Home Environment and Academic Performance of Junior High School Students in the First District of Northern Samar

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ABSTRACT

The study focused on the home environment that affects academic performance of the junior high school students. This was conducted among junior high school students in the first District of Northern Samar. This was conducted within the third quarter of the school year 2018-2019.

Findings showed that more than one half of the parents have no time in helping their children in their academic activities. In terms of family income, majority of the students belong to the families whose income is less than Php10,000.

In terms of the school environment, results showed that students find it not supportive to their learning. The time devoted by the mother and father to their children, the number of siblings, peer behaviour and teacher behaviour significantly correlated student's academic performance. The findings of this study will serve as an input in improving the learning environment of the students to improve their academic performance.

KEYWORDS: home environment, academic performance, junior high school students

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1. INTRODUCTION:

The environment plays a very significant role in the development of students' behavior and acquisition of knowledge. The extent to which students develop behavior and learn new knowledge could be enhanced depending on what the home, community and school environment provide (Fraser and Tobin, 2008). It is believed that a well-planned environment will mobilize expected outcomes of education that will facilitate effective teaching-learning process and level up academic performance of students.

In the Philippines, the government has put up measures to ensure all public schools have all the required physical facilities, instructional materials among others variables that may lead to effective teaching-learning process. Instructional materials are a major component in the process of teaching and learning and textbooks are often the most cost effective means of improving academic performance and increasing the efficiency of schools.

Poor learning environments have always been identified as key factors that lead to poor performance in public schools (Fraser and Tobin, 2008). Physical characteristics of the school have a variety of effects on the teachers, students and the learning process. Poor lighting, noise, high levels of carbon dioxide in classrooms and inconsistent temperatures make teaching-learning process difficult. Poor maintenance and ineffective ventilation systems lead to uneasiness among the students and promote bad behavior among the learners (Lucban, 2009).

Indeed, home environment is a crucial factor in the success of students' academic performance. Home is the first institution of a child that have significant relationships with students' overall life (Khan, Begum, Imad, 2019). The home environment is a combination of physical and psychological environment. The physical environment includes rooms, basic facilities such as water, shelter, clothes, food and other physical needs of the individuals. On

the other hand, the psychological environment of home includes the mutual interactions of family members, respect, say in family matters and such other things. Both these aspects have a direct and significant influence on the overall academic performance of students (Mukama, 2010, Muola, 2010).

In the First District of Northern Samar school environmental factors such as availability of instructional materials, availability of physical facilities, class size and school location are factors that may affect the teaching-learning process. Effective teaching-learning process may not take place when rate of repetition, drop out and absenteeism seems to be high in the division and these affect behavior and performance of learners. Students are exposed to a variety of environmental variables that place them at risk for antisocial behavior (Kitsantis, Ware, and Martinez-Arias, 2004). Understanding these factors will help parents and teachers understand the influences affecting children and their behavior.

The foregoing statements show that the best way to influence students' behaviour towards the best academic performance is by controlling and balancing the things that stimulate the human senses (Kitsantis, Ware, and Martinez-Arias, 2004). It should not be any surprise to know that people are influenced by the environment, after all the experiences are brought together cognitively by the senses. People design their homes to induce comfort, the workplaces to induce productivity, why not the schools to induce learning? It is from this issue that the researcher decides to conduct this study. Investigating the environment of a student at home, community and school, could lead to a better conclusion on the factors that shape student's behavior.

2. Objectives
The study sought to:
1. determine the home environment of student-respondents in terms of:
1.1. daily time devoted by the mother,
1.2. daily time devoted by the father,
1.3. monthly family income,
1.4. number of siblings,
2. determine the academic performance of students for current school year;
3. determine significant relationship between home environment and students' academic performance;

3. Review of Literature
Characteristics of home-related factors have been identified in the research literature to have important influence on academic outcomes.

