family quality of life in academic excellence is particularly important in adolescence, a developmental stage characterized by increased academic demands, identity formation, and emotional vulnerability. By highlighting the positive influence of a supportive family environment, this study underscores the importance of family-based interventions and educational policies that strengthen family functioning as a means of promoting academic success and psychological well-being among adolescents.

## Methods

### Research Design

The present study adopted a **descriptive correlational research design**, which is considered appropriate for examining relationships between variables without manipulating them. This methodological approach aims to describe existing phenomena and explore the nature and strength of associations between variables as they occur naturally. In the context of this research, the descriptive-correlational design was used to investigate the relationship between **family quality of life and academic excellence** among secondary school students.

According to educational and psychological research standards, correlational studies are particularly suitable when the objective is to identify patterns of association between psychosocial variables and academic outcomes (Cohen, Manion, & Morrison, 2018). This design allowed for the systematic collection, classification, and analysis of data related to family quality of life and academic performance, without attempting to establish causal relationships.

### Participants

The study sample consisted of **70 academically excellent secondary school students**, selected from the available population. The participants were identified based on their academic achievement, as reflected in their school grades. The age of the participants ranged from **15 to 19 years**, corresponding to the secondary education stage.

Regarding gender distribution, the sample included **20 male students (28.6%)** and **50 female students (71.4%)**. This distribution reflects the composition of the available sample and provides insight into gender representation among academically excellent students within the study context.

In terms of age, the majority of participants were **17 years old (48.6%)**, followed by students aged **16 years (37.1%)**, while smaller proportions were aged **18 years (5.7%)**, **19 years (7.1%)**, and **15 years (1.4%)**. This age distribution is consistent with the typical age range of secondary school students.

### **Academic Achievement Characteristics**

Academic excellence was assessed using students' **academic averages**, which represent their overall school performance. Descriptive statistical analysis revealed that the **mean academic average** of the sample was **13.12**, with a **standard deviation of 1.22**, indicating a relatively homogeneous group of high-achieving students. The median academic score was **13.01**, and the mode was **12.00**, further confirming the academic distinction of the participants.

These results suggest that the sample represents a group of students with consistently high academic performance, making it suitable for examining factors associated with academic excellence.

#### **Instrument**

Data were collected using the **Family Quality of Life Questionnaire for Secondary School Students**, a self-report instrument designed to assess students' perceptions of their family environment. The questionnaire consists of **36 items** covering key dimensions of family quality of life, including:

#### **Family interaction**

#### **Emotional happiness**

#### **Material capacity**

Participants responded to the questionnaire items according to a structured response format, allowing for quantitative analysis of their perceptions of family life quality.

#### **Psychometric Properties of the Instrument**

To ensure the reliability of the measurement tool, the internal consistency of the questionnaire was assessed using **Cronbach's alpha coefficient**. The analysis yielded a Cronbach's alpha value of **0.694** for the overall scale, indicating an acceptable level of internal consistency for research purposes.

According to psychometric standards, a Cronbach's alpha value exceeding **0.60** is considered sufficient in exploratory and descriptive studies, particularly in social sciences (Nunnally & Bernstein, 1994). Therefore, the questionnaire was deemed reliable for measuring family quality of life among secondary school students.

#### **Data Analysis Procedures**

Prior to conducting inferential statistical analyses, an exploratory data analysis was performed to assess the distribution of the data. **Normality tests**, including the **Shapiro–Wilk test** and the **Kolmogorov–Smirnov test**, indicated that the data did not follow a normal distribution. As a result, **non-parametric statistical methods** were deemed appropriate.

The following statistical techniques were employed:

Frequencies and percentages to describe sample characteristics

Means and standard deviations for academic achievement

Shapiro–Wilk and Kolmogorov–Smirnov tests for normality

**Spearman Brown correlation coefficient** to examine relationships between variables

All statistical analyses were conducted using **SPSS version 21**, with a significance level set at **0.05**.

