



## FAMILY DYNAMICS AND LEARNING MINDSET IN A UNIVERSITY IN CAPIZ

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### ABSTRACT

*Aspects of culture like family dynamics and student learning mindset are interrelated and have a significant impact on how people develop and, consequently, how our communities and countries develop in the future. This study aimed to determine the level of family dynamics and degree of learning mindset of three hundred thirty (330) first year students at Capiz State University-Pilar Satellite College for academic year 2023-2024, selected through stratified random sampling. A validated and reliable researcher-made questionnaire was used to gather the needed data. The statistical tools used to analyze and interpret the data were frequency count, percentage, mean, grand mean, t-test, analysis of variance and Pearson r. Results of the study revealed that the level of family dynamics in terms of emotional dynamics and conflict resolution were high. The degree of learning mindset in terms of growth mindset and fixed mindset were also high. There was a significant difference on the level of family dynamics when the respondents were grouped according to course. On the degree of learning mindset, there was a significant difference when the respondents were grouped according to course and family structure. There was no significant relationship between the level of family dynamics and the degree of learning mindset. The findings recommend that universities should improve student communication and support networks through workshops, conflict resolution training, emotional intelligence programs, and open feedback mechanism. Tailored interventions and resilience training are recommended for fixed mindset students, while growth mindset students are encouraged to continuously improve through criticism and feedback.*

**Keywords:** *Family Dynamics, Learning Mindset, Emotional Dynamics, Conflict Resolution, Growth and Fixed Mindset*

### 1. Introduction

Aspects of culture like family dynamics and student learning mindset are interrelated and have a significant impact on how people develop and, consequently, how our communities and countries develop in the future. The family nurtures and shapes children's minds. Students' developed mindsets, attitudes, beliefs, and perspectives that shape how they approach life and learning. Family units serve as the initial stage for life trajectory, and all families aspire to provide their children with the most optimal beginning in life. As children

go into adulthood and go through important milestones like education, entering the workforce, forming relationships, and becoming parents, families continue to influence their experiences and results. Multiple research, including those by Bradbury et al. (2015), Duncan & Murnane (2011), Ermisch et al. (2012), Huang et al. (2021), and Lersch & Baxter (2021) provide abundant evidence that family background significantly influence chances and outcomes throughout adulthood and across generations. Family dynamics are the complex patterns of relationships, roles, and interactions between relatives that are shaped by a variety of factors. Family members have a big influence on whether a marriage is stable or unstable because they give each other vital emotional, material, and financial support. Strong and nurturing family bonds offer affection, guidance, and nurturing, while strained family ties are characterized by frequent disputes continual negative evaluations, and overwhelming expectations (Jabarri, 2022).

In Australia, families served as the foundation for life journeys, striving to provide their children with optimal beginnings. As children progress through significant life stages like schooling, entering the workforce, forming relationships, and becoming parents, families influence their experiences and outcomes (J. Baxter et al., 2022). Family dynamics, therefore, played a crucial role in navigating the various milestones of life, impacting the trajectories and well-being of its members. Numerous studies have revealed that when parents help their children with their schooling, the children do better academically. Kids whose parents help them with their academics attend class more frequently than kids whose parents don't help. There are probably a number of reasons why this occurs. One benefit of inclusion is that guardians tend to value education and encourage consistent attendance. Additionally, children who encourage parental support will generally feel more capable academically, which reduces the likelihood that they will need to miss class. Finally, parental involvement improves kids' perceptions of the school and increases their desire to attend (Fraser, 2017).

Parenting is crucial in Philippine society as the family is seen as the insider to a person's social environment. However, the social contexts in which Filipino families are encountered have evolved over the past decade, and children's learning is moving towards 21st-century learning. Parents play a crucial role in ensuring their children's environments are supportive of their unique adaptation needs (Ochoa & Torre, 2017). Conversely, Bartolome, Abdul, and Mamat (2018) found that parental participation indicates a parent's level of interest in their children's tutoring. Some schools establish parent-teacher associations to help parents with education delays. In Western countries, parental involvement has been promoted. However, literature examines the impact of societal and cultural influences on parents' contributions and aspirations for their children's development and education. Schools must consider societal differences in parent involvement, as different parents have different reasons and times for involvement. Filipino parents provide incentives and go to great measures to ensure their children's positive development (Ochoa & Torre, 2017).

