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## THE INTERVENING EFFECTS OF FAMILY DYNAMICS ON THE ACADEMIC PERFORMANCE OF ENTREPRENEURSHIP STUDENTS OF THE COLLEGE OF BUSINESS, ENTREPRENEURSHIP AND ACCOUNTANCY

ENGR. ANTHONY Y. PARAS, DIT

Faculty, College of Business, Entrepreneurship and Accountancy

Cagayan State University-Andrews Campus

Tuguegarao City, Cagayan, Philippines

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**Abstract:** *It is generally accepted that the quality of family interactions has important associations with the children's academic motivation and achievement. For instance, Ryan (2000) shows that there is a significant effect of family background variables, parent support and teacher support on a child's educational attainment. According to (Morgan et al, 2009), stresses that children from low socio economic status households and communities develop academic skills more slowly compared to their counterparts from higher socio-economic status families. This study is designed to ascertain the intervening effects of family dynamics on the academic performance of selected Entrepreneurship students of the College of Business, Entrepreneurship and Accountancy. This study made use of the descriptive-normative method of research employing the questionnaire as main data-gathering instrument to gather the needed data which were given to the students. The accidental sampling, also called convenience sampling was the sampling technique used in the study which involves, "choosing the nearest individuals, to serve as respondents and continuing that process until the required sample size has been obtained" (Cohen et al., 2007).The instrument that was used in gathering pertinent details was through a survey questionnaire.*



*In the conduct of the study, questionnaires were used to obtain information to issues that the researcher is seeking to investigate. The gathered data were tallied, analyzed and interpreted using frequency counts and percentages and the weighted mean. Based from the findings of the study, the family dynamics as perceived by the respondents will have a direct or indirect effect on the success or failure of the respondents' academic performance. It is therefore recommended that a strong family relationship, bonding, guidance and support be provided to the students so as to have an assurance of a successful or positive academic performance while a constant monitoring on the part of the institution and the parents as well may be conducted to ascertain the progress of the students on their academic performance.*

**Keywords:** *intervening effects, family dynamics, family structure, family socio-economic status, family values, parental guidance, family attitude on education*

## INTRODUCTION

Several studies show that there is a big effect of the nature of family background on the academic performance of children in school. The family back ground plays have a big on the academic performance of children at all levels of education in the school system. It is generally accepted that the quality of family interactions has important associations with the children's academic motivation and achievement. For instance, Ryan (2000) shows that there is a significant effect of family background variables, parent support and teacher support on a child's educational attainment. According to (Morgan et al, 2009), stresses that children from low socio economic status households and communities develop academic skills more slowly compared to their counterparts from higher socio-economic status



families. The low socio economic status (economic struggling families) deprives children of what is necessary to support their growth and welfare. Initial academic skills are correlated with home environment where low literacy involvement and chronic stress negatively affect a child's academic performance. Parents from low socio economic background are less likely to have the financial resources or time availability to provide children with academic support.

An American, Kean, (2005) suggested that more highly educated parents actively encourage their children to develop higher expectations of their own. He further pointed out that students perform better in school if their parents as well as mothers are actively involved in their education. The home environment provides environment for learning and is an element of the and the basics for students' life that can affect academic performance. Providing opportunities to learn outside the school helps to facilitate student's success in the school environment as reported by the University of Minnesota extension.

Globally, Hargreaves (2002), reported that in Germany students with parents who are involved in their school tend to have fewer problems, and better academic performance and are more likely to complete high school than students who are not involved in their school. Good grades require positive effects of parental involvement that have to be demonstrated at both elementary and secondary levels across several studies with the largest effect often occurring at elementary level where numeracy, literacy as well as values of human development are very essential. Atieno (2012) emphasizes that the quest for provision of quality education continues to a matter that continues to be cherished by both consumers and providers of education in Kenya and the entire developing world.



Cooper also found that there was a positive correlation between high achievement and quality time spent on home work. On the other hand, Timothy found that the amount of instructional time affected learner performance and ignoring this fact results in less informative accountability systems and lost opportunities for learning outcomes. Vundla states that the major causes of high failure rate in rural secondary schools include shortage of well trained teachers, inadequate teaching facilities, lack of funds to purchase necessary equipment, poor quality textbooks, large classes, poorly motivated teachers, lack of laboratories and libraries, poorly coordinated supervisory activities, interference of the school system by politicians, incessant transfers of teachers, automatic promotion of pupils, and lack of proper classrooms.

