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Research Article

Selected Profile and Factors Affecting the Academic Performance in Social Studies of Grade 10 Students: Input for an Intervention Program

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ABSTRACT

Education is deemed to be an important tool for social mobility. Because of this, quality education is one of the many goals of Filipinos who wanted to have an improvement in their lives. However, one major issue in Philippine education is the poor academic performance of the students. Thus, this paper focuses on the profile of selected Grade 10 students of Bagong Silangan High School and its impact on their academic performance in Social Studies. The study utilized a descriptive research design. Pearson correlational statistical analysis was done to determine the relationship among variables. Results showed that most of the student respondents' parents were high school graduates (43.81%), do not have occupation (57.78%), have family monthly income ranging from 10,000-19,999 (43.17%) and have 3 siblings (25.40%). Results also revealed that the extent of the factors affecting the academic performance of students in Social Studies in terms of teachers' competency, learning environment, parents' aspiration, student-parents relationship and peer relationship are all high. In addition, there is a moderate positive and negative correlation between the factors affecting the academic performance of students and their academic performance in Social Studies in terms of teachers' competency, parents' occupation, learning environment and peer relationship with Pearson r 's of 0.015, 0.403, - 0.069 and - 0.5984. An intervention program was recommended and prepared based on the results of the study.

Keywords: *Academic performance, Social science, Student achievement*

Introduction

Education is described as the weapon for life. It is believed that a person who is educated has a big edge over those who are not, and it is

one of the reasons why parents are determined to send their children to school. It has always been an important element in our society. In addition, education is the formation of man, an

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empowering tool to accomplish things and it is a determining element that provides overall welfare (Waldock, 2017). Due to its importance in education, improving the standards in a changing environment is imperative.

In most educational institutions, poor academic performance has been a constant problem in the current situation in the classroom. Parents, teachers, peers, culture and education, expectations are regarded as having a major impact on the performance of the individual. These factors strongly attribute to the achievements of students at all levels. Education provides a person with the necessary knowledge and skills to become a functional part of society. According to World Bank (2018), "education can also be one of the strongest tools to reduce poverty in order to improve people's well-being". However, proper investments must be made to establish and maintain a high-quality education system. Education remains a top priority in the Philippines. Despite the various government and various sectors' development plans and projects, the quality of education in the Philippines still leaves a lot of room for improvement. As part of the government's efforts to respond to the perceived needs of the education sector, the Department of Education (DepEd) promoted the implementation of the "Enhanced K to 12 Basic Education Program.

Every year, the Department of Education (DepEd) releases crucial statistics on the basic education sector's performance and internal efficiency. According to the organization, in terms of reading, mathematical, and scientific literacy, representative participants in the Programmed for International Student Assessment (PI-SA, 2018) performed much worse than their ASEAN neighbors. In fact, the Philippines came in last in all three categories among the participating countries, which included Singapore, Malaysia, Brunei, Thailand, and Indonesia (DepEd OECD, 2019). As a result, the government is constantly striving for improved academic performance from all schools at all levels.

A large vacuum in the current literature remains unfilled due to the small number of research concentrating on K-12 student performance in the country. Furthermore, given the minimal attention given by scholars in the

literature to the country's K-12 transition, developing more effective policies and initiatives could be a substantial hurdle for stakeholders. To address this gap, this paper provides an assessment of the academic performance of the students by identifying factors affecting their academic performance.

To raise the quality of education, a realistic curriculum should be implemented and improved but be based on the needs and capabilities of the Filipinos and should provide skills necessary for life. It is a known fact that the struggles of the teachers for academic performance are meant for the welfare of the student's education therefore, it is useless without them because students' academic performance is the main target of the educational tasks.

Statement of the Problem

The study aimed to determine the extent of the factors affecting the academic performance of selected Grade 10 students, during the school year 2019-2020 of a public national high school as basis for an intervention program.

