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The Relationship between Home Environment and Self-Management towards Academic Performance of Private Institution Students in Kuala Lumpur

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Abstract

Education plays an important role in providing a better life for students, and learning starts at home, specifically since they are born. This study investigated the effect of home environment and self-management on students' academic performance at a private institution in Kuala Lumpur using descriptive and Pearson correlation analysis. The focus of the study s to find out the relationship between economic status, family involvement, home infrastructure, parenting style, self-management, and academic performance. This study involved 145 students, and data were collected using a questionnaire containing 4 parts: demographic, home environment, self-management, and academic performance. The data were analysed using Microsoft Excel. The data revealed a positive correlation between home environment, self-management, and academic performance. The results also showed that educational institutions must focus on students' self-management to improve their academic performance. Furthermore, there is a need to look at students' home environment, such as parenting style, family involvement, and home infrastructure, to encourage parental support toward improving students' academic performance.

Keywords: home, environment, parent, involvement, self-management, academic, performance

1. Introduction

1.1 Background of the Problem

Education is the most basic task to train young people to be useful in society. University is where quality education is expected to produce quality graduates that will be the country's future workforce. (Mohd Ali, Khamar Tazilah, Ahmad, Adnan & Che Awang, 2016). Academic performance represents students' educational achievement. Ilesanmi (2016) stated that the home environment is related to students' academic performance. Home is where students are nurtured and guided by their parents since they are young. According to Soni (2013), one's home environment varies due to family size, availability of learning materials, parent's education level, occupation, income, parental encouragement, and involvement factors.

Moula (2010) identified that a favourable home environment motivates a child to perform better in school. He also identified parents with high levels of education goes with higher status in occupation whereby they will be able to provide the essential learning facilities. Moreover, as mentioned by Khan, Iqbal & Saima (2015), highly educated parents show interest in their children's academic performance. Parents with college degrees tend to have higher incomes and encourage their children to attend college, giving them an environment for academic preparation and achievement (Gooding, 2001). According to Khan, Iqbal, & Saima (2015), parents' educational status can also impact their children's education outlook.

According to Khan, Begum & Imad (2019), physical environment factors include basic facilities such as water, clothes, shelter, food, rooms, and other physical needs of an individual. Muola (2010) recommended that parents can provide the essential infrastructure if they understand their role's importance in their children's academic achievement motivation. Moreover, Ilesanmi (2016) stated that family income and occupation influence a child's academic achievement. Socioeconomic status directly impacts the child's quality of attendance and academic behaviour and indirectly affects children's academic achievement. In this light, parents' income greatly impact students' academic performance (Catherine, 2015).

Studies also linked parents' involvement with academic performance (Ilesami., 2016). Based on Li & Qiu (2018), Parents' involvement in students' education cultivates children's learning habits and affects academic performance. McNeal (2014) identified that parents' involvement directly affects their behaviour but indirectly affects their academic performance. Parent involvement was categorised into home-based and school-based involvement, and the study exposed that home-based parental involvement positively impacts their child's academic performance (Chowa, Masa & Tucker, 2013). Meanwhile, according to Muola (2010), parents with lower education and lower-level occupations tend to have less involvement in their children's education.

Furthermore, Jacob & Harvey (2005) identified parenting style as one of the factors in the

family background associated with students' success in schools and young adults. There are also many other factors affecting academic performance. According to Soni (2013), students' poor performance and low academic motivation can be attributed to many factors like lack of facilities in school, teacher shortage, lack of discipline, unfavourable home environment, low intelligence, anxiety, and unfulfilled needs. In the meantime, while students' achievement has been attributed to the quality of teaching, home environment, and skill,s researchers also identified self-management strategies as an important aspect of academic achievement (Conderman, 2011). A study by Kandiyono & Hafiar (2017) identified academic self-management as a student's capability to self-control the factors that influence the learning process. Studies also found that the approach to self-management has implications for improving independent task performance in all students. (Bahri, Mirnasab, Noorazar, Fathi & Asadi, 2016: Arik, 2019)

1.2 Problem Statement

Research on the impact of home environment and self-management on students' academic performance has been conducted for the past decade. Studies have found numerous factors for poor academic performance, such as school environment, school structures, location, teacher's experiences, education, gender, low intelligence, anxiety, attitudes, self-esteem, study habit, study interest, and interest (Anthonia, 2019). Muola (2010) mentioned that a lack of facilities and an unfavourable home environment also cause poor academic performance. The favourable environment eases the learners to fully focus on their studies as learning has started from home since birth(Jain & Mohta, 2019).

