

Correlation of Home Environment Among Personality and Academic Performance of Undergraduates in Cambodia

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ABSTRACT

English language performance at higher education level is very important. To improve the learning performance of undergraduates, it is essential to identify the associated factors that could contribute to this enhancement. Therefore, this study aims to investigate the triple dimensions, including personality, academic performance, and family relations of the undergraduates, as well as the association between these dimensions. The study used a quantitative correlational research design involving 100 samples. The data on the triple aspects was gathered through standardized questionnaires. Descriptive and inferential statistics such as Mean, Standard Deviation, Pearson Correlation Coefficient, and P-value were adopted for data analysis. The study found that the overall mean score for personality was 3.26, indicating slightly above the medium level, and the mean score for academic performance was 2.30, indicating below the medium level. The mean score for family ties was 3.99, which indicates that the family is above the medium level. In addition, the research found that the undergraduate's academic performance and personalities were statistically and positively associated with their family relations with ($r = 0.378$, $p = 0.000$) and ($r = 0.362$, $p = 0.000$) accordingly. The findings suggested the importance of fostering positive family relations, enabling undergraduates to develop positive personalities and improve academic performance. Future studies can be conducted using bigger sample sizes.

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1. INTRODUCTION

A substantial body of literature has recognized that the home environment, referred to as family relations in this study, can directly or indirectly impact students' academic achievement. Family is defined as a social institution that begins before an individual's birth and continues to impact the individual's life [1]. Students' home-related factors are crucial

elements that may have an impact on students' academic performance, personality development [2], and cognitive and non-cognitive abilities [3]. In other words, the home environment plays a crucial role in ensuring their well-being[4], [5], academic performance [5], and developing their personalities [6], [7]. Additionally, during adolescence, sibling relationships provide characteristics that set them apart from parent-child interactions and friendships[8]. Adolescents commonly have emotionally intense sibling relationships that include competitiveness, conflict, caring, and support [9]. Adolescent members in the family can act as competitors, sources of emotional support, and communication partners. Sibling relationships can manifest in various ways, such as sharing, assisting, disputing, instructing, and engaging in play. Positive sibling relationships contribute to teenagers' sociability, health, autonomy, and self-worth [10]. At home, parents seem to have a greater effect on other family members than others do. The study revealed that active parents of successful students provide substantial intellectual assistance [11]. Parents are essential in overseeing, directing, and teaching their children, which is vital for their academic success. The study also indicated that students' academic performance was enhanced when their parents engaged in their children's educational activities, demonstrated compassion, attended school events, adopted a democratic and responsive approach, and upheld elevated educational expectations [12].

While many studies have been conducted regionally and globally, very little is known about the student's home environment, personality, and academic performance, which are considered extremely important variables in exploring the family relationship. According to the researcher's perspective, knowledge, and experiences, this study may be regarded as an initial investigation into the home environment factors on students' personality and academic performance in Cambodia. It is intended to use all the results for parents nationwide to establish and sustain healthy parent-child relations in a family, enhance undergraduates' personalities in a positive direction, and accomplish a higher level of academic performance henceforward.

1.1 Personality

Apropos of the individual's personality, Kinicki and Fugate [13] noted that it is the lasting combination of an individual's physical, behavioral, and cognitive traits that define their unique identities. Socialization is the process by which a young individual develops their personality. Such personality can be categorized into different dimensions[14]. Feher and Vernon [15] described the "big five" personality traits as openness, extraversion, conscientiousness, emotional stability, and agreeableness. *Openness* denotes those who value diversity, contrasting with those who want closure and derive comfort from their connections with familiar people and objects due to their receptiveness to experience. *Extraversion* focuses on individuals who are affectionate, cheerful, sociable, eager to connect and enjoy having fun, often resulting in high scores on extraversion assessments. Conversely, individuals with low extraversion scores tend to exhibit traits such as being reserved, quiet, lonely, meek, and struggling to express intense emotions. *Conscientiousness* emphasizes order, regulation, organization, ambition, goal-setting, and self-discipline. People with high conscientiousness scores are timely, industrious, and persistent. However,

