

# **HOME FACTORS AND LEARNING MANAGEMENT OF COLLEGE STUDENTS**

**MARIA GENA M. DAYO  
NEMUEL ASOY  
PEPE U. BUKINLASAN  
ANNIE JANE DECIPULO  
MARK FREDERICK MALINAO**

---

## **ABSTRACT**

The study aimed to correlate home environment factors and learning management of college students in Central Mindanao Colleges. The study utilized non-experimental method of research employing descriptive-correlational technique. There were 271 college students as respondents of the study. Mean and Pearson r were the main statistical tools in the analysis of the data. The results showed that home environment factors registered high level. Similarly, the learning management of college students was described as high. Furthermore, results indicated that home factors are significantly related. Major recommendations were continuously enhancing the home factors and learning management of college students and exploring other variables that might have link with learning environment.

Key Words: education, parent's emotional support, parents educational support, learning management, correlational

---

## **INTRODUCTION**

Children from families with low socio-economic status are at a greater risk of hunger, homeless, sickness, physical and mental disabilities, violence, teen parenthood, family stress and educational failure. Mario (2006) claimed that factors such as malnutrition lack of motivation in homes, spousal violence, and single parents as well as impoverished home environment affects the development of intellectual ability negatively. This means that students from low socio-economic backgrounds tend to be below or just an average in their intellectual development particularly when this phenomenon

is accessed in terms of scores or tests.

The learning management of a student depends upon the environment where he or she lives. A home is a place where one lives permanently, especially as a member of a family or household. Healthy home environment offers emotional security to a child. Education has one of its basic tasks as to train young people to become useful members of the society. This training begins at home in the informal way. The home of a child is the first place he enters as he is born into the world by his/her parents.

In this study, the variables are investigated to determine the link between the two variables. The independent variable in this study is home environment factors while the dependent variable is learning management of the students. Anene (2005) describes physical environment as the objects or materials found in the home, school or community which includes the people like parents, siblings and peers. She also explained that the social environment is the social life, societies and club affecting the individual learning management of every student. On other hand, Smith (n.d.) described learning management as the capacity to design pedagogic strategies that achieve learning outcomes for students. He added that learning management is the balance between and emphasis on curriculum development and pedagogy, the emphasis is definitely on pedagogical strategies.

Few studies had been conducted between home environment factors and learning management of students. Different home environment factors are included in this study. Magnuson (2007) pointed out that parent's academic socialization is a term describing the way parents influences student's learning management by shaping students skill, behaviors and attitude towards school. Hence, learners are benefited from the positive influences with their environment that may give a positive results through their learning management in school. However, previous studies disclosed that students cannot perform well and cannot manage well their learning abilities due to negative influences and factors from their home and environment. Hence, this study was conducted to confirm the arguments of the several authors on the influence of home factors to learning management. College students were utilized as respondents for this purpose of the study.

## **METHOD**

The study employed non-experimental quantitative method

of research utilizing descriptive-correlational technique. Descriptive method was applied to describe the home environment factors and learning management of the College students of Central Mindanao Colleges. On other hand, correlation method was adopted to determine the significant relationship between home environment factors and learning management of college students. There were 271 respondents in this study which was drawn from the population utilizing Slovin Formula. Respondents in the study were selected using simple random sampling. Further, respondents were coming from the college departments namely: College of Education, College of Business Administration, Colleges of Criminology, College of Computer Science and Colleges of Engineering. There were two sets of questionnaires adopted from the different authors. Primarily, the survey instrument on home environment factors was adopted from Gohong (2016). It is indicated in terms of parent's educational supports and emotional supports. Another survey questionnaire is learning management which was developed by Obao (2014). It is measured in terms of learning commitment and learning communication. Each item was rated using the 5-point scale in which 5 is the highest and described as very high while 1 is the lowest and described as very low. The statistical tools were employed to analyze the data. Mean was utilized to delineate the level of each option under home environment factors and learning management of the respondents. Pearson Product Moment of Coefficient (Pearson-r) was used to determine the significant relationship between home environment factors and learning management of the respondents.

## **RESULTS AND DISCUSSION**

### **Level of Students' Home Environment Factors**

Table 1 shows that the level of home environmental factors registered an overall mean score of 3.99 and standard deviation of .688 with the descriptive level of high. It is noted that the mean score of parents' emotional support is higher than parents' educational support. Parents' emotional support got the mean score of 4.16 while parents' educational support obtained the mean score of 4.16.

*Table 1*  
Level of Home Environmental Factors

Indicators	Mean	Std. Deviation	Descriptive Level
Parents Educational Support	3.82	.702	High
Parents Emotional Support	4.16	.792	High
Overall Mean Score	3.99	.688	High

The finding of high level on home environment factors of the college students indicates that parental supports are very essential for every learners to perform well in their academic fields. This supports the study of Young, Linver & Brooks (2002) that children intellectual development is most strongly influenced by the home environment during infancy and early childhood when they are under the direct influence of parents. As children mature, schools and peers also begin to play a role in their intellectual socialization. Finally, Meece (2006) confirms that parents, who provide a warm, responsive and supporting environment, encourage exploration, stimulate curiosity and provide play and learning materials accelerate their children's intellectual development.