According to [files.eric.ed.gov](http://files.eric.ed.gov) the factors within a student that have an impact on how they learn can be identified. Creating policy (at every level of schools from building to federal levels) to improve learning outcomes is necessary to shape expectations. Extensive research is proving the efficacy of instruction for the whole child. This approach to education requires an awareness of the complexities of human learning and development. Learner centered instruction is designed to include four general areas: cognitive and metacognitive, motivational and affective, developmental and social, and individual differences (Cornelius-White & Harbaugh, 2010). Learner centered instruction extends the traditional knowledge transfer model to be more inclusive of the student's full life experiences. A paradigm shift from students' deficits to students' strengths and assets is a foundational requirement of learner centered instruction (Cornelius-White & Harbaugh, 2010). When any factor is examined, practitioners must recognize the student's individual proficiency in any one of the factors can cover a wide range from profound deficits to mastery.



## **STATEMENT OF THE PROBLEM**

This study is designed to ascertain the intervening effects of family dynamics on the academic performance of selected Entrepreneurship students of the College of Business, Entrepreneurship and Accountancy. Specifically, it attempted to answer the following questions:

1. What is the perception of the student-respondents with regard to the intervening effects of family factors on their academic performance as to:
  - a. Distance of home from school
  - b. Attitude of parents towards education
  - c. Socio-economic status of parents
  - d. Availability of learning materials at home
  - e. Family values, customs and traditions
  - f. Parental guidance
  - g. Family structure and type

## **RESEARCH METHODOLOGY AND STATISTICAL TOOLS**

This study made use of the descriptive-normative method of research employing the questionnaire as main data-gathering instrument to gather the needed data which were given to the students. The accidental sampling, also called convenience sampling was the sampling technique used in the study which involves, “choosing the nearest individuals, to serve as respondents and continuing that process until the required sample size has been obtained” (Cohen et al., 2007). In this case, students of the Bachelor of Science in Entrepreneurship who happened to be readily available and accessible at the time were



sought after and selected at open spaces where mostly gather and being at other vantage points were easily identified and included. The instrument that was used in gathering pertinent details was through a survey questionnaire. In the conduct of the study, questionnaires were used to obtain information to issues that the researcher is seeking to investigate. The gathered data were tallied, analyzed and interpreted using frequency counts and percentages and the weighted mean was used which is calculated by the equation:

$$X = \frac{WX}{N}$$

$N$

where:

$X$  = frequency

$WX$  = weighted mean

$N$  = population

$F$  = sum of the frequency

The weighted mean was interpreted using the following criterion scale:

Numerical Value	Mean Range	Descriptive Scale
5	4.20-5.00	Strongly agree
4	3.40-4.19	agree
3	2.60-3.39	uncertain
2	1.80-2.59	disagree
1	1.00-1.79	strongly disagree



## RESULTS AND DISCUSSIONS

**Table 1. Frequency and Percentage Distribution of the Student-Respondents' Perception with Regard to Distance of school from home**

Options	Frequency	Percentage
Strongly Disagree	2	4.35
Disagree	1	2.17
Uncertain	4	8.70
Agree	30	65.22
Strongly agree	9	19.57
<b>Total</b>	<b>46</b>	<b>100.00</b>
<b>Item mean</b>	<b>3.93---Agree</b>	

The distance of home to school based from the perception of the respondents who agree with an item mean of 3.93 and a frequency of 30 or 65.22 percent considered the distance of home to the location of the institution may affect their punctual arrival to their classes which will definitely affect their academic performance. This finding is supported by Galabawa and Lwaitama (2008) revealed that most of the students arrived at school late, tired and lost interest in learning and hence, poor academic performance. Similarly, Raychaudhuri, Debnath, Sen and Majumder (2010) report a positive relationship that exists between school location (closer distance to homesteads) and students' academic performance as they attend school regularly. Emore (2005) shares that distance to school together with school discipline; family background and school location caused truancy (attendance irregularity) among school students. Distance in association with location of the school seems to be one of the strong influencing origins for the academic performance



among students. This was evidenced as well by Obemeata (1995) and Obayan (2003) who confirmed that school physical environment exerts dominant influence on students 'academic performance.

**Table 2. Frequency and Percentage Distribution of the Student-Respondents' Perception with Regard to Socio-economic status of parents**

Options	Frequency	Percentage
Strongly Disagree	1	2.17
Disagree	1	2.17
Uncertain	2	4.35
Agree	31	67.39
Strongly agree	11	23.91
<b>Total</b>	<b>46</b>	<b>100.00</b>
<b>Item mean</b>	<b>4.09---Agree</b>	

The socio-economic status of parents is considered by the respondents with a frequency of 31 or 67.39 percent as an intervening factor to their academic performance. This item has a mean of 4.09 which means that the socio-economic status of parents of the respondents plays a very significant role in the success or failure of their academic performance. This finding is supported by the article of Anna J. Egalite ([www.educationnext.org](http://www.educationnext.org)) who stressed that family income may have a direct impact on a child's academic outcomes, or variations in achievement could simply be a function of the school the child attends: parents with greater financial resources can identify communities with higher-quality schools and choose more-expensive neighborhoods—the very places where good schools are likely to be. More-affluent parents can also use their resources to ensure that their children have access to a





full range of extracurricular activities at school and in the community. She further stressed that highly educated parents are more likely than their less-educated counterparts to read to their children. Educated parents enhance their children’s development and human capital by drawing on their own advanced language skills in communicating with their children. They are more likely to pose questions instead of directives and employ a broader and more complex vocabulary. Estimates suggest that, by age 3, children whose parents receive public assistance hear less than a third of the words encountered by their higher-income peers. As a result, the children of highly educated parents are capable of more complex speech and have more extensive vocabularies before they even start school.

