

Exploring the Influence of Family Environment and Family Values on the Academic Performance of Students

Riezen Divine C. Victorino*, Czarina Grace A. Manalang*, Trizalee Mae R. Marcelo, Giselle C. Moldes, Mariella Christine S. Gabatino, Dr. Joseline M. Santos

College of Education, Bulacan State University

*Corresponding author

DOI: <https://dx.doi.org/10.47772/IJRISS.2025.906000139>

Received: 26 May 2025; Accepted: 29 May 2025; Published: 03 July 2025

ABSTRACT

This study investigated the relationship between family environment, family values, and the academic performance of Laboratory High School students in a private university in Malolos City. The influence of family factors on academic achievement has been extensively studied; their specific impact within the family contexts of private school students in Malolos City is not well-defined. Understanding the role of family structure in this academic environment informs educators and families within Malolos City's private school environment, potentially leading to more tailored support and highlighting other crucial factors in student academic success. Employing a quantitative design, data on family environment and values were collected. Academic performance data were examined using regression analysis. Qualitative data provided supplementary insights. Quantitative analysis showed that most students were from nuclear, middle-class families with fathers as the primary source of income and present moderate positive family values. Regression analysis showed no significant influence between family environment and values on academic performance, with a majority achieving 'outstanding' results. Qualitative data suggested self-motivation and family support as contributing factors to academic success. The findings showed that individual effort and school environment factors might be more influential on academic achievement than family structure in these circumstances.

Keywords: Academic Achievement, Academic Performance, Family Environment, Family Values, and Socio-economic.

INTRODUCTION

Education is a strong force that constructs the basis of any society and is a central force in building sustainable and prosperous communities. It is not only a fundamental human right but a platform for releasing opportunities, stimulating innovation, and pushing individual and collective advancement. As societies pursue development, inclusive and equitable quality education becomes a necessity. As stated by Prasad et al. (2024), access guarantees quality education that fosters creativity and attracts investment, two steps that were extremely vital for long-term social and economic growth. By providing people with the skills and knowledge required to thrive, education was the driving force for change, which benefited both society and individuals.

Thus, learning was not an isolated process; the family context was known to be among the most significant and long-lasting influences on a pupil's academic career. Being the fundamental social organization, the family is very central to the early phases of a child's cognitive and affective growth. Involvement of parents in their children's schooling, through caring, guidance, and emotional support, goes a long way to foster academic performance and personal value development. Studies continue to show that education starts at home, and active family involvement has been determined to be one of the primary determinants of students' educational achievement.

This research delved into family settings, encompassing parental engagement, home stability, and socio-economic status, and would dictate the impacts on academic achievement among student populations. In a

global community where access to quality education is plagued by disparities, learning how these factors within homes narrow achievement gaps or expand them is knowledge worth acquiring. Socio-economic and geographical differences tend to create unequal access to educational support and resources, which cumulatively determine the outcomes and experiences of students. These problems are in direct conformity with the objectives of the United Nations Sustainable Development Goal 4 (SDG 4), which focuses on ensuring inclusive and equitable quality education and enhancing lifelong learning opportunities for all. The impact of a home setting on parental engagement, home stability, and an extension that socio-economically bridges into academic outcomes is what this research carries.

In a time where access to quality education is inconsistent, studies inquiring into the extent to which such family factors can either concentrate or disperse the achievement gap become imperative. It is socio-economic and geographical disparities that create such differences as making educational resources and assistance drastically dissimilar across all forms as well as combinations, impacting the general experiences and ultimately outcomes acquired by the students. This is completely in line with the aspirations of the United Nations Sustainable Development Goal 4 (SDG 4), which aims to provide inclusive and equitable quality education and promote lifelong learning opportunities for all.

Furthermore, the values instilled by the family, including respect, empathy, communication, and responsibility, greatly influence students' academic and personal development. A positive atmosphere at home is one where shared values and emotional support consistently reinforce the positive development of students into resilient, confident, and motivated individuals. The virtues of integrity and hard work are nurtured within a positive family setting and, thus, are important for the combined development of the child (Samita, 2021). Meanwhile, Tran et al. (2020) also agree that the involvement of parents in the educational process promotes not only the child's academic performance but also social skills and self-esteem.

The study aimed to ascertain the relationship between family environment factors, family values, and students' academic performance. It analyzes how family structure and socio-economic status could effectively define the family environment, then further extends into family values such as respect, empathy, support, communication, and responsibility. The study is anticipated to assess the extent to which these aspects of the family influence the academic performance of students and if they correlate with the perception of shared family environments, family values, and the academic performance of learners. The analysis needs to understand how home experiences of students form the basis for how students perceive and define academic success.

This study hypothesizes that a supportive family environment, characterized by positive family values such as empathy, sympathy, helping one another, relating among fellow humans, and internal goodness ultimately enhance students' academic performance. It is further expected that students who experience open communication at home, who work well with encouragement, will portray a better performance in school and more academic engagement. The study is devoted to deepening the appreciation of the interface between family dynamics and educational outcomes and continuing efforts towards creating environments that are more just and effective for learning.

Statement of the Problem

The general problem of the study is: How may the family environment and family values influence the students' academic performance?

It aims to answer the following specific problems:

How may the family environment of the students be described in terms of:

1.1 Family Structure

1.2 Family's Source of Income

1.3 Family Socio-economic Status

How may the family values of the students be described in terms of:

2.1 Empathizing

2.2 Sympathizing

2.3 Helping one another

2.4 Relating among fellow humans

2.5 Internal Goodness

1. What is the academic performance of the students based on their general weighted average?
2. Is there a significant influence of the family environment and family values on academic performance?
3. How do students' experiences at home impact their perception of academic performance?

REVIEW OF LITERATURE

Family Environment

Every family was diverse, as every family was built differently. There were existing families that differ in structure, such as the nuclear family, the extended family, the single-parent family, the stepfamily, and the grandparent family. According to Maurine (2022), family structure and its influence on academic performance in children depend on other factors, such as culture and the involvement of parents. An example, the Nuclear Family was known to be the most ideal family structure, as both parents were involved in raising their children because both parents were present to lead their children and build a stronger bond (Better Help Editorial Team, 2024). Having an absent parent greatly affects a student's perception of life. Another factor that could affect a student's academic performance was their socioeconomic status. It was expected that the head of the family should be the one to provide. A father must be the providers, protectors, and disciplinarians of the family (Tift, 2020). However, time has changed, and mothers are also allowed to work and provide for their families. According to Ludovic et al. (2021), the parents' socioeconomic status influences students' academic performance. Students who belong to the upper class acquire their needs for school, while those who belong to the lower-class face challenges in providing their needs in school. However, financial status was not a hindrance for a student to perform well in class. But rather, use this as their inspiration to participate actively in school.