low-conscientious people are disorganized, neglectful, lethargic, aimless, and more likely to leave a project when it gets challenging. *Emotional stability* refers to individuals who score high on neuroticism, indicating they tend to be more anxious, temperamental, self-pitying, self-conscious, emotional, and prone to stress. Individuals with low emotional stability often appear calm, even-tempered, self-satisfied, and devoid of strong emotions. The last personality trait is *agreeableness*, which denotes the soft-hearted person distinguished from the ruthless by their agreeableness characteristics. Individuals who exhibit a high level of agreeableness are more good-natured, compassionate, yielding, accepting, and trusting. Those with a low score in this category are irritable, distrustful, parsimonious, hostile, and critical of others.

1.2 Academic Performance

Students' academic performance can be described as their success in their studies, encompassing their grades, test scores, and educational objectives. That is to say, the student's performance is measured through tests, coursework, and examinations [16]. The test is used to see how much students understand from what they have learned in class. Coursework performance is another primary metric for assessing student achievement in this study. Undergraduate students are required to satisfy all of the university's coursework requirements. Moreover, undergraduate students are required to take two examinations each semester. For university students, the midterm and final tests are required; they are centralized tests.

In the Context of Cambodia, the Ministry of Education, Youth, and Sports (MoEYS)'s slogans said "Education For All" and "Education Starts from Home". These slogans highlight the importance of the home environment, where students receive their initial education from birth. UNICEF [17] estimates that over 75% of children in 2014 lived with both parents or 89% of all children living with at least one parent. From the researcher's point of view, knowledge, and experience suggest that this study might be considered as a first probe of the family-related elements of a student's personality and academic performance in Cambodia. Furthermore, through all the research study findings, parents all around the nation may develop and maintain good parent-child interactions in the family to improve students' personalities in a favorable direction and, henceforward, achieve a better degree of students' academic performance. Various studies have been conducted in various contexts to investigate the associated factors such as school and home relations and parent involvement in young learners' academic performance, e.g., [18], [19], [20], [21], but less research has been conducted on similar topics among undergraduates. This implied further study to investigate related factors associated with undergraduates' academic performance, especially in the novel context of Cambodia.

1.3 Research Objective

This study investigated the levels of undergraduates' personality traits, academic performance, and family relations. Moreover, this study delved into the relationship between undergraduates' academic performance, personalities, and family relations.

1.4 Research Questions

In other to attain the mentioned objectives, the study addressed the following research questions:

1. What are undergraduates' levels of personality, academic performance, and family relations?
2. Are there any significant relationships between family relations and undergraduate academic performance?
3. Are there any significant relationships between family relations and an undergraduate's personality?

2. METHOD

2.1 Research Design

This research utilized a quantitative design to scrutinize the relationships among three variables. Correlational designs enable researchers to forecast scores and elucidate the link between factors. Researchers use correlation statistical tests in correlational research designs to measure and characterize the extent of the association between two or more variables, or score sets to better understand the relationship between them. In addition, the correlation design incorporates particular characteristics, such as the displays of scores, the relationships between scores, and the study of various variables [22]. The corrective design is perfectly in line with the current study, which aims to investigate the relationship between several different tribal factors, such as the academic performance, personality, and family ties of the undergraduates. In the section on the conceptual framework, details regarding the three variables are provided in great detail.

2.2 Conceptual Framework

Figure 1 presents the research conceptual framework of this study. The independent variable is the home environment; it consists of family relations. The dependent variables are personality and academic performance, which are divided into various sub-dimensions. The first dependent variable is personality; it contains openness, extraversion, emotional stability, agreeableness, and conscientiousness. The later dependent variable is academic performance; it consists of performance in the lesson test, coursework, midterm, final examination, core and compulsory courses, and grade point average (GPA).

