

JOHN B. LACSON FOUNDATION MARITIME UNIVERSITY INC.

M.H. DEL PILAR ST. MOLO, ILOILO CITY

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“Factors that Affects Students Academic Performance

For Senior High School Students”

In Partial Fulfillment of the research

To the subject Practical Research 1

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JOHN B. LACSON FOUNDATION MARITIME UNIVERSITY – MOLO, INC.

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Approval Sheet

This research project entitled: **“Factors that affects Students Academic Performance for Senior High School Students”** at John B. Lacson Foundation Maritime University – Molo, Academic Year 2017- 2018, prepared and submitted by John Carl P. Cibigan and Jeff Zedryk C. Cordero of Grade 11 – Betelgeuse in partial fulfillment of the requirement in the subject Practical research I has been examined and hereby recommend for approval and acceptance.

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Abstract

The study entitled, "Factors that Affects Students Academic Performance for Senior High School Students," is conducted to the Senior High School Students of John B. Lacson Foundation Maritime University Inc. (JBLFMU) School Year 2017-2018. Study habits play a very important role in the life of students. Success or failure of each student depends upon his own study habits. Of course, study is an art and as such it requires practice. Some students study more but they fail to achieve more. Others study less but achieve more. Success of each student definitely depends upon ability, intelligence and effort of students. The qualitative method is used in the study, in which objectives are to name the factors which affect study habits of the Senior High School students of JBLFMU, how study habits affect the academic performance of the said students, and investigate the relationship between the two variables. For this study, the researchers design self-administered questionnaire for the data gathering process to achieve the main objective of the study. The primary aim of the questionnaire is to determine the respondents' profile, according to the factors which affect the study habits, including time management, study environment, and use of social media. Results imply that most of the respondents believe that their study habits are affected by their time management, study environment, and use of social media, and that these factors impact their academic performance. Another important finding shows a high- level of Senior High School Students' academic performance is greatly influenced by their use of social media, which is a said factor that affects the students' academic performance. However, gender does not significantly impact the factors that affect the study habits of the respondents. Generally, all the said factors tend to significantly affect the academic performance of the respondents.

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The Researchers

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Chapter 1

INTRODUCTION

Background of the study

Education is the right of every human being. Education helps people in improving their abilities, attitude, confidence, decision making, and ultimately, in attaining a good job. The improvement in human abilities and psychological skills can be achieved through improved student learning. However, a good employment opportunity depends upon quality education. Education systems, in general, focus on the completion of the course rather than the extent of knowledge gained by the students. Teachers don't behave like facilitators. They often act as tutors whose main target is to complete the syllabus before the deadline; ignoring the fact that the student is unable to digest so much information in such short periods of time which affects the academic achievement of the students. The reason for low academic achievement may also be rooted in family, school or in students' personal traits. Therefore, there is a need to gauge the relationship of the socio-economic status of parents, school climate, and students' study habits to probe the determinants of students' academic achievements at the secondary school level.

Student learning which is directly related to academic achievement is categorized into three major factors: family, institutional, and personal factors. Family factors relate to socio-economic status including parents' qualifications and occupation, family size, income and social standing in society and home environment. Institutional factors include educational environment, curriculum, extent of physical amenities and teachers' competencies and behavior with students.

Students' personal factors may include intelligence, attitude, motivation, interests, and aptitude and study habits. Out of the above-mentioned factors, the effect of socio-economic status, school climate and study habits need to be researched thoroughly to investigate their impact upon student learning and academic achievement.

Purpose of the study

The researchers purpose is to determine what are the factors that affect that the academic performance of a student and how can the researchers help the parents of the students on how they can help their children to be motivated. The researchers believe that this study can motivate the students and can remind them that they need proper education in their lives. And this research is a requirement for senior high school students of JBLFMU in order to pass and to move up to Grade 12.

Statement of the problem

The study intended to find out the factors affecting the study habits of the Senior High School Students of John B. Lacson Foundation Maritime University Inc. (JBLFMU) S.Y. 2017-2018 and how these factors influence the academic performance of the said students.

This will be answered by the following questions:

1. What are the factors affecting the study habits of the Senior High School students of JBLFMU?
2. How do these factors affect their academic performance?