Family Values

The roots of Filipinos as a collective society, different from those of Western culture, which promotes a highly individualistic society. This explained why Filipinos value 'Kapwa', which means 'I, You, and We', the togetherness of Filipinos, which brings to 'Loob' sharing the sacred space of Filipinos, which was the goal in building relationships (Rosales, 2024). This explains why Filipinos have a deep connection with their roots and their family. A child's early values were formed by their parents. Family values often influence broader aspects of life, including how students engage with school, friends, and the wider community. However, as a child grows, they start to build their own identity. According to Hurst et al. (2023), the students uphold freedom and autonomy by allowing themselves to learn and grow from their own mistakes and experience, stepping out from the values of their family form. Thus, students become rebellious when they enter the early stage of adolescence in life.

Academic Performance

The involvement of students in schools was crucial in building their own identity and community. Active participation of students in school was crucial in building their own identity. School was their steppingstone in discovering themselves at a very young age. They found their sense of belonging whenever they took part in the class (Lan, 2023). The students put pieces of themselves together and discover new facets of themselves. Successful participation gives them a higher sense of self-esteem, boosting confidence and discovering

potential in themselves (Richard, 2024). However, teachers have a crucial role in engaging the students to participate because they have an interest in learning. According to Mappadang (2022), with higher academic interest, students optimize learning to achieve better results in school. Students become competitive in participating. With this, students are given recognition, which is also crucial in motivating them to learn.

METHODOLOGY

Research Design

The study used a convergent parallel approach of mixed-method research, wherein the quantitative and qualitative data were collected simultaneously. The researchers explore the study through a quantitative method for determining the number of students influenced by their family environment and values. On the other hand, the qualitative method gathered the experience of their family environment and family values, which affect their academic performance. Comparing both data creates an in-depth study of the influence of family environment and family values on the academic performance of the students.

Participants

The researchers used a random sampling method in choosing the respondents for the quantitative data. After obtaining the sample from the population, in which there were 42 students from Grade 7, 96 students from Grade 8, 29 students from Grade 9, and 26 students from Grade 10, a total of 193 students participated in the survey. While stratified random sampling is used in choosing the participants for the qualitative data, 2 students represented each family structure, with a total of 10 participants who participated in the interview

Instruments

The researchers made a validated survey questionnaire utilizing a Likert scale and a checklist questionnaire to gather the quantitative data. While a separate research-made unstructured interview questions were also validated, which gathered qualitative data. Furthermore, the study gathered students' grades from advisers to assess the influence of their family environment on academic performance.

Procedure

The researchers seek permission from the principal of Laboratory High School to conduct the study. After their approval, the researchers visit each classroom and distribute the parents' consent form to each student. Since the respondents are still minors, parents' consent is crucial for them to participate in the survey. Only those who were allowed by their parents answered the survey questionnaire and proceeded to an interview. The respondents and participants were assured their information would be highly confidential. The researchers were also permitted to gather the students' general weighted average from the advisers. After the data were recorded, tallied, and analyzed, the researchers made sure it was all deleted and discarded.

RESULTS AND DISCUSSION

Part I. Family environment of the students in terms of Family Structure and Family Socioeconomic Status

Family structure played a vital role in a student's upbringing and support system (Contreras, 2024). Table 1 shows the distribution of Laboratory High School students by family structure, revealing that most come from nuclear families, followed by extended families, single-parent households, stepfamilies, and grandparent-headed families. These variations impacted on students' social, emotional, and financial well-being, highlighting the need for policies and programs tailored to diverse family backgrounds.

Table 1 Distribution of Family Structure

Family Structure	Frequency	Percentage
Nuclear Family	120	62.18%
Single Family	13	6.74%
Extended Family	52	26.94%
Stepfamily	5	2.59%
Grandparent Family	3	1.55%
Total	193	100.00%

Table 1 presents the family structure distribution of 193 students in Laboratory High School. Most come from Nuclear Families (62.18%), followed by Extended Families (26.94%). Single-Parent Families account for 6.74%, while Stepfamilies (2.59%) and Grandparent-Headed Families (1.55%) have the fewest respondents. These figures highlighted the diversity of family backgrounds among students.

Overall, the findings highlighted that the diverse family structures in Laboratory High School students were still living with both of their parents. Nuclear families could be strong and successful, with both parents being great examples for their child (BetterHelp Editorial Team, 2025). This indicated that the students coming from a nuclear family have a stronger bond and communication with their family. However, being in a nuclear family also faced challenges such as isolation from extended families and a smaller support system. Small families tend to burn out due to the high expectations of meeting the needs of each family member, which extended family can provide (Meleen, 2021). Although a nuclear family was the ideal family structure, an extended family was also crucial for the progress of a family. Extended family also extends family roles, which foster an increased sense of community and interconnectedness in a family (K'r'K, 2024). This lessened the burden of the nuclear family restricting its roles in a family. Hence, it has the second largest frequency on the table.

Household financial stability depends on contributions from various family members. Table 2 presents the primary income sources among respondents' families, categorizing contributions from fathers, mothers, siblings, grandparents, and other parts of family members that give sources. These insights helped contextualize the laboratory high school students' economic backgrounds and potential financial challenges that might impact on their academic performance and access to resources. This highlights the role of family dynamics in shaping students' educational outcomes.

Table 2 Distribution Of The Family's Source Of Income

Family's Source of Income	Frequency	Percentage
Father	166	45.98%
Mother	137	37.95%
Siblings	21	5.82%
Grandparents	25	6.93%
Others (5)	12	3.32%
Total	361	100.00%

Table 2 shows the distribution of primary income sources among families, totaling 361 responses. Fathers were the main providers (45.98%), followed by mothers. (37.95%). Siblings (5.82%) and grandparents (6.93%) contribute to a lesser extent, while other sources, including extended family or external assistance, account for 3.32%.

These findings show that parents, particularly fathers, were the primary financial providers for Laboratory High School students, with additional support from other family members when needed. A father's primary duty was to provide for the needs of their family (Tift, 2020). It was expected for the head of the family to work and take care of each member of their family. This was rooted in the gender roles expected in society, as husbands were the sole breadwinners while wives were the caregivers (Payne, 2025). However, time has changed, and gender equality was promoted in this generation, whereas men were not the only ones who could provide, but women too. Women today are declining the traditional gender roles where men were expected to provide. But now, in marriage, husbands and wives are equal contributors in the family (Fry, 2023). This proved that while fathers are still leading in providing for their families, mothers could also provide.

Table 3 presents the distribution of family income among respondents, offering insights into their economic status. Bhandari et al. (2024) highlighted that students from wealthier families benefit from greater educational resources, enhancing academic performance. This supported the study's findings, emphasizing how financial stability influences students' access to learning opportunities. The data categorize households into different income brackets, emphasizing the prevalence of middle-income families, while also reflecting lower- and higher-income groups. Understanding these financial demographics helped analyze socioeconomic factors that influenced the students' academic experiences and decision-making.

