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Impact of Home Environment on Students' Online Performance

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***Abstract*—** As more students take online classes, it is necessary to explore factors of the home environment that may impact students' performance in an online setting. This study examined the impact of the home environment on students' online performance among the students in Misamis University Junior High School, specifically in Grades 9 and 10, during the academic year 2021-2022. The method used in this study is descriptive-correlational design. It was participated by 112 students through a random sampling method. We collected data by administering a questionnaire that examined how the home environment impacts students' online performance. The study used the mean, standard deviation, and Pearson product-moment correlation coefficient as statistical tools. The study revealed that home atmosphere, mastery of technology, and discipline style greatly impacted students' online performance. However, the psychological aspect appeared moderately high on students' online performance. It also shows that the overall students' online performance in an online setting was very satisfactory. Teachers should employ effective teaching strategies online, while parents must actively set and enforce proper limits and standards for their children's online learning. Parents and teachers should instruct students to develop a habit of following simple rules and to adhere to their guidance.

***Keywords*—** home environment, impact, online performance.

INTRODUCTION

The world as we know it has changed dramatically in a short time, and it will never be the same again due to the rise and spread of the deadly Coronavirus known as COVID-19. Distance education has emerged as an essential form of education in the last few decades (Lee, 2017; Xiao, 2018). Education is one of the primary tasks for young people to become valuable members of society. This training informally begins at home. The child's home is the first place he or she enters as he or she is born into the world by his or her parents.

A home environment is considered consequential for child developmental outcomes such as cognitive ability, school readiness, academic achievement, and emotional adjustment (Fantuzzo et al., 2000). Children are motivated to work on activities and learn new information and skills when their environments are rich in exciting activities that arouse their curiosity and offer moderate challenges. Students in non-supportive home environments struggle in every walk of life, including education (Parveen, 2007; Bandhana & Sharma, 2012). Home facilities enable and restrain children from practicing educational activities at home. Class preparation and practice at home are fundamental for a child, as a child spends only five and six hours at school, and the remaining time is spent at home, which needs to be adequately utilized (Roemmich et al., 2006). The proper utilization of home time for children means providing an educational environment at home, which plays a dominant role in improving the educational performances of children.

Parveen (2007) and Muola (2010) believe that the home environment hinders or supports children's development. Various home factors are essential: the mother's responsiveness, discipline style, involvement with the child, organization of the environment, availability of appropriate learning materials, opportunities for daily stimulation, and academic achievement. Parents who provide a warm, responsive, and supportive environment encourage exploration, stimulate curiosity, and provide play and learning materials to accelerate their children's intellectual development (Meece, 2006).

In recent years, traditional universities have also begun offering online courses (Lee, 2017; Donovan et al., 2019). The widespread use of portable and mobile devices in our daily lives and accessibility to wireless connectivity at home, workplaces, and many public places should make completing academic studies feasible in multiple settings, seemingly anywhere, anytime, and while on the move, as some have argued (Traxler, 2009; Hsu & Ching, 2015; Pimmer, 2016). In the research literature on distance and online education, discussions have historically revolved around interactions between learner and content, other learners, teacher or facilitator (Moore, 1989), and the larger online community (Bozkurt et al., 2015). Educators and

researchers have recently devoted more attention to how learners interact with their home environment. Despite the learning devices and online instructional or learning environments students use, they are embedded in the physical world (Graetz, 2006) and surrounded by people. The physical (e.g., ambiance) and the social (e.g., alone or with others) contexts may support or hinder online learning activities.

Some studies concern the use of technology in the home environment. For example, a university in Yeongnam attempted to investigate the current situation and limitations of online classes implemented at the college level. The findings revealed that the students needed more confidence in using software than hardware, and the student's satisfaction level with asynchronous video lectures was highest, while the satisfaction level with assignment-oriented lectures was lowest (Lee & Shin, 2020). In 2021, another study discusses why students do not agree to keep their webcams on during online classes, the main reasons being anxiety/fear of being exposed/shame/shyness, desire to ensure the privacy of the home/personal space, and chances that other people might walk into the background (Gherheș, V. et al., 2021).