1. What is the profile of student-respondents in terms of:
 - a. Parents' educational attainment
 - b. Parents' occupation
 - c. Monthly family income
 - d. Number of siblings
2. To what extent do the following factors affect the academic performance of the students in Social Studies as perceived by themselves with respect to:
 - a. Teachers' competency
 - b. Learning environment
 - c. Parents' aspirations
 - d. Student-parents' relationship
 - e. Peer-relationship
3. What is the level of academic performance of the student-respondents in Social Studies?
4. Is there a correlation between the profile of the respondents and their academic performance in Social Studies?

Scope and Delimitation of the Study

The study aimed to determine the extent of the factors affecting the academic performance of Grade 10 students. This research was done

in the 2019–2020 academic year. The respondents where the 315 Grade 10 students of a public national high school in Quezon City Philippines. The factors considered in this study include the teacher's competency, learning environment, parent's aspirations, student-parents relationship, and peer relationship. The profile of students in terms of parent's occupation, parent's educational attainment, monthly family income and number of siblings were taken into consideration. The academic performance in Social Studies of the Grade 10 students during the school year 2019-2020 was considered using their final grade. The researcher utilized a questionnaire checklist in gathering the necessary data. The statistical tools used in the study were percentage, weighted mean, t-test and Pearson r.

Related Literature

Children often fear bringing signature report cards home. There is a long list of assessments that define their success when students reach higher education. This success in educational institutions is measured by academic performance. So, a student complies with the standards laid down by the local government and the institution, itself. As the competition for careers grows stronger in the workplace, the importance of good school students has attracted the attention of parents, legislators, and government departments of education. Conversely, employers pay close attention to education and student performance and look for new graduates to be hired. Bell (2018)

Students, being the primary stakeholders, have a critical role in their academic success. Students' academic progress is influenced by student variables, according to academics. Students' time management, self-motivation, engagement, conduct, and attitudes, according to Kang and Keinonen (2018), are the primary determinants influencing their academic achievement.

Regarding economic factors affecting international students, Kwon (2017) used survey methods to investigate the stress factors that affect international students' academic adjustment in Korea and discovered that worry about tuition fees or living expenses while studying abroad is one of the factors that makes foreign

students unable to concentrate on their studies, resulting in academic adjustment difficulties. According to Lee (2017), overseas students who are not financially solid face difficulties coping with concerns about tuition and living expenses. Understanding the factors that influence academic achievement and the function of parenting styles can have a big impact on policy suggestions. The majority of known evidence, however, comes from western societies, where individualistic themes are prevalent. While some researches have pointed out contrasts between the two, there is little evidence from eastern collectivist cultures (Khalid et al., 2018).

Students who believed that stress influences their performance had a worse GPA, higher stress, and lower self-efficiency, tolerance, and social support, according to Frazier (2019). Gender was also discovered to be a significant effect in pupils' academic success as well as stress. Aside from that, the academic work was linked to health. Students with the most susceptible health were shown to have a higher risk of failing and dropping out. Despite the fact that there is sufficient literature identifying the elements that significantly affect students' academic performance and feasible solutions, little study has been found to address this issue. Aside from that, there are very few published publications that discuss the elements that influence students' academic success.

It is important to remember that truancy is harmful not only to the individual and his or her vision, but also to other pupils by impeding teaching development and inflicting harm to the school's overall performance (Keepens et.al, 2017). Truancy among teachers, on the other hand, messes their pupils' academic production. This is supported by a survey that found that when teachers are absent, kids' academic achievement is negatively influenced to a greater level (Onyele, 2018). When students are away from class for a longer period of time, their standardized test scores suffer. However, many instructors who are frequently absent from school either request a leave from administrators or are ill (Gottfried, 2019).

The other non-cognitive factor covered in the model's two main branches is self-perceived effort in school tasks. Given that this

variable is one of the components of achievement motivation in PISA 2018 (OECD, 2019), it's only natural that a strong desire to master tasks is linked to higher levels of school performance, as it is in this study and others that have used data mining techniques to investigate achievement motivation and its relationship with performance (Touron et.al., 2018; She et.al., 2019). Finally, according to previous findings Touron et al., the effects of students expected occupational status are significant, acting as a promoter of school performance, particularly in low SES schools from low GDP countries, which is relevant evidence of the importance of fostering high job and academic expectations among all students (2018).

