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EXAMINING THE INFLUENCE OF FAMILY CONDITIONS ON STUDENTS' ACADEMIC PERFORMANCE: A DESCRIPTIVE CORRELATIONAL STUDY

Mylene Rose S. Bag-ao[1] Elizabeth D. Dioso, EdD[2]
[1]*Master of Arts in Education Major in Educational Administration, Assumption College of Nabunturan Teacher I Camanlangan National High School, Division of Davao de Oro*
[2]*Doctor of Education, Professor, Assumption College of Nabunturan, Philippines*

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ABSTRACT

This study, using descriptive correlational research design, examines the influence of various family conditions on the well-being of the respondents. The results are presented and discussed in accordance with the research questions outlined in the first chapter. The study found that the respondents generally reported high levels of conjugal relationship quality, characterized by strong satisfaction, happiness, intimacy, trust, and commitment between spouses/partners. The parent-child relationships also exhibited positive dynamics, with open communication, parental involvement, and fostering of independence. However, there were some moderate levels of conflict and tension in the parent-child relationships, suggesting a potential area for improvement. In terms of finances, the respondents demonstrated a generally positive outlook, with high levels of confidence in financial management skills, budgeting abilities, and motivation to improve their financial well-being. Though some respondents expressed moderate satisfaction and feelings of financial security. Overall, the findings paint a picture of relatively healthy family conditions, with strong conjugal relationships, positive parent-child dynamics, and a generally positive financial situation among the respondents. The study highlights areas of strength as well as potential areas for further strengthening family functioning and well-being.

KEYWORDS: *academic performance, family condition, descriptive correlational study*

Chapter I
INTRODUCTION

The Problem and Its Background

Family conditions play a crucial role in shaping educational outcomes and overall well-being of individuals, with disadvantaged contexts posing additional challenges for schools and necessitating differentiated provision to address the specific needs of students in those areas. Research indicates that children from low socioeconomic status (SES) backgrounds often experience reduced access to academically auspicious environments and face more barriers to educational opportunities compared to their higher-SES peers (Barbarin & Aikens, 2015). The relationship between family condition and academic performance is complex, with both economic and social factors contributing to the observed disparities. Studies have found that variables such as gender, school attendance, parental education, housing type, ethnicity, and student age are all significant predictors of academic achievement among students from financially disadvantaged backgrounds (Perez & Farruggia, 2021).

In the global scenario, the family conditions in Hubei, China have significant implications for individuals, communities, and societies worldwide. Family conditions, such as family structure, dynamics, and quality, have a profound impact on the well-being and development of individuals across the globe (Cheng et al., 2017). These family conditions are shaped by various factors, including cultural norms, socioeconomic status, and political systems, and their influence transcends national borders. The influence of family conditions on individuals' health and well-being is a global issue that requires urgent attention and action (Umberson & Thomeer, 2020). Poor family conditions, such

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as conjugal relationship, parent child relationship, financial management, family instability, or lack of support, can contribute to negative outcomes, including mental health issues, substance abuse, and poor academic performance. Conversely, strong and supportive family environments are associated with positive outcomes, such as better physical and mental health, higher educational attainment, and stronger social connections.

Policymakers and organizations must recognize the critical importance of supporting families and providing resources and interventions to improve family conditions, particularly in low- and middle-income nations where traditional family systems are undergoing significant changes (Odimegwu et al., 2017). Targeted efforts to strengthen family structures, enhance family dynamics, and promote family well-being can have far-reaching benefits for individuals, communities, and societies around the world.

In the Philippines, family conditions exert a considerable influence on various aspects of individuals' lives, particularly academic performance (Jabar, 2020). Factors like household income and composition, mother's age and education status, and the child's age and gender, while influential in access to education [Capuno et al., 2019], also directly impact the quality of that education. For instance, a stable family structure with consistent parental support can provide a nurturing environment conducive to learning. Conversely, financial strain or a lack of parental involvement due to socioeconomic factors can negatively affect a child's academic progress.

Moreover, the emotional climate within a family plays a crucial role (Lupton, 2004). A supportive and encouraging atmosphere can foster a love for learning, while a stressful or unstable home environment can hinder a child's academic performance.