3. How do you cope with these factors?

4. Which factors affects academic performance most?

Scope

The study was conducted in John B. Lacson Foundation Maritime University Inc. (JBLFMU). Study participants were Senior High School Students of JBLFMU. This enabled the researcher to identify the factors that affect the student academic performance.

Limitations

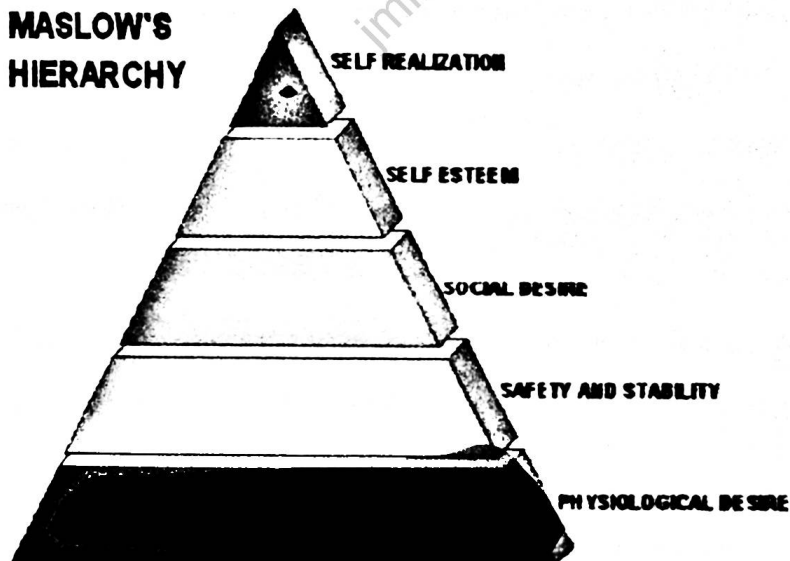
The study had a number of limitations. First, it was not possible to explore all the variables that affect academic performance. This study employed the seven variables identified by Lezotte (2010): instructional leadership, focus on vision and mission, school safety and orderliness, communicating high expectations for success, monitoring of student progress, home-school relations, and opportunity to learn. The study was also limited by the fact that it relied on a self-rating questionnaire for school administrators to measure the extent to which they engage in various correlates of effective schools. To overcome this, the researcher looked for any contradictory data among responses.

Theoretical framework

The study was guided by the Need theory by Abraham Maslow. Abraham Maslow was born in 1908 and died in 1970. The theory postulates that behavior is influenced by a person's needs. If one need is not met, a person may do something evil or right to have his or her need fulfilled.

As noted by Child (1993), the needs follow a specific order or hierarchy. They begin with physiological needs that include food, air, clothing and shelter. After the physiologic needs come the safety needs that include desire for predictable safe environment with justice. For instance, personal security, financial security, health, wellbeing and general protection. Thereafter, the need for love and belonging follows. This includes acceptance, having supportive classmates and having a communicating class system. The fourth level is the esteem needs which consist of need to be appreciated, valued, respected, recognized, prestige, status, attention, competence, mastery and freedom. The last need on the hierarchy is the need for self-actualization. It includes desire to achieve one's dreams. The physiological needs have to be fulfilled before the safety and other needs.

The figure below shows the hierarchy of needs:

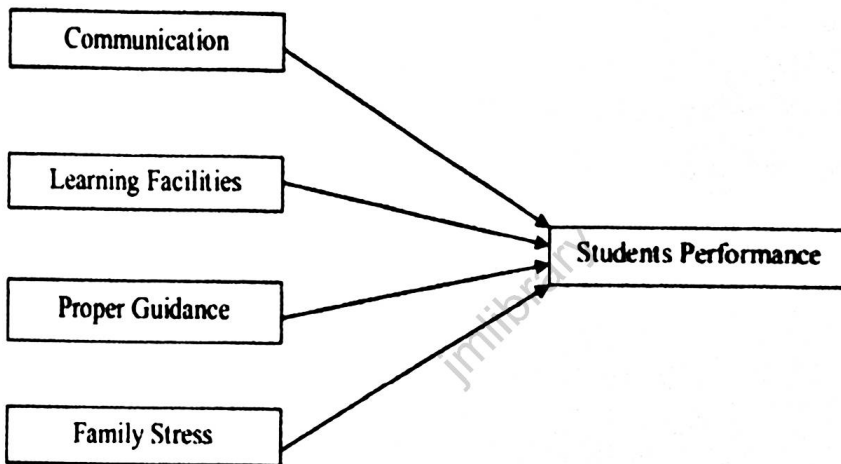


Concerning this study, the need theory helped to explain factors affecting academic performance of Senior Highschool Students in John B. Lacson Foundation Maritime University Inc. (JBLFMU). For instance, at physiological level of needs, students concentrate on their academic endeavors only if most the physiological needs are met. These include having a conducive learning environment, having adequate food for their families and being able to pay for water bills so that the home has water supply among others. Safety needs entail that students need to be protected from threats from fellow students and lecturers if they are to perform well academically. Students need to feel loved in whatever situations they may find themselves in. This creates a sense of belonging which in turn gives them the motivation and confidence to work hard regardless of how difficult the courses may be. Even in situations where students face challenges in a course, they get encouraged by friends, tutors and lecturers. But when they fail in a test or examination, the students do not feel that they belong to the class and become discouraged. In fact, failure culminates in a lower self-esteem and a negative self-concept. The need theory also helped to explain how social need mature-age students was met. To achieve the social needs, students work in group. They need to belong, and appreciation hold the groups together. Through academic study-groups, students tend to socialize, make friends among the groups and help one another academically. As a result, their need to belong and for appreciation gets fulfilled. Positive comments from lecturers and tutors also boost their self-image and confidence in their academic work and feelings of success build their positive self-esteems. In addition, positive comments on students' work are a source of motivation to better performance in the courses they take.

Passing tests and examinations builds confidence in students to the point that they develop hope to attain higher levels of education and self-actualization. But failure in tests and examinations builds low self-esteem and rejection.

Conceptual Framework

The goal of the study was to assess the factors that influence differentiated academic performance of students in John B. Lacson Foundation Maritime University Inc. (JBLFMU).



The study is to examine the improvement of students in academic performance. The study was extent to which they emphasize on instructional leadership, focus on vision and mission, school safety and orderliness, communicating high expectations for success, monitoring of student progress, home-school relations, and creating an opportunity to learn for each student.

Assumption

In conducting a study on teacher-parental factors affecting student's academic achievement in JBLFMU, the following assumptions were made:

1. That all respondents would be cooperative and provide reliable responses,
2. Teachers' professional experience affects the student's academic performance in JBLFMU,
3. Parental economic background affects the students' academic performance in JBLFMU.
4. The researcher does not know the extent to which teacher/parental factors affect the students' academic performance in JBLFMU

Significance of the study

Previous studies focus on different factors such class schedules, class size, English text books, homework, environment of the class, technology used in the class and exams systems, extracurricular activities, family and work activities, financial, and etc. The study may helpful for both senior high school policy makers and parents of the students. It helps the senior high school administration to design and implement the policies to improve the students' performance and the quality of education by changing the attitude of students towards learning, facilitating students and improving the teaching procedures.

People that can be benefited by this study:

Senior High school students of JBLFMU: So, they will know what are the factors that can affect their lives as a student.

Parents: Parents can use the outcomes of the study to solve the students' problems especially financial problems and to look after them.

It may also create awareness among students about their rights and responsibilities to achieve quality education.

Teachers: So that they will know what the reasons of the students are why are they not being motivated by their studies.

Future researchers: So that this study will help them on their research so that they will get help and they can finish their research faster.

Definition of Terms

Student: Is a learner, or someone who attends an educational institution.

Students' academic performance: The outcomes of the teaching and learning process in terms of knowledge and skills in students acquires from schools

Academic performance: Refers to achievement in standardized tests or examinations shown by a student.

Guidance: Refers to all activities rendered by educational institutions, which are primarily concerned with assisting individual students understand themselves, thus their needs, interest abilities and potentials.

Teaching and learning materials: In this study teaching and learning materials mean all materials that facilitate the teaching and learning in secondary schools. They include laboratories with its chemical and equipment, text books used for teaching by the teachers and those used by the students for reference.

Other materials are projectors, classrooms, desks, libraries as well as syllabus. Big charts, wall maps, photographs are also teaching and learning materials.