We cannot deny that any home environment, together with the pandemic lockdown, can cause adverse effects on online learners, especially in universities. One study examines the impact of the pandemic on the anxiety level of university students in Malaysia during the peak of the crisis and the pertinent characteristics affecting their anxiety. Results showed that the respondents experienced minimal to moderate, marked to severe, and most extreme anxiety levels. The primary stressors are financial constraints, remote online learning, and uncertainty about academic performance and future career prospects (Sundarasen et al., 2020). Another one was conducted in 2022, involving undergraduate and postgraduate learners of various colleges and universities in West Bengal. It revealed that students have been facing various problems related to depression, anxiety, poor internet connectivity, and an unfavorable study environment at home (Kapasia et al., 2020). In the following year, they investigated the socio-demographic predictors of psychological distress, socio-demographic predictors of satisfaction from online classes, and the relationship between psychological distress and satisfaction from online classes among university students in Pakistan. Results revealed that approximately 41% of the students faced severe psychological distress, while about 65% were unsatisfied with online classes (Khawar et al., 2021).

In this age of technological advancement, schools can now provide effective classroom teaching via the Web. Surprisingly, despite the adverse effects of a virus-affected home environment on students' experiences, it was found that a growing number of students are now opting for online classes. They find the traditional classroom modality restrictive, inflexible, and impractical. The study aimed to establish the most effective teaching method over eight years. In 2019, Paul and Jefferson conducted a study that found no significant difference in student performance between online and face-to-face learners. Online learning can increase the number of non-STEM majors participating in citizen science by providing flexibility in teaching environmental science core concepts. However, one study in 2020 explored college students' perceptions of their adoption, use, and acceptance of emergency online learning. They found that participants preferred face-to-face learning over online learning (Aguilera-Hermida, A. P. 2020).

From this point, we can say that some people have finally adjusted and adopted the "new normal," but some still hope that the traditional classes will return. Some students at Misamis University still have online classes at home, including the College of Education. In this study, we will find out the factors of the home environment that can impact the online class performance of the students.

Theoretical Framework

This study is anchored on the theories of Bioecological System Theory by Bronfenbrenner and Ceci (1994), the Self-Regulated Learning (SRL) model by Albert Bandura (1991), and Community-embedded Learning (CEL) by Michelle Kazmer (2005).

Bioecological System Theory. Bronfenbrenner (1994) formulated the Bioecological system theory of development, which states that constant interactions between the child and the environment and biological processes shape child development. Human development primarily occurs through the interaction between an individual and their environment. This interaction is called the proximal process. Typically, the most critical proximal interactions involve the parents; it is the relationship that has a significant association with the child's achievement and future careers (Bradley, 1994) and constitutes what is arguably the

strongest and longest-lasting relationship of early childhood, responsible for the foundation of the child's early environment (Bernier et al., 2012). Viewing the home environment as a place where the process takes place is essential conceptually in understanding the bidirectional role of the home environment in the child's development in providing warmth, safety, and access to learning materials, helping to foster the social, cognitive, and behavioral development of the child.

Self-Regulated Learning (SRL). Self-regulated learning (SRL) is a theory proposed by Albert Bandura (1986 and 1989) that refers to one's ability to understand and control one's learning environment. As online education has grown, so has an interest in academic self-regulation (Schunk & Zimmerman, 1998). Academic self-regulation, also known as self–regulated learning (SRL), has been defined as "an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features of the environment" (Pintrich, 2000, p. 451). This model appears to have a dual purpose in differentiating among individuals concerning academic achievement while enhancing academic achievement outcomes. In other words, the self-regulated theory assumes that individuals can act as causal agents in their lives.