Related Studies.

This study is related to the present study because some factors may or may not really affect students' performance which the present study needs to determine. However, they differ in terms of level of respondents and no subject mentioned in the study of Arieta while in this present study Social Studies subject is emphasized.

The study of Kwon is similar to the present study in determining the factors affecting the academic performance but different since the present study is more on the factors affecting the academic performance of the students as perceived by the students-themselves with respect to teachers' competency, learning environment, parents' aspirations, student-parents relationship and peer-relationship. Many studies have found that there is a favorable relationship between teacher quality and student accomplishment. Vizehfar and Torabizadeh (2018), for example, demonstrated that an excellent teacher can significantly affect students' scholastic and economic achievements. In reality, a review of the literature indicated that educators' impact on students' lives and achievement ranges from serving as a guide, facilitator, model, pedagogical leader, source of knowledge, and friend and confidante.

During a review of assets for instructing and learning Biology, Owiti (2017) discovered an overall lack of assets in several newly established secondary schools in Lagos. He also revealed that, among other things, the majority of

schools (80%) that reported the presence of laboratories had a well-stocked laboratory. Second, a lesser fraction of the schools (40 percent) had no laboratories, while the rest (60 percent) had an area designated as a laboratory but not enough instruments. She went on to say that because of the difficulty of teaching Biology students' studying skills would be limited.

This research work is related to the present study since the researcher also believes that these are the factors that affect the academic performance of high school students of Bagong Silangan High School but it differed since it deals with identifying the significant relationship between the profile of the respondents and their academic performance in Social Studies.

Based on empirical research, there is a growing understanding that strong leadership can have a favorable impact on school performance and student learning accomplishment (Beare, Caldwell, & Millikan, 2018). In fact, school leaders can improve students' achievement in a variety of ways, including direct and indirect effects on teaching and learning, involving different stakeholders (such as parents) in the school, and providing a positive ethos and climate, all of which have an impact on students' achievement.

The above-mentioned study is similar to the present study on the factors that affect school performance and students' learning achievement. The two are different since Beare, Caldwell, & Millikan included involvement of stakeholders and school climate as areas of consideration for students' performance while the present study is more on teachers' competency, learning environment, parents' aspirations, student-parents' relationship, and peer-relationship.

Thawabieh (2016) also discovered four main types of characteristics that influence students' performance. Some elements that affect students' accomplishments include the type of course enrolment, the test administration technique, and the quality of students and faculty. Finally, Mohamed et al. (2018) discovered that learning technique, home-related factors, study habits, and physical resources all had a substantial beneficial link with students' academic success.

This study is similar to the researcher's study because it is pertaining to the factors that influence students' performance such as environment and student background but it differed on the level of respondents and subjects. It is also emphasized on the use of social media as one of the factors to student's low academic performance while in the present study social media are not included in the factors affecting the academic performance of the students-respondents.

Methods

This study used the descriptive method of research. As discussed by Loeb et al. (2017), descriptive analysis characterizes the world or a phenomenon: it identifies patterns in data to answer questions about who, what, where, when, and to what extent. The descriptive analysis presents what we know about capacities, needs, methods, practices, policies, populations, and settings in a manner that is relevant to a specific research or policy question.

The descriptive method is considered appropriate for the study because the problems call the collection of data necessary in making descriptive on how the factors such as teacher's competency, learning environment, parents' aspirations, pupil-parents relationship, and peer- relationship affect the academic performance of the students. The correlation survey method was also used in the study to find out if the different factors such as teacher's competency, learning environment, parents' aspirations, student-parents relationship and peer relationship has any relationship with the academic performance of Grade 10 students in their SF10 that would give a real picture of their performance.

The majority concern of this study was to determine the academic performance of Grade 10 students of a public national high school in Quezon City and to determine the appropriate intervention program that can enhance students' academic performance.