The finding of this study will increase the educational stakeholders' understanding of the impact of children's home environment, such as parents' educational status, home infrastructure, economic status, family involvement and parenting style on students' academic performance. This also helps the stakeholders such as academicians, parents, students and staff of educational institutions (Germ, McCowan, & Rao, 2016) to address the prevailing situation and improve students' performance.

While there are many studies on the impact of the home environment on academic achievement, only limited studies have been conducted on the link between self-management towards academic performance. Moreover, most researchers have studied home environment and self-management as separate entities. Based on Anissa Lestari Kadiyono (2017), self-management skills are necessary and lead the students to be self-determined and proactively take control.

This research aims to study the relationship between home environment and self-management towards the academic performance of private college students in Kuala Lumpur. This research was conducted at Raffles College of Higher Education.

1.3 General Objectives

The main objectives of this research are to investigate the impact of home environment and self-management on students' academic performance in a private institution.

1.4 Specific Objectives

1. To study the academic performance of private institution students
2. To determine the home environment of private institution students
3. To examine the self-management of private institution students
4. To see the effect of the home environment on academic performance among students
5. To see the effect of self-management on academic performance among students

1.5 Hypotheses

1. There is a significant relationship between home environment and academic performance.
2. There is a significant relationship between self-management and academic performance.

1.6 Significance of Research

This study will contribute to the knowledge concerning the home environment and academic performance of private institution students. The finding of this study will help the various educational stakeholders, such as academicians, parents, and the management, in adopting the methods or techniques to improve academic performance. Most importantly, this study will help students improve their self-management skills, resulting in better academic performance.

1.7 Assumptions

In conducting this study, the following assumptions were made.

1. The participants in the study will freely provide the researcher with the ratings.
2. The instrument to be used will produce reliable responses.
3. The respondents will fully understand the questions asked.

1.8 Limitation and Delimitations

Even though many factors contribute to a student's academic performance, this research only investigated the impact of home environment and self-management. In this research, only one private institution was sampled. Hence, this study's findings could not be generalised to all areas of study.

1.9 Definition of Terms

1.9.1 Academic Performance

Academic performance refers to the performance level and academic success or accomplishment in school(Zzever, 2015). Academic performance reflects a student's success in education(Jain & Mohta, 2019). According to Ilesanmi (2016), a child's learning ability and academic performance are determined by the environment the child is in. In this study, academic performance is represented by a student's scores in assignments, quizzes and midterm examinations.

1.9.2 Home Environment

According to Kakkar, N. (2014), the home environment is the prevailing climate in one's home, and it varies across families, cultures and societies. The home environment is the physical environment which includes the basic facilities, rooms and other physical needs of an individual and whereas the psychological environment includes mutual interactions between family members, respect and family matters (Khan, Begum & Imad, 2019). In this study, the home environment is examined based on parents' educational status, home infrastructure, economic status, family involvement and parenting style.

1.9.3 Self-Management

Kadiyono, A.L. & Hafiar, H (2017) defined self-management as the capacity to work effectively toward achievement and goals. Kandiyono & Hafiar (2017) also identified academic self-management as a student's capability to self-control the factors that influence the learning process. The approach to self-management gives implications for improving independent task performance in all students (Bahri, Mirnasab, Noorazar, Fathi & Asadi, 2016). In this study, self-management entails time management in conducting self-guided learning.

2. Methodology

2.1 Research Design

This study employed a descriptive statistic analysis and correlation research design. The correlation research design is best suited to relate two or more variables to see their potential relationship (Creswell, 2012). This study aims to determine factors influencing student's academic performance at a private institution in Kuala Lumpur, Malaysia. The study design employed is also comparatively cheap and does not require much time.