Community-embedded Learning (CEL). In 2005, Michelle Kazmer developed the theory of community-embedded learning (CEL) to emphasize the significance of comprehending the mechanisms of interaction between local communities and the online social world in which students actively participate. The theory focuses on understanding how students integrate into their local communities and how it affects their online engagement. It addresses how knowledge is built and applied by learners who stay in their home settings while taking online courses (Kazmer, 2005). E-learners frequently collaborate with others online and actively participate in interactive sessions with both their instructors and fellow students. Often overlooked is that learners, when they are at their computers and when they are not, are situated in the real world of colleagues, family, and community. CEL provides institutions of higher learning with opportunities to build relationships with distant communities and other institutions in ways not possible before (Brown, 2002). As e-learning develops and spreads, local communities' role will become more exciting and more relevant to e-learning as a base for learning practice and a theoretical understanding of new learning processes.

Conceptual Framework

Home is where one can be at ease; home is where one belongs. Showing solidarity within a household creates a sense of belongingness. Family members living in the same house carry out bodily activities, using different technologies and materials to generate a warm, encompassing social heat that can be felt like a homely atmosphere (Olesen, 2010; Daniels, 2015). The life-supporting atmosphere of home working in a child's life is vital in his education. The home atmosphere is one of only a few instruments the educator has at her disposal to encourage the work of thinking in the student and to stimulate the healthy growth of the whole child (Andreola, 1997).

The psychological aspect refers to the response of the person to his environment. At home, the family is the most critical influencer of feelings. The treatment we receive and the relationships built in the family can impact our brain's way of perceiving things. Thus, this might influence how motivated the student is when it comes to participation in the class. For example, he could feel excited or bored about a particular subject. Psychology is among many things that matter in human day-to-day activities. The success and failure we face in various activities we perform each day most often depends on our everyday psychology. As such, people can suffer from various psychological problems that severely disrupt their daily functioning. These problems mainly emanate from psychological factors such as stress, anxiety, depression, lack of motivation, loneliness, helplessness, and phobias. These psychological problems can lead students in higher education institutions to fail in their academic achievements, test anxiety, poor performance, low self-confidence, unrealistic worry, and fear or uneasiness that interfere with their ability to function normally. (Journal of Education and Practice, Vol.9, No.4, 2018).

Effectively acquiring technical mastery uses technological knowledge (Dahlman, CJ, 1981). Since the shift to online education, technology has been the partner of a student in the class. To fully experience an educational app, it is necessary to have a suitable device. Therefore, a student must be able to master technology at home. Technology is central to many sectors of society, and its integration into education has excellent promise for student learning. With technology, one can expect increased efficiency and effectiveness for both

teachers and students. Technology can also prompt pedagogical change and address issues that affect learning, teaching, and social organization. For a complete and seamless educational app experience, ensuring the device is suitable and compatible with the software is essential. Students should embrace technology to benefit, and teachers should be open to introducing technology to improve and innovate their teaching practice (Waddell, J., 2015).

Discipline style is a parent's way of instructing or directing the child under his/her authority. Establishing boundaries and limitations for the individual undergoing discipline is crucial to cultivating a sense of control and adherence to specific rules or standards. This approach helps develop the required quality of behaving and working in a controlled manner. Discipline style affects the overall system of how a person behaves in class. Studying relationships between parenting styles and conflict management techniques is beneficial in further understanding the effects of the quality of parent-child relationships. Studying the relationships between the use of harsh discipline and the child who has suffered physical assault is vital in determining if the severity of harsh discipline predicts harsh physical or verbal abuse. Moreover, ultimately, studying the relationships between the use of harsh discipline and self-esteem is important because there is strong evidence that children exposed to harsh or abusive parenting are at risk for outcomes including delinquency, academic failure, difficulties with peers, and substance abuse (Simons et al., 1991); behaviors which ultimately affect our communities.

