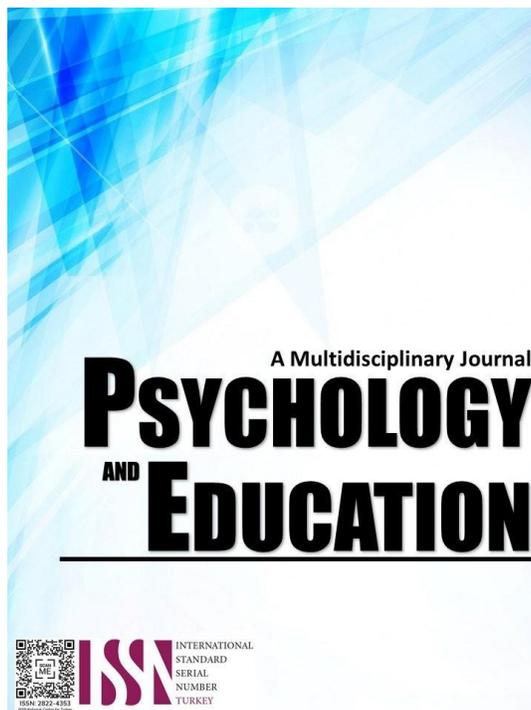


CORRELATION OF HOME ENVIRONMENT IN THE ACADEMIC PERFORMANCE OF ELEMENTARY LEARNERS IN CATANAUAN DISTRICT, DIVISION OF QUEZON



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Correlation of Home Environment in the Academic Performance of Elementary Learners in Catanauan District, Division of Quezon

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Abstract

This study investigates the connection between students' academic achievement and their home environment in the Catanauan District Division of Quezon. Recognizing the family environment as a crucial factor, the research included all public elementary schools in the district. A sample of 385 students and 185 teachers was selected through random sampling. The study employed a survey methodology, using academic performance records and the Home Environment Scale (HES) as measurement instruments. Statistical analyses, including regression and correlation coefficients, revealed a strong positive correlation between academic performance and the home environment. Key findings indicated that supportive home environments significantly enhance students' learning capacities. Socioeconomic factors, family structure, parental education, and income levels were identified as critical components influencing academic performance. Higher parental education and income levels were linked to better student outcomes. The study emphasized the importance of parental engagement, promoting independence, and discipline in fostering academic success. It also noted that family structure and the number of caregivers affect home environment quality and academic achievement. Educational practices within the home, such as the use of auditory and visual learning techniques, varied with parents' education levels. The study highlighted the need for considering diverse family dynamics and socioeconomic factors in addressing learning gaps. It recommended interventions to enhance parental involvement, create supportive home environments, and address socioeconomic disparities. Suggestions included parental orientation programs, quarterly meetings, home visitations, and developing home learning packages. Collaboration among educators, parents, policymakers, and community stakeholders is essential to ensure equitable educational opportunities for all students.

Keywords: *correlation, home environment, academic performance*

Introduction

The initial institution that significantly shapes a child's lifelong trajectory is their home. This study explores the correlation between the academic performance of secondary school pupils and their home environment. The objective is to ascertain the link between students' academic achievements and their experiences both at home and in physical spaces.

A student's academic success cannot be divorced from their home environment; a nurturing family setting provides emotional stability crucial for children's development. Education's primary aim is to equip young individuals with the skills to contribute meaningfully to society, a process that begins informally at home. From birth, parents introduce children to their home environment, engaging them in stimulating activities that foster curiosity and problem-solving abilities. However, the motivational influences within home environments vary significantly. While some households offer abundant resources like computers, books, and engaged parents focused on their children's cognitive development, others lack such stimuli (Pakistan Journal of Distance and Online Learning, 2019).

Children thrive when exposed to environments rich in engaging activities that stimulate their curiosity and offer challenges. Unfortunately, the motivational influences within home environments vary widely. While some households provide ample opportunities for intellectual growth, others may lack such resources (Yeung et al., 2002). The impact of the home environment on a child's intellectual development is most profound during infancy and early childhood, where parental influence is direct. However, as children grow older, their intellectual socialization extends to peers and schools. "Influence of Home Environment on the Academic Performance of Secondary School Students in Imo State" (2019) supports the notion that a child's early learning experiences positively influence their intelligence and reading abilities, emphasizing the importance of parental involvement in education (Luckner et al., 2004).

The Regional Development Council Regional Disaster Risk Reduction Council IX (2020) revealed on June 15, 2020, that HBE has been explored as an alternate educational system in response to the Covid-19 pandemic in the Zamboanga Peninsula's Covid-19 Regional Recovery Program 2020–2022. But it also said that most students aren't prepared to use home learning programs because of a lack of infrastructure, facilities, and resources; this is especially true for the less privileged kids who don't have access to devices or the internet to use online learning platforms. Therefore, it is believed that conducting research on HBE is essential to ensuring that every student is receiving a suitable education of high quality. Murphy (2014) mentioned in Kerns (2016) that since the pandemic's breakout, a few studies have concentrated on examining HBE setup.