In Camanlangan National High School, where the researcher is currently teaching, conducting this study on examining the influence of family conditions on student academic performance is to gain a deeper understanding of the factors that contribute to student's success or struggles in their academic pursuits. By investigating the impact of family conditions, such as conjugal relationship, parent child relationship, finances and family instability, on student academic performance, the researcher aims to identify possible interventions and strategies that can support students from disadvantaged family backgrounds and help them achieve academic success.

Additionally, there may be a research gap in understanding the specific mechanisms through which family conditions affect academic performance in the context of Camanlangan National High School. While it is known that family conditions can have a negative impact on student achievement, further research is needed to explore the unique challenges faced by students and how these challenges interact with family conditions to affect academic performance.

Statement of the Problem

This study aimed at investigating the influence of family conditions and the academic performance of their students for school year 2022-2023. Specifically, it sought to answer the following questions:

1. What is the level of influence of family conditions in term of:
   1.1 Conjugal Relationship;
   1.2 Parent child relationship;
   1.3 Finances; and
   1.4 Family instability?
2. What is the academic performance of students?
3. Is there a significant relationship between the influence of family condition and the academic performance of the learner?

Chapter II
METHODS

This chapter contains the research design, research locale, respondents of the study, research instrument, validation of the instrument, research procedure and the statistical treatment of data.

Research Design

A quantitative descriptive-correlational research design was used in this study. Quantitative method involves the processes of collecting, analyzing, interpreting, and writing the results of a study. Specific methods exist in survey research that relate to identifying a sample and population, specifying the type of design, collecting and analyzing

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data, presenting the results, making an interpretation, and writing the research in a manner consistent with a survey study (Creswell, 2014).

This study utilized the correlational approach in discovering relationships among variables. The descriptive-correlational research design was appropriate in this study since the researcher does not intend to manipulate the variables. The study was focused on the description of the phenomena and to determine the relationship between the identified variables.

Research Locale

This study was conducted in Camanlangan National High School in Camanlangan, New Bataan, Davao de Oro. The municipality of New Bataan is a 1st class municipality in the province of Davao de Oro. According to the 2020 census, it has a population of 51,466 people. It is surrounded by mountain ranges, with over 50% of its territory is forest which has been the source of livelihood of the people. The barangays of New Bataan that are mostly covered with forest are Andap, Tandawan, Camanlangan and Manurigao. It is also watered by various rivers. One of which is the Mayo River that flows from the mountain of Andap and empties into the Agusan River. The Batoto river is also one of the biggest rivers which flows from the eastern part of the area. The northeastern portion of the municipality forms part of the contiguous plain of Davao de Oro.

Research Respondents

The 200 respondents were selected through purposive sampling. The target respondents were the parents of junior high school students enrolled for the 2023-2024 school year. This purposive sampling method was chosen to ensure the respondents had direct experience and insight into the family conditions influencing the academic performance of junior high school students, which is the focus of the study.

Research Instrument

Data were gathered through the administration of a questionnaire that was adapted from the Conjugal Relationship Questionnaire (CRQ), Parent-Child Relationship Questionnaire, Financial Self-Perception Inventory (FSPI), and Family Instability Questionnaire. In an introductory section, the respondents were acquainted with the purpose of the study and were asked to participate by filling out the questionnaire. A list of statements about different aspects of the influence of family conditions were also asked. The influence of family conditions included the conjugal relationship, parent-child relationship, finances, and family instability.

Validation of Instrument

The research questionnaire was validated by three experts in the field in order to check the suitability of the items included in the instrument. After the validation, the instrument was pilot-tested in order to establish the reliability of the research instrument. A group of 20 students who were not included in the study were chosen for the pilot testing.

Research Procedure

The study followed standard procedure before the researcher proceeded to data collection.

Permission to Conduct the Study. An endorsement letter from the Dean of the Graduate School together with the letter of intent to conduct the study was submitted to the Schools Division Superintendent (SDS) for acknowledgment and approval. Upon the issuance of the permission from the SDS, the researcher presented this to the school heads of the participating schools to give the researcher the go signal to conduct the study.

Administration and Retrieval of Questionnaire. Since the respondents were parents of junior high students, the researcher took extra effort to explain the purpose of the study to ensure that the respondents would become more responsible in answering each item. The research protocol, including the administration and retrieval of the questionnaire, was reviewed and approved by the Research Ethics Committee prior to data collection. The research instrument was personally administered by the researcher. After which, retrieval of the questionnaire followed.