According to Dweck (2017), mindsets are frequently talked about as something that one possesses, in reality, mindsets rely on many circumstances, and everyone experiences both development and fixed mindsets at different points in their lives. Our views can be influenced by certain circumstances, persons, or events. For example, a trapped viewpoint may result from being in a workplace where mistakes are discouraged or where one feels undervalued. Given that the environment greatly influences attitude, psychologists may be able to support a growth mindset in their clients when they are still developing. Numerous studies have demonstrated that a growth mindset—the conviction that one's skills and abilities are malleable rather than fixed—can promote long-term development. Growth mindset has a favorable impact on academic achievement in elementary, secondary, and tertiary education by encouraging perseverance in the face of difficulties and challenge-seeking behaviors (Burnette et al., 2013; Jia et al., 2021).

The Family Systems Theory, developed by Murray Bowen in the late 1940s and early 1950s, is a framework that explains how family relationships shape individual character traits and behavioral patterns. The theory suggests that a person's symptoms are a result of certain family interaction sequences. The Mindset Theory, developed by psychologist Carol Dweck in the 1970s, distinguishes between fixed and development mentalities in students. Students with a fixed mindset view intellect as unchangeable, while those with a development mindset view it as adjustable. In addition, the significant influence of family dynamics on students' learning mindset was shown as the researcher looked deeper into this relationship. The complex interplay between family dynamics and learning mindset among first year students emphasizes the significance of understanding and nurturing both in order to foster a better future for individuals and society as a whole. Therefore, this study would fill a knowledge gap and, in doing so, enhance student support in terms of emotional dynamics, conflict resolution, growth mindset, and fixed mindset. By understanding how family dynamics influence first year students' mindset, universities could develop evidence-based interventions and support programs that enhance student success, welfare, and overall experience. Moreover, this study aimed to understand the complex

relationships between first-year students' learning mindsets and family dynamics, focusing on how these factors shape individual character attributes and behavioral patterns. Also, to understand how family dynamics interact with students' learning mindsets, which could guide the development of specialized interventions and support programs to improve academic success and well-being during the transition to first-year university life.

## **2. Method**

### **Research Design**

A descriptive-correlational design was employed in this study by the researcher, who utilized the quantitative data.

### **Research Participants and Sampling Procedure**

The research participants in this study were the first year students from six departments at Capiz State University-Pilar Satellite College in the academic year 2023-2024. They were selected using the stratified random sampling technique, based on their academic departments. A sample of 330 students was selected from the total population of 468 students, based on their academic programs. These include 26 students for the Bachelor of Elementary Education (BEED) program, 25 for the Bachelor of Science in Social Work (BSSW), 108 for the Bachelor of Science in Hospitality Management (BSHM), 63 for the Bachelor of Science in Information Technology (BSIT), 36 for the Bachelor of Science in Agriculture (BSA), and 72 for the Bachelor of Science in Business Administration (BSBA) program. The study's margin of error was fixed at 3 percent (0.03).

### **Definition of Terms**

The researcher operationally defined family dynamics as the pattern of interaction in terms of emotional dynamics and conflict resolution. On the other hand, learning mindset refers to the students' belief in intelligence and abilities, which are classified as growth mindset and fixed mindset.

### **Research Instrument Used**

In this study, a researcher-made questionnaire was used to gather the needed data. The researcher-made questionnaire contains a section on the socio-demographic profile of the respondents which includes sex, course, family structure and family monthly income. Other sections of the questionnaire included statements that measure the level of family dynamics in terms of emotional dynamics and conflict resolution and the degree of learning mindset in terms of fixed mindset and growth mindset through a 5-point likert scale. Informed consent was secured from the respondents prior to data gathering, explaining the purpose of the study, the voluntary nature of participation, confidentiality of their responses, the option to withdraw from the study, among other important ethical considerations. The questionnaire was validated by a panel of three (3) experts and was reliability tested among 30 students at Capiz State University – Pontevedra Campus. The reliability test garnered a Cronbach alpha value of 0.952, showing the instrument to be reliable.

### **Data Gathering Procedure**

The researcher obtained permission from the Satellite College Director of Capiz State University-Pilar Satellite College to allow the conduct of the study. The informed consent form was presented to the participants, and the questionnaires were personally distributed and collected by the researcher to the target respondents with the help of an instructor. All respondents were provided with copies of the validated instrument, ensuring confidentiality. All clarifications and questions were addressed to ensure honest answers. The researcher ensured that all questions were answered completely and the instrument was recovered immediately to guarantee 100% retrieval. The data gathering procedure lasted ten days, starting from December 6, 2023, until December 19, 2023.