Students' academic performance measures student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates, and results from standardized tests. It is affected by several factors, including students' learning skills, parental background, peer influence, teachers' quality, and learning infrastructure (Olufemi et al., 2018). Academic achievement is essential for the successful development of young people in society. Students who do well in school can better transition into adulthood and achieve occupational and economic success. Schools, colleges, and universities have only worth with students. Students are the most essential asset for any educational institute. Student academic performance directly impacts the social and economic development of the country. The student's performance (academic achievement) plays a vital role in producing the best quality graduates who will become great leaders and workforce, thus responsible for the country's economic and social development (Ali et al., 2009).

Objectives of the Study

This study aimed to determine the impact of the home environment on students' online performance in the Junior High School Department of Misamis University, Ozamiz City. Specifically, this study aimed to answer the following:

- Determine the impact of the home environment in terms of home atmosphere, psychological aspect, mastery of technology, and discipline style.
- Determine the students' online performance.
- Explore the significant relationship between the impact of the home environment on students and their online performance.

METHODOLOGY

3.1 Research Design

This study used the descriptive-correlational research design. Descriptive-correlational helps provide static pictures of situations and establish the relationship between different variables (McBurney & White, 2009). It is primarily concerned with the present, although it often considers past events and influences related to current conditions. Correlational research can determine prevalence and relationships among variables and forecast events from current data and knowledge. In a correlational design, we measure variables without manipulating any of them. This design is appropriate for determining the impact of the home environment on students' online performance in the Junior High School Department of Misamis University.

3.2 Research Setting

The researchers conducted this study in the Junior High School Department of Misamis University, Ozamiz City, in Mindanao, Philippines. Misamis University is the number one (1) educational institution in Ozamiz City, Misamis Occidental. Misamis University received numerous awards in the past up to the present. Today, the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) accredited 21 university programs.

The Junior High School Department was included in Level II and re-accredited with the other programs. The Junior High School Department also receives the Education Service Contracting (ESC) grant from the Private Education Assistance Committee (PEAC).

3.3 Research Respondents

The study's participants were 112 Junior High School students selected through a random sampling method. The researchers chose the respondents based on the following criteria: 1) students enrolled in Misamis University's Junior High School Department for the academic year 2021-2022; 2) students who completed their requirements in the third quarter; and 3) students who gave their full consent to participate in the study as respondents. The researcher ensured that they met all those requirements before conducting the survey.

3.4 Research Instruments

This study used the following instruments:

Home Environment Questionnaire. Adopted and modified from the work of Obeta (2014), it contains 30 items divided into four areas: Home Atmosphere, Psychological Aspect, Mastery of Technology, and Discipline Style. Interpretation of the impact of the factors in students' home environment relied on the following scales:

Response		Continuum		Interpretation
5 – Always (A)	-	4.20-5.00	-	Very High (VH)
4 – Often (O)	-	3.40-4.19	-	High (H)
3 – Sometimes (S)	-	2.60-3.39	-	Moderately High (MH)
2 – Rarely (R)	-	1.80-2.59	-	Low (H)
1 – Never (N)	-	1.00-1.79	-	Very Low (VL)

Students' Online Performance. The researchers measured the students' online performance by calculating average grades from the 3rd Grading of the 2021-2022 school year. The Grade 9 and Grade 10 English advisers extracted the student's grades. The researchers used the following scales in interpreting the level of student performance:

Rating	Interpretation
90-100	Outstanding (O)
85-89	Very Satisfactory (VS)
80-84	Satisfactory (S)
75-79	Fairly Satisfactory (FS)
74 and below	Did not meet the expectation (DME)

3.5 Data Collection

The researchers sought permission through a transmittal letter from the Principal of the Junior High School where they conducted the study. Once we secured approval from the Junior High School Principal to conduct the survey and observations, we immediately made arrangements for their implementation. In addition, as part of the study, the researcher obtained the students' agreement and obtained their marks from their English advisers. The researchers generated a virtual survey using Google Forms and asked the advisers of the respondents to disseminate the form. We contacted those who still need to answer through Microsoft Teams 365. After several weeks, we obtained, tallied, and calculated the data for statistical analysis and interpretation.

