
A Structural Model of Achievement Motivation Based on Perceptions of Islamic Learning Environment and Family Emotional Climate with the Mediating Role of Academic Resilience

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Abstract

Introduction: Perceptions of the Islamic learning environment and the family emotional climate are two crucial factors in shaping achievement motivation. These factors enhance academic resilience, which increases the ability to cope with academic challenges and pressures. Resilience acts as a mediator, fostering persistence and continuous effort in the academic journey. Examining the structural relationships among these variables can contribute to improving educational quality and academic success.

methodology: This applied, descriptive-survey study was conducted with a population of 24,650 students at Islamic Azad University, Ahvaz. A sample of 330 students was selected using simple random sampling. Data were collected using standardized questionnaires measuring achievement motivation, perceptions of the Islamic learning environment, family emotional climate, and academic resilience. Data analysis was performed using SPSS and AMOS software, with a significance level set at 0.05.

Findings: Results indicated that positive perceptions of the Islamic learning environment and a supportive family emotional climate significantly increase students' achievement motivation both directly and indirectly through academic resilience. Academic resilience serves as an important mediating factor in these relationships, which can inform improvements in educational and counseling programs.

Conclusion: This study examines a structural model of achievement motivation focusing on students' perceptions of the Islamic learning environment and family emotional climate, with academic resilience as a mediating factor. The findings indicate that a supportive family emotional climate and positive perceptions of the Islamic learning environment both directly and indirectly (through academic resilience) enhance achievement motivation. Academic resilience, as a key factor in successfully adapting to academic challenges, plays an important role in increasing motivation. Therefore, improving the family emotional climate and the quality of the Islamic learning environment can help boost students' achievement motivation by strengthening their academic resilience.

Key Words: Achievement motivation, perception of Islamic learning environment, family emotional climate, academic resilience.

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Introduction

One of the most important factors that drives an individual toward their goals is motivation. Motivation is what gives behavior energy and direction (Abbasi Jandani & Mehrabi Koushki, 2018). Achievement motivation is the foundation for attaining success and realizing life aspirations. In other words, it is a state of learning that drives an individual to strive for success, satisfaction, and achieving high personal standards. Individuals with achievement motivation possess the necessary dynamism to successfully complete a task and persist in their efforts until they reach their goal and achieve a certain level of success (Salari Salajegheh et al., 2017). Academic achievement motivation, which is one of the key concepts in positive psychology, is a complex psychological phenomenon that reflects an individual's effort, enthusiasm, and perseverance for success in education (Smith et al., 2021; Dwijuliani et al., 2021; Mohammadi et al., 2025).

Effective learning and acquiring knowledge require a suitable environment with sufficient stimuli and appropriate facilities (Sazkar, 2015). Therefore, it can be said that the family environment and the Islamic learning environment are among the factors that influence individuals' achievement motivation. In fact, the family environment is the first setting where a person's physical, emotional, and personality patterns are formed and plays an important role in the individual's growth and progress. The family's role is to care for and nurture their children, create the foundation for healthy communication among members, and support the independence of their sons and daughters (Salari Salajegheh et al., 2017). Learners also face various challenges, obstacles, and specific pressures during their academic life in educational environments. Some learners successfully cope with these challenges and obstacles, while others are unsuccessful in this regard (Stormon et al., 2019; Behi & Younesi, 2023). From one perspective, the challenges faced by educational systems in delivering effective and continuous instruction are considerable today. Research findings indicate that many university students experience ineffective learning environments, leading to academic failure and psychosocial issues, which pose a threat to society as a whole (Yahyavi, 2018; Behi & Younesi, 2023).

Research has also shown that family experiences have a significant impact on an individual's development during adolescence and beyond, and family relationships influence other aspects of adolescents' lives, such as academic success (Sazkar, 2015). The family is the oldest and most valuable institution designed by humans to regulate and integrate their behavior. The family environment includes family members and their characteristics, personality, behavior, and internal relationships (Rani & Kumari, 2019; Yahyanejad et al., 2025). Therefore, the family emotional climate refers to the totality of emotional relationships and interactions among family members; including feelings and interests, the manner of communication, and the way individuals treat one another (Hashemi Sanjabi et al., 2023; Shakerami et al., 2025). The results of the study by Gomez-Baya et al. (2020) also indicate that the family emotional

climate affects individuals' physical, emotional, and social health, as well as their life satisfaction. It has also been shown that family problems can lead to academic failure, breakdown of social relationships, social alienation, and substance and alcohol abuse (McCrary & Flanagan, 2021; Shakerami et al., 2025).