In many cases, families fail to prioritize their children's education, often due to misconceptions about their academic performance. Some parents may lack awareness or understanding of their children's capabilities and achievements in school, hindering effective guidance and support. The responsibility for students' academic success is often erroneously attributed solely to teachers and school

authorities. However, research indicates that both the school and parents play pivotal roles in shaping students' performance, and identifying and addressing any issues is crucial (Edo State Department of Education, 2019).

Family interactions significantly impact pupils' academic performance, with physical amenities at home also playing a crucial role. Research findings underscore the link between home environments and academic success. However, while many students expressed satisfaction with their home environment's physical amenities and family interactions, academic success was not consistently noteworthy (Catanauan District Monitoring and Evaluation Plan Adjustment).

Moreover, this study seeks to explore how the home environment influences learners' academic performance, particularly in areas where parents may lack education, hindering their ability to support their children's learning, as observed in remote areas like Catanauan. Additionally, given the learning gap exacerbated by the pandemic, this study aims to investigate the relationship between the home environment and learners' academic performance in Catanauan. The increased number of failing grades reported in the Catanauan District Monitoring and Evaluation Plan Adjustment underscores the urgency of understanding how home environments impact students' academic success, especially amidst challenges posed by the pandemic.

Research Questions

This study aims to investigate the relationship between the home environment and the academic performance of Grade 3 learners in Catanauan I District, Division of Quezon. Specifically, it seeks to answer the following questions:

1. What is the description of learners' home environment in terms of the following?
 - 1.1. socio-economic;
 - 1.1.1. educational level;
 - 1.1.2. source of income; and
 - 1.1.3. monthly financial income of the family?
 - 1.2. family configuration;
 - 1.2.1. number of member in the family;
 - 1.2.2. birth position;
 - 1.2.3. number of siblings;
 - 1.2.4. type of family structure; and
 - 1.2.5. number of adult sharing care and responsibilities of the children?
 - 1.3. parental characteristic; and
 - 1.3.1. parental engagement;
 - 1.3.2. encourage independence; and
 - 1.3.3. discipline child's attitude?
 - 1.4. home process;
 - 1.4.1. auditive learning;
 - 1.4.2. visual learning;
 - 1.4.3. haptic learning; and
 - 1.4.4. learning through intellect?
2. What is the academic performance of the learners based on their average grades for the 1st and 2nd quarters of SY: 2023-2024 when grouped into description of home environment?
3. Is there a significant relationship between the home environment and learners' academic performance?
4. What intervention package for parents can be proposed by the researcher based on the results of the study?

Methodology

Research Design

This study employed a quantitative research method with a specific focus on descriptive correlation research design. This design facilitated the comprehension of the extent of a phenomenon and the identification of the relationship between two variables. The primary aim was to investigate the correlation between the quality of the home environment and learners' academic performance, while simultaneously identifying which elements of the home environment, such as study space and parental participation, were associated with academic achievement. Furthermore, the study aimed to examine the longitudinal effects of the home environment on academic achievement over time.

To ascertain the significant association between the home environment and learners' academic performance, the researcher utilized a correlational research design. A validated, self-constructed survey questionnaire served as the primary instrument for addressing the main and sub-problems of the study.

According to Singh (2017), this research design is employed to establish relationships between two or more variables, where some variables are dependent, and others are independent. Meanwhile, survey research, as defined by Check & Schutt (2012, p. 160), involves collecting information from a sample of individuals through their responses to questions. This method allows for the utilization of

various techniques for participant recruitment, data collection, and instrumentation

Participants

The researcher aimed to examine the correlation between the home environment and the academic performance of elementary learners in the Catanauan District. The research population typically comprised all learners within the Catanauan District who were the subjects of the investigation, potentially encompassing students from specific schools, grade levels, or educational institutions. The sample consisted of parent respondents, serving as counterparts to the learners, with 385 parents randomly selected using random sampling techniques. Additionally, 125 teachers of the learners participated as respondents in assessing the academic performance of the students.

The table below illustrates the breakdown of respondents in the Catanauan District Division of Quezon.

Table 1. *Respondents of the study*

<i>Name of Schools</i>	<i>Respondent (Parents)</i>	<i>Respondents (Teacher)</i>
1. Ajos Elementary School	12	6
2. Anusan Elementary School	3	1
3. Bolo Elementary School	5	5
4. Bulagsong Elemenray School	12	6
5. Camandiison Elementary School	5	5
6. Catanauan Central School	97	6
7. Cutcutan Elementary School	7	7
8. Dahican Elementary School	14	6
9. Don Abadilla Elementary School	42	6
10. Doongan Ibaba Elementary School	3	1
11. Ireneo L. Comiso Elementary School	13	6
12. Macpac Elementary School	1	1
13. Manuel Uy Ek Liong Elementary School	14	6
14. Milagrosa Elementary School	4	1
15. Navitas Elementary School	4	1
16. Perigreno C. Natividad Elementary School	15	6
17. San Isidro Elementary School	32	6
18. San Jose Anyao Elementary School	10	6
19. San Pablo Suha Elementary School	8	6
20. San Roque Elementary School	20	6
21. Santa Maria Dao Elementary School	4	1
22. San Vicente Kanluran Elementary School	9	6
23. San Vicente Silangan Elementary School	3	1
24. Tagbacan Ibaba Elementary School	9	6
25. Tagbacan Silangan Elementary School	7	6
26. Tagabas Ibaba Elementary School	12	6
27. Tagabas Ilaya Elementary School	4	1
28. Tuhian Elementary School	16	6
Total	385	125