2.2 Research Framework

The theoretical model used in this study is Walberg's theory of educational productivity. This model contains nine different educational productivity factors that are hypothesised to affect students' academic achievement. Walberg et al. (1986) identified student ability, motivation, age/developmental level, instruction quantity, instruction quality, classroom climate, home environment, peer group, and exposure to mass media outside of school (Walberg, Fraser & Welch, 1986). These nine factors fall under three groups: aptitude, instruction and environment. In this research, students' aptitude encompasses their self-management and environment, including the home environment. The conceptual framework diagram below shows the relationship between home environment, self-management, and academic performance. The factors of self-management and home environment are the independent variables, while academic performance is the dependent variable.

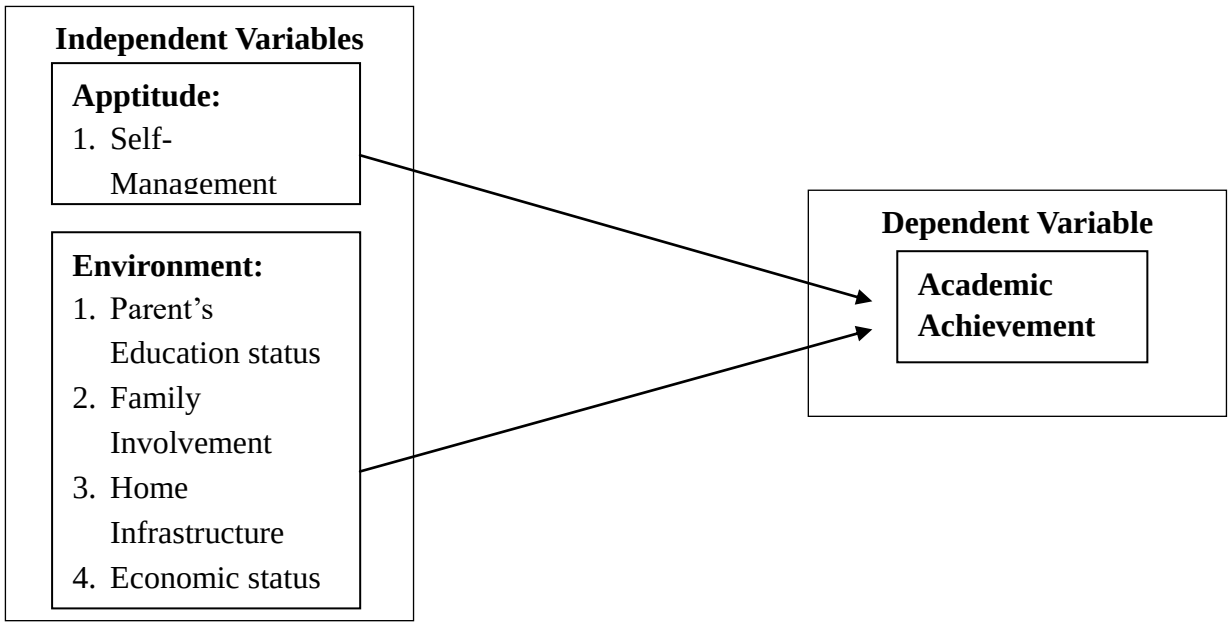

Diagram 1. Conceptual Framework

2.3 Population and Sampling

The target population for this study is students from the selected private institution. According to the Student Affairs Department of the institution, there are 390 students from which the sample size was determined. The study's population comprised 145 first-year and final-year students from 10 diploma and certificate programmes. These programmes include the Diploma in Fashion Marketing, Diploma in Fashion Styling, Diploma in Fashion Design, Diploma in Fashion Business, Diploma in E-Commerce, Diploma in Entrepreneurship, Diploma in Interior Design, Diploma in Jewelry Design, Diploma in Psychology and Certificate in Design.

The researcher employed simple random sampling because it allows all in the population an equal chance of being selected. The questionnaire was designed to grade the students' responses based on the respondents' degree of agreement. This questionnaire used a 5-point Likert scale (strongly agree to strongly disagree) to reduce the statistical problems. The format and content of the questionnaire were pre-tested and validated with a sample of 15 final-semester students. The reliability of the questionnaire was tested using Cronbach's alpha test and obtained a value of 0.79 (>0.5), indicating that the instrument is reliable.

