

Relationship of Home Environment and the Academic Performance of Junior High School Students in Sitio Bay-Bay, Barangay Poblacion, Toledo City

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ABSTRACT

The home environment plays an important role in shaping students' academic performance and overall educational outcomes. This study used a correlational method using a quantitative approach to identify the relationship between the home environment and the academic performance of junior high school students in Sitio Bay-Bay, Barangay Poblacion, Toledo City. Parents or guardian's attention or care, parents or guardian's financial status, friendly home environment, home facilities, and motivational behavior of parents or guardians are factors in the home environment. The researchers identified the forty (40) secondary students using a convenience sampling method. Data collected through a four-likert scale adapted survey questionnaire and analyzed with the help of the Pearson Correlation Coefficient. Our research highlights a moderate positive relationship between the home environment and students' academic performance, emphasizing the role of parental involvement, financial stability, and a nurturing atmosphere. Recommendations are made for parents, students, teachers, and the community to create supportive learning environments and improve educational outcomes. Future researchers are encouraged to explore the long-term effects of the home environment and evaluate interventions designed to enhance home learning conditions.

Keywords: Academic performance, home environment factors, correlational method, pearson correlation coefficient.

INTRODUCTION

The concept of home extends beyond the physical structure to embody a multifaceted space of social, emotional, and cultural significance. It is often viewed as a place of security, comfort, and personal identity formation. According to Després (1991), home is associated with both a physical environment and an emotional state, where individuals create meanings tied to their personal experiences. This implies that home is not just a shelter, but a space where individuals establish bonds, routines, and personal values. Furthermore, Mallett (2004) notes that home serves as a fundamental point for human relationships and social interactions, being a center for family dynamics and social identity. In this sense, home acts as both a physical and psychological shelter, offering refuge and grounding for individuals.

Another perspective on home is presented by Moore (2000), who emphasizes the role of home in the development of one’s self-identity and its relationship with well-being. Home environments are seen as influential spaces where people experience personal growth, comfort, and security. Similarly, Gifford (2007) highlights the psychological dimensions of home, where its meaning can range from a peaceful retreat to a place of personal empowerment. These studies reflect how the definition of home is not merely confined to physical attributes but also includes emotional, psychological, and social

elements that contribute to one’s sense of place and belonging.

In their study, Jain and Mohta (2019) concluded that if a student has a favorable home environment, they have a good academic performance in school, while if the child doesn’t have a good home environment, their academic performance also becomes low. It means that the home environment and the students’ academic performance have a significant relationship with each other. Balayan (2022) also found that students at the Philippine Science High School who had supportive home environments and active parental involvement achieved higher academically. Similarly, Mendez et al. (2023) demonstrated that pre-service science teachers in Mindanao with greater parental involvement performed better in their studies. Fernando (2023) further supported these findings by showing that students from homes with higher socioeconomic status and better educational support had superior academic outcomes.

This paper is a correlational study using a quantitative approach that focuses on the relationship between the home environment and the academic performance of the junior high school students in Sitio Bay-Bay, Barangay Poblacion, Toledo City. Through this study, we hope to provide valuable insights that can inform educational practices and support systems, fostering an environment where every student has the opportunity to thrive academically.

CONCEPTUAL FRAMEWORK

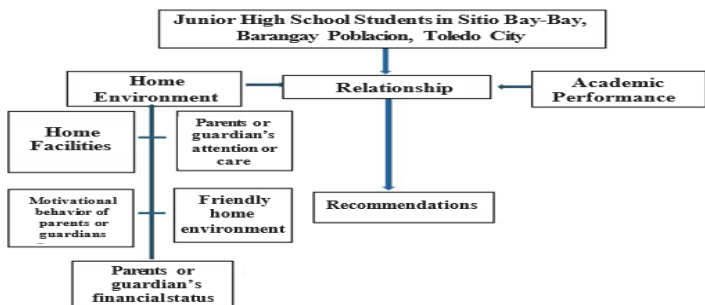


Figure 1. The Conceptual Framework of the Study

The conceptual framework for this study is shown in Figure 1, which illustrates how the variables used in this study—home environment and academic performance of the junior high school students in Sitio Bay-Bay, Barangay Poblacion, Toledo City—correlate with each other. Parents or guardian's attention or care, parents or guardian's financial status, friendly home environment, home facilities, and motivational behavior of parents or guardians are factors in the home environment. After the study, recommendations will be made.