On the other hand, students' success in facing adverse conditions during their education is related to the phenomenon of resilience (Batmani et al., 2017). The American Psychological Association Dictionary defines resilience as the process and outcome of successfully adapting to difficult or challenging life experiences, especially through cognitive, emotional, and behavioral flexibility, and adjustment to external and internal demands (Hartmann et al., 2020; Bagdžiūnienė et al., 2025). Resilient individuals are tough and flexible, possessing the necessary ability to quickly heal, overcome crises and incidents, and solve personal problems (Janssen & van Atteveldt, 2023; Mazi & Masjoudi, 2025). In the academic context, academic resilience is defined as the learner's ability to constructively respond to major obstacles (Tamannaeifar & Arbabi Ghohroudi, 2023). Overall, considering the aforementioned points, the present study aims to examine a structural model of achievement motivation based on the perception of the Islamic learning environment and the family emotional climate, with the mediating role of academic resilience among students. The hypotheses of the current research are as follows.

General Hypothesis

Academic resilience mediates the relationship between family emotional climate and perception of the Islamic learning environment with students' achievement motivation.

Specific Hypotheses

1. Family emotional climate has a positive and direct effect on academic resilience.
2. Perception of the Islamic learning environment has a positive and direct effect on academic resilience.
3. Family emotional climate has a positive and direct effect on achievement motivation.
4. Perception of the Islamic learning environment has a positive and direct effect on achievement motivation.
5. Academic resilience mediates the relationship between family emotional climate and achievement motivation.
6. Academic resilience mediates the relationship between perception of the Islamic learning environment and achievement motivation.

Research question

Can perceptions of the Islamic learning environment and family emotional climate, with the mediating role of academic resilience, predict achievement motivation?

Methodology

The present study is of an applied nature. On the other hand, since this research aims to explore existing realities or facts and utilizes a standardized questionnaire for data collection, it is considered a descriptive-survey study. The study population consisted of all students at Islamic Azad University of Ahvaz, totaling 24,650 individuals. The sample size was determined using Morgan's table and simple random sampling, resulting in a sample of 330 participants. In this method, the data collection tool was a questionnaire, selected based on the nature of the subject and type of research. The questionnaires are described as follows:

Hermans' Achievement Motivation Questionnaire

This questionnaire was designed by Hermans (1970). It consists of 29 multiple-choice items, some of which are positively worded while others are negatively phrased. Regarding the validity of the test, since Hermans developed the questionnaire items based on previous research on achievement motivation and calculated the correlation coefficient of each item with achievement behaviors, the test is considered valid in this regard. Moreover, Hermans reported the reliability of the questionnaire using Cronbach's alpha coefficient of 0.85 (Khodavi & Vakili Mafakhri, 2011). In Iran, Abolghasemi (2002) conducted a norming study on guidance school students and reported the reliability coefficient of the achievement motivation questionnaire as 0.79 using Cronbach's alpha method. In the present study, reliability was also calculated using Cronbach's alpha, yielding a coefficient of 0.83.

Questionnaire on Perception of the Islamic Learning Environment

The questionnaire on perception of the classroom environment developed by Gentry et al. (2002) includes 31 items. The items reflect individuals' perceptions of their classroom and classroom activities. Responses are scored based on a 5-point Likert scale. The validity of this questionnaire was confirmed by Khoshtaleh (2014). Heydari Laqab et al. reported a Cronbach's alpha of 0.78 for this instrument. In the present study, Cronbach's alpha was calculated as 0.70.