### **Data Analysis and Interpretation Procedure**

Following the collection of the questionnaires, the data were tabulated in Microsoft Excel, processed with the Statistical Package for Social Science Software (SPSS), scored, and verbally interpreted. For descriptive data, statistical tools included the frequency, percentage, mean, and grand mean; for inferential questions, the t-test, analysis of variance, and Pearson r were employed. Measurement and analysis of the data for the respondents' socio-demographic profile in terms of sex, course, family structure, and family income were calculated using frequency and percentage. The level of family dynamics and degree of learning mindset of first year students at Capiz State University – Pilar Satellite College were measured using mean and grand mean. To determine the significant difference in the level of family dynamics and degree of learning mindset of first year students at Capiz State University – Pilar Satellite College, t-test and Analysis of Variance were used. The correlation

between family dynamics and learning mindset of first year students at Capiz State University – Pilar Satellite College was determined using Pearson  $r$ . The Statistical Package for the Social Sciences was utilized for all calculations, and all inferential statistics and statistical data were presented at the alpha 0.05 level of significance (Reganit, 2008).

## Results and Discussion

### Level of Family Dynamics of First Year Students at Capiz State University-Pilar Satellite College

Family dynamics are the patterns of interactions, relationships and communication styles within a family. It encompasses the way family members relate to each other, handle conflicts and make decisions together. Table 1 reveals the emotional dynamics and conflict resolution levels of first year students.

Table 1. Level of family dynamics of first year students at Capiz State University – Pilar Satellite College as a whole

Indicators	Mean	Verbal Interpretation
Emotional Dynamics	4.13	High
Conflict Resolution	3.93	High
<b>Grand Mean</b>	<b>4.03</b>	<b>High</b>

Legend: 4.21-5.00=Very High, 3.41-4.20=High, 2.61-3.40=Average, 1.81-2.60=Low, 1.00-1.80=Not Existent

The study found that first year students have a high perception of their family dynamics, with a grand mean of 4.03. They perceive their families as adept at effective communication and conflict resolution, demonstrating a constructive communication style that includes empathy, active listening, and considering opposing viewpoints, which contributes to a healthy family atmosphere.

Emotional dynamics has a mean score of 4.13, verbally interpreted as “high” while conflict resolution has a mean score of 3.93, also verbally interpreted as “high”. The study revealed that first year students at Capiz University - Pilar Satellite College perceive themselves as having a healthy family environment that supports their emotional well-being and encourages positive communication. This positively influences their overall development, academic performance, and mental health.

The result was in consonance with the findings of the study by Gitimu et al. (2020), which found that parenting styles positively influenced students' satisfaction with life, their financial concerns, or, more accurately, their lack thereof, and an increase in perceived social support. Moreover, increased family quality of life was found to positively affect students' life satisfaction, financial concerns, and availability of social support (p. 81-82).

### Degree of Learning Mindset of First Year Students at Capiz State University-Pilar Satellite College

Learning mindsets are a set of attitudes, beliefs, and assumptions that shape how individuals perceive and respond to situations. It influences one's approach to challenges, learning, and decision-making. Table 2 displays the overall learning mindset of first year students at Capiz State University - Pilar Satellite College.

Table 2. Degree of learning mindset of first year student at Capiz State University - Pilar Satellite College as a whole

Indicators	Mean	Verbal Interpretation
Growth Mindset	4.20	High
Fixed Mindset	3.62	High
<b>Grand Mean</b>	<b>3.91</b>	<b>High</b>

Legend: 4.21-5.00=Very High, 3.41-4.20=High, 2.61-3.40=Average, 1.81-2.60=Low, 1.00-1.80=Not Existent

In the aggregate analysis of respondents, the overall grand mean for learning mindset was computed to be 3.91. In terms of verbal interpretation, this value corresponded to a “high” learning mindset. More precisely, respondents assessed their degree of growth mindset as significantly high in terms of verbal interpretation, with a mean score of 4.20. Similarly, the fixed mindset was also considered as significantly high with a mean score of 3.62.