**Table 3. Frequency and Percentage Distribution of the Student-Respondents’ Perception with Regard to Availability of learning materials at home**

Options	Frequency	Percentage
Strongly Disagree	2	4.35
Disagree	1	2.17
Uncertain	3	6.52
Agree	5	10.87
Strongly agree	35	76.09
<b>Total</b>	<b>46</b>	<b>100.00</b>
<b>Item mean</b>	<b>4.52---Strongly agree</b>	

A total of 35 respondents or 76.09 percent **strongly agree** that the availability of learning material at home is very important and helpful for a positive and higher academic performance. This finding is supported by the study of Adeogun (2001) who stressed a very strong positive significant relationship between instructional resources and academic



performance. He further stressed that schools endowed with more materials performed better than schools that are less endowed. This confirms the study by Babayomi (1999) that private schools performed better than public schools because of the availability and adequacy of learning materials. Mwiria (1985) also supports that student's performance is affected by the quality and quantity of learning materials.

**Table 4. Frequency and Percentage Distribution of the Student-Respondents' Perception with Regard to Family structure and type**

Options	Frequency	Percentage
Strongly Disagree	1	2.17
Disagree	2	4.35
Uncertain	6	13.04
Agree	15	32.61
Strongly agree	22	47.83
<b>Total</b>	<b>46</b>	<b>100.00</b>
<b>Item mean</b>	<b>4.20---Strongly agree</b>	

The data in the table showed the perceptions of the respondents as to the intervening effect of family structure on their academic performance. As gleaned from the data, 22 or 47.83 percent of the respondents with an item mean of 4.20 strongly agree on the significant role of family structure which may have a direct or indirect impact to their academic performance. According to Michelle (2012) who described a traditional type of family, which is held in esteem by society as it is considered the ideal to raise children. Parental involvement in the activities, training as well as development of the children is high as both parents are available. In other words, children in two-parent family enjoy more



parental support financially, socially and physically from both parents (Fagan & Churchill, 2012) since both parents have more access to employment, income and savings than single parents do (Amato, 2005).

Two-parent families are able to give more time, affection, and supervision to their children than single parents (Peter, 2016) as the two parents can relieve one another when they find that parenting is becoming difficult (Peter, 2016). This kind of family is also likely to offer more social and emotional supports as the children would be exposed to both father- and mother-figures that are for effective socio-psychological developments. According to Ella, Odok and Ella (2015), nuclear family, which consists of two parents and children, is held in esteem by society as being the ideal in which to raise children. In their opinion, such children receive strength and stability from the two parents' structure and generally have more opportunities due to financial ease of two parents and they tend to fare better on a number of cognitive, emotional and behavioural needs.

**Table 5. Frequency and Percentage Distribution of the Student-Respondents' Perception with Regard to Parental guidance**

Options	Frequency	Percentage
Strongly Disagree		-
Disagree	2	4.35
Uncertain	6	13.04
Agree	17	36.96
Strongly agree	21	45.65
<b>Total</b>	<b>46</b>	<b>100.00</b>
<b>Item mean</b>	<b>4.24----Strongly Agree</b>	



The data showed in the table revealed that 21 or 45.65 percent of the respondents considered parental guidance as significant to their high academic performance with an item mean of 4.24 or strongly agree. This result of the study is supported by Kumpfer and Alvarado (2003), who emphasized the most important protective factors that families can provide are positive parent-child relationships, positive discipline methods, monitoring and supervision and communication of prosocial values and expectations. This is further supported by Antunez (2000) and Epstein (2001) who stated that family involvement is linked to higher student achievement, better aptitudes towards learning, lower drop-out rates, and increased community support for education-regardless of socio-economic status, ethnic/ racial background or parents' education level

## **CONCLUSIONS**

Based from the findings of the study, the family dynamics as perceived by the respondents will have a direct or indirect effect on the success or failure of the respondents' academic performance.

## **RECOMMENDATIONS**

In view of the findings, it is therefore recommended that

1. A strong family relationship, bonding, guidance and support be provided to the students so as to have an assurance of a successful or positive academic performance.
2. A constant monitoring on the part of the institution and the parents as well may be conducted to ascertain the progress of the students on their academic performance



3. A similar study may be conducted to include variables which may not have been covered by the present study especially the effects of the family dynamics on the academic performance of students

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