Instruments

To acquire the essential data required for this study, the researcher employed a self-designed questionnaire as the primary tool for data collection. It was formulated based on a review of relevant literature and references. The research instruments underwent face validation by two principals and one Elementary Master Teacher from the school district. They reviewed the content of the instrument before the researcher officially distributed the questionnaires among the respondents. Upon analyzing the results, the researcher revised some questions based on the initial validation feedback. The questionnaires were then revised again after the validation results were obtained. Following the initial validation, the researcher conducted a pilot test among selected participants to assess the instrument's reliability. Cronbach's alpha coefficient was utilized to examine the reliability of the instrument and the internal consistency of its items. Following these validation procedures, the researcher proceeded with the final distribution of the questionnaire.

Part I. Home Environment

Part II. *Academic Performance of the Learners during the 1st and 2nd Quarters of the School Year*

<i>Weighted Point</i>	<i>Range of Weighted a Mean</i>	<i>Verbal Interpretation</i>
7	7.00	always
6	6.00	usually
5	5.00	often

Procedure

The researcher submitted a letter of request to conduct the study in Catanauan District within the Division of Quezon. After providing all necessary documents, such as the Data Privacy Act compliance, instruments, and study permits, the request was signed and approved by the Schools Superintendent, Sir Rommel Bautista C. CESO V. Subsequently, the researcher disseminated the letter of request to the two district supervisors of Catanauan I and Catanauan II. Meanwhile, the researcher underwent the instrument validation process facilitated by the Principal IV of Catanauan Central School, Ma'am Cherry Pelobello, the Principal I of Tagbacan Ibaba Elementary School, Ma'am Joyce De Latorre, and the Master Teacher II of Catanauan Central School, Ma'am Evangeline De Leon. Following thorough consultation with validators, the study's instrument was recommended as valid. Subsequently, the researcher distributed questionnaires to respondents with the elementary school principal's permission in Catanauan. After explaining the data collection process to teachers and parents, the researcher waited for a designated time to collect the questionnaires for easier tabulation of results. Upon gathering all responses, the researcher presented the data to a statistician for accurate response distribution and valid data analysis.

In his study, Mulaudzi (2016) observed that inductive analysis primarily involves organizing qualitative data into categories and identifying patterns among these categories. The analysis process encompasses preparing data, conducting various analyses, delving into deeper understanding, representing data, and interpreting significant meanings. Data presentation typically involves themes, subthemes, and concept maps.

Data Analysis

After collecting the questionnaires, the data will be organized, tabulated, and analyzed using MS Excel. The data will then be interpreted using descriptive statistics such as frequency and weighted mean. These statistical measures will help ascertain the degree of influence exerted by the home environment on the academic performance of learners in the Catanauan District, Division of Quezon.

Additionally, Kendall's Coefficient of Concordance will be employed as a statistical tool to evaluate the overall agreement among multiple observers in the study. This analysis will offer insights into their assessments of both the home environment and academic performance.

Results and Discussion

The results and discussions in this chapter are presented with precision and accuracy, derived from meticulous data collection and interpretation guided by the study's Standard Operating Procedures (SOP).

Part I. Description of Learners' Home Environment in Terms of Socio-Economic

1.1 Socio-Economic

Table 1.1.1 presents the socio-economic status in relation to the educational level of parents or guardians. Educational attainment categories include doctor's degree, master's degree, college level, high school graduate, high school level, elementary graduate, and elementary level. The distribution of responses was determined using frequency and percentage measures to capture the total respondent count accurately.

Based on the findings, the majority of parents surveyed are a high school graduate with 29.6% , while those with high educational attainment education, such as master's degrees, are the least represented among all categories of educational attainment with total percentage of .5%

Furthermore, from the result home environment may categorize through educational attainment. This observation aligns with the study of Nasri (2023) highlight home environment background characterized by educational attainment, profoundly shapes a child's academic success.

Table 1.1.1. Socio-economic Status in Terms Of Educational Level Of Parents Guardians

<i>Educational Attainment</i>	<i>Frequency</i>	<i>Percent</i>
Doctor's Degree	3	.8
Master's Degree	2	.5
College Graduate	62	16.1
College Level	76	19.7
High School Graduate	114	29.6
High School Level	71	18.4
Elementary Graduate	27	7.0
Elementary Level	30	7.8
Total	385	100.0

Table 1.1.2

	<i>Frequency</i>	<i>Percent</i>
Salary	98	25.5



Agricultural and Labor Wages	128	33.2
Government Benefits	41	10.6
Businesses	105	27.3
OFW Remittances	13	3.4
Total	385	100.0

The table 1.1.2 presents the sources of income for the families of the parents who responded. These sources are categorized as salary, agricultural and labor wages, government benefits, business income, and OFW remittances. Frequency data was utilized to determine the responses.

The results illustrate that the highest percentage, 33.2%, of the parents' respondents' income comes from agricultural and labor wages, while the lowest percentage, 3.4%, is attributed to OFW remittances.