Home Environment

Parents' educational level has been shown to be a factor in academic performance. Parents serve as a role model and a guide in encouraging their children to pursue high educational goals and desires by establishing the educational resources on hand in the home and holding particular attitudes and values towards their children's learning. Family income is determined to be a predictor of academic performance. Studies repeatedly discovered that the parents' annual level of income is correlated with students' math performance scores (Eamon, 2005). Socio-economic status was found significant in primary math and science performance scores (Ma & C. Klinger, (2000). Another study found poor academic performance of Canadian students to be attributable to their low socio-economic status. Socio-economic status was examined and found to be one of the four (4) most important predictors of discrepancy in academic performance of Canadian students (aged 15) in reading, academic, and science by the Program for International Student Assessment (Human Resources Development Canada, 2001).

A number of studies indicated that student performance is correlated highly with the educational attainment of parents (Coleman and Schneider, 2006). For instance, students whose parents had less than high school education obtained lower grades in academic than those whose parents had higher levels of education (Campbell, Hombo, and Mazzeo, 2000). Research has shown that parents' educational level not only impact student attitudes toward learning but also impact their math performance scores.

On the other hand, studies showed that parents with higher socio-economic status are more involved in their children's education than parents of lower socio-economic status. This greater involvement results in development of positive attitudes of children toward school, classes, and enhancement of academic performance (Epstein, et al., 2002-2009). It is believed that low socio-economic status negatively influences academic performance, in part, because it prevents students from accessing various educational materials and resources, and creates a distressing atmosphere at home (possible disruptions in parenting or an increased likelihood family conflicts). For these reasons, socio-economic status of a student is a common factor that determines academic performance.

Apolonio revealed that several investigations have shown that the socio-economic status appears to be of crucial importance in determining a learner's academic performance. According to her, this is also one of the variables which affected the performance

of the respondents in her study. She stated that based on the a geographical and statistical analysis of 1993 survey data, it shows that educational inequalities among black school age children were substantial and systematically associated with socio-economic status. Children of more affluent, better educated and metropolitan parents progressed better in schools, thus attaining higher levels of education and also outperformed others who had progressed in terms of cognitive outcomes, measured by literacy and numeracy test scores (Apolonio, 2009).

According to a study by the Illinois State Board of Education, poverty is the single greatest predictor of academic and social failure in U.S. schools. An analysis of state data in Illinois and Kentucky found that income level alone accounted for 71 % of the variance in standardized performance scores. It may surprise some educators to note that additional variables such as English proficiency, student race, class size, and several teacher-related variables accounted for only an additional 7% to the predictability of student performance. And, as Kauffman (2001) points out, academic failure in school is directly related to challenging classroom behavior.

Children raised within impoverished environments are at risk for challenging behavior problems because they are frequently living in neighbourhoods where there are limited positive role models for appropriate social behaviors. Frequently, the only adults children see who are making a "decent" living are making it in illegal activities. These children are more likely to be exposed to community violence, and this exposure is positively related to teachers' ratings of children's aggression within the classroom. As outlined by Walker and Sprague (1999), poverty sets the foundation for a variety of negative outcomes including school failure, delinquency, and violence.

Second only to poverty, children in single-parent families are at increased risk for academic failure; increased likelihood of dropping out of high school or becoming a teen parent; and increased levels of depression, stress, anxiety, and aggression (Casey Foundation, 2005). Thirty percent of American children live in single-parent households. Forty-two percent of children in female-headed households live in poverty compared to 9% of children living with married parents (Casey Foundation, 2005).

In addition, an increasing number of fathers (3.6 million in 2003) are staying home with the kids while Mom goes to work. This is a 54% increase from 1986, and it reflects a new generation of dads who, unlike many of their fathers, believe it is important to play a primary role in the parenting of their children.

Thus, teachers are seeing more and more dads at school and parent-teacher conferences.

Regardless of who is providing the parenting, strong parenting and a supportive environment, including the support offered by a child's school, is the key to positive academic and social outcomes for children.

Academic Performance

Academic performance is synonymously being referred to as academic success. The concepts of academic success vary from researcher to researcher. Ellis & Worthington explained academic success refers to those successful students who have ability and endeavor to manage the demand of university effectively both in society and academic, to have a desire to be successful and to be considered as socially proficient, intrinsically motivated and goal oriented (Ellis and Worthington, 1994). According to Strydom, University of the Witwatersrand Institutional Repository 1996, by continuous improvement of learning, learners develop and get used to a specific circumstance adequately basing on their specific demands as well as faculties existing in the circumstances which is described as academic success. Generally, academic success can be simply defined as student self-motivation, self-efficiency and his power to cope with the study environment, with the only goal is to achieve excellent academic performance at university and college as well.