Performance: To perform is to take a complex series of actions that integrate skills and knowledge to produce a valuable result.

Chapter 2

REVIEW OF THE RELATED LITERATURE

Introduction

Many researchers have been identified and discussed the various factors that influence the student academic performance in their research. There are fundamentally two types of factors that influence the students' academic performance. These are academic(internal) and non-academic(external). Internal classroom factors include student's competence in the subject, class schedules, class size, class test results, learning facilities, Home-work, environment of the class, complexity of the course material, teacher's role in the class, technology used in the class and exams systems. External Class-room factors include extracurricular activities, family problems, work and financial, social and other problems. Research studies shows that students "performance depends on many factors such as learning facilities, gender and age differences, etc. that can influence student performance found that the most important factor with positive effect on students' performance is student's competence in English. If the students have strong communication skills and have strong grip on English, it increases the performance.

Instructional Leadership and Academic Performance

Contemporary educational reform places a great premium on the effective instructional leadership and management of schools. The logic of this position is that an orderly school environment, that is efficient and well managed, provides the preconditions for enhanced student learning. Effective instructional leadership is generally recognized as the most important

characteristic of school administrators (Hoy & Hoy, 2009; Lezotte, 2010). According to Lezotte (2010) instructional leadership is one of the correlates of effective schools. Effective instructional leaders are proactive and seek help in building team leadership and a culture conducive to learning and professional growth. In the effective school, the principal, deputy principal and Heads of Departments (HODs) act as instructional leaders and effectively and persistently communicate and model the mission of the school to staff, parents, and students.

Expectations for success and Academic Performance

Success in any meaningful endeavor is marked by a history of high expectations that provide the challenge and inspiration necessary to press the individual to his/her highest level of performance. Though there are supportive components of success – environment, general and special abilities, personal work habits and attitudes, and even chance (Tannenbaum, 2006) –, the central factor is high expectations. One's own expectations of oneself are important in the sense that people usually set their goals first and then develop their action plans accordingly. Others' expectations of individuals are also critical, since people tend to strive to accomplish what is expected of them. In both cases, without high expectations, individuals invariably drift toward mediocrity or even failure.

Homes-School Relations and Academic Performance

Henderson and Berla (2010) argue that the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to: create a home environment that encourages learning; express high (but not unrealistic) expectations for their children's achievement and future careers; and become involved in their

children's education at school and in the community. Henderson and Berla (2010) argue that when parents are involved in their children's education at home they do better in school. Student achievement improves when parents become involved in their children's education at school and in the community. Steinberg (2006) shows that the type of parental involvement that has the most impact on student performance requires their direct participation in school activities. Steinberg's (2006) three-year study of 12,000 students in nine high schools in the US revealed that community involvement draws parents into the schools physically and are most effective in improving academic achievement through attending school programs, extracurricular activities, conferences, and „back to school“ nights. It was concluded that when parents come to school regularly, it reinforces the view in the child's mind that school and home are connected and that school is an integral part of the whole family's life.

School Safety and orderliness and Academic Performance

According to Lezotte (2009), in effective schools there is an orderly, purposeful, business-like atmosphere, which is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning. Lezotte (2009) also spoke of schools not only needing to eliminate undesirable behavior but of teaching students the necessary behaviors to make the school safe and orderly. Desirable behaviors would include cooperative team learning, respect for human diversity, and an appreciation of democratic values. Teachers must also model these desirable behaviors. Research has identified multiple factors within the area of school climate that are positively linked to students' academic achievement and social well-being. Gottfredson, Gottfredson, Payne, & Gottfredson (2008) identified four significant

domains: a sense of physical safety; high expectations for both academic learning and behavior; a feeling of connectedness to both school and the community at large; and high levels of support from administration for school staff and students for both academic achievement and social-skill building. Greene & Ross (2008) established that current best practices include monitoring student perceptions of the above domains and working to improve areas identified as not meeting their needs.

Monitoring Student Progress and Academic Performance

The Programme for International Student Assessment (PISA, 2008) allows a classification of policy-amenable school characteristics into three main categories: school resources, school climate, and school policies. The school policies category includes various accountability issues such as whether or not the school conducts self-evaluations and monitors student progress and whether or not the school communicates student performance information to parents or the local authorities (PISA, 2008).