STATEMENT OF THE PROBLEM

This study determines the relationship of home environment and the academic performance of junior high school students in Sitio Bay-Bay, Barangay Poblacion, Toledo City.

Specifically, it addresses the following key questions:

1. What is the demographic profile of respondents in terms of:
 - 1.1. Age;
 - 1.2. gender;
 - 1.3. grade level;
 - 1.4. parents or guardian's highest educational level; and
 - 1.5. parents or guardian's employment status?
2. What is the student's average of the first grading period of the A.Y. 2023-2024?
3. What is the student's home environment in terms of:
 - 3.1. parents or guardian's attention or care;
 - 3.2. parents or guardian's financial status;

- 3.3. friendly home environment;
- 3.4. home facilities; and
- 3.5. motivational behavior of parents or guardians?

4. Is there any significant relationship between a student's home environment and academic performance of the students?

5. Based on the findings of the study, what recommendations can be proposed?

RESEARCH METHODOLOGY

Research Design

The researchers used a correlational method using a quantitative approach. Quantitative research is the process of collecting and analyzing numerical data. While correlational research is a type of non-experimental research in which the researcher measures two variables and assesses the statistical relationship, the researchers used these research designs to determine the relationship between a junior high school student's home environment and their academic performance.

Research Environment

The study was conducted in Sitio Bay-Bay, Barangay Poblacion, Toledo City, where students' education is impacted by their home environment. Sitio Bay-Bay is an adapted community of the University of the Visayas Toledo City Campus. It is situated between the Toledo City Public Market and the Toledo City Old Bus Terminal, where a new public market building is currently under construction.



Figure 2. Google (2023). [Google Maps, Sitio Bay-Bay, Poblacion, Toledo City]. Retrieved September 30, 2023, from <https://www.google.com/maps>

Research Participants

The researchers selected junior high school students as the respondents for this study. The survey included forty (40) junior high school students from Sitio Bay-Bay, Barangay Poblacion, Toledo City, who are currently enrolled in Luray II National High School and are bona fide residents of Sitio Bay- Bay.

Sampling Method

The researchers used convenience sampling method in selecting participants for the study, where subjects are selected because of their convenient accessibility and proximity to the researcher. The researchers used this type of method because of a lack of access to a full population list.

Instrument

In this study, the main instrument that the researchers used was a modified-adapted questionnaire from the study of Younas et al. (2020), "Effects of Home Environment on Students' Academic Achievement at Higher Levels." An adapted data gathering instrument refers to a research tool, survey, or questionnaire that has been modified or customized to suit a specific research study,

context, or population. The researchers used this instrument to get specific, actionable answers to questions.

The research instruments included a section focused on the demographic profile of the respondents. Additionally, the research instrument featured a segment dedicated to assessing various home environmental factors. Respondents were asked to rate their agreement with statements related to their home environment using a Likert scale ranging from 1 to 4, where 1 indicated "strongly disagree" and 4 indicated "strongly agree." These Likert scale items were carefully designed to explore the impact of home environment factors on the student's academic performance, providing valuable insights into the correlation between these variables.

Data Analysis

In this study, the collected data was subjected to rigorous analysis to uncover the potential relationship between a student's home environment and academic performance. First, descriptive statistics were employed to summarize the demographic profile of the students. Mean scores, standard deviations, and percentages was calculated to describe the central tendency and variability within the data. Subsequently, Pearson's correlation coefficient was utilized to explore the strength and direction of relationships between a student's home environment and academic performance. This analysis helped in understanding the extent to which changes occur in another, providing valuable insights into the correlations between the two variables.