3.6 Ethical Considerations

Before the conduct of the study, approval from proper authorities was first secured (from the High School Department Principal). The researchers took great care to ensure that all respondents were fully informed about the purposes of the research and provided an informed consent form to each respondent who agreed to participate in the study. The informed consent forms are where a subject voluntarily confirms his or her willingness to participate in a research study. It is signed by the study participant or legally authorized representative.

The researchers prioritized the dignity of the respondents. The respondents' privacy will be protected, as will the confidentiality of the research data and the identities of those participating in the study. No individual should risk harm due to disclosing their private information due to their participation in research. The researchers were mindful to keep detailed records of all research material we developed and received throughout the study process, provide accurate

information, and represent primary data findings in a biased way.

The study took place during the ongoing COVID-19 pandemic. Given restrictions imposed to control the COVID-19 pandemic, there has been a surge in online surveys to get the results for the research study. Also, to prevent the spread of the deadly virus and conform to the mandated health protocol guidance issued by the Inter-Agency Task Force on Emerging Infectious Diseases (IATF- EID or simply the IATF), no part of the study involved face-to-face conversation with the respondents. All communications and distribution of the questionnaires were done in Microsoft Team 365 since most respondents have access to this application for a convenient connection between the respondents and the researcher.

3.7 Data Analysis

The study used the following statistical tools in analyzing the data gathered.

The study utilized Mean and Standard Deviation in determining the impact of factors affecting students' online performance in terms of home atmosphere, psychological aspect, mastery of technology, and discipline style, and in determining the students' online performance.

Pearson Product Moment Correlation Coefficient was used to explore the significant relationship between home environment factors and students' online performance.

RESULTS AND DISCUSSION

Impact of Factors Affecting Students' Online Performance

Table 1 shows the data on factors affecting students' online performance. Generally, these factors greatly impacted students' online performance, as evidenced by the overall mean of 3.53 and a standard deviation of 0.38. The students' online performance is highly affected by these factors in terms of home atmosphere (M = 3.66; SD = 0.40), mastery of technology (M = 3.61; SD = 0.33), and discipline style (M = 3.49; SD = 0.41). However, the factor in terms of psychological aspect appeared moderately high (M = 3.36; SD = 0.36) on students' online performance.

The results further reveal that home atmosphere, mastery of technology, and discipline style highly affect the students' online performance. The living conditions specifically refer to the home environment, family conditions, emotional state, and community conditions related to the online education of students at home. The primary environment of a student is the home, which tremendously impacts the student's achievements (Hoover-Dempsey et al., 2005). Moreover, the home is the primary agent of education in the child. Thus, the home influences how the child lives, the food he/she eats, and his/her lifestyle. Keith (1993) suggests that the family system to which the child is exposed could impact their academic achievement in school. The home environment means the child's family background, which includes all the human and material resources present in the home that affect the child's living, such as the parent's level of education, occupation, socio-economic status, and the social facilities available in the house. Thus, the home is the basic situation for providing the child's primary socialization and laying the educational foundation for the child upon which the other agents of socialization build. As the living environment is where people spend most of their time, it helps individuals connect with their social network's primary members.

Students are required to change their learning method from in-class to online learning. Sutarto et al. (2020) stated that the learning process was initially conducted face-to-face in the classroom but shifted to home learning using the online system or distance learning (Nasir et al., 2018) through various existing media. Online learning subjected the students to daily lessons and academic performance evaluations, causing them stress. One of the contributing factors to students' stress rate is the pressure of online lecture tasks, which requires them to use online media that they have only learned and must comprehend instantly (Irawan et al., 2020).