A lot of careful researches have attempted to find out the factors that predict the academic success of student, especially the undergraduate student, and the way these factors are diversified due to the fact that students' populations, academic and other needs are differentiating. Specifically, numerous of research studies focus on measuring the student intellectual and non-intellectual factors that can be considered as useful predictors of student academic success in general.

Many scholars from a lot of universities have tried as much as possible to classify the determinants of academic success for years. Kuh and his assistants, for example, did the same thing when they pointed out that there should be five factors that influence the academic success of the students (Kuh, et al., 2007). The first factor is the background characteristics of students, such as his or her demographic and other pre-college experiences. The second factor is the structural features of the institution, such as its dimensions, missions and admission standard. The third factor relates to the interactions between student and faculty, student and university staff, and student and peers. The fourth factor is the students' awareness of learning environment. Finally, the performance behaviors of students during their study

period at college are one of the most important factors which put a big effect on academic success.

4. Methodology

The respondents of this descriptive-correlational research-study were 368 junior high school students from 10 secondary schools in the first district of the Division of Northern Samar enrolled in the Academic Year 2018-2019. They were selected using proportionate sampling technique. The first district is composed of 14 municipalities, to wit: Allen, Biri, Bobon, Capul, Catarman, Lavezares, Lope De Vega, Mondragon, Rosario, San Antonio, San Isidro, San Jose, San Vicente, and Victoria.

5. Results and Discussion

Home environment of student-respondents

Time devoted by Father

Table 1.1 shows the time devoted by father to their children. It can be deduced that more than half of the parents do not spend time helping their children in their academic activities. This finding shows that most of the students do not receive the necessary support from their father in doing academic tasks.

Table 1.1: Time devoted by Father

Time devoted by Father	Frequency	Percent
5 hours or more	27	7.99
3 to 4 hours	43	12.72
1 to 2 hours	88	26.04
None	180	53.25
Total	**338**	**100.00**

Time devoted by Mother

Most of the mothers, on the other hand, support the academic activities of their children. This is shown on Table 1.2 where almost two-thirds of the mothers claimed to have spent at least one hour helping their children in their tasks. This means that mothers, compared to the fathers, make more time for their children's education.

Table 1.2: Time devoted by Mother

Time devoted by Mother	Frequency	Percent
5 hours or more	22	6.51
3 to 4 hours	74	21.89
1 to 2 hours	126	37.28
None	116	34.32
Total	**338**	**100.00**

Monthly Family Income

In terms of income, Table 1.3 shows that more than half of the students belong to a family whose income is less than 10,000. This means that most of the families are living in poverty (Philippine Statistics Authority, 2019) and parents could not satisfy the basic needs of the students.

Table 1.3: Monthly Family Income

Monthly Family Income	Frequency	Percent
20,001 above	12	3.55
15,001 to 20,000	39	11.54
10,001 to 15,000	93	27.51
5,001 to 10,000	120	35.50
5,000 below	74	21.89
Total	**338**	**100.00**

Number of Siblings

Table 1.4 shows the number of siblings of the respondents. It shows that less than 10 percent of them have no siblings. Most have three or more siblings which is higher than the typical Filipino family statistics which says that the average number of Filipino children is three (Philippine Statistics Authority, 2017).

Table 1.4 Number of Siblings

Number of Siblings	Frequency	Percent
7 above	58	17.16
5 to 6	97	28.70
3 to 4	136	40.24
1 to 2	22	6.51
None	25	7.40
Total	**338**	**100.00**

Academic Performance of Students

The academic performance of the students was arrived at by getting the average grade in the last three grading periods (Table 2). Almost half of the students were just above the passing grade with 136 or 40.24 percent as such. Only 28 of them got a 90 percent and above academic performance. These findings suggest that most of the students are performing below the average. This is however a challenge for the teachers to take a look at the factors that affect the dismal performance of the students. Considering the environmental factors would be a start in improving the academic performance of the learners. It is good to note however that none of the students got failing grades.