In the effective school, pupil progress on the essential objectives are measured frequently, monitored frequently, and the results of those assessments are used to improve the individual student behaviours and performances, as well as to improve the curriculum as a whole (Lezotte, 2009).

Summary

The literature reviewed in this section shows that academic performance can be influenced by a number of factors. The literature shows that schools that perform well are those that have effective instructional leadership (Hoy & Hoy, 2009; Lezotte, 2010). Studies were identified showing that effective instructional leadership correlates with school improvement and effectiveness (Lezotte, Skaife&Holstead, 2008; Lezotte, 2010).

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Chapter 3

METHODOLOGY

This chapter presents the research method, research locale, the respondents, data gathering procedure, instruments and techniques and the statistical treatment to be used.

Research Design

The study will utilize the phenomenology as the research strategy which intends to present facts concerning the nature and status of a situation, as it exists at the time of the study and describe present conditions, events or systems based on the impressions or reactions of the respondents of the research.

This research is also cross-sectional because of limited time. This research is a study of a phenomenon (or phenomena) at a time. Accordingly, cross-sectional studies often employ the survey strategy, and they may be seeking to describe the incidence of a phenomenon or to compare factors in different organizations.

Respondents

This study will focus on senior high school students who are currently enrolled in John B Lacson Foundation Maritime University, SY 2017 – 2018.

Sample size

The questionnaires will be given to 45 senior high school students of 3 different sections both male and female of John B. Lacson Foundation Maritime University Inc.

Senior Highschool Students	No. Of Respondents
Section 1	15
Section 2	15
Section 3	15
Total:	45

Sampling Instruments

All the respondents filled in questionnaires. The researcher used the questionnaires because the population was literate and large and time for collecting data was limited. The researcher developed closed- ended questions because they are easy to fill, save time and keep the respondents focused on the subject. The questionnaire was divided into sections delineating personal information, questions about the independent variable and the dependent variable. Questionnaires were used because they are the main method of data collection (Sarantakos, 2008).

Sampling Technique

Simple random sampling technique were used to select 15 Senior Highschool Students. This procedure was chosen because it provides each element in the population an equal chance to be selected as a study sample (Cohen et al. 2008). The reason for using purposive technique was that these respondents were the only ones with the information needed on factors affecting Academic Performance of Senior High School Students of John B. Lacson foundation Maritime University Inc. (JBLFMU).

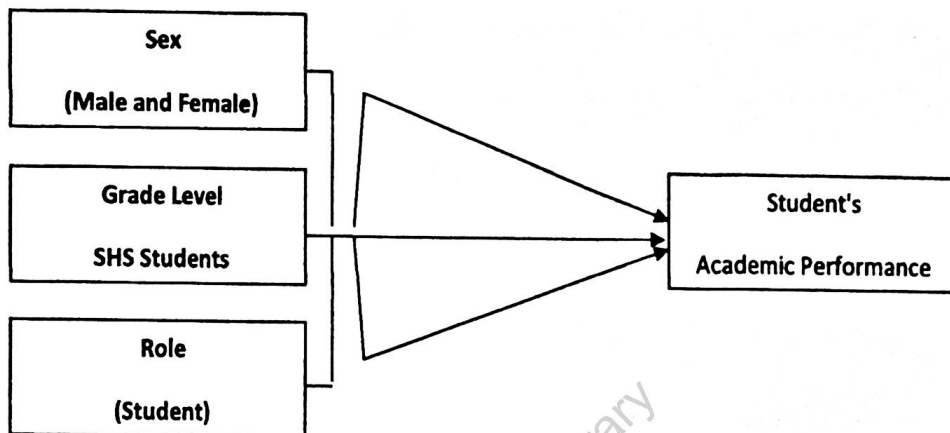
Chapter 4

RESULTS AND DISCUSSION

Profile matrix

Independent Variable

Dependent Variable



Sex Role

- The researchers have forty-five respondents, thirty-five of them are males and ten of them are females.

Grade Level

- All of the respondents are from the Senior High School Department.