Technology education has been a focus of organizations, research, and legislation for many years due to the urgent need to improve technology education (Bybee, 2003). Innovations are revolutionizing the field, with new laws enacted and novel methods created to handle the latest practices. Due to the speed with which information is decimated and distributed, the time required for these new practices to become common knowledge is considerably shorter and helps professionals and students. Stables (1997) argues that providing children with more support to explore how things work, make things work, and create and express themselves increases their chances of prospering in terms of technological capability. Therefore, students must be allowed to investigate throughout their

schooling and technology education programs to ensure those learning experiences can occur.

Online learning continuously receives compliments for its ability to mirror individual needs and provide a conducive environment for learning. Parents play a crucial role in creating and maintaining this environment, as they can control the physical and emotional aspects of the learning space to suit the child's needs. There are a variety of ways to define parental involvement in literature. It is generally the involvement of parents in the children's education process to improve their academic and social well-being. They support setting the pace, building physical space intended for learning, and continue to encourage in the absence of a daily face-to-face interaction. Most parents can remember a time when children behaved adequately in our society, and this is when the parents took an active role in their children's problems, decisions, and lives at home and school, which means that there becomes a noticeable relationship between the child and the parent that involves respect for both the child and the parent.

Among the variables, the psychological aspect gains a result of moderately high. Psychological factors are a multidimensional build. The success and failure we face in various activities we perform each day most often depends on our everyday psychology. These psychological problems can lead students in higher education institutions to fail in their academic achievement, poor performance, low self-confidence, unrealistic worry, and fear or uneasiness that interfere with their ability to function normally. A change in any of the psychological indicators can increase or decrease a student's performance in any online performance.

This study identifies the factors that limit students' online performance. A student's home situation and other factors also significantly impact a student's online performance. It is salient to create favorable conditions and an atmosphere that can help students participate effectively in online learning at home.

Students' online performance depends not only on intellectual aptitudes but also on psychological factors. Suppose these factors are considered well in time. In that case, the results of students and academic institutions will improve significantly, which will be a crucial way to improve the performance of students' online academics at home.

Table 1. *Impact of Factors Affecting Students' Online Performance (n = 129)*

Constructs	M	SD	Remarks
Home Atmosphere	3.66	0.40	High
Psychological	3.36	0.36	Moderately High
Mastery of Technology	3.61	0.33	High
Discipline Style	3.49	0.41	High
Overall Impact	3.53	0.38	High

Note: Impact Scale 4.20-5.0 (Very High) 3.40-4.19 (High); 2.60-3.39 (Moderately High); 1.80-2.59 (Low); 1.0-1.79 (Very Low)

Students' Online Performance

Table 2 shows that the students' online performance in an online learning setting was very satisfactory (M = 87.78). Based on the table, the students showed an outstanding online performance with 56%, with a percentage of 50.00. Some students also showed satisfactory online performance with 15.18% and reasonably satisfactory with 17.86%.

According to the study result, students' online performance in an online environment is very satisfactory. This result implies that students can still perform better through online classes because they have adapted to the new learning system and absorb information instantly through technology, which is salient in today's educational system. Technology can decrease absenteeism, take more pride in their work, and deepen their understanding of complex concepts.

Academic performance is the advancement of students going from one phase to another or obtaining a score of issues in the middle position to higher (Henderson & Mapp, 2002). While we understand student involvement in the compulsory education sector in face-to-face settings, it can differ for online and remote learning environments. (Louwerns, &Hartnett, 2015). Indeed, Citera (1998) suggests that online discussions encourage more reticent individuals to participate to a greater extent, while Warschauer (1997) advocates in online environments, where there is less opportunity for intimidation between individuals and, in asynchronous

settings, less time pressure than in face-to-face interactions.

The findings discuss that there are, therefore, many research reports on the beneficial effects of online participation in an online setting. Online performance promotes student-centered teaching, encourages broader student participation, and produces more in-depth and reasoned discussion.

This discovery offers educational institutions new ways to deliver content that resonates with modern students. Students' online performance can be better and promote good results in their performance in an online setting.