2.4 Measures

This study followed the quantitative methodology and employed the correlational research design. The data were collected by distributing copies of the questionnaires with close-ended questions to prospective respondents. The items in the questionnaire were divided into four sections - respondents' demographic backgrounds, home environment, self-management, and academic performance. The respondents were given time to answer the questionnaire independently before returning them to the researcher.

The demographic section probes the respondents' age, gender, programme, semester/year, GPA, CGPA, parents' education, parents' employment status and annual household income. The next section contains items on the home environment. There are 2 items on economic status, 4 items on family involvement, 3 items on home infrastructure, and 21 items on parenting style. Furthermore, there are 14 items on self-management and 12 on academic performance 12. Data from the questionnaire were compiled, sorted, edited, and coded into a coding sheet and analysed using a computerised data analysis package known as Microsoft Excel to obtain the percentage, mean score, standard deviation and Pearson correlation

3. Findings

The data analysis involved two distinct steps. First, descriptive statistics and frequencies with percentages were calculated to get an overview of the respondents' demographic information. This was followed by computing the intercorrelation matrix for all variables.

3.1 Percentage and Frequency Analysis

The finding revealed that the respondents are aged between 16 and 53 years. The majority are between 18 and 20 years old. 72.4% of the respondents are female, and 27.6% are male students. Table 1 and Table 2 below show the tabulation of the respondents' age and gender.

Table 1. Gender

		Frequency	Percentage	Valid Percentage	Cumulative Percent
Valid	Male	40	27.6	27.6	27.6
	Female	105	72.4	72.4	100.0
	Total	145	100.0	100.0	

Table 2. Age

		Frequency	Percentage	Valid Percentage	Cumulative Percent
Valid	16	2	1.4	1.4	1.4
	17	1	.7	.7	2.1
	18	38	26.2	26.2	28.3
	19	40	27.6	27.6	55.9
	20	39	26.9	26.9	82.8
	21	14	9.7	9.7	92.4
	22	3	2.1	2.1	94.5
	23	2	1.4	1.4	95.9
	24	2	1.4	1.4	97.2
	25	1	.7	.7	97.9
	33	1	.7	.7	98.6
	49	1	.7	.7	99.3
	53	1	.7	.7	100.0
	Total	145	100.0	100.0	

Table 3. Semester of Study and explaination

		Frequency	Percentage	Valid Percentage	Cumulative Percent
Valid	1	57	39.3	39.3	39.3
	2	22	15.2	15.2	54.5
	3	10	6.9	6.9	61.4
	4	26	17.9	17.9	79.3
	5	27	18.6	18.6	97.9
	6	2	1.4	1.4	99.3
	7	1	.7	.7	100.0
	Total	145	100.0	100.0	

Table 3 above shows the respondents' study semester. 39.3% were studying in Semester 1. 15% and 18% were studying in semesters 2, 4 and 5. Whereas 6.9% of respondents were in semester 3, only 2 students were in semester 6 and 1 was from semester 7.

Table 4. Father's Education

		Frequency	Percentage	Valid Percentage	Cumulative Percent
Valid	Up to Primary School	5	3.4	3.4	3.4
	Up to Secondary School	13	9.0	9.0	12.4
	Certificate	60	41.4	41.4	53.8
	Diploma	6	4.1	4.1	57.9
	Bachelor's degree	23	15.9	15.9	73.8
	Master's degree	25	17.2	17.2	91.0
	Doctorate Degree	10	6.9	6.9	97.9
	Up to Primary School	3	2.1	2.1	100.0
	Total	145	100.0	100.0	

Table 5. Mother's Education

		Frequency	Percentage	Valid Percent	Cumulative Percent
Valid	Up to Primary School	6	4.1	4.1	4.1
	Up to Secondary School	6	4.1	4.1	8.3
	Certificate	61	42.1	42.1	50.3
	Diploma	13	9.0	9.0	59.3
	Bachelor's degree	32	22.1	22.1	81.4
	Master's degree	20	13.8	13.8	95.2
	Doctorate Degree	6	4.1	4.1	99.3
	Up to Primary School	1	.7	.7	100.0
	Total	145	100.0	100.0	

Table 4 and Table 5 show the education levels of the respondents' fathers and mothers, respectively. This study found that most fathers and mothers received education up to secondary school with 41.1% and 42.1 respectively. Meanwhile, 15.9% of fathers and 22.1% of mothers have a Bachelor's degree education, 17.2% of fathers and 13.8% of mothers are Master's degree holders, and 6.9% of fathers and 4.1% of mothers are Doctorate holders.