#### **Ethical Considerations**

Ethical principles were respected throughout the research process. Participation was voluntary, and participants were informed about the purpose of the study. Confidentiality and anonymity of the collected data were ensured, and the information was used exclusively for scientific research purposes.

## Results

### Descriptive Statistics of the Sample

Descriptive statistical analyses were conducted to characterize the study sample in terms of gender, age, and academic achievement. The sample consisted of **70 academically excellent secondary school students**.

Regarding gender distribution, **50 participants (71.4%) were female**, while **20 participants (28.6%) were male**, indicating a higher representation of female students among academically excellent learners. In terms of age, participants ranged from **15 to 19 years**. The largest proportion of students were **17 years old (48.6%)**, followed by **16-year-old students (37.1%)**. Smaller proportions were observed among students aged **19 years (7.1%)**, **18 years (5.7%)**, and **15 years (1.4%)**. This distribution reflects the typical age range of secondary school education.

With respect to academic achievement, students' academic averages were analyzed. The results showed a **mean academic score of 13.12**, with a **standard deviation of 1.22**, indicating a relatively homogeneous level of academic excellence within the sample. The median academic score was **13.01**, and the mode was **12.00**, further confirming the high academic level of the participants.

### Normality Testing

Prior to testing the research hypotheses, the distribution of the data was examined to determine the appropriate statistical procedures. The **Shapiro–Wilk test** and the **Kolmogorov–Smirnov test** were applied to assess the normality of the family quality of life scores.

The results of the Shapiro–Wilk test indicated a statistically significant value ( $p < .05$ ), suggesting that the data did not follow a normal distribution. Similarly, the Kolmogorov–Smirnov test yielded statistically significant results ( $p < .05$ ). These findings indicate that the assumption of normality was violated.

Consequently, **non-parametric statistical analyses** were adopted, and the **Spearman Brown correlation coefficient** was used to examine the relationships between the study variables.

## Results of the Main Hypothesis

The main hypothesis of the study proposed that there is a significant relationship between **family quality of life** and **academic excellence** among secondary school students.

The results revealed a **positive and statistically significant correlation** between family quality of life and academic excellence. The **Spearman Brown correlation coefficient was  $r = 0.652$** , with a **significance level of  $p = .001$** , which is lower than the adopted significance threshold of **0.05**.

This result indicates that higher levels of perceived family quality of life are associated with higher levels of academic achievement among secondary school students. Therefore, the main hypothesis of the study was **supported**.

## Results of the First Sub-Hypothesis

The first sub-hypothesis stated that there is a significant relationship between **family quality of life**, **family interaction**, and **academic excellence** among secondary school students.

The analysis showed a statistically significant positive correlation between **family quality of life** and **family interaction**, with a Spearman Brown coefficient of  **$r = 0.621$**  and a significance level of  **$p = .031$** . This result indicates that students who reported higher levels of positive family interaction also reported higher overall family quality of life.

Additionally, a statistically significant positive correlation was found between **family quality of life** and **academic excellence**, with a correlation coefficient of  **$r = 0.652$**  and  **$p = .001$** .

These findings confirm that **family interaction plays a significant role** in the relationship between family quality of life and academic excellence. Accordingly, the first sub-hypothesis was **confirmed**.

## Results of the Second Sub-Hypothesis

The second sub-hypothesis proposed that there is a significant relationship between **emotional happiness, material capacity** (as dimensions of family quality of life), and **academic excellence** among secondary school students.

The results indicated a strong and statistically significant positive correlation between **emotional happiness and material capacity** and academic excellence. The Spearman Brown correlation coefficient was  $r = 0.752$ , with a significance level of  $p = .026$ , which is below the accepted threshold of **0.05**.

This finding suggests that students who experience higher emotional well-being within their family environment and perceive adequate material support tend to achieve higher academic performance. Thus, the second sub-hypothesis was also **supported**.

#### Summary of Results

Overall, the results of the study demonstrate consistent and statistically significant positive relationships between **family quality of life** and **academic excellence**. All research hypotheses were supported, indicating that:

Family quality of life is positively associated with academic excellence

Family interaction significantly contributes to students' academic success

Emotional happiness and material capacity are important predictors of academic excellence

These findings highlight the crucial role of the family environment in fostering academic achievement among secondary school students.