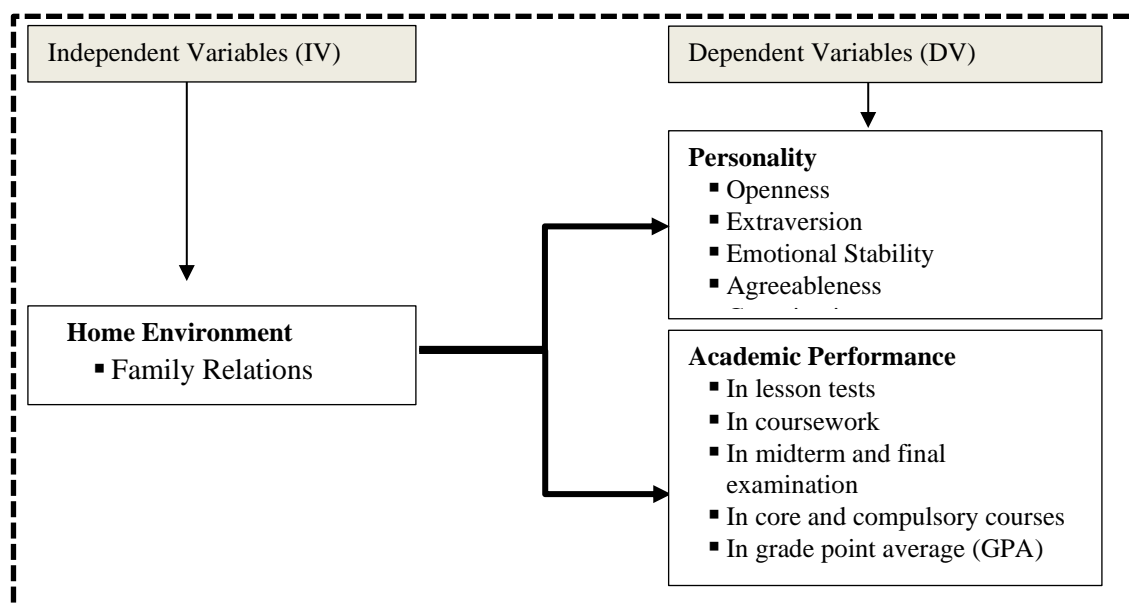


Figure 1. Research Conceptual Framework

2.3 Research Instrument

The research questionnaires were presented as instruments to obtain the data, and they were categorized into three main parts, as described in Table 1.

Table 1. Research Instrument

Instrument	Description	Number of items	Adopted
A	Family relations	24	Hudson [23]
B	Personality	41	Goldberg [24]
C	Academic Performance	5	Kyoshiba [16]

The data from part A of the questionnaire pertained to familial connections and comprised 24 items. The participants' answers were depicted on a five-point scale, where five indicated "all of the time," four indicated "a good part of the time," three indicated "some of the time," two indicated "a little of the time," and one indicated "none of the time." The first Cronbach's alpha was 0.82, as reported by Hudson [23].

The questionnaire in part B concentrated on personality assessment. The five primary dimensions of personality encompass extraversion, openness, conscientiousness, emotional stability, and agreeableness. This questionnaire segment consisted of 41 items, encompassing seven items for openness, 9 for Extraversion, 10 for conscientiousness, 8 for Emotional Stability, and 7 for agreeableness. The respondent's selections were depicted on a five-point scale as follows: 1 indicates "very inaccurate," 2 indicates "moderately inaccurate," 3 indicates "neither accurate nor inaccurate," 4 indicates "moderately accurate," and 5 indicates "very accurate." This component of the research instrument, initially devised by Goldberg [24], has a Cronbach's alpha of 0.792.

The research questionnaire concluded with Part C, which focused on academic performance. The five primary components included coursework, lesson assessments, midterm and final examinations, essential and compulsory courses, and grade point average

(GPA). In 2009, Kyoshiba created this instrument component, achieving a Cronbach's alpha of 0.778.