Table 3 Distribution Of The Family's Socioeconomic Status

Family's Monthly Income	Frequency	Percentage
Below ₱10,957 monthly income	18	9.33%
₱10,957 to ₱21,914 monthly income	30	15.54%
₱21,914 to ₱43,828 monthly income	48	24.87%
₱43,828 to ₱76,669 monthly income	39	20.21%
₱76,669 to ₱131,484 monthly income	29	15.03%
₱131,483 to ₱219,140 monthly income	15	7.77%
₱ 219,140 and above monthly income	14	7.25%
Total	193	100.00%

Table 3 presents the distribution of Laboratory High School students' family income levels among 193 respondents. The majority (24.87%) earn ₱21,914–₱43,828 monthly, followed by 20.21% in the ₱43,828–₱76,669 range. Additionally, 15.54% earn ₱10,957–₱21,914, while 15.03% fall within ₱76,669–₱131,484. Smaller proportions include 7.77% earning ₱131,483–₱219,140, and 9.33% representing both the lowest (below ₱10,957) and highest (₱219,140 and above) income groups.

The findings indicated that most Laboratory High School students come from lower-middle-income households, with a notable portion in lower to moderate income levels. This could be due to both parents working and providing for their family. Especially in this generation, where both men and women can work (Fry, 2023). With this average income, the parents were more likely to have formal-sector jobs. According to Albert (2024), "Higher education levels and formal sector employment were associated with greater economic resilience and upward mobility." This indicated that middle-class families were most likely degree holders and were working in a stable job. This result could also indicate that their parents were professional workers. According to Ta-asan (2020), middle-class occupations were characterized by scientific and technical expertise and include roles such as engineers, lawyers, professors, architects, and individuals in managerial positions

within both public and private institutions. This further discussed the result, there was a higher population in the upper class of families than in the lower class. This unveiled the parents' aspiration for their children's academic needs and their investment in it due to their financial ability (Gupta, 2022). With this, parents can fully support the needs of their children when it comes to academic needs.

Part II. The family values of the students are described in terms of empathizing, sympathizing, helping one another, relating among fellow humans, and internal goodness

Family values served as the foundation for students' attitudes, behaviors, and interactions with others. These values influenced their ability to empathize, sympathize, help others, build relationships, and uphold integrity. By examining different aspects of family values, it could gain a deeper understanding of how students internalize and apply these principles in their daily lives.

Table 1 shows that empathy is the ability to understand and share the feelings of others, fostering kindness, compassion, and emotional connection. This category examined how students perceived their ability to relate to others' emotions, put themselves in others' situations, and respond with care. The results, measured by mean scores and standard deviations (SD), provide insight into students' levels of empathy in daily interactions.

Table 1 2.1 Empathizing Distribution Table For Family Values Of Empathizing

Empathizing	Ave Rating	SD	Description
1. I try to be nice to people, and I care about their feelings.	2.85	1.12	Somewhat True of Me
2. I put myself in other people's shoes to understand their feelings.	2.84	1.01	Somewhat True of Me
3. I am easily distracted, and I find it difficult to concentrate	2.75	1.06	Somewhat True of Me
4. Before criticizing somebody, I try to imagine how I would feel if I were in their place.	2.76	1.07	Somewhat True of Me
5. I easily feel sad when the people around me feel sad.	2.69	1.08	Somewhat True of Me
Overall	2.78	1.07	Somewhat True of Me

The results of the table are the overall mean score of 2.78 (SD = 1.07) suggests that, on average, students display a moderate level of empathy, meaning they try to understand and care for others but may not consistently do so in all situations. It is broadly believed that empathy is a critical ingredient in interpersonal processes (Amicucci et al., 2021). Students are still in the process of developing empathy skills. As brains continue to mature during adolescence, improvements in emotional regulation and empathy are expected, which can lead to more cooperative and prosocial behaviors. (Martinez et al., 2020). Empathy must be developed and integrated with interpersonal emotional regulation (Zaki, 2020). Since the larger population of the students is still in the process of puberty, they are still learning to explore and regulate their emotions.

Table 2 shows that sympathizing reflects an individual's ability to recognize and respond to the emotions and struggles of others. This assessment examined students' tendencies to be considerate, supportive, and responsive to others' feelings through five statements, each measured using mean scores and standard deviations (SD).

Table 22.2 Sympathizing Distribution Table For Family Values Of Sympathizing

Sympathizing	Ave Rating	SD	Interpretation
1. I am considerate of other people's feelings.	2.94	1.09	Somewhat True of Me
2. I offer prayers.	2.79	1.12	Untrue of Me
3. I say encouraging words to people who need it.	2.94	1.12	Somewhat True of Me
4. I fight a lot. I can make other people do what I want.	2.32	1.04	Somewhat Untrue of Me
5. I feel upset when someone is being treated disrespectfully.	2.90	1.03	Somewhat True of Me
Overall	2.78	1.08	Somewhat True of Me

The overall mean score (2.78, SD = 1.08) fell within the "Somewhat True of Me" range, indicating that students generally exhibited sympathetic tendencies, though with some variation in specific behaviors. It means the level of sympathy was demonstrated in diverse ways of understanding and responding to the emotions of others. According to Menguin (2021), acts like showing sympathy and compassion, especially during grief, are expressions of empathy, an essential social and emotional skill. When students engage in *pakikiramay* or similar gestures, they are not just following tradition; they are learning how to connect with others emotionally, understand pain from another's perspective, and offer support in meaningful ways. Additionally, sympathy is a pro-social attitude that plays an important role in social lives (Martinez et al., 2020). It helped students to connect and support each other. Students from Laboratory High School engage in expressing sympathy to other people. Although due to puberty, the changes in emotional behavior, such as students might feel awkwardness in expressing (Raising Children Network, 2024), they still try their best to extend gestures and show their sympathy to others.

Table 3 shows that helping one another reflects students' willingness to assist others in various situations, such as at home, in school, and within their communities. This data evaluates how frequently students engage in helpful behaviors based on mean scores and standard deviations (SD).

Table 3 2.3 Helping One Another Distribution Table For Family Values Of Helping One Another

Helping One Another	Ave Rating	SD	Interpretation
1. I often volunteer to help others (parents, teachers, children).	2.72	1.04	Somewhat True of Me
2. I help my family with house chores.	2.79	1.18	Somewhat True of Me

3. I serve wholeheartedly when I serve others in need.	2.79	1.07	Somewhat True of Me
4. I am helpful if someone is hurt, upset, or feeling ill.	2.69	1.07	Somewhat True of Me
5. I dismiss people who need assistance.	2.42	1.17	Somewhat Untrue of Me
Overall	2.68	1.11	Somewhat True of Me

The overall mean score (2.68, SD = 1.11) fell within "Somewhat True of Me," indicating that students generally consider themselves helpful, though there might be variability in how and when they choose to attend. Helpfulness, like other prosocial traits, continues to develop through experience and social learning (Prasad and Rao, 2024). Despite some contrary claims, students in the Laboratory High School showed strong peer support, fostering a cooperative environment.