Data Gathering Procedures

In conducting the study, the following were specific methods and techniques used to collect data for research or analysis:

First, the researchers were asked permission from the college dean and the research

adviser to conduct a research study outside the school premises. Second, as soon as the letter of the request was approved, the researchers wrote the survey questionnaire. Third, when the research instrument was finalized, researchers go to barangay authorities to ask permission to conduct the study in their community, and once approval was granted, the researchers personally asked the participants to answer the given questions through direct interrogation. The purpose of communicating information to the participants was to establish mutual understanding between researchers and participants. Attempts were made to contact each junior high school students of Sitio Bay-Bay to solicit their willingness to participate in the survey and personally hand them the survey questionnaire to address their concerns upon understanding the questions. Information on the following matters will be communicated to the participant: how the research is monitored, contact details of the researchers and participants, and how privacy and confidentiality are protected.

Ethical Considerations

In accordance with RA 10173, or the Data Privacy Act of 2012, all personal and/ or sensitive information solicited and disclosed

from the questionnaire was only used for the study alone. Rest assured that the data we gather remains confidential. The voluntary participation of the respondents in this research is important. Full consent from the participants was obtained prior to the study. Moreover, participants have the right to withdraw from the study at any stage if they wish to do so. The protection and privacy of the participants were ensured. Furthermore, any type of communication in relation to the research should be done with honesty and transparency. Lastly, any type of misleading information as well as the representation of primary data findings in a biased way will be avoided.

DATA AND PRESENTATION

This section presents the collected data and provides a comprehensive analysis of the results. Tables are utilized to enhance clarity and assist in interpreting the findings. Each data set is discussed in detail, offering insights into how it supports the hypotheses set forth in the study

Table 1: The Demographic Profile of the Respondents of the Study.

Age	Frequency	Percentage
12-14 years old	22	55
15-17 years old	18	45
Total	40	100
Gender	Frequency	Percentage
Female	24	60
Male	16	40
Total	40	100
Grade Level	Frequency	Percentage
Grade 7	7	17.5
Grade 8	8	20
Grade 9	13	32.5
Grade 10	12	30.00
Total	40	100
Students' Parent's or Guardian's Educational Level	Frequency	Percentage
Elementary Level	3	7.5
Elementary Graduate	11	27.5
High School Level	12	30
High School Graduate	14	35
Total	40	100

Table 1 showed the demographic profile of the students. Out of the forty (40) respondents surveyed, the majority (55%) of the respondents belong to the 12–14 age range. The 15–17-year olds come next, which comprises 45% of the total respondents. 60% are female and 40% are male. Most (32.5%) were in Grade 9. The 10th grade comes next, which comprises 30% of the respondents. 20% were in grade 8, and 17.5% were in grade 7. The table also shows that the majority of the students’ parents or guardians are high school graduates, which makes up 35% of the population, 30% were high school students, and 27. 5% were elementary graduates, and 7.5% were at the elementary level.

Table 2: The Students’ First Grading Period Grades

Student’s Average	Frequency	Percentage
80-85	16	40
86-90	16	40
91-95	8	20
96-100	0	0
Total	40	100

Table 2 shows the frequency and percentage distribution of the respondents according to their first grading period grades. The data indicated that a significant portion of students (40%) have an average grade between 80-85, and another 40% fall within the 86-90 range, while only 20% achieve grades between 91-95, with no students reaching the 96-100 bracket. This distribution suggests that while a majority of students are performing at an average to above-average level, there is room for improvement to reach the highest academic achievements. This trend underscores the need for targeted interventions to support students in reaching their full academic potential, especially those who are on the cusp of higher performance but may lack the necessary resources or support. According to Jain and Mohta (2019), a favorable home environment significantly enhances a student’s academic performance, implying that efforts to improve the home environment could positively impact students’ grades and overall educational outcomes.