2.4 Validity

According to Bordens and Abbott [25], the validity of a measure is the degree to which it accurately measures the intended results. Validity establishes substantial evidence to demonstrate that the test interpretation is consistent with the intended application [22]. The previous researchers verified the validity of the questionnaires to guarantee their intelligibility, and this research study incorporated their questionnaires. Four experts with PhDs in related disciplines and from various institutions conducted the content validity. Furthermore, the "Item Objective Congruence" (IOC) index was computed for the survey questionnaires. The IOC points in the calculations are divided into three ratings for the consistency and congruency of the items. From these three alternatives, all specialists were required to select only one answer as the assigned mark:

- +1= If you are sure that this item truly measures the attribute.
- 0 = If you are not sure whether or not the item measures the attribute.
- 1 = If you are sure that the item does not measure the attribute.

After the four experts' evaluation, all instruments, A, B, and C, were approved based on their appropriateness. Therefore, a pilot study was implemented to evaluate the instrument's reliability.

2.5 Reliability

Bordens and Abbott [25] describe reliability as the capacity of a measure to yield consistent outcomes when repeated measurements are taken under the same conditions. "reliability" refers to the consistency and stability of an instrument's scoring. The scores should be almost identical when researchers use the instrument multiple times across different periods [22]. If an individual's scores were consistent across the items on the instrument, then the instrument can be considered reliable and accurate. The coefficient alpha is used to assess internal consistency [22]. This study employed a pilot test to calculate Cronbach's alpha to assess internal consistency.

Table 2. Selection of the Coefficient of Cronbach's Alpha to Observe the Extent of Reliability of Instrument, Developed by Sharma [26]

Cronbach's alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$\alpha < 0.5$	Unacceptable

Table 2 presents Cronbach's alpha coefficient, encompassing five degrees of internal consistency: excellent, good, acceptable, questionable, poor, and unacceptable.

2.6 Population and Sample

The sample size was calculated using “Yamane’s formula” [27]. The formula for Sample Size is

$$n = \frac{N}{1+Ne^2} \quad (1)$$

Where, n = The sample

N = The size of the population

e = The precision or error of percentage point (0.10) = 10%

The confidence level 95%

Yamane [27] posits that the Yamane Formula enables researchers to ascertain the sample size indicative of the number of respondents. The overall enrollment at the University of Cambodia comprised 3,000 undergraduate students.

Calculated as follows:

$$n = \frac{N}{1 + Ne^2} = \frac{3,000}{1 + (3,000) \times (0.1)^2} = 96.77 \approx 100$$

The calculation indicated that only 96 undergraduates were needed for the sample size. However, a larger sample size is advantageous for the study. This study's population comprised 3,000 undergraduate students from a private higher education institution in Cambodia. One hundred undergraduates from the freshman, sophomore, junior, and senior classes were chosen to participate in this research study.

2.7 Data Analyses

Accurate data analysis and findings were achieved by following certain procedures. The researcher employed three steps: data entry, preparation, and analysis. Hard data preparation was the first stage of this process. There were 100 sets of participant raw data, and a number between 1 and 100 represented each set. Using this coding, the researcher could monitor and verify all participant data. There were no things that the participants skipped or missed. Furthermore, the data-entering process was closely watched and was a crucial stage.

Secondly, the researcher utilized the Excel program and Statistical Package for Social Sciences 23 (SPSS 23) to create data entry effectively and efficiently. The researcher initially entered the raw data into Excel files as a time-saving measure. Subsequently, the data was imported into the SPSS program. Additionally, reverse coding played a crucial role as certain items in the research instrument carried negative connotations. Every negative item was indicated with a star symbol (*).

Finally, there are two types of data analysis: descriptive and inferential. The findings from the descriptive analysis address the first research question. The research results, alongside inferential statistical analysis, address research questions 2 and 3.

The primary data was analyzed using inferential statistics. A statistical metric that shows how strongly two continuous variables are related is the correlation coefficient, as outlined

by Holcomb [28] and Ganti [29]. The Pearson correlation coefficient has values between -1.0 and 1.0. A correlation value of -1.0 indicates a perfect negative correlation, whereas a correlation coefficient of 1.0 indicates a perfect positive correlation. Creswell [22] indicated that a p-value represents the probability (p) that a result may have arisen by chance. Table 3 presents the values and the levels of correlation proposed by Holcomb [28], as cited in Bon et al. [30].