As a result of the grand mean score of 3.91 which was verbally interpreted as “high”, it was possible that there must have been an ambivalence or inconsistency in the respondents' mindset orientations. This indicated that respondents can possess nuanced mindset orientations, and it was possible for them to fluctuate between growth and fixed mindset based on specific situations. Numerous studies have demonstrated that a growth mindset—the

conviction that one's skills and abilities are malleable rather than fixed—can promote long-term development. Growth mindset has a favorable influence on academic achievement in elementary, secondary, and tertiary education by encouraging perseverance in the face of difficulties and challenge-seeking behaviors (Burnette et al., 2013; Jia et al., 2021). People with a growth mindset are more likely to employ effort-oriented strategies in their pursuit of goals, according to Zhao et al. (2021a). This may make them more resilient and persistent in the face of difficulties or obstacles. People with a development mentality may report fewer symptoms of psychiatric disease and less stress. Growth mindset, for instance, may mitigate the protective benefits of externalizing activities and reduce the stress that teens feel from their families (Walker and Jiang, 2022). However, research has shown that fixed mindsets (entity theories of personality) are more likely than growth mindsets to be associated with higher levels of anxiety following exclusion, self-reported stress, and reports of psychosocial stress and psychopathology (Yeager et al., 2014; Schleicher et al., 2015; Miu and Yeager, 2016).

### **Differences in the Level of Family Dynamics of First Year Students at Capiz State University – Pilar Satellite College and Some Variables**

The study investigated the statistical importance of specific characteristics, such as emotional dynamics and conflict resolution, when categorized by sex, course, family structure, and family monthly income. Table 3 displays the differences in the level of family dynamics of first year students at Capiz State University - Pilar Satellite College and selected profiles.

Table 3. Differences in the level of family dynamics of first year students at Capiz State University - Pilar Satellite College and some variables

<b>Profile</b>	<b>f/t-Value</b>	<b>Significant Value</b>	<b>Probability</b>
<b>Sex</b>	0.359	0.720	n.s.
<b>Course</b>	2.590	0.026	s.
<b>Family Structure</b>	0.954	0.415	n.s.
<b>Family Income</b>	0.209	0.890	n.s.

Legend: 4.21-5.00=Very High, 3.41-4.20=High, 2.61-3.40=Average, 1.81-2.60=Low, 1.00-1.80=Not Existent

The results show that there was a significant difference on the level of family dynamics of first year students at Capiz State University-Pilar Satellite College when the respondents were grouped according to course. On the other hand, no significant difference was found when participants were grouped according to sex, family structure, and family monthly income. Moreover, it can be implied that regardless of sex, family structure and family monthly income, the level of family dynamics of the respondents appears to be the same. Thus, the null hypothesis which states that there was no significant difference in the level of family dynamics of first year students at Capiz State University – Pilar Satellite College when grouped according to sex, family structure and family monthly income was accepted except for the course.

The results suggested that different people's family dynamics regarding academic course they take showed up to varying levels. First year BSHM students demonstrated a greater level of family dynamics compared to students in BSAgri, BSSW, BEED, BSBA, and BSIT. The implications of this discovery suggested that the selection of an academic course may have a connection to the perceived level of family relations among first year students. First year BSHM students perceive this course as providing a wide range of job prospects. For students, this offers a route to meaningful work, particularly if there aren't many career opportunities in their community. Educational institutions should customize support methods to accommodate the diverse familial dynamics encountered by students across various academic areas. The findings of this study were consistent with the study of Blair-loy et.al, (2015), which explored the experiences of dual-career academic couples, shedding light on how career choices within academia may influence family dynamics differently compared to other professions.

### **Differences in the Degree of Learning Mindset of First Year Students at Capiz State University – Pilar Satellite College and Some Variables**

Table 4 revealed the differences in the degree of learning mindset of first year students at Capiz State University - Pilar Satellite College and selected profiles.

Table 4. Differences in the degree of learning mindset of first year students at Capiz State University - Pilar Satellite College and some variables

Profile	f/t-Value	Significant Value	Probability
<b>Sex</b>	1.760	0.079	n.s.
<b>Course</b>	6.170	0.000	s.
<b>Family Structure</b>	2.983	0.031	s.
<b>Family Income</b>	0.165	0.920	n.s.

p-value > 0.05 = not significant; p-value < 0.05 = significant

Table 4 results indicate that there was no significant difference in the degree of learning mindset of first year students at Capiz State University-Pilar Satellite College in terms of sex and family income. On the other hand, a significant difference existed when participants were grouped according to course, and family structure. The results show that the choice of academic course and family structure have a substantial link to the degree of learning mindset among first year students. Thus, the null hypothesis which states that there is no significant difference in the degree of learning mindset of first year students at Capiz State University – Pilar Satellite College when grouped according to course and family structure was rejected except for the sex and family monthly income.