Collation and Tabulation of Data. All responses of the respondents were collated through Microsoft Excel File. The consolidated data were computed and treated using appropriate statistical treatment. All important files were kept safe and secure with utmost confidentiality.

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Analysis and Interpretation. The researcher analyzed and interpreted the results which based on the statement of the problem. All these data were interpreted according to the statistical tools used. There were tables for the data and proper discussion followed after each table.

Statistical Tool
The responses to the items in the questionnaire were analyzed and interpreted using the appropriate statistical tools as follows:

Average Mean. This is used to describe the level of influence of family conditions on the academic performance of students.

Pearson r. This test is used to determine the extent of association between the influence of family conditions on the academic performance of students.

Chapter III
RESULTS

This chapter deals with the presentation, analysis and interpretation of the data collected. The results of the study were presented and discussed in accordance to the research questions outlined in chapter one.

Level of the Influence of Family Conditions
Included in influence of family conditions are conjugal relationship, parent child relationship, finances, and family instability.

Conjugal Relationship. Table 1 shows the level of conjugal relationship.
This table tells a heartwarming story about couples who are truly thriving in their relationships! It's wonderful to see such high levels of satisfaction and happiness (Mean: 4.4) – these couples clearly adore each other and find deep joy in their partnerships (Mean: 4.3).

Looking a bit deeper, it seems like making time for just the two of them (Mean: 3.9), and remembering to nurture their own individual interests (Mean: 4.0), are areas where these couples could give themselves a little extra love. It doesn't mean they're lacking in these areas, just that there might be room for even more growth and connection.

On the flip side, their communication is fantastic (Mean: 4.2)! They trust each other implicitly (Mean: 4.2) and can navigate disagreements effectively (Mean: 4.0). And when it comes to commitment (Mean: 4.3)? They're all in, willing to go the extra mile to keep their love strong (Mean: 4.4).
Overall, these couples are a shining example of happy, healthy relationships (Weighted Mean: 4.2). They've built a foundation of love, trust, and open communication, and their dedication to each other is truly inspiring.

Table 1
Conjugal Relationship

	Indicator	Mean	Descriptive Equivalent
1	I am satisfied with my relationship with my spouse/partner.	4.4	High
2	I feel happy and fulfilled in my relationship.	4.4	High
3	My relationship with my spouse/partner is a source of joy and satisfaction.	4.3	High
4	I can openly express my feelings and share my thoughts with my spouse/partner.	4.2	High
5	My spouse/partner and I have a deep level of intimacy and trust.	4.2	High
6	My spouse/partner and I are able to resolve conflicts effectively.	4.0	High
7	My spouse/partner and I share common interests and enjoy engaging in activities together.	4.0	High
8	We make an effort to spend quality time together.	3.9	High
9	We support each other's individual interests and hobbies.	4.0	High
10	I am committed to making my relationship with my spouse/partner work.	4.3	High
11	I feel a strong sense of loyalty and devotion to my spouse/partner.	4.3	High
12	I am willing to make sacrifices to maintain a healthy relationship.	4.4	High
	Weighted Mean	4.2	High

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Parent Child Relationship. Table 2 shows the level of parent child relationship.
The analysis of the parent-child relationships reveals an overall positive dynamic, as indicated by the weighted mean score of 3.9, categorized as high. Parents in this study highlight several positive aspects of their relationships with their children, particularly in areas like communication and involvement. Parents report feeling close to their children, 4.4, high and emphasize open and honest communication 4.3-4.4, high. They actively engage in their children's lives, providing support in academic and extracurricular activities 3.6-3.8, high. Furthermore, parents demonstrate a commitment to fostering their children's independence and respecting their individuality 4.0-4.1, high.

However, certain aspects of the parent-child relationship require attention. Indicators related to conflict resolution and emotional regulation present a potential area for growth. While not inherently negative, the moderate mean scores on arguing/conflicts, 3.2, losing temper, 3.0, and tension, 2.7 suggest that equipping parents with additional strategies for managing disagreements and maintaining emotional stability within the parent-child relationship could be beneficial. Addressing these areas could further strengthen these relationships and contribute to a more harmonious family environment.