Table 3. Key Interpretation of Correlation

The Values of Correlation	Level of Correlation
0.00 to 0.24	Weak Or No Correlation
0.25 to 0.49	Moderate Correlation
0.50 to 0.74	Moderately Strong Correlation
0.75 to 0.99	Strong Correlation
-1 Or 1	Perfect Correlation

2.8 Ethical Considerations

To uphold the ethics and morality of the research profession, the researcher consistently obtained permission to conduct research. The head of the College of Education (CoE) signed all permission letters. Furthermore, an anonymous questionnaire served as the research instrument. Additionally, the names of the participants contributed to a sense of comfort, allowing them to share their responses freely. Additionally, all data collected from samples of participants in the undergraduate program remained confidential and were utilized solely for research purposes.

3. RESEARCH RESULTS AND DISCUSSION

3.1 Results

The study sought to investigate the personality levels of undergraduates at the university in Cambodia, the level of academic performance of undergraduates at the university in Cambodia, and the association among these variables. The researcher utilized quantitative data from the study instrument on students' personality and academic performance to address the initial research topic. Furthermore, the scale interpretation criteria from Norman [31] are presented as follows: Very inaccurate—a score of 1, range from 1.00 to 1.50, interpretation of very low; moderately inaccurate—a score of 2, range from 1.51 to 2.50, interpretation of low; neither accurate nor inaccurate, a score of 3, range from 2.51-3.50, interpretation of moderate; moderately accurate, a score of 4, range from 3.51-4.50, interpretation of high; and Very accurate, a score of 5, range from 4.51 to 5.00, interpretation of very high.

3.2 The Levels of Undergraduates' Personality

All participants completed the Five-Point Likert Scale: (1) very accurate, (2) moderately inaccurate, (3) neither accurate nor inaccurate, (4) moderately accurate, and (5) very accurate. This tool, "C," assessed the student's personality across five dimensions: openness, extraversion, conscientiousness, emotional stability, and agreeableness. Different

statistics, including Mean (M), Standard Deviation (S.D.), and Rank, were adopted to report the findings regarding the levels of undergraduate personality.

Table 4. The Mean, Standard Deviations for the Dimension of Personality (N=100)

No	Personality Dimensions	M	S.D.	Meaning	Rank
1	Openness	3.59	0.95	High	1
2	Extraversion	3.03	1.01	Moderate	5
3	Emotional stability	3.47	0.93	Moderate	2
4	Conscientiousness	3.16	1.03	Moderate	3
5	Agreeableness	3.09	0.86	Moderate	4
Overall		3.26	0.95	Moderate	

According to Table 4, the overall mean score of 3.26, with a standard deviation of 0.95, indicates that, on average, students have moderate perceptions of the dimensions assessed, with a slight variation in responses. Among the personality traits, openness has the highest mean (M=3.59, S.D.=0.95), suggesting that students generally perceive this trait more positively. Emotional Stability (M=3.47, S.D.=0.93) also ranks highly, indicating that students favor emotional stability. On the other hand, Conscientiousness (M=3.16, S.D.=1.03) and Agreeableness (M=3.09, S.D.=0.86) show slightly lower perceptions, with more variation in responses. Extraversion (M=3.03, S.D.=1.10) has the lowest mean, with the greatest variability, suggesting that students may have more diverse opinions on this trait.

3.3 The Level of Undergraduates' Academic Performance

The performance of graduates encompassed five distinct dimensions: in lesson tests, in coursework, in midterm and final examinations, in core and compulsory courses, and grade point average (GPA). Like the report of findings concerning the levels of undergraduates' personability, the statistics, including Mean (M), Standard Deviation (S.D.), and Rank, were adopted to report the undergraduates' academic performance level, as seen in Table 5.