Heilbrun's Standard Family Emotional Climate Questionnaire

The Family Emotional Climate Questionnaire was developed by Heilbrun in 1964 to assess the emotional climate within the family (including the father-child and mother-child relationships, such as affection, nurturing, approval, shared experiences, gift-giving, encouragement, trust, and feelings of security). This questionnaire consists of 16 items across 8 dimensions and uses a five-point Likert scale with questions such as "I felt safe in my relationships with my father" to measure the family emotional climate. Validity refers to the extent to which a measurement tool accurately measures what it is intended to

measure. In the study by Heidariezadeh et al. (2022), the validity of the questionnaire was confirmed. Furthermore, Heidariezadeh et al. (2022) reported a Cronbach's alpha of 0.81. In the present study, a Cronbach's alpha of 0.85 was obtained.

Connor-Davidson Resilience Scale

This questionnaire was developed by Connor and Davidson (2003) based on a review of resilience research from 1979 to 1991. The psychometric properties of this scale have been examined across six groups: the general population, primary care patients, outpatient psychiatric patients, patients with generalized anxiety disorder, and two groups of post-traumatic stress disorder patients. The creators of this scale believe that it effectively distinguishes resilient individuals from non-resilient ones in both clinical and non-clinical populations, and it can be used in research and clinical settings. The Connor-Davidson Resilience Scale consists of 25 items rated on a Likert scale from 0 (not true at all) to 5 (true nearly all the time). Connor and Davidson reported a Cronbach's alpha of 0.89 for the scale. The test-retest reliability over a four-week interval was 0.87.

This scale has been standardized in Iran by Mohammadi (2005). To assess the reliability of the Connor-Davidson Resilience Scale, Mohammadi used Cronbach's alpha, reporting a reliability coefficient of 0.89. In a study conducted by Samani et al (2006) among university students, reliability was reported as 0.93, and validity (using factor analysis as well as convergent and divergent validity) was confirmed by the test developers in various normative and at-risk groups. In the present study, Cronbach's alpha was 0.90.

In this study, SPSS and AMOS software were used for data analysis. Both descriptive and inferential statistics were employed to analyze the data. Descriptive statistics included the use of mean and standard deviation. For inferential statistics, skewness and kurtosis tests were applied to assess normality; the Durbin-Watson test was used to check the independence of residuals; tolerance and variance inflation factor (VIF) statistics were employed to examine the absence of multicollinearity. For the main analysis, structural equation modeling (SEM) was utilized to investigate the direct and indirect effects of the variables. A significance level of 0.05 was considered throughout the tests.

Research Findings

Table 1. Descriptive Statistics and Normality Assessment

Variables	Frequency	mean	St.d	Skewness	Kurtosis
Perceptions of the Islamic Learning Environment	330	92.636	7.577	0.720	0.249
Family Emotional Climate	330	125.590	13.415	-0.870	-0.301
Academic Resilience	330	109.736	10.817	-1.104	-0.382
Achievement Motivation	330	135.488	15.788	-1.077	-0.373

Based on Table 1, the normality assumption of the data is confirmed because the skewness and kurtosis values are within the range of -2 to +2.

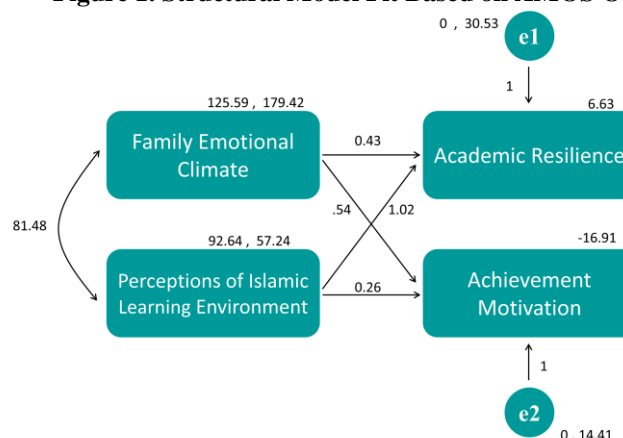
Table 2. Collinearity Statistics: Tolerance and Variance Inflation Factor (VIF)

Variables	Tolerance Statistic	VIF
Perceptions of the Islamic Learning Environment	0.393	2.542
Family Emotional Climate	0.282	3.551
Academic Resilience	0.308	3.252

Based on Table 2, the tolerance statistic is greater than 0.1 and the variance inflation factor (VIF) is less than 10; therefore, the assumption of no multicollinearity among the predictor variables is met.