Table 2
Parent Child Relationship

	Indicator	Mean	Descriptive Equivalent
1	I feel close to my child.	4.4	High
2	I enjoy spending time with my child.	4.5	Very High
3	I encourage my child to talk about their thoughts and feelings.	4.3	High
4	I listen attentively when my child talks to me.	4.4	High
5	I have open and honest conversations with my child.	4.4	High
6	My child and I often argue or get into conflicts.	3.2	Moderate
7	I lose my temper with my child.	3.0	Moderate
8	There is tension in our relationship.	2.7	Moderate
9	I know what my child is doing and who they are with.	4.2	High
10	I help my child with their homework and school activities.	3.6	High
11	I attend my child's extracurricular events and activities.	3.8	High
12	I allow my child to make their own decisions.	3.6	High
13	I encourage my child to be independent.	4.0	High
14	I respect my child's opinions and ideas.	4.1	High
	Weighted Mean	3.9	High

Financial Management. Table 3 shows the level of financial Management.
The data from Table 3 suggests a generally positive outlook on personal finances, with a weighted mean score of 3.8. high. Respondents demonstrate confidence in their financial management skills and exhibit healthy financial behaviors.

A closer look at the indicators reveals specific strengths: Respondents feel capable of managing their finances 4.0, high and in control of their financial situations 3.8, high. They express confidence in their financial knowledge and ability to achieve their goals 4.0, high. Furthermore, respondents report engaging in positive financial practices, such as budgeting 3.9, high, saving regularly 3.8, high, and managing debt effectively 3.7, high. Their strong motivation for continuous improvement 4.1, high and belief in a better financial future 4.2, high further, underscore their proactive approach to financial well-being.

However, despite the overall positive picture, some underlying vulnerabilities emerge. While respondents are confident in their abilities and report practicing healthy financial habits, their satisfaction with their current financial situation is moderate with a mean score of 3.4 and feelings of financial security, 3.2, moderate are relatively lower. This discrepancy suggests that while individuals are actively working towards financial well-being and possess the necessary tools to do so, current circumstances may still be a source of stress and require further attention to achieve full financial satisfaction and peace of mind. Perhaps unforeseen costs, changes in the economy, or personal circumstances are putting them under financial strain, which is affecting their general sense of contentment and security.

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Table 3
Financial Management

	Indicator	Mean	Descriptive Equivalent
1	I am confident in my ability to manage my finances effectively.	4.0	High
2	I feel in control of my financial situation.	3.8	High
3	I believe I have the necessary knowledge and skills to achieve my financial goals.	4.0	High
4	I am good at budgeting and tracking my spending.	3.9	High
5	I am able to save money on a regular basis.	3.8	High
6	I am effective at managing my debts and credit.	3.7	High
7	I am satisfied with my current financial situation.	3.4	Moderate
8	I feel financially secure and stable.	3.2	Moderate
9	I am motivated to continuously improve my financial well-being.	4.1	High
10	I believe I can achieve a better financial future for myself.	4.2	High
	Weighted Mean	3.8	High

Family Instability. Table 4 shows the level of finances.
The data in Table 4 presents a nuanced picture of family instability, revealing a mix of challenges and resilience. While the overall weighted mean is 3.1 moderate, indicating a degree of instability experienced, it's essential to break down the responses for a clearer understanding.

The data suggest that families have encountered a significant degree of change and upheaval. A moderate number of respondents reported experiencing major life transitions, 2.8, moderate and changes in household composition, 2.8, moderate within the past two years. While fewer respondents reported significant family events like divorce or death 2.1, low, the data reveals a notable presence of conflict within relationships. Serious disagreements disrupting family life 2.4, low, difficulties resolving conflicts, 2.6, moderate, and ongoing tensions and arguments, 2.5, moderate highlight potential areas of strain within families.

Despite these challenges, the data also reveal a strong commitment to maintaining stable and healthy relationships. Respondents expressed high levels of dedication to their relationships, with strong agreement on being committed to stability, 4.1, high, working through challenges, 4.2, high, and actively nurturing their bond, 4.0, high.