The study found that first year students' learning mindset is linked to their choice of academic courses. Relevant courses, such as Bachelor of Science in Hospitality Management, align with the local context which attract students with practicality, applicability and career opportunities. Individual interests and passion also influence motivation towards their educational pursuits. This was in consonance with the research by Gande (2023), which claimed that students choose their degree to increase their "marketability" in the job market/future, supported these findings and was more prevalent in 2015 than in 2017. The Bridging students thought that the students would need additional technical skills since they felt that they were not "ready for work" yet. Compared to the 2015 cohort (50%) and the 2017 cohort (44%) felt less like they had chosen the "right course" to study. Factors such students; perceptions of marketability and preparedness for the job market influenced their choice of degree and attitudes towards their course of study. It is likely that familial arrangement of first year students, particularly those from nuclear families, affects their cognitive orientation towards learning. Nuclear families often provide a more focused environment, with parents providing encouragement and resources which can lead to a positive learning mindset. Stability among nuclear families reduces stress and distractions, while cultural values that prioritize education foster a stronger emphasis on academic achievement.

Li and Qiu (2018) conducted a recent study on the impact of early familial context on children's academic success. The study suggests two ways in which families affect children's academic achievement. These are as follows: 1) parents strive to provide their children with top-notch educational chances, which might boost their academic performance; and 2) parental conduct and educational support for their wards could shape the kids' learning preferences, which could have an influence on academic performance. The researchers referred to these crucial elements—differences in parental educational participation, child learning behavior, and educational opportunities—as the family socioeconomic status.

#### **Relationship between the Level of Family Dynamics and Degree of Learning Mindset of First Year Students at Capiz State University – Pilar Satellite College**

Table 5 presents the results on the relationship between family dynamics and the learning mindset of first-year students at Capiz State University - Pilar Satellite College, examining whether family dynamics correlate with the degree of learning mindset and vice versa, as perceived by respondents.

Table 5. Relationship between the level of family dynamics and the degree of learning mindset of first year students at Capiz State University - Pilar Satellite College

Variable	N	Pearson's r	Significance Value	Probability
<b>Family Dynamics</b>	330	0.094	0.089	n.s.
<b>Learning Mindset</b>				

p-value > 0.05 = not significant; p-value < 0.05 = significant

Table 5 discloses there was no significant relationship or correlation between the level of family dynamics and degree of learning mindset among first year students at Capiz State University—Pilar Satellite College. As a

result, the null hypothesis that there was no significant correlation between the level of family dynamics and the degree of learning mindset among first year students was accepted. The conclusion was that first year students' family dynamics had no apparent link with their learning mindset. It was suggested that these two factors were not strongly connected with the specific studied population. Educational institutions should examine supplementary variables that may potentially influence the mindset of students and customize treatments accordingly to cultivate an ideal learning atmosphere. This goes against what Svensen found in 2023, as Svensen extensively studied how students' family background relates to how well they do in school. Svensen's recent research also looked at how social and emotional skills, along with mindsets, connect to how students perform in school. In his study, he investigated how students' beliefs about their intellectual abilities—whether they think these abilities are fixed or can grow—relate to their family background and how well they do in school in Norway.

According to the findings of Svensen, high school pupils who have more educated parents typically enter the system with a more adaptable mentality. Additionally, he investigated the variety in this link using sophisticated statistical techniques. It was interesting to note that middle school pupils with strong performance tend to be more adaptable, regardless of the educational background of their parents. Conversely, middle school underachievers are more prone to have a fixed worldview, particularly if their parents are less educated.

#### **4. Conclusion and Implications**

Based on the data gathered from the participants, the following are the major findings of the study. The level of family dynamics of first year students at Capiz State University – Pilar Satellite College as a whole, and in terms of emotional dynamics and conflict resolution were high. The overall degree of learning mindset and in terms of growth mindset and fixed mindset among first year students at Capiz State University – Pilar Satellite College were high. There was a significant difference on the level of family dynamics of first year students at Capiz State University-Pilar Satellite College when the respondents were grouped according to course. However, no significant difference was found when they were grouped according to sex, family structure and family monthly income. There was a significant difference in the degree of learning mindset of first year students at Capiz State University-Pilar Satellite College when the respondents were grouped according to course and family structure, while no difference was found when participants were grouped according to sex, and family monthly income. There was no significant relationship between the level of family dynamics and the degree of learning mindset of first year students at Capiz State University-Pilar Satellite College.