Table 2. *Students' Online Performance (n=112)*

Students' Online Performance	Frequency	Percent	Frequency	Percent
Outstanding (O)	**56**	**50.00**	56	50.00
Very Satisfactory (VS)	**19**	**16.96**	19	16.96
Satisfactory (S)	**17**	**15.18**	17	15.18
Fairly Satisfactory (FS)	**20**	**17.86**	20	17.86
Did Not Meet Expectation (DME)	**0**	**0**	0	0
Overall Performance	**M = 87.78**	**Very Satisfactory**	M = 87.78	Very Satisfactory

Performance Scale: 90-100 (Outstanding); 85-89 (Very Satisfactory); 80-84 (Satisfactory); 75-79 (Fairly Satisfactory); 74 and below (Did not Meet Expectations)

Significant Relationship between the Factors of Home Environment and their Online Performance

Table 3 presents the relationship between the factors of the home environment and their academic performance. The p values are all more than 0.01 level of significance. It shows a significant relationship between the psychological aspect and discipline style related to their academic performance. On the other hand, there is no significant relationship between the factors of home atmosphere and mastery of technology related to their academic performance.

The results highlighted the importance of the task-oriented motivational climate and the mediating role of the fundamental psychological aspect and autonomous motivation to generate positive student outcomes in their online performance. As a result, in an online learning environment, teachers must guarantee that students' emotional, behavioral, and cognitive connections to their studies are maintained (Clarin, 2021).

Students are required to change their learning method from in-class to online learning. Sutarto et al. (2020) stated that the learning process was initially conducted face-to-face in the classroom but shifted to home learning using the online system or distance learning (Nasir et al., 2018) through various existing media. The school utilized online learning as daily instruction and evaluated academic progress, making students feel stressed. Irawan (2020) supports this claim by mentioning that the pressure of online lecture tasks, which requires students to use online media that they have only learned and comprehend instantly, contributes to their stress rate.

Also, the study's results highlighted that discipline style and online performance in an online setting have become one of the main factors in an educational community. Parenting styles are a set or a system of behaviors that describes the parent and child interactions over a wide range of situations and creates an effective interaction atmosphere. A correct and balanced relationship between parents and their teachers influences their physical and mental health. Research indicates that the interaction between parents and children and the way parents communicate with their children are the most fundamental factors that affect the fostering of healthy character in children. The result shows that parental engagement and warmth predict students' online performance significantly. A positive relationship exists between firm parenting style and student academic achievement. Researchers have discovered that parents with firm parenting styles tend to have very successful children in school and achieve high scores.

This study also indicates no significant relationship between the factors of home atmosphere and mastery of

technology related to their online performance. The home environment is the most significant factor affecting student's online performance. Parveen (2007), Cadjoe (2007), and Muola (2010) unanimously concluded that the home environment is the most influential factor among all the mentioned factors. Regardless of the challenges and minimum usage of materials at home, students can still learn and perform better online. Therefore, students can engage in a different subject and maintain their academic performance without a serene home environment for studies and be able to promote students' overall development.

Nothing is constant except change, and the same can be said about education, where technology continues to shape how students learn in the classroom across numerous countries. Technology is making a positive impact on education overall. Blending various learning technologies incorporating innovative ideas and techniques, along with the movement of change and growth through enhancements, student achievement, openness, and learning have been affected. Computer-based instruction individualizes the educational process to accommodate each student's needs, interests, and learning style (Kulik, 1994, p. 4). Researchers have found that a lack of student access to technology at home does not impede student learning despite technology's crucial role in facilitating students' growth and teachers' delivery of the syllabus.

This study shows that student academic achievement can be affected positively. Students also tend to like their classes more and develop more positive attitudes towards learning, which results in positive academic achievement. Practicing educational-related activities requires applying relevant study materials, stationery, and other physical facilities. All these facilities and pieces of equipment are the basic needs of education. However, their online performance is independent of their home atmosphere and mastery of technology because even though they do not have stationery, books, separate study rooms, and homework facilities at their respective homes, it will improve education related to their performance.