Sources of Data

The primary sources of data of the study were collected by the proponent using a researcher-made survey questionnaire. As described by Ajayi (2017), primary data refers to

the first-hand data gathered by the researcher himself which includes surveys, observations, and questionnaires. Survey has been defined as one of the primary sources of data that is used to collect quantitative information about items in a population and used in different areas even in the public and private sectors, for collecting the data. It was noted that the respondents are contacted by the research person through their adviser, telephonically, or through mail. This method takes a lot of time, effort, and money but the data collected were of high accuracy, current, and relevant to the topic. More so, the questionnaire, as demonstrated, is one of the primary sources of data that comprises a series of items presented to a respondent in a written form, in which the individual is expected to respond in writing using google forms. By using this, it was stated that the respondents are given a list of written items which responded to by ticking the one that a respondent considers appropriate.

From a total of 1492 grade 10 students, 315 were used as respondents or sample using the Slovin's formula.

Data Gathering Instrument

The main instrument used in the conduct of the study was the questionnaire checklist. It was developed by the researcher with the help of her research adviser. The questionnaire was validated by experts in the field (master teachers, headteachers, dean of MPC graduate studies, Professors and teachers). For the academic performance of the students, permission was asked from the school Division Superintendent to acquire school documents. SF 10 of students were used to gather performance of the student respondents.

Data Gathering Procedure

The researcher prepared all necessary communications to all concerned authorities regarding the conduct of the study. Request to conduct the study was asked from the Division Office Quezon City. Communications were personally presented by the researcher to the principal of the school to allow her to administer the questionnaires. After the permission is granted, the researcher conducted a survey-questionnaires through google forms. Next to it

was the gathering of the needed data such as SF 10 of the students as the basis of academic performance from the school year 2019-2020 was gathered.

The accomplished questionnaire was collected, tallied, analyzed, and interpreted using descriptive and Pearson Correlational statistical tools. Academic Performance during the school year 2019-2020 were gathered.

Results and Discussion

Table 1. Profile of the Respondents in terms of Parents' Educational Attainment (DepEd)

Parents' educational attainment	Father		Mother	
	f	%	f	%
Elementary level	31	9.84	21	6.67
Elementary graduate	31	10.16	29	9.21
High school level	30	9.52	32	10.16
High school graduate	127	40.32	138	43.81
Collage undergraduate	51	16.19	50	15.87
College graduate	41	13.02	43	13.65
Post graduate	3	0.95	2	0.63
Total	315	100	100	100

Out of 315 respondents, their fathers were mostly High School Graduate (40.32%), College undergraduate (16.19%) and College graduate (13.02%) while their mothers were also High School Graduate (43.81%), College undergraduate (15.87%) and College graduate (13.65%). Therefore, it implies that most of the respondents' parents are high school graduates.

According to Ahmad (2017) has emphasized on the parents' educational background

as encouraging factor for children in their educational achievement: "When children observe their parent's behavior, it will indirectly promote children's response toward their parent's behavior which encourages and is involved in their education; the reciprocal process will occur, it will encourage and motivate the children to be successful in their studies".

Table 2 shows the profile of the respondents in terms of **Parents' Occupation**.

Table 2. Profile of the Respondents in terms of Parents' Occupation

Parents' occupation	Father		Mother	
	f	%	f	%
Architecture and engineering	5	1.59	1	0.32
Arts, culture and entertainment	10	3.17	1	0.32
Business, management and administration	25	7.94	30	9.52
Community and social services	114	36.19	49	15.56
Education	5	1.59	9	2.86
Science and technology	3	0.95		0.00
Installation, repair and maintenance	107	33.97	26	8.25
None	30	9.52	182	57.78
OFW	8	2.54	15	4.76
Decease	8	2.54	2	0.63
Total	315	100	315	100

Most of the fathers' occupation of the 315 respondents were mostly on community and social services (36.19%), Installation, repair and maintenance (33.97%), and (9.52%) have

no occupation. While their mothers were mostly do not have occupation (57.78%), (15.56%) work as community and social services.