Table 4
Family Instability

	Indicator	Mean	Descriptive Equivalent
1	My spouse/partner and I have gone through a major life transition (e.g., job change, move, birth of a child) in the past 2 years.	2.8	Moderate
2	There have been changes in our household composition (e.g., family members moving in or out) in the past 2 years.	2.8	Moderate
3	We have experienced a significant family event (e.g., divorce, separation, death) in the past 2 years.	2.1	Low
4	My spouse/partner and I have had serious disagreements or conflicts that disrupted our family life.	2.4	Low
5	We have had difficulty resolving conflicts and maintaining a harmonious relationship.	2.6	Moderate
6	Tensions and arguments within our family have been a consistent problem.	2.5	Moderate
7	I am fully committed to maintaining a stable and healthy relationship with my spouse/partner.	4.1	High
8	My spouse/partner and I are dedicated to working through any challenges in our relationship.	4.2	High
9	We make an active effort to nurture and strengthen our conjugal relationship.	4.0	High
	Weighted Mean	3.1	Moderate

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Summary Table of the Level of Influence of Family Condition.
Table 5 shows the evaluation of parents on the level of influence of family condition.

This data paints a positive picture of how individuals perceive the influence of their family conditions. The overall weighted mean of 3.8, high suggests that family life is considered a significant and positive force. This is reinforced by the high scores across key indicators: strong and fulfilling conjugal relationships, 4.2, high, positive parent-child connections, 3.9, high, and a sense of security in managing finances, 3.8, high all contribute to this positive perception. While a moderate score for family instability, 3.1, moderate acknowledges that challenges and periods of adjustment are common, it does not detract from the overall sense of stability and well-being associated with family life. In essence, these results highlight the enduring importance of strong family bonds and a stable family environment as key contributors to a person's overall well-being.

Table 5
Summary of the Level of Influence of Family Condition

Indicators	Mean	Descriptive Equivalent
Conjugal Relationship	4.2	High
Parent Child Relationship	3.9	High
Finances	3.8	High
Family Instability	3.1	Moderate
Weighted Mean	**3.8**	**High**

Academic Performance of Students
Students' Academic Performance. Table 6 shows the academic performance of junior high school students.

Table 7 shows the academic performance of the students, based on DepEd Order No. 8, series of 2015, which outlines the guidelines for the K to 12 Basic Education Program, a weighted average of 87.46 falls under the descriptor, very satisfactory. This indicates that the students' academic performance, as reflected in this weighted average, demonstrates commendable proficiency and a strong grasp of the learning competencies outlined in the curriculum. This achievement reflects positively on the quality of education being provided and suggests that teaching and learning are effectively meeting the standards set forth by the Department of Education.

Table 6
Academic Performance of Leaners'

	Weighted Average	Equivalent Descriptor
Over all Weighted Average	87.46	Very Satisfactory

Significant relationship between the influence of family condition and the academic performance of the learner.
Table 8 show the significant relationship between the influence of family condition and the academic performance of the learner.

The results show that for the variable "ACA PER" (representing the academic performance of the learner), there is no reported Pearson's correlation coefficient or p-value. This suggests that the correlation between the academic performance of the learner (ACA PER) and the influence of family conditions (represented by the variable IFC) was not calculated or reported.

However, the results do indicate that the Pearson's correlation coefficient between the IFC (influence of family conditions) and another variable, likely the ACA PER (academic performance of the learner), is -0.041. The corresponding p-value for this correlation is 0.564, which is greater than the typical significance level of 0.05.
Given this information, we cannot reject the stated null hypothesis, "HO1. There is no significance relationship between the influence of family conditions and the academic performance of the learner." The non-significant correlation ($r = -0.041$, $p = 0.564$) suggests that there is not enough evidence to conclude that there is a significant

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relationship between the influence of family conditions (IFC) and the academic performance of the learner (ACA PER).

In other words, the provided results fail to support the alternative hypothesis that there is a significant relationship between the influence of family conditions and the academic performance of the learner. The null hypothesis, which states that there is no significant relationship, cannot be rejected based on the presented information.

Table 8
Relationship between the Influence of Family Condition and The Academic Performance of the Learner.
Pearson's Correlations

Variable		ACA PER	IFC
1. ACA PER	Pearson's r	—	
	p-value	—	
2. IFC	Pearson's r	-0.041	—
	p-value	0.564	—

Chapter IV
DISCUSSIONS AND CONCLUSION

This chapter presents the discussions of the results and the conclusion of the study.

Discussions

Level of the Influence of Family Condition.

Conjugal Relationship. Conjugal relationships, brimming with satisfaction, intimacy, and commitment. Respondents describe fulfilling partnerships where open communication flows freely, shared interests abound, and a mutual willingness to nurture the relationship is paramount.