### Discussion

The purpose of this study was to examine the relationship between **family quality of life** and **academic excellence** among secondary school students, with particular attention to the roles of family interaction, emotional happiness, and material capacity. The results revealed statistically significant positive relationships between all examined dimensions of family quality of life and students' academic achievement. These findings provide strong empirical support for the central role of the family environment in fostering academic excellence during adolescence.

#### Relationship Between Family Quality of Life and Academic Excellence

The findings of the present study confirm the main hypothesis, demonstrating a significant positive correlation between family quality of life and academic excellence among secondary school students. This result suggests that students who perceive their family environment as supportive, stable, and satisfying tend to achieve higher academic performance.

This finding is consistent with previous research indicating that family well-being is a key determinant of academic success. For instance, Benabou (2021) found that students from families characterized by emotional stability and positive communication achieved significantly higher academic outcomes. Similarly, Hamani (2020) reported that family quality of life contributes to academic achievement by enhancing students' motivation, emotional security, and engagement in learning.

From a theoretical perspective, these results can be explained through **Bronfenbrenner's ecological systems theory** (1979), which emphasizes the influence of the family as a primary microsystem in adolescent development. A high-quality family environment provides emotional support, structure, and encouragement, which are essential for adolescents to cope with academic demands and maintain high levels of performance.

#### The Role of Family Interaction in Academic Excellence

The results of the first sub-hypothesis indicate that **family interaction** is significantly associated with both family quality of life and academic excellence. Positive family interaction, characterized by effective communication, emotional closeness, and mutual support, appears to play a crucial role in promoting students' academic success.

This finding aligns with earlier studies that emphasize the importance of parental involvement and positive family communication in students' academic development. Abdelmaqsood and Wenshen (2010)

demonstrated that adolescents who experience constructive family interaction exhibit higher self-efficacy, which in turn enhances academic achievement. Likewise, Bali and Chaleg (2016) highlighted that supportive social and familial environments contribute to sustained academic excellence.

Positive family interaction may foster a sense of belonging and psychological safety, enabling students to develop confidence in their abilities and persistence in academic tasks. Adolescents who feel understood and supported by their families are more likely to adopt adaptive learning strategies, manage academic stress effectively, and remain motivated to achieve high academic standards.

#### Emotional Happiness, Material Capacity, and Academic Performance

The findings related to the second sub-hypothesis reveal a strong positive relationship between **emotional happiness, material capacity**, and academic excellence. Emotional happiness within the family context contributes to students' psychological well-being, which is essential for concentration, memory, and problem-solving abilities. When adolescents experience emotional stability and positive affect at home, they are better equipped to handle academic challenges and maintain consistent performance.

These results are consistent with the findings of Cinicia (2007), who reported that emotional well-being within the family is positively associated with self-esteem and academic motivation among adolescents. Emotional happiness appears to serve as a protective factor that reduces academic anxiety and enhances resilience in the face of academic pressure.

Material capacity also emerged as a significant factor associated with academic excellence. Adequate material resources, such as access to educational materials, a suitable study environment, and basic living conditions, facilitate learning and academic engagement. This finding supports previous research indicating that material support, although not sufficient on its own, plays a facilitating role in academic success (Bali & Chaleg, 2016). The absence of material resources may create additional stressors that hinder students' ability to focus on academic tasks.

#### Integration with Previous Research

Overall, the findings of this study are consistent with a broad body of literature emphasizing the multidimensional nature of academic excellence. Studies by Ben Ghanem and Fadloun have shown that family quality of life is closely linked to students' motivation for learning, while Hmani (2020) demonstrated a direct relationship between quality of life and academic achievement. The present study extends this research by focusing specifically on academically excellent students, thereby highlighting the family factors that support high levels of achievement rather than merely preventing academic failure.

By confirming the positive association between family quality of life and academic excellence, this study contributes to the growing recognition that academic success is not solely a product of individual ability but is deeply embedded in the social and emotional context of the family.