The Durbin-Watson statistic was 1.988, indicating the absence of significant autocorrelation among the model errors, as this value is close to 2. Therefore, the assumption of error independence in this model holds.

Figure 1. Structural Model Fit Based on AMOS Output



Based on Figure 1, the present structural model demonstrated that students' positive perceptions of the Islamic learning environment and the supportive family emotional climate significantly enhance their achievement motivation both directly and indirectly (through academic resilience). The results also emphasize that academic resilience plays a crucial mediating role in transmitting the effects of environmental and familial factors on academic

motivation. These findings can inform educational and counseling programs aimed at boosting students' motivation and suggest new avenues for future research in the field of psycho-academic interactions.

Table 3. Path Coefficients of Direct Effects Between Research Variables

path	Type of Path	Standardized Path Coefficient (β)	Sig
Academic Resilience – Family Emotional Climate	Direct	0.528	0.0001
Achievement Motivation – Perception of Islamic Learning Environment	Direct	0.126	0.0001
Academic Resilience – Perception of Learning Environment	Direct	0.375	0.0001
Achievement Motivation – Family Emotional Climate	Direct	0.866	0.0001

Based on the obtained results, the family emotional climate has a significant and strong effect on students' academic resilience ($\beta = 0.528$) and achievement motivation ($\beta = 0.866$). Additionally, a positive perception of the Islamic learning environment significantly influences academic resilience ($\beta = 0.375$) and achievement motivation ($\beta = 0.126$). These findings indicate that the family emotional climate and favorable perception of the Islamic learning environment contribute to enhancing students' resilience and achievement motivation. Therefore, hypotheses 1 to 4 of the present study were confirmed, with significance achieved at the 0.01 level.

Table 4. Bootstrap Results in Preacher and Hayes Macro Program for All Mediating Paths

Independent Variables	Mediating Variable	Dependent Variable	Bootstrap	Sig
Perception of Islamic Learning Environment	Academic Resilience	Achievement Motivation	0.146	0.0001
Perception of Islamic Learning Environment	Academic Resilience	Achievement Motivation	0.231	0.0001

The results indicate that academic resilience plays a significant mediating role in the relationship between perceptions of the Islamic learning environment and students' achievement motivation. In other words, a positive perception of the Islamic learning environment contributes to enhancing achievement

motivation by increasing academic resilience. Additionally, the family emotional climate significantly influences achievement motivation through academic resilience. This means that a healthy and positive emotional climate within the family enhances students' resilience, which in turn strengthens their motivation for learning and academic progress. Based on the obtained results, hypotheses 5 and 6 were also confirmed.

Discussion and conclusion

Based on the descriptive and inferential results presented in the findings section, the general hypotheses of the study were confirmed. This means that the family emotional climate and perceptions of the Islamic learning environment have a direct and positive impact on students' achievement motivation. Furthermore, academic resilience plays a mediating role between the family emotional climate and perceptions of the Islamic learning environment and students' achievement motivation.

Additionally, all of the study's specific hypotheses were supported. The first sub-hypothesis stated that the family emotional climate has a positive and direct effect on academic resilience. To interpret this result, it can be argued that experience has shown the primary source of developing emotional warmth lies in an individual's relationship with their surrounding social environment. A warm and supportive family atmosphere, active parental involvement, realistic expectations of children's abilities and potential, and showing respect and appreciation contribute to the development of self-esteem and social acceptance. In such an environment, students are more likely to effectively cope with academic obstacles, stress, and pressure throughout their educational journey (Razie & Asadi Majareh, 2022). The findings of this hypothesis were consistent with the studies of Razie and Asadi Majareh (2022), Souri et al. (2018), Kooti et al. (2007), Mouse (2019), and Hutuniz (2018).