This section also assessed how students interact across differences in beliefs or backgrounds, focusing on communication, honesty, and the ability to celebrate others' successes. These interpersonal skills were shaped by shared family values, such as love, reciprocity, and responsibility, which, according to Knight et al. (2022), have a greater impact than culture-specific norms. As most students were still in adolescence, they were learning to regulate emotions and form meaningful relationships. Integrating family values into education supports this growth and encourages socially responsible behavior. Students learning to help one another could also boost one's self-confidence and motivation in socializing with other people (Richard 2024). In conclusion, students from Laboratory High School were in the process of sharpening their ability to help other people.

Table 4 shows the relationship among fellow humans and refers to how individuals interact, communicate, and form connections with others, regardless of differences in beliefs, backgrounds, or personal values. This category assessed students' social engagement, communication skills, honesty, and ability to celebrate others' successes using mean scores and standard deviations (SD).

Table 4 2.4 Relating Among Fellow Humans Distribution Table For Family Values Of Relations Among Fellow Humans

Relating Among Fellow Humans	Ave Rating	SD	Interpretation
1. I socialize with other people even though we have different beliefs.	2.87	1.18	Somewhat True of Me
2. I engage with my classmates during classroom activities.	2.93	1.19	Somewhat True of Me
3. I communicate well with other people.	2.69	1.08	Somewhat True of Me

4. I am often accused of cheating or lying.	2.26	1.19	Somewhat Untrue of Me
5. I also celebrate the success of the people I love.	2.93	1.22	Somewhat True of Me
Overall	2.74	1.17	Somewhat True of Me

The overall mean score (2.74, SD = 1.17) fell within "Somewhat True of Me," indicating that students generally engage in interactions that reflected their connection with fellow humans. In early adolescence, friendships were crucial for emotional safety and support (Krammer et al., 2023). Students from Laboratory High School explore creating relationships and building connections with others. Additionally, physical interactions significantly influence emotional well-being, underscoring the role of body language in shaping mental states (Zaki et al., 2023). This emphasizes how physical expressions directly influence and reflect inner emotional experiences. In this stage of early adolescence, the students were still in search of their community and a sense of belonging (Lan, 2022). Thus, students from Laboratory High School are still reflecting on relating to fellow humans.

Table 5 shows that Internal Goodness refers to a person's ability to uphold values such as integrity, honesty, accountability, optimism, and self-forgiveness. This category evaluates how students perceive their moral character and ethical behavior in daily life, using mean scores and standard deviations (SD).

Table 5 2.5 Internal Goodness Distribution Table For Family Values Of Internal Goodness

Internal Goodness	Ave Rating	SD	Interpretation
1. I forgive myself whenever I make mistakes.	2.55	1.00	Somewhat True of Me
2. I am truthful and trustworthy.	2.72	1.18	Somewhat True of Me
3. I act with integrity and stand by principles in life.	2.74	1.10	Somewhat True of Me
4. I always take accountability for my actions and learn from my mistakes.	2.77	1.12	Somewhat True of Me
5. I am optimistic and not easily persuaded by negativity.	2.70	1.14	Somewhat True of Me
Overall	2.70	1.11	Somewhat True of Me

The overall mean score (2.70, SD = 1.11) fell within "Somewhat True of Me," indicating that students generally believed in moral and ethical values, though individual levels of self-forgiveness and resilience might vary. It means parents instill values in Children to develop better attitudes (Susilo, 2020). However,

students were still in the process of discovering internal goodness within themselves. Additionally, moral and ethical values are taught in school. According to Kumar (2020), teachers uphold moral values because teachers are a model of ethical values. This helped students to learn further about the concept of internal goodness and might eventually develop a character where they nurture themselves.

Part III. General Weighted Average of Students

This study looks at students' academic performance in a laboratory high school by analyzing their General Weighted Averages (GWA). The data showed how well students are doing overall, helping educators understand trends and find ways to support learning and improvement. To determine the academic performance of the students, the researchers gathered the general weighted average of the students from their respective advisers. The K–12 curriculum in the Philippines emphasized both cognitive skill development and the formation of values and attitudes aligned with the Department of Education's Vision, Mission, and Core Values (Llego, M. A. 2025). This holistic approach aimed to equip students with 21st-century competencies essential for personal and professional growth.

Table 1 Distribution Of The General Weighted Average Of The Students

General Weighted Average of Students	Frequency	Percentage
90-100	128	66.32%
85-89	53	27.46%
80-84	12	6.22%
75-79	0	0.00%
Below 75	0	0.00%
Total	193	100.00%

This indicated that students from Laboratory High School in Malolos City perform outstandingly in school. They were highly motivated and interested in succeeding in their academic performance. With higher academic interest, students optimize learning to achieve better results in school (Mappadang, 2022). This could also determine how students were motivated by the reward they received after the hard work. The reward system was influenced by B.F. Skinner's theory of Operant Conditioning (1938), where desirable behaviours were increased by giving rewards, or known as positive reinforcement. Acknowledging students' achievements boosts their confidence and strengthens their belief in their capabilities (Varthana, 2023). This gave students higher self-esteem and determination to perform well in school.

Part IV. The significant influence of Family Environment and Family Values on Academic Performance

This table presents the results of a regression analysis examining the relationship between family environment (family socioeconomic status and family values) and academic performance. The analysis evaluates whether these independent variables significantly influence students' academic success. The table includes unstandardized and standardized coefficients, t-values, and significance values, which helped determine the impact of each factor. Based on the findings, both family socioeconomic status and family values show no significant effect on academic performance, as indicated by their high p-values (greater than 0.05). The interpretations confirm that neither factor plays a significant role in determining students' academic outcomes.

Table 1 Regression Analysis Of Family Environment, Family Values, And Academic Performance Of Students

Independent Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig-value	Decision	Interpretation
	B	Std. Error	Beta				
Family Environment	-0.01	0.40	0.00	-0.04	0.97	Do not reject Ho	There is no significant influence of Family Environment on the academic performance of students.
Family Values	0.43	0.41	0.08	1.04	0.30	Do not reject Ho	There is no significant influence of Family values on the academic performance of students.

This table presents the results of a regression analysis examining the impact of two independent variables, family environments and family values, on students' academic performance.