It implies that most of the respondent's parents' occupation is more on Community and Social services. Parental education is a source of social capital for children's academic success. The majority of research from industrialized countries found a link between academic achievement and their parents' education. Bakar et al. (2017) also claimed that children with high educational credentials outperform those with lesser educational capabilities. Parents who are educated assist their children in their

educational pursuits. Involvement of parents in educational activities is likewise low. Parental education is also an important aspect in improving performance. Parents who are educated devote more time and attention to their children's education. Parents who are illiterate or undereducated are unable to support their children in their educational endeavors.

Table 3 presents the profile of the respondents in terms of **Family Monthly Income**.

Table 3. Profile of the Respondents in terms of Family Monthly Income

Parents' family monthly income	Respondents	
	f	%
Less than 10000	95	30.16
10000-19999	136	43.17
20000-29999	50	15.87
30000-39999	24	7.62
40000-above	10	3.17
Total	315	100

It can be seen in Table 3 that most of the families have monthly income of 10 000-19 999 (43.17%), less than 10 000 (30.16), and 20 000-29 999(15.87%). Only 3.17% have 40 000 and above income.

Thus, most of the families have between 10 000 to 19 999 monthly income. According to Thomson (2018), low-income students are dis-

advantaged in school due to a lack of a supportive family environment, which affects their academic progress. Parents with a higher socioeconomic standing can provide their children with more support and resources at home to help them learn on their own.

Table 4 reveals the profile of the respondents in terms of **Number of Siblings**.

Table 4. Profile of the Respondents in terms of Number of Siblings

Number of siblings	Respondents	
	f	%
12	3	0.95
11	0	0.00
10	1	0.32
9	1	0.32
8	8	2.54
7	12	3.81
6	26	8.25
5	36	11.43
4	47	14.92
3	80	25.40
2	69	21.90
1	25	7.94
0	7	2.22
Total	315	100

As shown in Table 4 most of the respondents have 3 sib-lings (25.40%), have 2 (21.90%), and (14.92%) have 4 siblings.

It implies that most of the respondents have 3 siblings. The correlation between the number of children in family and children's education has been examined. Kugler and Kumar (2017) concluded regarding the role of sibling size in children's education and indicated that

sibling size has significantly negative impact on children's education.

Extent of the Factors Affecting the Academic Performance of the Students in Social Studies as Perceived by Respondents

Table 5 shows the extent of the factors affecting the academic performance in Social Studies as perceived by the respondents in terms of **teachers' competency**.

Table 5. Extent of the Factors Affecting the Academic Performance in Social Studies as Perceived by the Respondents in terms of Teachers' Competency

No.	My teacher:	Mean	Descriptive interpretatif
1	Manages the classroom activities very well	4.34	High extent
2	Motivates, arouses and sustains our interest	4.17	High extent
3	Establishes clear guidelines for classroom and school rules	4.39	High extent
4	Come to class on time	4.35	High extent
5	Monitor student's attendance promptly	4.33	High extent
6	Uses variety of instructional strategies and resources	4.26	High extent
7	Understands and appreciates diversity among classmates	4.20	High extent
8	Establishes classroom climate that promotes fairness	4.17	High extent
9	Establishes a collaborative learning among students	4.31	High extent
10	Demonstrates mastery of knowledge and skill in the subject matter	4.32	High extent
11	Uses technologies to provide meaningful learning	4.19	High extent
12	Establishes goals for student learning	4.39	High extent
13	Communicates with students and families about student progress	4.35	High extent
14	Maintains positive relationships with the students	4.37	High extent
15	Works with co-teachers to improve professional practice	4.32	High extent
Total weighted mean		4.30	High extent

Legend: 4.51-5.00 Very High Extent; 3.51-4.50 High Extent; 2.51-3.50 Moderately Extent; 1.51-2.50 Low Extent; 1.00-1.50 Very Low Extent

As shown in Table 5, the extent of the factors affecting the academic performance in Social Studies in terms of teachers' competency has a total weighted mean of 4.30 which means the respondents perception on teachers' competency is high extent. The respondents' perception is on establishing clear guidelines for classroom and school rules and establishing goals for student learning with a weighted mean of 4.39, maintaining positive relationships with the students with a weighted mean of 4.37, communicating with students and families about student progress and coming to class on time with a weighted mean of 4.35, managing the classroom activities very well

with a weighted mean of 4.34, and monitoring student's attendance promptly with a weighted mean of 4.33 are high extent.