The second hypothesis was as follows: Perception of the Islamic learning environment has a positive and direct effect on academic resilience. To explain this hypothesis, it can be stated that resilient individuals are capable of exerting control, able to free themselves from confusion, and can establish broader social support systems and family relationships. Considering this, these individuals are able to participate effectively and efficiently in their classroom groups, form better friendly relationships, which in turn leads to constructive adaptation for them. Resilience-building programs help individuals face challenges and successfully overcome them, which can subsequently lead to their academic progress in the future (Carlton et al., 2006, as cited in Rashidi et al., 2015). The findings of the present study regarding this hypothesis are consistent with the studies of Rashidi et al. (2015), Narimani et al. (2013), Izadi and Mohammadzadeh Edmalaei (2013), Ghadiri et al. (2010), and also Martin and Marsh (2009).

The third hypothesis was as follows: The family emotional climate has a positive and direct effect on achievement motivation. To explain this hypothesis, it can be stated that as individuals grow up in their families, learning behaviors and roles related to themselves and other family members, they also have a fundamental need for family affection and love. Based on this, they shape their relationships with family members as well as their educational pursuits. A positive family emotional climate contributes to forming a constructive outlook on various issues and enhances an individual's ability to manage problems. This, in turn, affects the type and level of effort exerted toward achieving goals and acquiring the necessary motivation. In fact, when parents exercise reasonable supervision over their child's behavior and provide a warm and welcoming environment, the child gains greater motivation and energy to pursue academic tasks, leading to improved academic performance. The findings of this hypothesis are consistent with the theoretical foundations of the study and the results of Batmani et al. (2017), Esfandiari Bayat et al. (2017), Mwangi et al. (2015), and Wang and Holcombe (2010).

The fourth hypothesis stated that perception of the Islamic learning environment has a positive and direct effect on achievement motivation. In explaining this hypothesis, it can be noted that the Islamic learning environment has long been recognized as a vital space for learners' academic success. The Islamic learning environment refers to the physical, social, psychological, educational, and cultural context in which learning takes place, and perceptions formed about the learning environment influence the learner, learning conditions, and the learner's growth and development. It goes without saying that the learning environment including the classroom, university, teaching methods of instructors, and so on has undeniable effects on students' academic performance and cognitive processes. One of the important outcomes of the learning environment is students' perception of this environment, which plays a significant role in achievement motivation. The findings of this hypothesis are consistent with the theoretical foundations of the study and the results of research by Shakerami et al. (2017), Zarei and Masoumi (2017), Gichovi Kariuki (2017), and Veiga et al. (2016).

The fifth hypothesis of the present study stated that academic resilience plays a mediating role in the relationship between family emotional climate and achievement motivation. In explaining this hypothesis, it can be noted that resilience refers to a dynamic process in which individuals exhibit positive adaptive behavior when facing adverse conditions or psychological shocks. Therefore, resilience positively influences the family emotional climate by creating an appropriate and favorable emotional atmosphere, which leads individuals to be committed and accountable for their behaviors and decisions. Moreover, it encourages continuous efforts to improve their performance, which gradually enhances achievement motivation. The findings of this hypothesis are consistent with the theoretical foundations of the study and the

results of research by Batmani et al. (2017), Esfandiari Bayat et al. (2017), Mwangi et al. (2015), and Wang and Holcombe (2010).

The sixth hypothesis of this study stated that academic resilience plays a mediating role in the relationship between perception of the Islamic learning environment and achievement motivation. In explaining this hypothesis, it can be said that today, attention has been directed toward capacities that play a significant role in achievement motivation. One of these components is resilience, which is essentially the ability to successfully adapt to threatening conditions. Resilience has been regarded as “a defense mechanism” that enables individuals to grow and develop when faced with adversities. It is the successful adaptation to daily life tasks in the face of social problems and very difficult circumstances. Accordingly, resilience can influence achievement motivation by affecting the conditions, forces, and external stimuli of the learning environment that challenge the individual. The findings of this hypothesis are consistent with the theoretical foundations of the study and the results of research by Shakerami et al. (2017), Zarei and Masoumi (2017), Kariuki (2017), and Veiga et al. (2016).

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