Based on the results, the home environment can be characterized by the source of income of the family, which plays a significant role in shaping the child. Nasri (2023) stated that the income level of the family significantly impacts a child's academic success.

Table 1.1.3 Family's Monthly Financial Income

	<i>Frequency</i>	<i>Percent</i>
1000-5000	115	29.9
6000-10000	140	36.4
11000-30000	106	27.5
31000 and above	24	6.2
Total	385	100.0

The table 1.1.3 presents the breakdown of the family's monthly financial income of the parents' respondents, categorized into income ranges: 1000-5000, 6000-10000, 11000-30000, and 31000 and above. Frequency and percentage were used to measure the total score of the responses.

The table 1.1.3 shows that 36.4% of the parents respondents have the monthly financial income of 6000-10000 while the lowest family's monthly financial income have the total percentage of 6.2%. Based on the table above shows that the home environment can be describe through family's financial income. This statement supports the study by Nasri (2023), where the home environment, categorized by income level, profoundly shapes a child's academic success

1.2 Family Configuration

Table 1.2.1 Number of Members in the Family

<i>Number of Members</i>	<i>Frequency</i>	<i>Percent</i>
2	9	2.3
3	57	14.8
4	72	18.7
5	99	25.7
6	83	21.6
7	34	8.8
8	24	6.2
9	7	1.8
Total	385	100.0

Table 1.2.1 presents the number of members in the family categorize as 2,3,4,5,6,7,8,9 based on responses of the parents respondents. Frequency and percentage where use to get the total number of responses.

Based on the results, the highest percentage, 25.7%, indicates families with 5 members, while the lowest percentage, 1.8%, corresponds to parents' respondents with 9 members in the family.

According to Kapur (2018), a large family size is characterized by having more than two children within the family. When there are three or more children, it often becomes challenging for parents to meet all their needs and requirements, especially when the family belongs to economically weaker sections of society.

Table 1.2.2 Birth Position of the Learner

	<i>Frequency</i>	<i>Percent</i>
First	169	43.9
Second	100	26.0
Third	80	20.8
Fourth	26	6.8
Fifth	6	1.6
Sixth	4	1.0
Total	385	100.0



The table 1.2.2 presents the description of the home environment in terms of the birth position of the learners by first, second, third, fourth, fifth, sixth, categorized based on the responses of the parents' respondents.

The results indicate that the highest percentage, comprising 43.9% of the total, corresponds to learners with a first birth position, whereas the lowest percentage, only 1.0%, pertains to learners with the birth position 'sixth'.

Based from the results home environment can be categorized according to the birth position of the learners. This statement is supported by Khan's study (2019), which suggests that parents and siblings within the family make essential contributions to achieving academic goals. When parents lack specific information, older siblings often guide their younger counterparts, and sometimes provide instruction to them. The encouraging attitude of parents primarily serves as a source of inspiration and motivation, and within the family, siblings play a significant role in achieving academic objectives.

Table 1.2.3 Number of Siblings of the Learner

	<i>Frequency</i>	<i>Percentage</i>
1	60	15.6
2	87	22.6
3	97	25.2
4	78	20.3
5	36	9.4
6	20	5.2
7	6	1.6
8	1	.3
Total	385	100.0

The table 1.2.3 presents the number of siblings of the learners categorized according to the responses of the parents' respondents, ranging from 1 to 8 siblings. Frequency and percentage were used to calculate the total responses of the respondents.

The results reveal that the highest percentage of learners, accounting for 25.2%, had siblings who were third in birth order, while the lowest percentage, at only 0.3%, had only one sibling.

Efstathiou (2018) contends that siblings often serve as mentors to younger siblings, providing guidance and support, particularly when parents lack certain information. Additionally, a parent's supportive attitude serves as a key source of inspiration and motivation for siblings.

Table 1.2.4 Type of Family Structure

	<i>Frequency</i>	<i>Percent</i>
Extended Family	8	2.1
Nucleus Family	377	97.9
Total	385	100.0

The table 1.2.4 presents the types of home environments categorized according to family structure, distinguishing between extended family and nucleus family. To enhance comprehension of the respondents' perspectives, frequency and percentage were utilized in the analysis.

Based on the results nucleus family got the highest percentage of 97.9% while extended family got the lowest percentage of 2.1%. The results revealed that the home environment is described by family structure. These findings align with Azumah's study (2018), which noted the evolution of family structures in recent decades, with researchers dedicating attention to analyzing living arrangement patterns and their impacts on children's well-being.

Table 1.2.5 Number of Adults Sharing the Care and Responsibilities of the Children

	<i>Frequency</i>	<i>Percent</i>
Single -Parent Household	53	13.8
Two-Parent Household	332	86.2
Total	385	100.0

The table 1.2.5 illustrates the number of adults sharing the care and responsibilities of the children, categorized into two classifications: single-parent households and two-parent household to get the total number of responses frequency and percentage was used.

Based on the results two-parents household got the highest percentage of 86.2% while the single-parent household got the lowest percentage of 13.8%

In connection to the findings, the home environment can be described into two categories: the single-parent household and the two-parent household. In Addition insights from Azumah's study (2018) stated that the nature of family structures impact of family structure on children's academic achievement have prompted increased.