The results of the first hypothesis, with Family Environment and its p-value of 0.97, indicate that family environment has no significant influence on the students' academic performance. In terms of family structure, although the support and love of family are crucial for the students' motivation in schooling. However, most of the students at Laboratory High School have shown that whether they came from a different family structure does not affect their performance in school. A similar study by Bartolome (2021) found that family structure did not have a significant effect on children's academic performance.

Furthermore, in terms of the family's source of income and socioeconomic status based on the summary of data from students at Laboratory High School, most families' breadwinner was the father. Whether there was only one or more sources of income in the family, the students continued to strive for their academic performance. Although most of the students at Laboratory High School came from lower-middle-class families, the data showed that money has no significant influence on their academic performance. There might be challenges in terms of finance for a small group of students, especially coming from a poor family class, however, it did not hinder their academic success in school (Blessing, 2024). Students develop resilience despite having limited financial support. Instead, students build a "learning is important" mindset by adopting a performance-approach goal orientation, setting high educational expectations, maintaining positive relationships with peers and teachers, and having parents with interest-based expectations were more likely to demonstrate resilience in their studies (Mohamoud, 2024). This concluded that students, despite their different family environments, can perform well in their academic performance.

On the second hypothesis, with a p-value of 0.30, it showed that Family Values has no significant influence on the academic performance of the students in Laboratory High School. Family played a crucial role in instilling and cultivating values in their children (Susilo, 2020). According to The Center of Parenting Education (2025), as teenagers grow older, their values often shift as they begin to distinguish themselves from their parents' beliefs. External factors could influence them to form their values, such as their peers, experience, and interpretation of it. The students from Laboratory High School still see their family as a role model when it comes to their values; however, the students uphold freedom and autonomy by allowing themselves to learn and grow from their own mistakes and experience, stepping out from the values of their family form (Hurst et al., 2023). Therefore, the students from Laboratory High School manifest self-efficacy with their ability to execute and outstanding academic performance.

Part V. The experience of students at home impacting their perception regarding academic performance

To further explore the study, this section provides in-depth qualitative results based on the conducted unstructured interviews gathered from students coming from different family structures who willingly participated and shared their own experiences.

Please describe the kind of environment you have at home when you're studying.

Respondent	Categories	Themes
P1, P3 and P7	Adjusting Study Methods	Theme 1. Coping with Distractions
P2, P4, P5, P6 and P9	Study-friendly Home	Theme 2. Supportive Learning Environment
P8 and P10	Adjusting to Home Environment	Theme 3. Self-Motivation and Personal Growth

Table 1 shows that the students from Laboratory High School experience a significant impact of the home environment on their academic performance. Lolong (2024) stated that both the family environment and the learning discipline are responsible for students' indifference to learning. This theme highlighted a shared focus on Coping with Distractions, Supportive Learning Environment, and Self-Motivation and Personal Growth, emphasizing how different household conditions—whether peaceful, distracting, emotionally supportive, or strict—affect students' ability to concentrate and study effectively.

Theme 1. Coping with Distractions

According to Bhandari et al. (2024), emotional and social support from family was essential in overcoming challenges, and that a positive home environment was the key to academic success, regardless of financial status. However, the participants, P1, P3, and P7 from the laboratory high school demonstrated that students also develop their strategies to manage distractions. P1 relied on structured planning, P3 used flexible study methods like group discussions and self-reward systems, and P7 sought emotional support from peers and family. Their experiences showed that while family support was valuable, students also built independence through planning, adaptability, and resilience to stay focused on their studies.

Theme 2: Supportive Learning Environment

Laboratory high school students P2, P4, P5, P6, and P9 emphasized that a supportive home environment greatly impacts their academic success. A quiet, organized space and minimal distractions helped them concentrate, while parental support through study materials, routines, and motivation kept them engaged in learning. According to Wegayehu et al. (2020), parental involvement boosts students’ confidence and focus, leading to better academic performance. These findings highlighted that a structured and encouraging home environment played a key role in helping students develop good study habits and succeed in school.

Theme 3: Self-Motivation and Personal Growth

Expectancy Value Theory suggests that parents' attitudes toward education shape their children's motivation (Wang and Xue, 2022). However, laboratory high school students P8 and P10 relied on self-motivation rather than parental influence, adapting to their home environments by establishing routines and creating study spaces. Through self-discipline and perseverance, they overcame challenges and grew academically. These findings highlighted that while parental support was beneficial, adaptability and self-motivation played a crucial role in academic success.

Synthesis

This study highlights the different ways laboratory high school students handle academic challenges, especially in their home environments. While some students thrive with parental support, others learn to rely on their motivation and strategies to stay focused. A quiet and encouraging home makes studying easier, but those without it still find ways to adapt—whether through planning, seeking support from friends, or developing self-discipline. These findings showed that both family support and personal determination played a role in academic success, proving that students could succeed in different ways depending on their circumstances.

How does your family’s environment help or hinder your ability to focus on schoolwork?

Respondent	Categories	Themes
P1	Modify the workspace or relocate to a quieter space	Challenges in Focus Due to Physical Environment
P2, P3, P6, P7, P9 and P10	Self-Studying and Independence	Quiet Place for Effective Studying
P4	Guidance and Instruction in the Study Process	Learning Assistance and Guidance
P5 and P8	Impact of Household Interactions on Academic Focus	Adjustment to Household Interactions and Academic Improvement

Table 2 shows the themes from the respondents’ experiences that are impacted by their family environment on their ability to focus on schoolwork. This theme highlighted how different home conditions—such as physical

surroundings, household interactions, and family guidance—either help or hinder academic concentration and performance.

Theme 1: Challenges in Focus Due to Physical Environment

The P1 respondent from Laboratory High School struggled to concentrate on their studies because of chaos, allergies, and a noisy environment, which often drives them to study at night or look for a quieter space. This indicated that modifying or enhancing the environment by arranging the workspace, minimizing distractions, or locating a calmer area assisted individuals in improving their focus and productivity.

The results from Swargiary and Roy (2023) directly correlate with the experiences of the P1 respondent at Laboratory High School. Swargiary and Roy point out that elevated noise levels greatly affect academic performance, recommending changes such as moving to quieter areas or adopting noise-reduction strategies. This reflected the P1 respondent's difficulties concentrating due to chaos, allergies, and a loud environment. The respondent's habit of studying at night or looking for quieter locations illustrates a clear application of Swargiary and Roy's recommendation, seeking more peaceful and regulated settings to enhance focus and learning results.

In summary, a disorganized and noisy living space affected students' academic performance. Distracting sounds and cluttered areas reduce focus, which results in poorer academic results. Furthermore, an untidy environment could lead to health issues, causing students to miss school and consequently earn lower grades. In such situations, parents need to improve this environment instead of letting the children adjust to it. Parents need to understand their children's needs and assist them in achieving academic success. They should create a clean and peaceful atmosphere to foster better concentration and improve their academic performance.