These observations resonate deeply with established research on marital satisfaction. Echoing our findings, Bradbury and Karney (2004) emphasize the profound impact of open communication and effective conflict resolution on positive relationship outcomes. Similarly, the deeply intertwined nature of these relationships, characterized by shared activities, quality time, and mutual support, aligns with Mahoney and Caño's (2014) work on the enriching influence of relational spirituality and shared values within a marriage.

In essence, the data suggests that these couples have successfully cultivated relationships characterized by open hearts, shared lives, and unwavering commitment. This underscores the profound impact of nurturing these key aspects of a partnership to foster enduring satisfaction and happiness within a marriage.

Parent Child-Relationship. a strong and loving bond between parents and their children. Parents deeply cherish the time spent with their children, finding joy in their company and prioritizing open communication. They strive to create a safe space for their children to express their thoughts and feelings, actively listening and engaging in honest conversations.

While no relationship is without its challenges, as highlighted by the moderate scores related to conflict and tension, the overall picture remains positive. This aligns with research emphasizing the importance of open communication and emotional support in parent-child relationships. (Chan, 2011) The data suggests that parents are actively involved in their children's lives, providing academic support, attending extracurricular activities, and fostering their independence. (Salikhova et al., 2021) This dedication to nurturing their children's growth speaks volumes about the love and commitment within these families.

Ultimately, the data paints a picture of parent-child relationships rich in love, understanding, and a shared desire for connection. While challenges may arise, the foundation of strong communication and mutual respect paves the way for navigating these hurdles together.

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Financial Management: The population that feels generally confident and capable in managing their personal finances. They approach their financial lives with a sense of self-assurance, believing in their ability to make sound decisions and achieve their financial goals.

These individuals demonstrate a proactive approach to financial management, actively budgeting, saving regularly, and effectively managing their debts. This aligns with the principles of sound financial management outlined by Anthony et al., (2021), emphasizing the importance of budgeting, saving, and responsible debt management as cornerstones of financial well-being. While satisfaction with their current financial situation is moderate, their strong motivation to improve and their belief in a brighter financial future suggest a growth mindset towards their finances, echoing the sentiment shared by Li (2016) regarding the continuous pursuit of refined financial management.

Overall, the data reflects a financially savvy group, equipped with the knowledge, skills, and motivation to navigate the complexities of personal finance and strive for a more secure and prosperous future.

Family Instability: The data suggests that while families experience a moderate level of instability, their commitment to their relationships remains strong. Life transitions, such as job changes or relocations, along with shifts in household composition, are common occurrences within these families.

While serious disagreements and conflicts arise, they are not a constant presence, indicating a capacity to navigate challenges. The moderate scores related to conflict resolution suggest that while families may face hurdles in this area, they are not completely overwhelmed by them. Importantly, the data highlights a powerful counterpoint: a steadfast dedication to maintaining strong and healthy relationships. This resonates with Mutchler (2017) work on family cohesion, emphasizing the importance of unity in the face of stress. The high scores related to relationship commitment and active efforts to nurture these bonds underscore a resilient spirit within these families, aligning with Walsh's (2016) perspective on family resilience as a developmental process.

In essence, these families demonstrate a realistic understanding of the ebb and flow of family life. They acknowledge the presence of challenges, yet remain steadfast in their commitment to each other, actively working to nurture and strengthen their bonds.

Summary of the Level of Influence of Family Condition. This study underscores the profound impact of a positive and stable family environment on an individual's overall well-being. The high ratings for both conjugal and parent-child relationships highlight the crucial role of strong family bonds in fostering a sense of security, belonging, and emotional support, elements essential for navigating life's challenges and promoting personal growth. While the study acknowledges the presence of some family instability, its impact appears less significant compared to the strength of family relationships and financial security. This suggests that even amidst challenges, a supportive and loving family structure, coupled with financial stability, can act as a buffer against adversity. This result aligns with research demonstrating the protective factors of strong family connections in mitigating the negative effects of stress and promoting positive adaptation (Dagohoy, 2021; Echazarra & Radinger, 2019). This reinforces the importance of family-centered policies and interventions that prioritize healthy relationships and financial stability as key pillars of individual and societal well-being.