Table 6. Father's Current Employment Status

		Frequency	Percentage	Valid Percent	Cumulative Percent
Valid	Employed Full-Time (Private)	84	57.9	57.9	57.9
	Prefer not to say	38	26.2	26.2	84.1
	Employed Full-Time (Government)	3	2.1	2.1	86.2
	Employed Part-Time	5	3.4	3.4	89.7
	Freelancing	9	6.2	6.2	95.9
	Retired	6	4.1	4.1	100.0
	Total	145	100.0	100.0	

Table 7. Mother's Current Employment Status

		Frequency	Percentage	Valid Percent	Cumulative Percent
Valid	Employed Full-Time (Private)	57	39.3	39.3	39.3
	Prefer not to say	22	15.2	15.2	54.5
	Employed Full-Time (Government)	7	4.8	4.8	59.3
	Employed Part-Time	2	1.4	1.4	60.7
	Freelancing	11	7.6	7.6	68.3
	A homemaker	40	27.6	27.6	95.9
	Retired	6	4.1	4.1	100.0
	Total	145	100.0	100.0	

Table 6 and Table 7 show the parents' employment status. This data revealed that the majority of them (39.3% of mothers and 57.9% of fathers) are full-time employers of private companies. Furthermore, 27.6% of the respondents have mothers who are homemakers. The study also found that around 15.2% of the respondents preferred not to disclose their parent's employment status.

Table 8. Annual Household Income

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than RM 25,000	33	22.8	22.8	22.8
	RM25,001 – RM 50,000	28	19.3	19.3	42.1
	RM50,001 – RM 100,000	40	27.6	27.6	69.7
	RM100,001 – RM 150,000	20	13.8	13.8	83.4
	RM150,001 – RM 200,000	11	7.6	7.6	91.0
	More than RM 200,000	13	9.0	9.0	100.0
	Total	145	100.0	100.0	

Table 8 above shows the respondents' annual household income. 27.6% of respondents have a household income between RM50,000 and RM 100,000, while 22.8% have a household income of less than RM 25,000. Less than 10% have a household income of RM150,001 to RM 200,000 and more than RM200,000, respectively.

3.2 Correlational Analysis

The study also analysed the Pearson correlation between home environment, self-management and academic performance.

Table 9. Correlation Matrix of Economic Status and Academic Performance

		H1	H2
A1	Pearson Correlation	.267**	.232**
	Sig. (2-tailed)	.001	.005
A2	Pearson Correlation	.418**	.413**
	Sig. (2-tailed)	<.001	<.001
A3	Pearson Correlation	.360**	.394**
	Sig. (2-tailed)	<.001	<.001
A4	Pearson Correlation	.136	.119
	Sig. (2-tailed)	.102	.153
A5	Pearson Correlation	.131	.071
	Sig. (2-tailed)	.117	.393
A6	Pearson Correlation	.389**	.407**
	Sig. (2-tailed)	<.001	<.001
A7	Pearson Correlation	.070	.059
	Sig. (2-tailed)	.404	.481
A8	Pearson Correlation	.214**	.139
	Sig. (2-tailed)	.010	.096
A9	Pearson Correlation	.122	.075
	Sig. (2-tailed)	.145	.372
A10	Pearson Correlation	.307**	.338**
	Sig. (2-tailed)	<.001	<.001
A11	Pearson Correlation	.275**	.301**
	Sig. (2-tailed)	<.001	<.001
A12	Pearson Correlation	.068	.046
	Sig. (2-tailed)	.413	.582

Table 9 above demonstrates a significant correlation between the parent's economic status and academic performance. The result showed a positive correlation between students' preparedness before class (0.232< r < 0.267, P<0.001), giving attention in class (0.413< r <0.418, P<0.001), getting good grade (0.360< r < 0.394, P<0.001), putting efforts (0.232< r < 267, P<0.001), discussing with lecturer on assignments (r=0.214, P<0.001), working with other students during class and outside of class (0.275< r < 0.338, P<0.001), and economic status.