Table 3: The Home Environment of the students.

Table 3.1
Parents or Guardians’ Attention or Care

Statement	Total	Frequency and Percentage (%)								Mean SD Score	
		S	%	A	%	DA	%	SD	%		
1. My parents show a positive attitude towards my studies.	40	15	37.5	18	45	4	10	3	7.5	3.125	0.882523
2. My parents show a positive attitude towards my studies.	40	9	22.5	22	55	6	15	3	7.5	2.925	0.828576
3. I feel satisfied when my parents discuss my academic career with me.	40	13	32.5	20	50	2	5	5	12.5	3.025	0.946993
Overall										3.03	0.886031

Key: SA= Strongly Agree, A= Agree, DA=Disagree, SDA= Strongly Disagree, SD= Standard Deviation

Table 3.1 showed the parents or guardians’ attention or care of the students. In statement 1 there are only 3 students who were strongly disagree that their parents show a positive attitude towards their studies and most of them agreed. In the second statement, 55% of the student agreed that their parents or guardians’ assistance helps them in all dimensions of academic life and 50% of them agreed that they feel satisfied when their parents or guardians discuss their academic career with them. The findings highlighted the significant role that parents and guardians play in the academic lives of students. The general agreement among students about the positive attitude of their parents and the helpfulness of their assistance underscores the importance of parental involvement. These supportive actions not only contribute to academic success but also to the overall emotional and psychological well-being of the students. Encouraging more parents to actively engage in their children’s education could further enhance these positive outcomes.

The significant role of parents and guardians in students’ academic lives, as highlighted by the findings, suggests that increased parental involvement could lead to better academic outcomes and overall well-being for students. This underscores the necessity for educational policies and programs that encourage and facilitate parental engagement. Schools could benefit from implementing workshops and resources that help parents develop effective strategies to support their children’s education. Additionally, community initiatives aimed at strengthening family bonds and creating supportive home environments could further enhance students’ academic and emotional development. In their study, Fan and Williams examined the effects of parental involvement on students’ academic self-efficacy, engagement, and intrinsic motivation. They found that active parental involvement positively influences these areas, which in turn enhances students’ academic performance (Fan & Williams, 2015). Jeynes’ meta-analysis of the impact of parental involvement on student academic success revealed that various forms of parental engagement, including high expectations and communication about school activities, are significantly associated with improved academic outcomes (Jeynes, 2016).

Table 3.2
Parents or Guardians’ Financial Status

Statement	Total	Frequency and Percentage (%)								Mean Score	SD
		S	%	A	%	DA	%	SDA	%		
1. My parent’s good financial status helps me study elite school.	40	14	35	20	50	5	12.5	1	2.5	3.175	0.747217
2. My parents provide me pick and drop service.	40	7	17.5	15	37.5	12	30	6	15	2.575	0.957762
3. My parents buy me different literature-based books.	40	3	7.5	14	35	17	42.5	6	15	2.35	0.83359
4. My parents’ financial status boost up my confidence level.	40	8	20	21	52.5	8	20	3	7.5	2.85	0.83359
Overall										2.74	0.634642
Key: SA= Strongly Agree, A= Agree, DA=Disagree, SDA= Strongly Disagree, SD= Standard Deviation											

Table 3.2 showed the students’ parents or guardians’ financial status. In this factor, 20 students agreed that their parents or guardian’s financial status helps them to study in an elite school. 37.5 % got a pick and drop service while 42.5% disagreed that their parents or guardians buy them a literature-based books. Lastly most of the student agreed that their parents or guardians’ financial status boost their confidence. The findings underscore the significant impact of parents’ or guardians’ financial status on students’ educational experiences and personal confidence. Financial

stability enables access to elite education, transportation services, and indirectly influences students’ self-confidence. However, the data also suggests that there may be gaps or differing priorities when it comes to providing literature-based books, indicating areas for further exploration and potential improvement in resource allocation.