Table 5. Report Undergraduates' Academic Performance Level (N=100)

No	Performance Dimensions	M	S.D.	Meaning	Rank
1	In Lesson Tests	2.26	0.52	Fair	5
2	In Course Works	2.32	0.51	Fair	2
3	In the Mid-term and Final Examination	2.29	0.51	Fair	4
4	In the Core and Compulsory Course	2.33	0.53	Fair	1
5	In Grade Point Average (GPA)	2.32	0.52	Fair	3
Overall		2.30	0.51	Fair	

As presented in Table 5, the overall mean score of 2.30, with a standard deviation of 0.51, suggests that, on average, students rate their academic performance moderately, with minimal variation in responses. The individual items range from a low of 2.26 to a high of 2.33, indicating relatively consistent but slightly varied perceptions. Statement 4, "In core and compulsory courses" (M=2.33, S.D.=0.53), has the highest mean, suggesting that students feel more confident about their performance in these courses. In contrast, Statement

1, "In lesson tests" (M=2.26, S.D.=0.52), has the lowest mean, indicating that students may feel less confident or perform slightly lower in these tests compared to core and compulsory courses. The standard deviations (around 0.5) suggest that there is only a moderate variation in the students' responses across the items.

3.4 The Level of Undergraduates' Family Relations

The cumulative mean (M) score is adopted to compute the findings concerning family relations of undergraduates.

Table 6. Data about Undergraduates' Family Relations (N=100)

N	Statement	M	S.D.	Meaning	Rank
1.	The members of my family care about each other.	3.99	0.99	High	16
2.	I think my family is terrific.	4.01	0.94	High	14
3.	My family gets on my nerves. *	3.88	0.80	High	19
4.	I enjoy my family.	4.36	0.74	High	6
5.	I really can depend on my family.	4.00	1.05	High	15
6.	I do not care to be around my family. *	3.78	1.27	High	20
7.	I wish I were not part of this family. *	4.56	0.91	Very High	2
8.	I get along well with my family.	4.33	0.72	High	7
9.	Members of my family argue too much. *	4.20	0.79	High	10
10.	There is no sense of closeness in my family. *	3.95	1.04	High	17
11.	My family does not understand me. *	3.72	1.00	High	21
12.	I feel like a stranger in my family. *	4.17	1.11	High	12
13.	There is too much hatred in my family. *	4.73	0.48	Very High	1
14.	My family is well respected by others who know us.	3.90	0.97	High	18
15.	There seems to be much friction in my family. *	4.26	0.79	High	9
16.	There is much love in my family.	4.19	0.91	High	11
17.	Members of my family get along well together.	4.08	0.91	High	13
18.	Life in my family is generally unpleasant.	1.94	0.81	Low	24
19.	My family is a great joy to me.	4.38	0.74	High	4
20.	I feel proud of my family.	4.46	0.89	High	3
21.	Other families seem to get along better than ours.	2.67	1.10	Moderate	23
22.	My family is a real source of comfort to me.	4.37	0.87	High	5
23.	I feel left out of my family. *	3.55	1.18	High	22
24.	My family is an unhappy one. *	4.28	1.10	High	8
Overall		3.99	0.92	Very High	

Noted: (*) Negative items were reversed coded.

As revealed in Table 6, the overall mean score of 3.99 for family relations, with a standard deviation of 0.92, indicates undergraduates generally perceive their family relations positively. The mean score, close to 4, suggests that most students have favorable views of their family dynamics. The standard deviation of 0.92 indicates a moderate variation in the students' responses, meaning that while many students have positive perceptions, there is some diversity in how they rate their family relations. The distribution is relatively balanced, with some students potentially experiencing more challenges in family relations.

3.5 The Relationship Between Undergraduates’ Family Relations and Their Personalities

The study revealed that undergraduates’ personalities were positively and moderately associated with their family relations. Pearson Correlation was adopted to analyze the data. Table 7 presents the detailed result of the relationship statistics.

Table 7. Relationship Between Undergraduate’s Family Relationship and Personality

Correlation Matrix		Family Relations	Student’s Personality
Family Relations	Pearson Correlation	1	.362**
	Sig. (2-tailed)		.000
	N	100	100
Student’s Personality	Pearson Correlation	.362**	1
	Sig. (2-tailed)	.000	
	N	100	100

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

As seen in Table 7, the Pearson Correlation Coefficient of $r = 0.362$ with a p -value of 0.000 suggests a statistically significant moderate positive relationship between family relations and undergraduates' personalities. Since the p -value is less than 0.01, we can confidently reject the null hypothesis and conclude that there is a meaningful relationship. The positive value of r indicates that as students’ family relations improve, their personality traits (as measured by the survey) also tend to become more favorable. However, the moderate strength of the correlation suggests that while there is a relationship, other factors also contribute to personality development beyond family relations.