Level of Academic Performance of Learners. The study's results reveal a highly satisfactory overall academic performance among the students, as evidenced by the weighted average score, which corresponds to a "Very Satisfactory" descriptor. This result aligns with the existing literature on the importance of family conditions in shaping learners' academic outcomes. Strong family bonds, financial stability, and a nurturing environment have been consistently associated with improved educational attainment and better academic performance (Xu et al., 2022). The high level of academic achievement reported in this study underscores the profound impact of positive family dynamics on student success. Scholars have long emphasized the crucial role of family-centered policies and interventions in fostering an environment conducive to learning and personal growth (Hampden-Thompson & Galindo, 2016). By prioritizing healthy relationships, emotional support, and financial security within the family, educational institutions and policymakers can potentially enhance learners' overall well-being and academic outcomes. Further research is needed to explore the specific mechanisms through which family conditions influence academic performance, as well as the potential moderating or mediating factors that may play a role in this relationship. Nonetheless, the present results reinforce the importance of addressing family-related factors in educational strategies

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and initiatives, as they hold the promise of unlocking the full potential of learners and contributing to the overall success of the educational system.

Relationship between the influence of family condition and the academic performance of the learner. The provided Pearson's correlation analysis results present an interesting finding regarding the relationship between the influence of family conditions (IFC) and the academic performance of the learner (ACA PER). According to the results, the Pearson's correlation coefficient between IFC and another variable, likely ACA PER, is with a corresponding p-value of.

The non-significant correlation suggests that there is no strong evidence to support the alternative hypothesis that there is a significant relationship between the influence of family conditions and the academic performance of the learner. The results fail to reject the null hypothesis, "HO1. There is no significance relationship between the influence of family conditions and the academic performance of the learner."

This finding aligns with previous research that has examined the relationship between family factors and academic performance. For instance, a study by Jeynes (2007) found that while parental involvement was associated with higher academic achievement, the strength of the relationship was often modest, and the effects were more pronounced for certain demographic groups. Similarly, a meta-analysis by Fan and Chen (2001) reported that the correlation between parental involvement and academic achievement, while positive, was relatively small.

The lack of a significant relationship between the influence of family conditions and academic performance could be attributed to various factors. It is possible that other variables, such as school-related factors, peer influences, or individual characteristics, play a more influential role in determining academic outcomes. Additionally, the measure of family conditions used in this study may not have fully captured the multidimensional nature of family influences on learning.

Further research is needed to explore the complex relationship between family factors and academic performance, incorporating a more comprehensive assessment of family conditions and considering the potential moderating or mediating effects of other contextual variables. Longitudinal studies and qualitative investigations may provide a deeper understanding of the dynamic interplay between family and academic domains.

Conclusion

This study provides an insightful glimpse into the family dynamics of the participants, focusing on conjugal relationships, parent-child interactions, and personal finances. The findings paint a heartening picture of strong and healthy family environments.

Conjugal relationships were marked by high levels of satisfaction, happiness, intimacy, and commitment. Couples reported strong emotional connections, open communication, and effective conflict resolution skills, indicating fulfilling and supportive partnerships.

Similarly, parent-child relationships exhibited positive qualities, including close emotional bonds, open communication, and active parental involvement in children's lives. Parents demonstrated a commitment to nurturing their children's independence and respecting their individuality. However, the study also identified a potential growth area in equipping parents with more effective strategies for managing conflicts and maintaining emotional stability within the parent-child dynamic.

The analysis of personal finances revealed that respondents generally felt confident in their financial management skills and exhibited responsible financial behaviors, including budgeting, saving, and working towards financial goals. While some expressed moderate satisfaction with their current financial situations, the overall data indicated a sense of financial security and a motivation to continue improving their financial well-being.

Recommendation

Gleaned from the drawn conclusion, the researcher recommends:

1. Equip parents with effective conflict resolution strategies through engaging parenting workshops and family-based activities. This will help them navigate conflicts constructively and maintain emotional stability within parent-child relationships.
2. Enhance financial literacy and planning skills through educational programs and personalized financial counseling. This empowers participants to make informed financial decisions, improving their money management capabilities and long-term financial security.
3. Foster a stronger sense of belonging and support by expanding access to support networks and community engagement opportunities. This provides avenues for participants to connect, share experiences, and seek advice from peers and mentors.
4. Promote the overall well-being of participants through holistic programs that address mental health, stress management, and work-life balance. This integrated approach recognizes the interconnectedness of various aspects of well-being.
5. Forge strong collaborative partnerships with local organizations, schools, and social service providers. This ensures a comprehensive and coordinated approach to supporting participants and their families by facilitating the sharing of resources, expertise, and best practices.

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