Table 10. Correlation Matrix of Family Involvement and Academic Performance

		H3	H4	H5	H6
A1	Pearson Correlation	.196*	.075	.250**	.087
	Sig. (2-tailed)	.018	.371	.002	.297
A2	Pearson Correlation	.333**	.011	.193*	-.112
	Sig. (2-tailed)	<.001	.891	.020	.178
A3	Pearson Correlation	.431**	.044	.080	-.252**
	Sig. (2-tailed)	<.001	.603	.336	.002
A4	Pearson Correlation	.149	-.004	.006	-.053
	Sig. (2-tailed)	.074	.965	.942	.527
A5	Pearson Correlation	.118	.053	.143	-.063
	Sig. (2-tailed)	.159	.524	.087	.450
A6	Pearson Correlation	.421**	-.036	.101	-.191*
	Sig. (2-tailed)	<.001	.669	.227	.022
A7	Pearson Correlation	.113	.280**	.177*	.100
	Sig. (2-tailed)	.175	<.001	.033	.230
A8	Pearson Correlation	.126	.044	.092	.070
	Sig. (2-tailed)	.131	.602	.271	.403
A9	Pearson Correlation	.154	.289**	.288**	.280**
	Sig. (2-tailed)	.064	<.001	<.001	<.001
A10	Pearson Correlation	.316**	.053	.174*	-.028
	Sig. (2-tailed)	<.001	.523	.037	.738
A11	Pearson Correlation	.309**	-.002	.035	-.071
	Sig. (2-tailed)	<.001	.977	.672	.399
A12	Pearson Correlation	.131	.236**	.063	.163
	Sig. (2-tailed)	.116	.004	.448	.050

Table 11. Correlation Matrix of Home Infrastructure and Academic Performance

		H7	H8	H9
A1	Pearson Correlation	.195*	.304**	.106
	Sig. (2-tailed)	.019	<.001	.204
A2	Pearson Correlation	.375**	.464**	.236**
	Sig. (2-tailed)	<.001	<.001	.004
A3	Pearson Correlation	.468**	.487**	.367**

	Sig. (2-tailed)	<.001	<.001	<.001
A4	Pearson Correlation	.236**	.259**	.100
	Sig. (2-tailed)	.004	.002	.229
A5	Pearson Correlation	.186*	.202*	.005
	Sig. (2-tailed)	.025	.015	.956
A6	Pearson Correlation	.380**	.478**	.344**
	Sig. (2-tailed)	<.001	<.001	<.001
A7	Pearson Correlation	.078	.190*	-.042
	Sig. (2-tailed)	.350	.022	.614
A8	Pearson Correlation	.112	.277**	.133
	Sig. (2-tailed)	.180	<.001	.112
A9	Pearson Correlation	.137	.209*	.042
	Sig. (2-tailed)	.101	.012	.615
A10	Pearson Correlation	.307**	.362**	.273**
	Sig. (2-tailed)	<.001	<.001	<.001
A11	Pearson Correlation	.106	.280**	.110
	Sig. (2-tailed)	.204	<.001	.189
A12	Pearson Correlation	.079	.138	-.054
	Sig. (2-tailed)	.345	.097	.518

Tables 10 and 11 also demonstrate the significance of the relationship between home infrastructure, family involvement and academic performance.

Table 12. Correlation Matrix of Self-management and Academic Performance

		A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12
S1	Pearson Correlation	-.060	-.142	-.276**	-.061	-.125	-.216**	-.294**	-.009	-.134	-.164*	-.217**	.016
	Sig. (2-tailed)	.474	.089	<.001	.465	.134	.009	<.001	.918	.108	.049	.009	.850
S2	Pearson Correlation	.003	-.143	-.233**	-.080	-.119	-.251**	-.105	-.141	-.152	-.219**	-.193*	-.091
	Sig. (2-tailed)	.975	.085	.005	.338	.154	.002	.209	.091	.067	.008	.020	.279
S4	Pearson Correlation	.409**	.428**	.324**	.244**	.226**	.451**	.345**	.299**	.373**	.341**	.217**	.143
	Sig. (2-tailed)	<.001	<.001	<.001	.003	.006	<.001	<.001	<.001	<.001	<.001	.009	.087
S5	Pearson Correlation	.279**	.361**	.343**	.247**	.248**	.426**	.194*	.367**	.187*	.191*	.229**	.140