Table 3. *Significant Relationship between the Factors of Home Environment and their Online Performance (n=112)*

Constructs	p-value	Relationship Strength	r-value	Interpretation
Home Atmosphere and Performance	0.884	Very Weak	0.02	Not Significant
Psychology and Performance	0.014	Very Weak	0.06	Significant
Mastery of Technology and Performance	0.165	Very Weak	0.075	Not Significant
Discipline Style and Performance	0.032	Weak	0.02	Significant

*Note: Relationship Strength Scale: 1.00 (Perfect); 0.80-0.99 (Very Strong); 0.60-0.79 (Strong); 0.40-0.59 (Average); 0.20-0.39 (Weak); 0.01-0.19 (Very Weak); 0.00 (No Relationship)

Probability Value Scale: **p<0.01 (Highly Significant); *p<0.05 (Significant); p>0.05 (Not significant)

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study examined the impact of the home environment on students' online performance among the students in Misamis University Junior High School, specifically in Grades 9 and 10, during the academic year 2021-2022. The method used in this study is descriptive-correlational design. It was participated by 112 students through a random sampling method. We utilized the questionnaire on the impact of the home environment to collect data on how it affects students' online performance. We used the weighted average grades from the 3rd Grading of the school year 2022-2021 to measure the students' online performance. We then gathered the data through Google Forms and sent a survey link individually to each participant after receiving their consent.

The researchers tallied the gathered data for statistical analysis, classified, organized, and interpreted it based on the purpose of the study. In this study, the researchers used Mean, Standard Deviation, and Pearson Product-Moment Correlation Coefficient as their statistical tools.

The study sought to answer the following objectives: 1) Determine the level of impact of home environment in terms of home atmosphere, psychological aspect, mastery of technology, and discipline style; 2) Determine the students' online performance; and 3) Explore the significant relationship between the impact of home environment in students and their online performance.

Findings

1. The factors of home atmosphere, mastery of technology, and discipline style greatly impacted students' online performance. However, the psychological aspect appeared moderately high on students' online performance.
2. Study shows that the overall students' online performance in an online setting was very satisfactory.
3. The factors of psychological aspect and discipline style affect students' online performance. The other two factors, the home atmosphere and mastery of technology do not affect the grades nine (9) and grade ten (10) students' online performance.

Conclusions

In light of the findings of this study, the factors of psychological aspect and discipline style significantly correlate with students' online performance. Students, as learners, must develop not only their intelligence but also non-intellective factors in the education or learning process.

Most learners are not interested in online learning due to limited interactions and distractions in their performance. Hence, there must be parental support and maintain the psychological well-being of the learners to perform effectively in an online environment.

On the other variables, it indicated a very weak correlation between home environment factors and mastery of technology related to students' online performance.

Also, students' online performance was very satisfactory.

Furthermore, students from homes located in an environment where there is noisy traffic, noisy sound of machines from the ply-wood industry and market square will not improve their performance in schools because the noisy environment and limited set of technology is not a hindrance for them from concentrating while studying their books, textbooks—story books and even in listening to educative radio programmers.

Parents and instructors should also establish and maintain a good relationship with their students where love, hard work, and excellence are encouraged to bring out the children's best academic performance.

Recommendations

Based on the findings and conclusions of the study, the researchers recommended that:

Teachers consider employing better teaching strategies online because we know it is far different from face-to-face. They should make the online classroom more interactive, providing students with a more enjoyable experience and improving learning.

Parents set the proper limitations and standards. Doing so will give a higher possibility that their children will become more responsible, specifically in their studies. Moreover, they should let the parent-child relationship grow, which will enhance the mental and emotional health of the student. Parental engagement is a significant predictor of students' online performance.

Students adhere to given instructions either by their teachers or parents. They should learn to follow simple rules and adopt that mindset to ensure responsibility. For instance, students should do their best in every task and do their assignments on time.

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