Table 3.3
Friendly Home Environment

Statement	Total	Frequency and Percentage (%)								Mean Score	SD
		S	%	A	%	DA	%	SD	%		
		A						A			
1. I feel like that my family boosts my confidence.	40	15	37.5	21	52.5	3	7.5	1	2.5	3.25	0.707107
2. My brothers and sisters provide me a favourable environment to improve my studies.	40	5	12.5	25	62.5	8	20	2	5	2.85	0.699817
3. My parents advise me friendly on my mistakes.	40	10	35	23	42.5	5	10	2	5	3.025	0.76753
4. My parents encourage me in my learning.	40	14	35	17	42.5	4	10	5	12.5	3	0.987096
Overall										3.03	0.790388

Key: SA= Strongly Agree, A= Agree, DA=Disagree, SDA= Strongly Disagree, SD= Standard Deviation

Table 3.3 showed the friendly home environment of the students. For the first statement, 37.5% of the respondents firmly agreed that they feel like their family boosts their confidence. For the second statement, 62.5% agreed that their brothers and sisters provide them a favourable environment to improve their studies. For the third statement, 35% of the respondents firmly agreed that their parents give them friendly advice about their mistakes. And for the last statement, 42.5% agreed that their parents encourage them in their learning. The findings suggest that the home environment for many students is marked by familial support that enhances their confidence, academic improvement, and learning experiences. While there is variability in the levels of support, the general trend indicates a positive and encouraging home atmosphere for many of the students. These supportive relationships at home likely contribute to the students’ overall well-being and academic success. Fan and Williams (2015) found that parental involvement significantly boosts students’ academic self-efficacy, engagement, and intrinsic motivation, leading to better academic outcomes. Similarly, Jeynes (2016) concluded that parental involvement is strongly correlated with improved academic performance and psychological well-being among students.

Table 3.4
Home Friendly

Statement	Total	Frequency and Percentage (%)								Mean Score	SD
		S	%	A	%	DA	%	SD	%		
1. I have separate room in my home for studies.	40	4	10	10	25	19	47.5	7	17.5	2.275	0.876693
2. I enjoy a proper hygienic meal on time.	40	8	20	23	57.5	6	15	3	7.5	2.9	0.810191
3. I am provided with all basic needs at my home.	40	6	15	25	62.5	6	15	3	7.5	2.85	0.769615
4. My parents provide me most of the recommended textbooks.	40	7	17.5	9	22.5	13	32.5	11	27.5	2.6	1.032796
Overall										2.66	0.872324
Key: SA= Strongly Agree, A= Agree, DA=Disagree, SDA= Strongly Disagree, SD= Standard Deviation											

Table 3.4 shows the home facilities of the students. For the first statement, 47.5% disagreed that they have separate room for studies. For the second statement, 57.5% agreed that they enjoy a proper hygienic meal on time. For the third statement, 62.5% of the respondents agreed that they were provided with all their basic needs at home. And for the last statement, 32.5% disagreed that their parents provide me with most of the recommended textbooks. Majority of students have access to proper hygienic meals and are provided with their basic needs, there are areas of concern such as the lack of a separate room for studies and insufficient provision of recommended textbooks. Addressing these issues could enhance the academic environment and overall wellbeing of the students. Access to basic needs and proper nutrition has been shown to positively influence students’ academic performance and general well-being (Glewwe & Muralidharan, 2016). However, inadequate study environments and lack of educational resources can hinder academic success (Brown & Lee, 2017). Ensuring that students have dedicated spaces for studying and access to necessary textbooks is crucial for their academic development and overall quality of life.