	Sig. (2-tailed)	<.001	<.001	<.001	.003	.003	<.001	.019	<.001	.024	.021	.006	.094
S6	Pearson Correlation	.256**	.326**	.272**	.272**	.322**	.338**	.185*	.224**	.291**	.226**	.258**	.083
	Sig. (2-tailed)	.002	<.001	<.001	<.001	<.001	<.001	.026	.007	<.001	.006	.002	.323
S7	Pearson Correlation	.314**	.358**	.319**	.278**	.363**	.360**	.412**	.357**	.487**	.363**	.246**	.223**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	.003	.007
S8	Pearson Correlation	.301**	.300**	.173*	.254**	.306**	.251**	.156	.217**	.153	.207*	.166*	.097
	Sig. (2-tailed)	<.001	<.001	.037	.002	<.001	.002	.061	.009	.066	.012	.046	.246
S9	Pearson Correlation	.370**	.324**	.219**	.172*	.367**	.278**	.374**	.273**	.596**	.276**	.173*	.219**
	Sig. (2-tailed)	<.001	<.001	.008	.039	<.001	<.001	<.001	<.001	<.001	<.001	.037	.008
S10	Pearson Correlation	.390**	.340**	.096	.097	.252**	.209*	.417**	.366**	.469**	.214**	.172*	.357**
	Sig. (2-tailed)	<.001	<.001	.249	.247	.002	.012	<.001	<.001	<.001	.010	.038	<.001
S11	Pearson Correlation	.600**	.403**	.228**	.161	.267**	.226**	.288**	.290**	.316**	.311**	.261**	.369**
	Sig. (2-tailed)	<.001	<.001	.006	.052	.001	.006	<.001	<.001	<.001	<.001	.001	<.001
S12	Pearson Correlation	.217**	.175*	.247**	.188*	.112	.226**	.250**	.296**	.294**	.277**	.186*	.230**
	Sig. (2-tailed)	.009	.035	.003	.024	.180	.006	.002	<.001	<.001	<.001	.025	.005
S13	Pearson Correlation	.146	.224**	.311**	.108	.016	.255**	.013	.093	.068	.255**	.171*	.007
	Sig. (2-tailed)	.079	.007	<.001	.195	.847	.002	.876	.267	.413	.002	.040	.934
S14	Pearson Correlation	.202*	.191*	-.032	.224**	.159	.179*	.122	.261**	.137	.086	.153	.217**
	Sig. (2-tailed)	.015	.022	.701	.007	.057	.032	.143	.002	.100	.302	.066	.009
	Sig. (2-tailed)	.123	.491	.049	.635	.427	.683	.967	.225	.371	.687	.421	.140

Table 12 demonstrates the significance of the relationship between self-management and

academic performance.

4. Discussion and Conclusion

The data indicated that self-management has an important role in students' academic performance. This finding corroborates the findings of Kadiyono, Anissa & Hafiar (2017), which also found that self-management improves student academic achievement. Furthermore, as mentioned by Jain & Mohta (2019), the home environment is a favourable environment that eases the students to focus on their studies. Data from the research indicated that parents' economic status, family involvement, home infrastructure, and parenting style are very important for students' academic performance. Concerning parents' economic status, higher-income parents will afford to pay for their children's education and have a better ability to fulfil their children's educational needs, such as buying books, laptops and educational materials. As a result, students are more motivated to learn and perform better academically. Furthermore, students will perform better with higher family involvement, specifically when parents encourage students in their education matters and provide supervision. This study also indicated that students would perform academically better if they had access to modern educational gadgets, a good communication network at home, and their own rooms.

Subsequently, the research indicated that students' self-management ability, for instance, attendance, time allocation for revision and preparation, and submitting assignments on time impact students' academic performance. Parents should know that the home environment is essential to students' academic performance. The finding demonstrated the importance of home environment and student self-management. The expectation of creating an environment of learning falls on the parents' shoulders. The study recommends that it is very important for parents to provide a conducive environment that fulfils the student's needs. In addition, the institution management and the government may support the parents in creating the home environment. For example, school administrators could request government assistance to provide laptops, educational materials or devices, and other educational resources to support, encourage and facilitate learning

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