#### Educational and Practical Implications

The findings of this study have important implications for educators, parents, and educational policymakers. Interventions aimed at improving academic excellence should not focus exclusively on cognitive or instructional factors but should also address family dynamics and well-being. Schools and educational institutions may benefit from involving parents in educational programs that promote positive family interaction, emotional support, and effective communication.

Additionally, psychological counseling and family support programs could play a vital role in enhancing family quality of life, thereby indirectly contributing to students' academic success. Recognizing the family as a central partner in the educational process may lead to more comprehensive and effective strategies for promoting academic excellence.

#### Limitations and Directions for Future Research

Despite its contributions, the present study has certain limitations. The relatively small sample size and the focus on a specific population of academically excellent students may limit the generalizability of the findings. Future research should consider larger and more diverse samples, as well as longitudinal designs, to examine causal relationships between family quality of life and academic achievement over time.

Further studies could also explore additional psychosocial variables, such as parental educational level, parenting styles, and school climate, to gain a more comprehensive understanding of the factors influencing academic excellence.

## Conclusion

The present study sought to examine the relationship between **family quality of life** and **academic excellence** among secondary school students, with a particular focus on the roles of family interaction, emotional happiness, and material capacity. The findings provide clear empirical evidence that family quality of life is significantly and positively associated with academic achievement, confirming that academic excellence cannot be understood solely through cognitive or instructional factors, but must be examined within a broader psychosocial and familial context.

The results demonstrate that students who perceive their family environment as emotionally supportive, communicative, and stable tend to achieve higher levels of academic performance. This finding is consistent with previous research highlighting the central role of the family as a primary developmental context influencing adolescents' motivation, self-regulation, and academic engagement (Bronfenbrenner, 1979; Benabou, 2021). A high-quality family environment appears to provide adolescents with emotional security and psychological resources that enable them to cope effectively with academic demands.

Moreover, the study confirms the significant contribution of **family interaction** to academic excellence. Positive communication, emotional closeness, and supportive relationships within the family were found to be strongly associated with higher academic achievement. These results support earlier findings suggesting that constructive family interaction enhances students' self-efficacy and learning motivation, which are key predictors of academic success (Abdelmaqsood & Wenshen, 2010). When adolescents experience understanding and encouragement within their families, they are more likely to persist in their academic efforts and maintain high performance standards.

The findings also highlight the importance of **emotional happiness** and **material capacity** as essential dimensions of family quality of life. Emotional well-being within the family context contributes to psychological stability, reduced academic stress, and greater resilience, all of which are conducive to academic excellence (Cinicia, 2007). Additionally, adequate material resources facilitate learning by providing favorable conditions for study and access to educational materials, thereby supporting academic engagement (Bali & Chaleg, 2016). While material capacity alone does not guarantee success, its presence appears to reduce external stressors that may otherwise hinder academic performance.

Taken together, these findings reinforce the multidimensional nature of academic excellence and align with previous studies demonstrating that family quality of life is closely linked to academic achievement, motivation, self-esteem, and self-efficacy (Hamani, 2020; Ben Ghanem & Fadloun). By focusing on academically excellent students, this study extends existing research and shifts the focus from preventing academic failure to understanding the family factors that sustain and promote high levels of achievement.

From a practical perspective, the results underscore the importance of integrating family-oriented approaches into educational and psychological interventions. Schools, counselors, and policymakers should recognize the family as a key partner in the educational process and promote initiatives that strengthen family interaction, emotional support, and overall family well-being. Enhancing family quality of life may represent a powerful and sustainable strategy for fostering academic excellence and psychological well-being among adolescents.

In conclusion, this study confirms that family quality of life constitutes a fundamental pillar of academic excellence. By providing emotional security, supportive interaction, and adequate material conditions, the family environment plays a decisive role in enabling adolescents to reach their full academic potential.

Future research should continue to explore these relationships using longitudinal designs and diverse populations to further deepen our understanding of how family dynamics contribute to sustained academic success.

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