#### **Conclusions**

Based on the findings of the study, the following conclusions are formulated. The level of family dynamics of the first year students at Capiz State University-Pilar Satellite College was regularly manifested. This implied that first year students have an ability to effectively communicate and resolve conflicts within the family. Students' family contributes to a good family environment through their constructive communication, which includes active listening, empathy, and a desire to comprehend diverse points of view. The degree of learning mindset of first year students at Capiz State University-Pilar Satellite College were high, in which they can possess nuanced mindset orientations, and it's possible for them to fluctuate between growth and fixed mindset based on specific situations. The level of family dynamics of first year students at Capiz State University-Pilar Satellite College only vary depending on the respondent's choice of academic course. The results implied that different people's family dynamics regarding academic course showed up to varying levels, particularly in relation to emotional dynamics and conflict resolution. The degree of learning mindset of first year students at Capiz State University-Pilar Satellite College varies according to academic course and family structure. The results indicated that the kind of family structure has a substantial link with the degree of learning mindset among first year students. Findings also implied that the degree of learning mindset of first year students is linked to their choice of academic course. The level of family dynamics was not directly related to the degree of learning mindset of first year students at Capiz State University-Pilar Satellite College. This indicated that in the specific setting of the study, there seems to be no substantial relationship between family dynamics and the learning mindset of first year students.

#### **Recommendations**

Based on the summary of findings and conclusions of the study, the researcher formulated the following recommendations. The Guidance Office and the Office of Student Affairs should implement family communication workshops, conflict resolution training, therapeutic procedures, emotional intelligence programs, and open feedback methods to improve communication, conflict resolution, emotional intelligence,

and support networks among the students. Tailored interventions, resilience training, and supportive learning environments should be considered by the Guidance Office, Office of Student Affairs, and school administration for students with fixed mindset. The program chairs and class advisers should encourage students with a growth mindset to ensure continuous improvement by learning from the criticism of others and seeking feedback among students which can enhance their skills and progress. The guidance counselor may implement strategies, like career counseling in which students can align their individual goals and can enhance their decision-making. The school administration should promote open communication between students and parents, fostering harmonious family dynamics when choosing academic courses, acknowledge diverse learning styles, and promote lifelong learning among students. Parents should foster resilience, embrace challenges, and appreciate their children's efforts. Program chairs and advisers should provide self-reflection, mentorship, academic support, and continuous learning opportunities. The Office of Student Affairs and the Guidance Office should develop programs on peer support networks, psychological support services, and stress-reduction practices for all students in order to foster a pleasant learning environment. Self-reflection, learning methodologies, mentoring programs, and an inclusive learning environment for all students should be established by the program chair and class adviser.

Figure

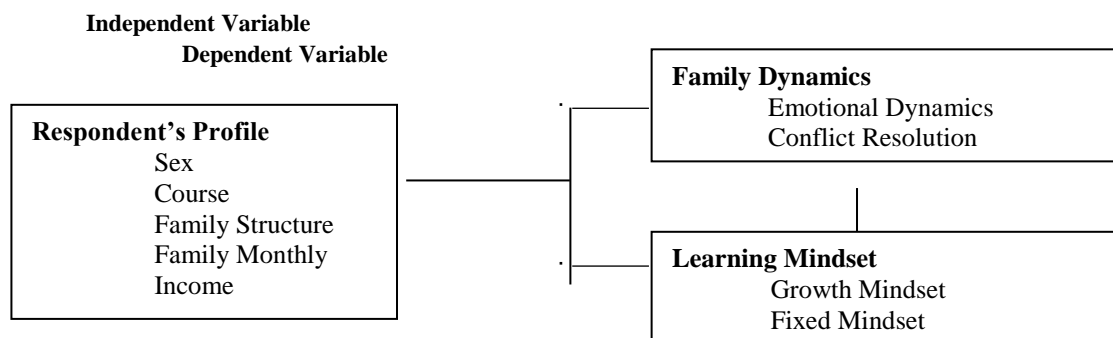


Figure 1: Schematic Diagram showing the Variables of the Study

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