The teaching competencies directly linked to students' satisfaction. The study findings revealed that the perceptions of students with respect to teachers' competence were a good factor (Dali, Daud, & Fauzee, 2017). It shows in this results that there is a positive correlation on students' interaction and creating the situations wherein teacher's creativity and supports improve students' learning positively. The interaction of students and teachers showed a strong significant predictor that influence the performance of students' satisfaction. Thus, it

is the duty of school management to create learning environment in which interactions between students and teachers are enhanced and improved.

Table 6 reveals the extent of the factors affecting the academic performance in Social Studies in terms of the **Learning Environment**.

Table 6. Extent of the Factors Affecting the Academic Performance in Social Studies as Perceived by the Respondents in terms of Learning Environment

No.	I feel that my classroom:	Mean	Descriptive interpretatif
1	Welcomes students	4.29	High extent
2	Conducive to learning	4.04	High extent
3	Encourage students to participate in extra-curricular activities	4.08	High extent
4	Challenges students achieve high expectations	4.06	High extent
5	Helps develop my potentials	4.13	High extent
6	Physically and emotionally safe for the students	4.08	High extent
7	Promotes value and respect	4.19	High extent
8	Shows good rapport among students	4.05	High extent
9	Can accommodate bigger number of students	3.96	High extent
10	My own place where I can explore my interest	4.01	High extent
Total weighted mean		4.09	High extent

Legend: 4.51-5.00 Very High Extent; 3.51-4.50 High Extent; 2.51-3.50 Moderately Extent; 1.51-2.50 Low Extent; 1.00-1.50 Very Low Extent

It can be seen in table 6 that the respondents' perception on the extent of the factors affecting the academic performance in Social Studies in terms of learning environment has a total weighted mean of 4.09 which means the respondents perception on learning environment is high extent. The perception of the respondents is on welcoming students with a weighted mean of 4.29, promoting values and respect with a weighted mean of 4.19, helping to develop my potentials with a weighted mean of 4.13, encouraging students to participate in extra-curricular activities and physically and emotionally safety for the students with a weighted mean of 4.08, and challenging students to achieve high expectations with a weighted mean of 4.06 are high extent.

To improve their performance, students in the process of socialization require a healthy atmosphere and role models. Students' extensive investigations of major topics through generative learning activities are supported in knowledge-centered learning environments. Evaluation-centered learning settings give frequent, continuing, and diverse chances for assessment, such as revision and self- and peer assessment. Collaboration, meaning negotiation, respect for diverse viewpoints around which knowledge is formed, and links to the local community and culture are valued in community-centered environments (Raccoon Gang) (2018).

Table 7 reveals the extent of the factors affecting the academic performance in Social Studies in terms of **Parents' Aspirations**.

Table 7. Extent of the Factors Affecting the Academic Performance in Social Studies as Perceived by the Respondents in terms of Parents' Aspirations

No.	My parents:	Mean	Descriptive interpretatif
1	Remind me to pursue their dreams for me	4.30	High extent
2	Believe that collage education is important for my future	4.43	High extent
3	Help me choose what strand and college course will fit me best	4.14	High extent
4	Talk to me about my educational plans after high school	4.11	High extent

No.	My parents:	Mean	Descriptive interpretatif
5	Encourage me to take extracurricular activities	4.04	High extent
6	Believe in my academic abilities	4.23	High extent
7	Encourage me to true to myself and stay focused	4.29	High extent
8	Set high standards for me	4.05	High extent
9	Create a home environment that encourages learning	4.18	High extent
10	Seek advice from my teachers about my studies	3.94	High extent
Total weighted mean		4.17	High extent

Legend: 4.51-5.00 Very High Extent; 3.51-4.50 High Extent; 2.51-3.50 Moderately Extent; 1.51-2.50 Low Extent; 1.00-1.50 Very Low Extent

The respondents' perception on the extent of the factors affecting the academic performance in Social Studies in terms of parents' aspirations has a total weighted mean of 4.17 which means the respondents perception on parents' aspirations is high extent. The perception of the respondents is on believing that college education is important for the students' future with a weighted mean of 4.43, reminding to pursue students' dreams with a weighted mean of 4.30, encouraging to be true to

themselves and stay focused with a weighted mean of 4.29, creating a home environment that encourages learning with a weighted mean of 4.18, and helping students to choose what strand and college course will fit them best with a weighted mean of 4.14 are high extent.