1.3 Parental Characteristic

Table 1.3.1 *Learning Home Environment in Terms Of Parental Characteristic- Parental Engagement*

<i>Indicators</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Rank</i>
I set aside time to talk to my child about his/her goals and challenges in studying.	45	11.7	4
"I value and support my child's interests and hobbies to keep him/her enthusiastic and happy in his/her studies.	50	12.98	3
I ensure that my child has enough time for studying, rest, family, and friendships to achieve overall well-being.	89	23.1	2
I communicate with the teacher and school to receive updates on my child's progress and to learn about opportunities for expanding his/her knowledge and skills.	175	45.4	1
I assist my child in organizing his/her studies by recording his/her assignments and projects.	26	6.7	5
Total	385	100	

Table 1.3.1 presents data on learning home environment in terms of parental characteristic- Parental engagement all indicators evaluated based on frequency rating across

Seven responses options, Additionally, frequency and percentage are provided for each indicator, along with a verbal interpretation based on the results. The verbal interpretations range from “always” to “Never” based on predetermined result.

The results revealed under the parental engagement category, the statement “I communicate with the teacher and school to receive updates on my child's progress and to learn about opportunities for expanding his/her knowledge and skills”.got the highest percentage of 45.4% while statement “ I assist my child in organizing his/her studies by recording his/her assignments and projects” got the lowest percentage of 6.7%

The results suggest that a majority of the respondents prefer to communicate with the teacher in order to stay updated on their children's development. This observation align with of Axford et al., (2019) parental engagement is a one of the components of home environment of the learners.

Table 1.3.2. *Learning Home Environment In Terms Of Parental Characteristic-Encourage Independence*

<i>Indicators</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Rank</i>
I encourage my child to understand the questions and instructions in his/her assignments so that he/she can comprehend and answer them correctly.	17	4.4	5
I support my child's hobbies and interests to help him/her develop confidence in doing tasks independently.	53	13.8	4
I allow my child to do his/her assignments alone so that he/she can learn from his/her mistakes and understand that it is normal and part of the learning and self-improvement process.	140	36	1
I allow my child to allocate time for activities such as waking up early, folding clothes, bathing, and washing dishes, and especially for studying, to help him/her become responsible for his/her own daily tasks.	89	23.1	3
I allow my child to make decisions about certain aspects of his/her daily routine, such as preparing his/her own breakfast and packed lunch for school.	86	22.3	2
Total	385	100	

Table 1.3.2 presents data on the learning home environment in terms of parental characteristics, specifically focusing on the encouragement of independence. It includes five statements describing how parents guide their children in home environment tasks, along with corresponding frequencies and percentage.

Based on the results the indicator “I allow my child to do his/her assignments alone so that he/she can learn from his/her mistakes and understand that it is normal and part of the learning and self-improvement process”this kind of parental characteristics developing encourage independence got the highest responses with the total percentage of 36%. on the hand the lowest percentage received by the indicator “I encourage my child to understand the questions and instructions in his/her assignments so that he/she can comprehend and answer them correctly” with the total percentage of 4.4% based responses of the parents.

The result shows that most of the parents let their children to do their homework alone. According to the research of Della Porta et., (2022) encourage independence this learning process develop parents the learners to do home learning task at home independently.

Table 1.3.3 *Learning Home Environment In Terms Of Parental Characteristic- Discipline Child's Attitude*

<i>Indicators</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Rank</i>
I teach my child to regularly allocate time for studying and fulfilling his/her obligations..	85	22.1	2
I advise him/her to be respectful to elders both inside and outside the school by using 'po' and 'opo'.	53	13.8	4
I show my child how to be responsible in doing assignments at home for him/her to be a	140	36.4	1



good example to everyone.			
I have shown my love and care for my child to help him/her become a good person.	76	19.7	3
I show that everything he/she will use in school is organized to instill discipline and organization in everything.	31	8.1	5
	Total	385	100

The table 1.3.3 presents learning home environment in terms of parental characteristic -Discipline child’s attitude this include five indicators describing how the parents discipline child’s attitude along with frequency and percentage.

Based on the results indicators “I show my child how to be responsible in tasks to be a good example for him/her” got the highest percentage of 36.4% responses while indicator “I show that everything he/she will use in school is organized to instill discipline and organization in everything”received the lowest percentage of 8.1% responses.

The findings indicate that when parents teach their children to be responsible, it can foster a positive attitude in the children, which in turn may enhance their ability to perform home learning tasks effectively. The study Ushirika (2020) found that discipline is crucial in the learning process, creating a stress-free environment, improving planning, shaping learner character, and enhancing motivation.

1.4 Home Process

Table 1.4.1 Auditive Learning

Indicators	Frequency	Percentage	Rank
I allocate time to listen to his/her reading stories.	156	40.5	1
I encourage reading texts and books at home.	50	12.10	2
I listen to educational lectures and audio recordings with my child that are related to his/her lessons.	60	15.6	3
I read storybooks before bedtime.	89	23.1	2
I teach the proper way of listening to the reader.	30	7.8	7
	Total	385	100

Table 1.4.1 presents auditive learning as one of the components of home process it includes five indicators describing the how the parents guide their children when it comes to auditive learning including frequency and percentage to get the total number of responses.