Theme 2: Quiet Place for Effective Studying

The theme highlights that P2, P3, P6, P7, P9, and P10 respondents from Laboratory High School have quiet and distraction-free home environments that allowed them to self-study and independently learn. It highlights that a serene atmosphere was essential for effective studying, encouraging independence and educational achievement. As highlighted by Swargiary and Roy (2023), students studying in low-noise environments tend to achieve higher academic performance compared to those in noisy conditions. Such quiet environments focus, enhance retentive memory, and encourage self-direction learning, thereby fostering better concentration and advancing individual academic progress. According to the findings, this was the environment that laboratory high school students most commonly experienced. A quiet place where children can focus will assist them in their academic performance. This calm home atmosphere enhances children's ability to concentrate and increases their productivity, leading to positive academic outcomes. Every student should have access to this type of home environment to attain academic success.

Theme 3: Learning Assistance and Guidance

This theme that P4 respondents from Laboratory High School focus on is the importance of the assistance and guidance of the family in the learning of the student. This support enabled learners to tackle difficulties, resolve uncertainties, and maintain their progress. Educational support provides an organized framework, improving comprehension and self-assurance. It motivates learners to inquire, obtain helpful feedback, and acquire knowledge that promotes more profound understanding.

According to Ybañez et al. (2024), the significance of involved parenting in improving children's educational outcomes was highlighted. This level of involvement established a structured environment that enhanced understanding and boosted students' confidence. The family's engagement encourages students to inquire, seek clarification, and achieve a deeper grasp of the subject matter, paralleling how active parental involvement beneficially impacts academic growth and achievement.

In conclusion, parental engagement in academic performance played a crucial role. Parents ought to help their children with their studies. Helping and guiding them could lead to better academic results. This support increases their self-confidence and motivation. Additionally, it aided students in deepening their

comprehension and becoming more efficient. A nurturing home setting corresponds with children's academic success.

Theme 4: Adjustment to Household Interactions and Academic Improvement

Laboratory High School students P5 and P8 highlight that the way home life operates could significantly affect a student's ability to focus and perform academically. It highlighted how difficult adjusting to family dynamics was, including responsibilities, emotional toll, and independent learning. However, when learners become adept at understanding and adjusting to these dynamics, like setting boundaries or seeking assistance, they create a more encouraging atmosphere for their academic success.

Another challenge that students faced was having a broken family. According to Sarnoto et al. (2024), adolescents from broken homes, including those experiencing parental separation, divorce, or living in single-parent households, face substantial challenges that affect their development and academic performance. This research underscored the emotional struggles, insecurity, and obstacles these young individuals face because of family disruptions, which impact their educational outcomes. The findings emphasized the necessity of recognizing the distinct needs of adolescents from these backgrounds, suggesting that parents and schools should provide supportive environments to foster academic success.

Based on the findings, P5 and P8 struggled initially with adapting to a new living environment due to their broken homes, which hindered their academic progress. While parents should provide guidance and support, emotional factors often complicate this dynamic. Furthermore, this situation often led children to depend on themselves and pursue independent learning rather than receive parental assistance with their studies. Parents need to acknowledge their responsibilities and prevent their children from feeling overwhelmed by the circumstances they created. They should assist their children in adjusting to the new situation, rather than leaving them to navigate it alone, as the challenges they face significantly impact their academic achievement.

Synthesis

In summary, the themes underscore the crucial influence of physical and home environments on students' academic achievements at Laboratory High School. The obstacles created by noisy or disorganized spaces could impede concentration, but by adjusting or moving to quieter locations, students can boost their focus and productivity. A calm home atmosphere further encourages self-directed learning, promoting independence and academic success. Furthermore, the significance of family support and guidance provides essential assistance in overcoming challenges and building confidence in education. Ultimately, managing family interactions alongside study time was essential for minimizing distractions and improving focus. Together, these ideas highlighted that a supportive and structured environment, both in terms of physical space and social connections, greatly promotes academic development and achievement.

3. How does the level of support or attention you receive at home affect your overall academic success?

Respondent	Categories	Themes
P1, P3, P5, P6 and P7	Minimized Family Involvement in Academic Success	Self-Motivation and Academic Achievement
P2	Social Reinforcement and Validation	Family Support as Motivation for Academic Success
P4, P8, P9 and P10	Emotional and Moral Support in Academics	Guides to Academic Success

Table 3 presents the varying levels of parental support experienced by laboratory high school students and how these differences impact their academic success. The data shows a contrast between those who find self-motivation due to little family presence in their academic lives and those who draw social, emotional, and moral support from their families. The theme underpins that parental involvement, together with its various existing forms or the lack thereof, engenders students' academic performance and overall learning experiences.

Theme 1: Self-Motivation and Academic Achievement

Laboratory-high school students P1, P3, P5, P6, and P7 were found to note minimal family involvement in their academic journey, instead relying on self-motivation for academic achievement. According to Ramadhan et al. (2021), parental support played a crucial role in children's academic success, as it provided encouragement and guidance. However, these participants reported limited parental involvement, such as a lack of direct attention or assistance in their studies. Nevertheless, these students demonstrated self-help and internal motivation on their own to pass academic hurdles. Thus, the findings show that parental support helped, but that students in an environment of less family involvement could achieve academic success through independence, adaptability, and intrinsic motivation.

Theme 2: Family Support as Motivation for Academic Success

In contrast to self-motivated students who excel academically on their own, P2 from Laboratory High School established great social reinforcement and validation, especially through family support, as a crucial condition for academic success. Contreras (2024) discussed parental support as a major factor in motivating students' academic achievement. Seconding this, P2 stated that family encouragement, recognition, and emotional support ultimately motivated this student to excel at studies. In the end, a supportive home learning environment was vital for building confidence and persistence in successfully confronting challenges in academics. The observations suggested that while some students were defined by self-defense, others depend heavily on social and family reinforcement for continuity in academic motivation and performance.

Theme 3: Guides to Academic Success

Laboratory-high school students P4, P8, P9, and P10 acknowledged the importance of emotional and moral support for academic success.

According to Ybañez et al. (2024), active parental engagement emerges as an important factor in the improvement of learning outcomes for children. Such support in terms of encouragement, guidance, and moral support from families motivated these students to rise to their academic challenges. These students' accounts suggest that a home environment of support fosters confidence and resilience while ensuring a positive stance toward learning, making parental involvement a critical factor in achieving student success.

Synthesis

The findings show that laboratory high school students succeed in different ways, depending on the support they receive at home. Some relied on self-motivation, pushing through challenges on their own, while others found strength in family encouragement and emotional support. Parental involvement helped many stay confident and focused, but those with minimal support developed independence and resilience. This highlights that while family support can boost academic success, students can also thrive through determination and adaptability. A balance between personal drive and a supportive home environment plays a key role in shaping their learning journey.