Table 8 indicates the extent of the factors affecting the academic performance in Social Studies in terms of **Student-Parents Relationship**.

Table 8. Extent of the Factors Affecting the Academic Performance in Social Studies as Perceived by the Respondents in terms of Student-Parents' Relationship

No.	My parents:	Mean	Descriptive interpretatif
1	Monitor my studies at home	3.95	High extent
2	Monitor my school performance	4.01	High extent
3	Encourage me to take my studies seriously	4.22	High extent
4	Provide me with material support	4.22	High extent
5	Allot time to support me emotionally	3.87	High extent
6	Create a caring environment of trust and respect	4.15	High extent
7	Listen to me about my concerns and problems	4.01	High extent
8	Help me to overcome stress and challenges	3.88	High extent
9	Are good role models	4.20	High extent
10	Maintain strong family time	4.25	High extent
Total weighted mean		4.08	High extent

Legend: 4.51-5.00 Very High Extent; 3.51-4.50 High Extent; 2.51-3.50 Moderately Extent; 1.51-2.50 Low Extent; 1.00-1.50 Very Low Extent

It can be seen that the respondents' perception on the extent of the factors affecting the academic performance in Social Studies in terms of student-parents relationship has a total weighted mean of 4.17 which means the respondents perception on student-parent relationship is high extent. The perception of the respondents is on maintaining strong family

time with a weighted mean of 4.25, encouraging students to take my studies seriously and providing students with material support with a weighted mean of 4.22, being a good role models with a weighted mean of 4.20, creating a caring environment of trust and respect with a weighted mean of 4.15, and monitor school performance with a weighted mean of 4.01 are high extent.

Table 9 shows the extent of the factors affecting the academic performance in Social Studies as perceived by the respondents in terms of **Peer Relationship**.

Table 9. Extent of the Factors Affecting the Academic Performance in Social Studies as Perceived by the Respondents in terms of Peer Relationship

No.	My friends:	Mean	Descriptive interpretatif
1	Motivates me well during examination	4.13	High extent
2	Encourage me to work hard in school	4.18	High extent
3	Manifest discipline in school and home	4.10	High extent
4	Spend more time in school	4.09	High extent
5	Encourage me to attend classes regularly	4.26	High extent
6	Encourage each other to accept individual differences	4.20	High extent
7	Encourage a positive environment when we are together	4.20	High extent
8	Respect the teachers and administrators	4.35	High extent
9	Have a good relationship with other students	4.24	High extent
10	Accept leadership roles inside and outside the classroom	4.22	High extent

Legend: 4.51-5.00 Very High Extent; 3.51-4.50 High Extent; 2.51-3.50 Moderately Extent; 1.51-2.50 Low Extent; 1.00-1.50 Very Low Extent

As shown in Table 9, the respondents' perception on the extent of the factors affecting the academic performance in Social Studies in terms of peer relationship has a total weighted mean of 4.17 which means the respondents perception on peer relationship is high extent. The perception of the respondents is on respecting the teachers and administrators with a weighted mean of 4.35, encouraging the students to attend classes regularly with a weighted mean of 4.26, having a good relationship with other students with a

weighted mean of 4.24, accepting leadership roles inside and outside the classroom with a weighted mean of 4.22, and encouraging each other to accept individual differences and encouraging a positive environment when together with a weighted mean of 4.20 are high extent.

Table 10 in the next page reveals the **Summary** of the extent of the factors affecting the academic performance in Social Studies as perceived by the respondents.