Based on the results indicator “I allocate time to listen to his/her reading stories” got the highest responses with the total percentage of 40.5% while the indicators “I teach the proper way of listening to the reader got the lowest percentage of 7.8 % was also the lowest rank based on five categories of auditive learning.

Findings revealed that auditive learning could help the learners to learn listen and recognize sounds. Therefore, that parents should understand the importance of auditive learning at home. Align with the statement the research of Vester's et al. (2022) explain auditive learning involves activities such as listening to lectures, participating in class discussions, and engaging in auditory-based exercises. It emphasizes the importance of auditory comprehension in the learning process.

Table 1.4.2 presents visual learning as part of the home learning process, including five indicators that describe the ways parents introduce visual learning to their children, along with frequency and percentage.

Based on the results indicate that the indicator “ I encourage my child to create their own artwork using their own imagination” received highest percentage of 36.4% among the total responses, Conversely, the indicator “I provide visual organizers such as mind maps and flowcharts to help him/her ensure understanding of concepts and processes” received the lowest percentage of 22.1% among total responses.

Table 1.4.2 Visual Learning

Indicators	Frequency	Percentage	Rank
I provide visual aids such as flashcards, charts, and infographics to facilitate their understanding of concepts.	85	22.1	2
I use different colors for different categories or meanings can help children understand.	53	13.8	4
I provide visual organizers such as mind maps and flowcharts to help him/her ensure understanding of concepts and processes.	31	8.1	1
I use multimedia to watch educational videos, animations, and other multimedia presentations with visual elements to strengthen my child’s learning.	76	19.7	3
I encourage my child to create their own artwork using their own imagination..	140	36.4	5
	Total	385	100

Findings revealed suggest the parents to employ visual learning through various activities could help develop visual learning processes. Parents may focus their efforts further enhance visual learning learning experience at home. Similar finding Vester (2022) Parents play a significant role in facilitating visual learning experiences for their children. These findings suggest that incorporating visual elements into home-based learning activities, such as providing educational materials with visual components, using visual aids to explain concepts, and encouraging children to engage in visual expression through artwork, can enhance their visual learning processes.

Additionally, the findings may highlight the importance of parental involvement and support in creating an environment conducive to visual learning at home.

Table 1.4.3 Haptic Learning

<i>Indicators</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Rank</i>
I buy clay to help my child become more adept at sculpting figures, which will further deepen his/her understanding.	45	11.7	4
I teach my child cutting, sewing, drawing, and other sensory-related activities to help him/her further develop his/her own abilities.	123	31.9	2
I introduce different things that are soft, hard, hot, and cold to better understand the concept of something.	33	8.6	5
I expose my child to actual activities such as planting seeds and harvesting fruits to learn more from his or her experience.	126	32.7	1
I play games with my child that involve physical activity such as hopscotch, playing guitar, and board games that help develop skills and intellect.	58	15.06	3
Total	385	100	

Table 1.4.3 presents haptic learning categorized into five indicators, illustrating how parents can engage in haptic learning activities at home. The table includes frequencies and percentages corresponding to each indicator, providing insights into the prevalence and distribution of haptic learning practices among the surveyed parents.

Based on the result among all the total responses, indicator "I expose my child to actual activities such as planting seeds and harvesting fruits to learn more from his or her experience" obtained the highest percentage of 32.7% among all total responses while the indicator "I introduce different things that are soft, hard, hot, and cold to better understand the concept of something" received the lowest percentage of 8.6% among all total responses which also lowest ranked among the five category

The findings suggest the parent should practice haptic learning at home by giving different activities facilitating their children's learning experiences. These findings indicate that activities such as hands-on exploration, sensory experiences, and real-world interactions are commonly employed by parents to promote haptic learning at home. Similar to the finding Vester (2022) highlighted the importance of incorporating tangible and physical experiences into home-based learning environments to enhance children's understanding and retention of concepts. Overall, the findings underscore the significant role of haptic learning activities in enriching children's educational experiences within the home setting.

1.4.4 Learning Through Intellect

<i>Indicators</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Rank</i>
I initiate a conversation that helps expand and express his/her own understanding and thoughts on a timely topic such as the importance of using a cellphone.	45	11.7	4
I read stories before bedtime and ask questions to her or him using the words 'why' and 'how' to deepen understanding.	123	31.9	2
I provide exercises that help her or him strengthen their mind such as logic puzzles, math problems, and board games.	30	7.8	5
I dedicate time to help my child by fostering a love for reading and studying.	129	33.5	1
I set aside a small space to serve as a library room for my child.	58	15.06	3
Total	385	100	

Table 1.4.4 focuses on learning through intellect within the context of the home environment. This table categorizes learning through intellect into five specific indicators. These indicators detail how parents implement strategies to promote intellectual learning in their children at home. Additionally, the table provides information on the frequency of each indicator's occurrence and the corresponding percentage, offering insights into the prevalence and distribution of these intellectual learning practices among the surveyed parents.

Based on the result among all total responses, the indicator "I dedicate time to help my child by fostering a love for reading and studying" received the highest percentage of 33.5%. Conversely, the indicator "I provide exercises that help her or him strengthen their mind such as logic puzzles, math problems, and board games" obtained the lowest percentage of 7.8% among all total responses.