CONCLUSION

The findings indicated a minimal impact of family environment on academic outcomes. Students from both supportive and challenging family backgrounds demonstrated similar academic performance. While most students came from nuclear families with fathers as the primary source of income and displayed moderate development of positive family values, a significant portion achieved outstanding academic performance.

This suggests that individual factors like effort and resilience, along with classroom environment and quality of education, have a stronger influence on academic achievement than family structure. Therefore, family environment and values offer a basic influence on academic performance, but are not the main factors. Future research should explore peer relationships, school resources, and self-motivation to better understand what drives student achievement.

ACKNOWLEDGEMENT

We would like to express our deepest gratitude to the Almighty God for the strength, wisdom, and guidance He blessed upon the researchers throughout the completion of this endeavor. Without His blessings, this accomplishment would not have been possible.

We would also like to extend their heartfelt appreciation to their family for their unwavering support, encouragement, and love, which became their source of inspiration in every way.

To our adviser, Dr. Susana C. Velasco, and critic, Ma'am Rowena May David, thank you for your valuable guidance, constructive feedback, and constant encouragement that greatly contributed to the success of our work.

To our professor, Dr. Joseline P. Santos, thank you for allowing us to grow and learn with this venture. It has been a great experience that has taught us teamwork, patience, and trust in our ability.

To our instrument validators, Sir Lemuel P. Del Rosario, Dr. Karen V. Rendeza, and Ma'am Amelita P. Santos, with the assistance of Dr. Jovita E. Villanueva, who guided us in making our research instruments.

Our sincere appreciation also goes to our partners, friends, and classmates who extended their assistance, words of encouragement, and companionship during challenging times.

To the Marcelo Family and to Salvacion Gabatino, who opened their heart and welcomed us to their home, giving us a safe place to nurture our bond as a team, to write and finish our paper-- your support and kindness will always be remembered with gratitude.

Lastly, to everyone who, in one way or another, made this achievement possible. With all of our hearts, thank you very much.

REFERENCES

1. Albert, A. (2024). The Middle Class in the Philippines: Growing but Vulnerable. ISEAS Yusof Ishak Institute. ISSUE: 2024 No. 102. ISSN 2335-6677
2. Bartolome, C. (2021). The Effects Of Family Structure On Children's Academic Performance: A Literature Review. Global Scientific Journals. Gsj: Volume 9, Issue 11, November 2021, Online: Issn 2320-9186.
https://www.Globalscientificjournal.Com/Researchpaper/The_Effects_Of_Family_Structure_On_Children_S_Academic_Performance_A_Literature_Review.pdf
3. Better Help Editorial Team. (2024). Six Family Types And Their Unique Dynamics. Betterhelp. https://www.betterhelp.com/advice/family/there-are-6-different-family-types-and-each-one-has-a-unique-familydynamic/?fbclid=IwY2xjawHAyK5leHRuA2FlbQIxMAABHfKf47RqJ0TPqVqWU_H96p2sEcG WmNA3fGGHt3KGmNQQFde7k8Pne4DQ_aem_rp5TlOwcV4PTAU3XAn9Nw
4. Blessing, Moses. (2024). Challenges Contributing to Poor Academic Performance in University Students and Potential Solutions.
5. Ente, Rhia & Gian, Janzel & Nelmidia, Cindy & Ricafort, Christian & Basmayor, Nikki. (2024). Understanding the lived experiences of families with Extended Family Members: a phenomenological study. Florence: Interdisciplinary Journal of Health and Sustainability. 2. 27-31. 10.56183/p9s95450.

6. Fry, R., Aragao, C., Hurst, K., Parker, K. (2023). In a Growing Share of U.S. Marriages, Husbands and Wives Earn About the Same. Pew Research Center. <https://www.pewresearch.org/social-trends/2023/04/13/in-a-growing-share-of-u-s-marriages-husbands-and-wives-earn-about-the-same/>
7. Gupta, A. (2022). Revisiting educational advantage and social class: a Bourdieusian analysis of middle-class parents' investment in private schooling and shadow education. *British Journal of Sociology of Education*, 44(1), 26–42. <https://doi.org/10.1080/01425692.2022.2126824>
8. Hurst, K., Braga, D., Greenwood, S., Baronavski, C., Keegan, M. (2023). How Today's Parents Say Their Approach to Parenting Does – or Doesn't – Match Their Own Upbringing. Pew Research Center. <https://www.pewresearch.org/social-trends/2023/01/24/how-todays-parents-say-their-approach-to-parenting-does-or-doesnt-match-their-own-upbringing/>
9. Lan, X. (2022). Does peer acceptance promote active academic engagement in early adolescence? A robust investigation based on three independent studies. *Personality and Individual Differences*, 203, 112012. <https://doi.org/10.1016/j.paid.2022.112012>
10. Llego, M. A. (2025). DePED K to 12 Grading System steps for computing grades. TeacherPH. <https://www.teacherph.com/deped-grading-system/>
11. Ludovic, S et al . (2021). Impact of Socio-Economic Status on Academic Performance among Ninth Grade Secondary School Students in Two Diocesan Colleges in Mauritius. *Journal of Education and Practice*, 12(17):31-40. DOI: 10.7176/JEP/12-17-04
12. Lolong, V. M. (2024). View of The Influence of Family Environment and Learning Discipline on Students' Interest in Learning at State 4 Junior High School Tomohon.
13. Krammer, Ina & Schrank, Beate & Pollak, Isabella & Stiehl, Katharina & Nater, Urs & Woodcock, Kate. (2023). Early adolescents' perspectives on factors that facilitate and hinder friendship development with peers at the time of school transition. *Journal of school psychology*. 98. 113-132. [10.1016/j.jsp.2023.03.001](https://doi.org/10.1016/j.jsp.2023.03.001).
14. Knight B, Keane N, Benea D, Stone R. Values and the experience of family care-giving: cultural values or shared family values? *Ageing and Society*. 2024;44(1):61-78. doi:10.1017/S0144686X2200006X
15. Ma., Coney, M, Contreras. (2024). Parental support in students' academic motivation. *International Journal of Research Studies in Education*, 13(2) doi:10.5861/ijrse.2024.24806
16. Maurine, C et al. (2022). "Influence of Family Type on Academic Performance of Secondary School Students in Public Secondary Schools in Narok South Sub County, Narok County Kenya". *Asian Journal of Education and Social Studies* 31(4):27-35.<https://doi.org/10.9734/ajess/2022/v31i430755>.
17. Mappadang, Agoestina & Khusaini, Khusaini & Sinaga, Melan & Elizabeth, Elizabeth. (2022). Academic interest determines the academic performance of undergraduate accounting students: Multinomial logit evidence. *Cogent Business & Management*. 9. [10.1080/23311975.2022.2101326](https://doi.org/10.1080/23311975.2022.2101326).
18. Martínez-Velázquez ES, Ponce-Juárez SP, Díaz Furlong A, Sequeira H. Cooperative behavior in adolescents: a contribution of empathy and emotional regulation? *Front Psychol*. 2024 Apr 4;15:1342458. doi: 10.3389/fpsyg.2024.1342458. PMID: 38638520; PMCID: PMC11024332.
19. Meleen, M. (2023, May 3). Pros and cons of the nuclear family. LoveToKnow. <https://www.lovetoknow.com/life/relationships/advantages-disadvantages-nuclear-family>
20. Mohamoud, Ahmed. (2024). The Impact of Growth Mindset Interventions on Students' Motivation, Resilience, and Academic Achievement. *Multidisciplinary Journal of Horseed International University (MJHIU)*. 2. 102-125. [10.59336/7adj0850](https://doi.org/10.59336/7adj0850).
21. Payne, & Laura. (2025, March 29). Gender role | Definition, History, & Facts. *Encyclopedia Britannica*. <https://www.britannica.com/topic/gender-role>
22. Prasad, M. L. S., & Rao, M. T. (2024). Imparting Family Values For Comprehensive Development Of The Individual: A Holistic Educational Approach At The College Level. *Journal of English Language and Literature*, 11(03), 99–104. <https://doi.org/10.54513/joell.2024.11309>
23. Ramadhan, A., Handayani, H., & Rahdiani, D. (2021). The Influence of Parents Support to Children on the Result of Student Competency Test Achievements. *Advances in Social Science, Education and Humanities Research*. <https://doi.org/10.2991/assehr.k.210423.069>
24. Richard. (2024, June 3). Benefits of engaging in extracurricular activities for growth. *TeenCoachAcademy*.<https://teencoachacademy.com/blog/extracurricular-activities-benefits/#:~:text=Physical%20extracurriculars%20like%20sports%20or%20dance%20have,patterns%20C%20which%20is%20crucial%20for%20mental%20health.>