### **Level of Student's Learning Management**

As shown in the table 2, the learning management of college students is described as high with an overall mean score of 4.23 with the standard deviation of .442. Learning commitment garners the highest mean score of 4.28 with the standard deviation of .454 and described as high. Learning orientation obtains less the mean score compared to learning commitment of 4.20 and standard deviation of .454 with the descriptive level of high.

*Table 2*  
Level of Student's Learning Management

Indicators	Mean	Std. Deviation	Descriptive Level
Learning Commitment	4.28	.454	High
Learning Orientation	4.20	.515	High
Overall Mean Score	4.23	.422	High

The high level of learning management is oftentimes manifested by the respondents. The result is attributed to designing and implementing of pedagogical strategies that achieve learning outcomes. This is supported by Smith (2014) that the capacity to design pedagogic strategies can achieve learning outcomes for students. The same study of Duncan (2010) proves that a high learning management might be achieved if the child have positive behavior towards not only his peers and teachers but also more importantly in learning.

**Relationship between Student's Home Environment Factors and Learning Management**

Result shows that the computed P-value .032 which is lesser at .05 level of significance implies the significant relationship between student's home environment factors and learning management of the respondents. Hence, the rejection of null of there is no significant relationship between student's home environment factors and learning management is accepted.

*Table 3*  
Relationship between Home Environment Factors and Learning Management

	Home Environment Factors			
	Pearson r	P-value	Significance	Decision
Learning Management	.502	.032	Significant	The null hypothesis is rejected.

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

**CONCLUSION**

Based on the findings revealed in the study, the following conclusions are drawn. The level of students' home factors of college students in Central Mindanao Colleges registered high level. Also, learning management of college students obtained the high level. Importantly, the students' home environment factors and learning management confirms to have significant relationship.

**RECOMMENDATIONS**

Based on the conclusions drawn from the findings of the study, the following recommendations are offered. The high level of

students' home factors suggests to strongly develop by intensifying parenting seminar of the parents for the enhancement of their parents educational support and parents emotional support. Findings of the high level of learning management of the students strongly recommend to reflect by acknowledging the importance of the values of learning commitment and learning orientation. Results of the study suggest of conducting another study by exploring other variables that may influence learning management of the students.

## REFERENCES

Abia State Statistical Year Book (2012).Office of the Executive Governor. AbiaState Planning Commision, Umuahia. Agricultural science in Adamawa State Nigeria European Union

Alokcaet, (2013) The child's home environment influences attainment at school. Vol. 79 (4), pp.167-170.

Anene G. U. (2005). Home Environment and the Academic Performance of a Child, Journal of Home Economics Research, Vol. 6 (1), pp. 99-100.

Burchinal et al. and Howes et al. (2010). Positive environment is related to higher learning management and decrease in negative behavior while in negative environment is related to increase in negative behavior and f r u s t r a t i n g learning management.

Centre for Community Child Health, (2010). Parent's Academic Involvement as Related to School Behavior, Achievement and Aspirations:Demographi Variations across Adolescence. Child development, Vol. 75 (5), pp.1491-1509.

Duncan's (2010).The Effect of Parent Absent on Children, Child Study Journal, Vol. 6 (2), p. 165.

Egunsola, A. (2013), Influence of home environment on learning management

Ekanem J.G., Egunsola. (2013). Family Structure and Prevalence of Behavior Problems AmongNigerian Adolescents. The Counselor, 17(1), pp. 154- 1549.

Ekinne, (2012) Factors that affect learning among students of Secondary Level i into two broad categories namely, nature

and nurture, Vol. 3 (2), pp.85- 92.

European Union Monitoring Report (2013).Impact of Parents Socio-Economic Status on University Students Academic Performance, Life Journal of Educ Educational Studies, Vol. 7 (1), pp.31-39.

Levanda, et al. (2014).Academic Performance of Secondary School Students-Publishers. The Effect of Home Environment.Double Gist

Magnuson K. (2007). Maternal Education and Children's Academic Achievement during Middle Childhood. Developmental Psychology, Vol. 43,pp. 1497-1512. 29 Accessed July, 2013.

Mario C. D. (2006). The Effect of Parent Absent on Children, Child Study Journal, Vol. 6 (2 ), p. 165.

McCormick et. al. (2014).Parent Involvement, Emotional Support, and Behavior Problems.

Monitoring Report (2013). Students' performance and parents' educational level.

Pianta et al. (2012).Environmental Factors and Emotional Supports of parents, Vol. 3 (1), pp. 156-172.