The findings suggest that parents employ various strategies to promote intellectual growth, such as encouraging critical thinking and providing problem-solving activities like logic puzzles and math problems. Children can benefit from practicing these skills at home with the guidance of their parents. In support to this statement study of Vesters (2022) highlighted the benefit of learning through intellect on learners home learning task promoting cognitive abilities.



II. Academic Performance Of The Learners on 1st and 2nd Quarter

Table 2. Academic Performance of The Learners on 1st and 2nd Quarter

Rating	Frequency	Percentage
Outstanding	54	14.0
Very Satisfactory	70	18.18
Satisfactory	103	26.8
Fairly Satisfactory	144	37.4
Did not Meet Expectations Below 75	15	3.9
Total	385	100

Table 2, presents academic performance of the learners during the first and second quarter in the school year 2023-2024. Academic performance categorized based on the learners progress report card rating scale where outstanding range from (90-100), very satisfactory is from (85-90), satisfactory (80-84), fairly satisfactory is from (75-79), and did not meet expectations (below 75) academic performance can be graded based on how they are doing in their studies and educational pursuits. It also can be measured through various metric such grades, test scores, class participation, home work. Academic performance reflects to understand in a particular academic setting. Frequency and percentage is present on the table to get the total number of learners academic performance based on teachers responses.

Based on the results, the majority of learners' academic performance during the first and second quarters falls under the category of "fairly satisfactory," comprising a total percentage of 37.4%. Conversely, the lowest mean, at 3.0%, is attributed to the category of "did not meet expectations" (below 75).

Findings revealed that most of the academic performance of the learners during the first and second quarters are exhibiting a low academic performance.

Part III. Significant Relationship Between Home Environment And The Academic Performance Of Learners

Table 3. Statistical table showing Relationship of Socio- Economic And The Academic Performance

Socio- Economic		Average Performance	Remarks
Educational Level	Pearson Correlation	.609**	Strong relationship significant
	Sig. (2-tailed)	.000	
Source of Income	Pearson Correlation	-.520**	Strong relationship significant
	Sig. (2-tailed)	.000	
Monthly financial Income of the family	Pearson Correlation	.619**	Strong relationship significant
	Sig. (2-tailed)	.000	

** Correlation is significant at the 0.01 level (2-tailed)

Table 3 illustrates the test for significant relationships between home processes and the academic performance of learners in the first and second quarters. Home environment description in terms of socio-economic are categorized into three categories: the educational level of the parents, the source of income of the parents, and the monthly financial income of the family which correlate to the academic performance of the learners.

Based on the findings educational level of the parents respondents has a strong relationship and significant when it comes to the academic performance of the learners as well as, source of income and the monthly financial income of the family are having strong relationship and significant to academic performance of the learners.

Findings presented, it is evident that socio-economic status has a significant relationship with the academic performance of the learners. So, that parents should improve home environment in terms of socio-economic to enhance the academic performance of the learners. The study suggested to educate the parents in away that they will learn something related to the education of their children like attending on seminar and meeting in school addressing the lapses of guiding their children.

Table 4. Statistical table showing Relationship of Family Configuration And The Academic Performance

Family Configuration		Average Performance	Remarks
Number of Members in the Family	Pearson Correlation	-.520**	Strong relationship significance
	Sig. (2-tailed)	.000	
Birth Position	Pearson Correlation	-.299**	Strong relationship Significance
	Sig. (2-tailed)	.000	



Number of Siblings	Pearson Correlation	-.512**	Strong relationship
	Sig. (2-tailed)	.000	Significance
Type of Family Structure	Pearson Correlation	-.299**	Strong Relationship
	Sig. (2-tailed)	.000	Significance
Number of Adult Sharing Care And responsibilities of the children	Pearson Correlation	.269**	Strong relationship
	Sig. (2-tailed)	.000	Significance

** Correlation is significant at the 0.01 level (2-tailed)

Table 4 illustrates statistical table showing relationship of family configuration and the a academic performance where family configuration defines into five categories the number of members in the family, birth position, number of siblings, type of family structure, and number of adult sharing care and responsibilities of the children showing its significant relationship to academic performance of the learners.

Finding revealed that number of members in the family has a a strong relationship and significant to the academic performance in the performance of the learners, same as birth position, number of sibling, type of family structure and the number of adults sharing care and responsibilities of the child which is very significant when it comes to academic performance of the learners.

Based on the results of the data above, it is evident that the description home environment through family configuration plays a significant role in achieving the academic performance of the learners. Understanding the influence of family configuration on academic performance highlights the importance of holistic support systems that consider the social and familial context in which students live. Interventions aimed at improving academic outcomes should not only focus on individual students but also involve families and communities to create environments conducive to learning and academic achievement.