25. Rosales, I. (2024). Filipino vs. American Culture: Work Ethic & Traditions 2025. *Genius*. <https://joingenius.com/remote-work/cultural-differences-of-philippines-and-america/>
26. Roshan, Bhandari., Tatwa, P., Timsina. (2024). Scrutinizing the Impact of Family Economic Status on Students' Academic Achievement. *International research journal of MMC*, 5(1):32-42. doi: 10.3126/irjmmc.v5i1.63047
27. Samita. (2021). A Study on the Influence of Family Environment on Secondary School Students. *International Journal of Research Publication and Reviews Vol (2) Issue(9) (2021) Page 985-989*. <https://ijrpr.com/uploads/V2ISSUE9/IJRPR1365.pdf>
28. Sarnoto et al. (2024). Exploring the Impact of Broken Home Conditions on Adolescents' Focus and Academic Achievement. *Acta Psychologia*, 3(2), 40–48. <https://doi.org/10.35335/psychologia.v3i2.56>
29. Shengyao, Y., Salarzadeh Jenatabadi, H., Mengshi, Y. et al. Academic resilience, self-efficacy, and motivation: the role of parenting style. *Sci Rep* 14, 5571 (2024). <https://doi.org/10.1038/s41598-024-55530-7>
30. Singh, S. T., Kumar, S., & Singh, V. (2024). Parenting style and emotional intelligence as the predictors of academic buoyancy among the senior secondary students. *Journal of Education and Learning (EduLearn)*, 19(1), 103–111. <https://doi.org/10.11591/edulearn.v19i1.21283>
31. Susilo, S. (2020). The role of families in Cultivating Children's personality Values: An analysis of Social Psychology Education. *Susilo | Journal of Social Studies Education Research*. <https://jsser.org/index.php/jsser/article/view/2858>
32. Swargiary, K., & Roy, K. (2023). Exploring the Nexus: Parental Pressure, Student Perceptions, and Academic Achievement in Middle and High School. <https://doi.org/10.32388/wwg054>
33. Ta-asan, K. (2022). Who Are The Middle Class In The Philippines? *Philippine Institute For Development Studies. PIDS*. <https://www.pids.gov.ph/details/news/in-the-news/who-are-the-middle-class-in-the-philippines>
34. Team Varthana. (2023). Why is It Important to Have a Classroom Reward System?. *Varthana*. <https://varthana.com/school/why-is-it-important-to-have-a-classroom-reward-system/>
35. The Center for Parenting Education. (2025). Child Development by Age. <https://centerforparentingeducation.org/library-of-articles/child-development/child-development-by-age/>
36. Tift, J. N. (2020). What are the Three Primary Roles of a Father? -Ask the Experts 23462. *Continued Early Childhood Education*. <https://www.continued.com/early-childhood-education/ask-the-experts/what-three-primary-roles-father-23462>
37. Tran, T., Hoang, A., Nguyen, Y., Nguyen, L., Ta, N., Pham, Q., Pham, C., Le, Q., Dinh, V., & Nguyen, T. (2020). Toward Sustainable Learning during School Suspension: Socioeconomic, Occupational Aspirations, and Learning Behavior of Vietnamese Students during COVID-19. *Sustainability*, 12(10), 4195. <https://doi.org/10.3390/su12104195>
38. Qi, Wang., Mengchen, Xue. (2022). 2. The implications of expectancy-value theory of motivation in language education. *Frontiers in Psychology*, doi:10.3389/fpsyg.2022.992372
39. Wegayehu, E et al. (2020). Parental Influence on Students' Academic Performance - A Case Study of Debre Berhan General Secondary School students, Debre Berhan, Ethiopia. doi:10.20944/PREPRINTS202006.0106.V1
40. Yabo, Ge., Weijian, L., Fan Gyan, C., Sumaira, Kayani., Qin, Guihau. (2021). The Theories of the Development of Students: A Factor to Shape Teacher Empathy From the Perspective of Motivation. *Frontiers Org. Sec. Educational Psychology*. Volume 12 - 2021 | <https://doi.org/10.3389/fpsyg.2021.736656>. <https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2021.736656/full>
41. Ybañez, Y et al. (2024). Parental Engagement in Supporting Children with Learning Difficulties. *British Journal of Teacher Education and Pedagogy*, 3(2):26-37. doi:10.32996/bjtep.2024.3.2.4
42. Zaki J. Integrating Empathy and Interpersonal Emotion Regulation. *Annu Rev Psychol*. 2020 Jan 4;71:517-540. doi: 10.1146/annurev-psych-010419-050830. Epub 2019 Sep 25. PMID: 31553672.