Table 3.5
Motivational Behaviour of Parent

Statement	Total	Frequency and Percentage (%)								Mean Score	SD
		S	%	A	%	DA	%	SD	%		
1. My parents’ positive remarks stimulate my urge for academic achievement.	40	13	32.5	20	50	6	15	1	2.5	3.125	0.757442
2. My parents’ reward uplifts my interest in academic achievement.	40	5	12.5	27	67.5	6	15	2	5	2.875	0.686406
3. My parents’ physical involvement in my studies motivates me for more achievement.	40	7	17.5	27	67.5	3	7.5	3	7.5	2.95	0.749359
4. My parents check my homework daily.	40	5	12.5	18	45	10	25	7	17.5	2.525	0.933356
Overall										2.87	0.781641
Key: SA= Strongly Agree, A= Agree, DA=Disagree, SDA= Strongly Disagree, SD= Standard Deviation											

Table 3.5 shows the motivational behaviour of parents toward students. For the first statement, 50% of the respondents agreed that their parents’ positive remarks stimulate their urge for academic

achievement. For the second statement, 67.5% agreed that their parents’ reward uplifts their interest in academic achievement. For the third statement, 67.5% of the respondents agreed that their parents’ physical involvement in their studies motivates me for more achievement. And for the last statement, 45% of them agreed that their parents check their homework daily. It collectively highlights the significant role parents play in motivating their children toward academic achievement. Positive remarks, rewards, and physical involvement are shown to be particularly effective strategies, with more than half of the respondents recognizing their impact. Daily homework checks, while beneficial, appear to be less influential or less commonly practiced. These insights can guide parents in adopting a balanced approach that combines verbal encouragement, rewards, and active involvement to optimally support their children’s educational endeavours.

Table 4: The Correlation between Home Environment and Academic Performance of the Students

Variables	df	p value	r	Result
• Students’ home environment	38	<.00001	0.71	Significant at $p<.05$
• Students’ academic performance				

A Pearson correlation analysis was conducted to examine the relationship between students’ academic performance and their reported levels of home environment. The results revealed a significant positive correlation between the two variables, $r(38) = 0.71$, $p < 0.001$. This indicates a moderate positive relationship between students’ home environment and their academic performance. Educational interventions and policies that focus on family support systems, parental involvement, and the provision of necessary learning resources at home are likely to be effective in boosting student performance.

Research consistently shows that a positive home environment is linked to better academic outcomes. For example, parental involvement and a supportive home atmosphere are associated with higher academic achievement (Wilder, 2014). Moreover, the availability of educational resources at home, such as books and a quiet place to study, significantly contributes to students’ academic success (Jeynes, 2016).

CONCLUSION

In conclusion, our research reveals a moderate positive relationship between student’s home environment and academic performance. A conducive home setting, characterized by a parents or guardian’s attention or care, parents or guardian’s financial status, friendly home environment, home facilities, and motivational behaviour of parents or guardians, positively influences student’s scholastic achievements. This findings underscore the importance of fostering a nurturing home environment to enhance educational outcomes and pave the way for future academic success.

RECOMMENDATIONS

To leverage this relationship and foster better educational outcomes, the following recommendations are proposed:

1. For parents, ensure that children have a quiet, well-lit place to study, free from distractions. Encourage your children's curiosity and love learning by being actively involved in your child's education, help children set achievable goals and celebrate their accomplishments. Lastly, provide them necessary school supplies and access to educational materials like books and technology.

2. For students, seek help when needed and keep open lines of communication with teachers and parents, be proactive in seeking out additional learning resources and opportunities.

3. For teachers, regularly update parents on their child's progress, invite them to participate in school activities and provide strategies to support learning at home. Be aware of diverse home environments and adapt teaching methods to accommodate different needs.

4. For the community, provide funding and resources to schools to help them support students from diverse environments. Encourage local businesses and organizations to offer workshops to enhance the parents' parenting skills and support their children's education. Create a support network for families, offering services like after school programs and mentoring.

To the future researchers, investigate the long- term impact of home environment on academic performance and research the effectiveness of various interventions aimed to improving the home learning environment.

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