3.6 The Relationship Between Undergraduates’ Family Relations and Their Academic Performance

The family relations of undergraduates could play a crucial role in influencing their academic performance. The study explored the association between graduates' family relations and academic performance. Table 8 presents the results concerning the relationship between undergraduate family relations and academic performance.

As illustrated in Table 8, the Pearson Correlation Coefficient of $r = 0.378$ with a p -value of 0.000 suggests a statistically significant moderate positive relationship between undergraduates' family relations and academic performance. The p -value being below 0.01 confirms the strength of this relationship, allowing us to reject the null hypothesis. The positive correlation means that as students' family relations improve, their academic performance also tends to improve. While the relationship is moderate, it implies that family support or dynamics may contribute to a student's academic success, but other factors also influence academic performance.

Table 8. The Relationship between Family Relations and their Academic Performance

Correlation Matrix		Family Relations	Student's Academic Performance
Family relations	Pearson Correlation	1	.378**
	Sig. (2-tailed)		.000
	N	100	100
Student's Academic Performance	Pearson Correlation	.378**	1
	Sig. (2-tailed)	.000	
	N	100	100

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

3.7 Discussion

The results regarding the levels of the triple dimensions, namely undergraduates' family relations, personality, and academic performance, revealed that the undergraduates rated the highest in their family relations, followed orderly by personality and academic performance. Concerning personality, relevant stakeholders should focus more on some personality components that could affect undergraduates' learning performance. For example, *conscientiousness* significantly influences graduates' learning by establishing goals and determining learning objectives. Undergraduates' levels of *conscientiousness*, as proved by this study, were not that high. This dimension of personality highlights order, regulation, organization, ambition, goal-setting, and self-discipline. Individuals with elevated *conscientiousness* scores exhibit punctuality, diligence, and perseverance [15]. Those with poor conscientiousness exhibit disorganization, neglect, lethargy, and lack of direction and are more prone to abandon a project when faced with difficulties [15]. Furthermore, undergraduates' academic performance was quite low, which implied identifying the factors that enhanced it.

The current study demonstrated a statistically and positively moderate correlation among undergraduates' academic performance, personality traits, and familial relations. Family environments facilitate individuals' exposure to social interaction. The socialization process enables a young individual to develop their personality [14]. The existing literature has acknowledged that the family environment of students is a crucial aspect that could affect their academic performance [5] and personality development [2], [5]. The current findings also align with prior studies demonstrating that relations among family members could predict a student's academic performance [32], [33]. Another research also showed that a student's personality features and family relations had a noteworthy association [34]. Accordingly, the present study suggested that boosting undergraduate's good family relations results in positive personality development and improvement in their academic performance.

4. CONCLUSION

This quantitative correlational research sought to scrutinize the level of undergraduates' personality, academic performance, and family relations. In addition, this study delved into the relationship between these triple dimensions. The undergraduates' personality level was marginally above the medium level, and academic performance was below the median level, indicating a need for more attention. That is to say, it is essential to identify the variables that contribute to improving these facets. The study suggested that undergraduate's academic performance and personalities were significantly and positively associated with their family relations. In this sense, the increase in undergraduates' academic performance and positive personality depends on their positive family relations. Therefore, building positive family relations should get more attention. In other words, to enhance the learning experience of undergraduates, a home environment with good family relations must be established that fosters comfort, mutual comprehension, and more profound relationships between siblings and parents.

Future Research

The current research left some interesting topics for further endeavor. This research demonstrated a statistically significant relationship between family relations, academic performance, and the personality of undergraduates. Prospective research should be carried out in various settings using several educational theories and applying several statistical instruments. Furthermore, future research might consider repeating this study in another context or with another group of participants to support the conclusions of the present work.

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