Generally, these findings imply the need for teachers to look at the factors that affect learning. Similar to this study, a lot of researches have attempted to find out the factors that predict the academic success of student, and the way these factors are diversified due to the fact that students' populations, academic and other needs are differentiating. The current study which focused on measuring the student environmental factors can be considered as useful predictors of student academic success in general.

Table 2: Academic Performance of Students

Academic Performance	Frequency	Percent
90% and above (Outstanding)	28	8.28
85% to 89% (Very satisfactory)	67	19.82
80% to 84% (Satisfactory)	107	31.66
75% to 79% (Fair)	136	40.24
74% below (Poor)	0	0.00
Total	**338**	**100.00**

Relationship between Home Environment and Students' Academic Performance

Multiple regression analysis was used to test for significant relationship between home environment and students' academic performance (Table 3). Result of the analysis showed that the time devoted by the mother to their child significantly correlated the child's academic performance (β=0.677, sig.=0.000). This finding implies the significant role of the time spent by the mother in guiding the students. Although the time spent may not always be about academics, the emotions involved in spending the moment with the child create an assurance on the support of the mother to the learner. This is grounded on the theory of Bronfenbrenner that a supportive parent indirectly affects not only the academic performance of the child but the development of the child in general. A child who grew up in a family with supportive parents gain confidence in the process resulting to better performance or academic success.

Similarly, the number of siblings significantly correlated academic performance (β= -0.598, sig.=0.004). The negative coefficient, however, suggest that students with fewer siblings have higher grades compared to students with many siblings. This finding implies that students with fewer siblings get bigger support from the family than students with lots of siblings. Sibling rivalry could indeed be true in this case.

The not significant finding however on monthly family income contradicts Apolonio's findings that family income is determined to be a predictor of academic performance. Previous studies repeatedly discovered that the parents' annual level of income is correlated with students' performance. Socio-economic status was examined and found to be one of the four most important predictors of discrepancy in academic performance of students.

The present finding also contradicts the findings of Apolonio who revealed that socio-economic status appears to be of crucial importance in determining a learner's academic performance. According to her, this is one of the variables which affected the performance of the respondents in her study. She stated that based on the a geographical and statistical analysis of 1993 survey data, it shows that educational inequalities among school age children were substantial and systematically associated with socio-economic status. Children of more affluent, better educated parents progressed better in schools, thus attaining higher levels of education and also outperformed others who had progressed in terms of cognitive outcomes.

Table 3: Relationship between Home Environment and Students' Academic Performance

Home Environment	Parameters	Academic Performance
Daily time devoted by the mother	Beta	0.677
	Significance	0.000
	Interpretation	Not Significant
Daily time devoted by the father	Beta	0.092
	Significance	0.129
	Interpretation	Not Significant
Monthly family income	Beta	0.101
	Significance	0.409
	Interpretation	Not Significant
Number of siblings	Beta	-0.598
	Significance	0.004
	Interpretation	Significant

6. Conclusions

Based on the findings of the study, the conclusions below are drawn.

Most students have big families and are living in poverty. However, they have mothers who show support and devote time for their needs.

Home environment begin to build students' confidence in their ability to do well. Because student's notion of their mother's capacity to be involved with child's education is so important to engagement in school and learning. Similarly, the number of siblings contributes much on the academic success of the child, that is, few siblings.

The study also makes the case that student performance is enhanced by learning activities that involve student-to-student interaction. Teacher training strategies should focus on assisting teachers to create collaborative, supportive environments with high but achievable standards.

7. Recommendations

On the basis of the highlights of the study, the hereunder recommendations are set forth.

1. Parents may take time to talk with the teachers to be informed of the students that they should be aware that the time they spent with their child significantly affects academic performance of the child. Mother should enrich their relationship with their children as it promotes confidence directly or indirectly affecting academic performance.

2. Teachers should consider revisiting strategies that could improve students' academic performance. They could take note of students reasons for not performing well and focusing thereof their strategies.

3. Mothers should continue supporting the academic activities of the children. Fathers should see to it that they also give emotional support aside from the financial support.

4. A study about interpersonal skills of students from elementary, high school, and college could be investigated to determine how maturation affects social skills of the students.

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