Table 10. Summary of the Extent of the Factors Affecting the Academic Performance in Social Studies as Perceived by the Respondents

	Mean	Descriptive interpretation
Teachers' competency	4.30	High extent
Learning environment	4.09	High extent
Parent's aspiration	4.17	High extent
Student-parent relationship	4.08	High extent
Peer relationship	4.20	High extent
Total weighted mean	4.17	High extent

The indicators for Teachers' Competency (4.30), Peer Relationship (4.20), Parents' Aspiration (4.17), Learning Environment (4.09), and Student-parents' Relationship (4.08) were High Extent.

This implies that Bagong Silangan High School has good program on promoting good academic performance among students in Social Studies. Thus, it is recommended then that the existing programs is to be continued and enhanced.

Level of Academic Performance of the Student-respondents in Social Studies During School Year 2019-2020

Table 11 indicates the level of academic performance of the student-respondents during school year 2019-2020.

Table 11. Level Of Academic Performance of The Student-Respondents during School Year 2019-2020 in Social Studies

Grading scale	Description	f	%
90-100	Outstanding	26	8.25
85-89	Very satisfy	115	36.51
80-84	Satisfactory	127	40.32
75-79	Fairly satisfactory	47	14.92
Below 75	Did not meet expectation	0	0
Total		315	100

Table 11 shows that there are 127 or 40.32% with 80-84 or Satisfactory grades, 115 or 36.51 have 85-89 Very satisfactory grades, and 47 or 14.92% have 75-79 or fairly satisfactory grades.

This implies that most of the students have Satisfactory grades for the school year 2019-2020.

Significant relationship between the profile of the respondents and their academic performance during the school year 2019-2020

Table 12 shows significant correlations between the profile of the respondents and their academic performance during the school year 2019-2020.

Table 12. Significant Relationship between the Profile of the Respondents and their Academic Performance during the school year 2019-2020

	Pearson correlation r	Verbal interpretation	Pearson correlation mother	Verbal correlation mother
Parents' educational attainment	0.007	Weak positive correlation	0.0177	Weak positive correlation
Parents' occupation	-0.0057	Weak negative correlation	-0.1481	Weak negative correlation
	Pearson correlation		Verbal interpretation	
Monthly family income	0.4952	Moderate positive correlation		
Number of sibling	-0.5373	Moderate negative correlation		

Legend: -1 perfectly negative; -0.8 strongly negative; -0.5 moderately negative; -0.2 weakly negative; 0 no association; 0.2 weakly positive; 0.5 moderately positive; 0.8 strongly positive; 1 perfectly positive

As shown in the table, parents' educational attainment had a weak positive correlation ($r = 0.007$ father; $r = 0.0177$ mother) with grades; Parents' occupation had a weak negative correlation ($r = -0.0057$ father; -0.1481 mother), Monthly Income has a moderately positive correlation ($r = 0.4952$), and Number of

Siblings has a moderately negative correlation ($r = -0.5373$). These findings suggest that the profile of the respondents viewed their academic performance to be related to one another. This can also imply that they put high value on their academic performance as a whole no matter what their economic status in life is.

Conclusion

Based on the results of the study, the following conclusions are arrived at:

1. Most of the students-respondents belong to poor family income based on the Filipino income class.
2. The factors affecting the academic performance of the students in terms of their teachers' competency is the teacher's ability to establish clear guidelines for classroom and school rules, create goals for student learning, and maintaining positive relationships with the students. In regards of learning environment, participants chose teachers who are welcomes students and promotes values and respect. As regards to student-parents relationship, is on maintaining strong family time and encouraging students to study seriously and providing students with material support. In terms of peer relationships respecting the teachers and administrators and encouraging the students to attend classes regularly received the highest result.
3. An intervention program was deemed necessary and therefore recommended in this study.

Recommendation

The following were strongly recommended:

1. That student-respondents have to study more to cut the chain of poverty that their family is experiencing.
2. That the parents of the student-respondents should motivate themselves to work harder to give proper education for their children.
3. To the teachers to develop more awareness, efforts and opportunities to involve students in the implementation of any intervention program for the improvement of their academic performance can surely improve their positive evaluation of the performance in the future.
4. Future researchers should focus on further studies on other factors affecting the academic performance of the students.

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