Table 5. Statistical table showing Relationship of Home Environment And The Academic Performance

Parental Characteristic		1st -2nd Quarter Average	Remarks
Parental Engagement	Pearson Correlation	.605**	Strong Relationship
	Sig. (2-tailed)	.000	Significant
Encouragement Independence	Pearson Correlation	.618**	Strong Relationship
	Sig. (2-tailed)	.000	Significant
Disciplining Child's Attitude	Pearson Correlation	.617**	Strong Relationship
	Sig. (2-tailed)	.000	Significant

** Correlation is significant at the 0.01 level (2-tailed)

Table 5 illustrates the relationship between home environment and the academic performance of learners. The presence of this significant relationship indicates that there is a significant relationship between parental characteristics and the academic performance of the learners. Where as parental characteristic strong relationship scored .605**, encourage independence scored .618** with significant relationship and disciplining child’s attitude .617 significant a positive correlation is significant at the 0.01 level (2-Tailed)

Findings revealed that family configuration and academic performance of the learners the two variable play a significant role in promoting the a good quality of education . Analysis of the data indicates that various aspects of family configuration, such as family size, structure, dynamics, and relationships among family members, play a crucial role in shaping students' academic performance.

The table 6 presents the the significant relationship between home process and the learners academic performance in the first and second quarter. It revealed that auditive learning has a strong relationship in the academic performance of the learners with .618**, visual learning has strong relationship with .605**, haptic learning with strong relationship scored .624** and the Learning through Intellect strong relationship .603**

Based on the results findings emphasize the significance of the home process in shaping a child's educational outcomes and underscore the importance of addressing factors within the home that can impact academic performance. By fostering supportive home environments, we can enhance children's educational experiences and ultimately contribute to their long-term success in school.

Table 6. Significant Relationships Between Home Processes and the Learners Academic Performance in the First and Second Quarter

Home Process		1st-2nd Quarter Average	Remarks
Auditive Learning	Pearson Correlation	.618**	Strong Relationship
	Sig. (2-tailed)	.000	Significant
Visual Learning	Pearson Correlation	.605**	Strong Relationship
	Sig. (2-tailed)	.000	Significant
Haptic Learning	Pearson Correlation	.624**	Strong Relationship
	Sig. (2-tailed)	.000	Significant
Learning Through Intellect	Pearson Correlation	.603**	Strong Relationship
	Sig. (2-tailed)	.000	Significant
N		385	

The table 6 presents the the significant relationship between home process and the learners academic performance in the first and second quarter. It revealed that auditive learning has a strong relationship in the academic performance of the learners with .618**, visual learning has strong relationship with .605**, haptic learning with strong relationship scored .642** and the Learning through Intellect strong relationship .603**

Based on the results findings emphasize the significance of the home process in shaping a child's educational outcomes and underscore the importance of addressing factors within the home that can impact academic performance. By fostering supportive home environments, we can enhance children's educational experiences and ultimately contribute to their long-term success in school.

Part IV. Proposed Home Intervention Package for the Parents and Teachers

To addressed the home learning environment and promote the good academic performance of the learners, the study proposed learning home environment packaged presented in appendix A. The conduct of intervention program was formulated to provide ways to properly guide the children in home learning. In response to this a “Bridge to success: program proposed. This program would be beneficial to both parents and teachers it will promote strategy In achieving a good academic performance when it comes home environment.

Conclusions

The study's findings led researchers to draw the following conclusions: In summary, the home environment plays a crucial role in a child's education. It serves as the foundation for learning, emphasizing the importance of parental involvement in complementing the efforts of teachers. Recognizing parents as key partners in achieving academic success for learners is essential. Addressing gaps in academic achievement and fostering positive outcomes require comprehensive awareness of various aspects of the family environment. Interventions aimed at enhancing parental participation, creating supportive family environments, and improving socioeconomic conditions can help reduce barriers to academic success and enable students to reach their full potential.

Overall, the quality of a learner's home environment significantly influences their academic success. Teachers evaluate academic performance based on learners' performance in school, underscoring the influence of the home environment.

In conclusion, the study reveals a significant association between the home environment and students' academic performance. Factors such as parental involvement, socioeconomic status, and access to resources significantly impact academic achievements. High levels of parental involvement and adequate resources positively affect academic performance. The study underscores the importance of interventions aimed at creating supportive environments, promoting academic excellence, and achieving equitable educational outcomes.

To summarize, there is considerable potential for enhancing the learning environment within children's homes and promoting academic success through the implementation of a home environment intervention package. This intervention aims to establish a supportive and nurturing home environment that actively enhances learning outcomes through collaboration among parents, teachers, and other stakeholders. By integrating essential elements such as parental involvement, socioeconomic support, access to educational resources, and fostering a positive learning environment, the intervention package seeks to develop a comprehensive approach to advancing academic achievement. With coordinated efforts and effective implementation, this program has the potential to enhance students' academic performance and promote their overall educational development. It underscores the importance of recognizing and addressing the significant impact of the family environment on students' educational experiences.

Given the findings, we propose the following recommendations: Based on the analysis, the research study suggests promoting parental orientation towards creating a conducive home environment for learners, which fosters academic success and overall well-being. Implementing these initiatives necessitates collaboration among educators, parents, policymakers, and community stakeholders to ensure that all children can thrive academically.

Parents must firmly believe that the home environment plays a crucial role in achieving good grades in school. It is important to inform parents that supporting a positive home environment contributes to high academic performance and enhances the success and well-being of all students.

As parents responsible for their children's education, we have a duty to ensure that our children excel in school, as research has demonstrated a connection between a child's home environment and academic achievement.

By implementing a home environment learning package, families can develop a comprehensive approach to supporting their children's learning and academic success at home.

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