Role

Students generally play a very small role in defining or governing the school system that educates them. Although preparing students for their future is the whole point, it is generally agreed that adults are to run the show; students are to focus on learning. The most important thing when engaging students in any role in school is to acknowledge their first duty:

Their learning is paramount to being meaningfully involved throughout schools. Learning through meaningful student involvement should include: stated learning goals, meaningful action, and sustained, deep reflection.

Proximity Matrix

The table 1 shows that the following results about what can affect their studies as students and what are the common factors that can affect their life as a student.

Similar	Dissimilar
<ul style="list-style-type: none"> • There are students answered because of hobbies like smoke, Computer games etc. • There are students answered Financial and family problems 	<ul style="list-style-type: none"> • Other students answered that they don't have any problems about their academic performance.

According to the study, all of the participants we choose in the senior high school department of JBLFMU-Molo stated that the most common factor that affect the Student's academic performance is the peer pressure. When asked about their reason why they choose this factor, most wrote that because of peer they are forced to play in the computer shop, drink alcohol or smoke or play billiards so they cannot get out of place with their friends. That is why it affect their academic performance.

Table 2 shows the following result about the question. Do financial supports affect your studies?

Similar	Dissimilar
<ul style="list-style-type: none"> • There are 3 students answered that they have to work or to find a scholarship in order to go to school. 	<ul style="list-style-type: none"> • There are 42 students answered that they don't have financial problems.

According to the world university rankings, many students believe that financial problems are having an adverse effect on their academic performance, a survey of University of Central England undergraduates has shown. The survey, carried out by UCE's Centre for Research into Quality (CRQ), found that 51.9 per cent of the 1,139 full-time undergraduates polled believed their academic performance was suffering and 15.1 per cent believed that there was a major negative impact. Lee Harvey, senior research fellow at CRQ and co-author, with Selena Mason, of the report, believes that UCE students are reasonably representative. The survey had been constructed to minimize overstatement of financial and academic difficulties.

Table 3 shows the following result about the question does the location of the school affects your academic performance?

Similar	Dissimilar
<ul style="list-style-type: none"> • 37 students stated that it is very difficult to go to school because of the heavy traffic and the distance that needed to be travelled in order to go to school. 	<ul style="list-style-type: none"> • 8 students answered that it's not difficult to go to school because they live near the school.

According to Joseph Almiwha the rapid expansion of secondary schools in Tanzania has been a result of increased social demand for Secondary Education brought about by the implementation of Universal Primary Education declared in the 1970s and later on the Primary Education Development Plan (PEDP) of 2002 (Ministry of Education and Culture MOEC, 2004). The expansion of primary education (PE) have created demand for post-PE which calls for adequate supply of teachers and adequate secondary schools' learning environment as an increased incentive to complete primary school (UNICEF, 2006). To address the need for access and completion of Secondary 2 Education, consideration of the location of community secondary schools was not given prior critical concern in some regions in Tanzania and in Makambako in particular. Establishment of secondary schools did not consider factors which could contribute to high quality education for improved academic performance particularly traveling distance of learners and teachers to and from their schools. Expanding enrolment through increased schools close to the people has been a great step towards universalizing education as the eligible students

would access schools and participate in all the planned school activities. Location of secondary schools in different countries is widely dispersed from the students' homesteads. As a result, longer walking or travelling distance from home to school/college has mostly impacted school students particularly girls (Subrahmanian, 2003).

Table 4 shows the following result about the question does bullying affect your academic performance?

Similar	Dissimilar
<ul style="list-style-type: none"> • Mostly answered yes. They are afraid to enter the campus because when they enter to school they think that they will be bullied again. That can affect their academic performance. 	<ul style="list-style-type: none"> • Some students answered no because they don't experience being bullied.

According to a study funded by the National Institutes of Health, children who are bullied have "lower academic achievement, a greater dislike of school and less confidence in their academic abilities," said CNN. The study also found that boys are more likely than girls to suffer from bullying throughout all age groups analyzed. Researchers said this study is unique because it followed students around for five to six years in some cases, much longer than most

studies that focus on bullying. The lead author of the study, Gary W. Ladd, professor of psychology at Arizona State University, told CNN said that, logically, it makes sense because children who are bullied are less likely to engage in academic studies due to the distractions that bullying causes. "One of the things kids talked about was that it was harder for them to pay attention when they were sitting in the classroom thinking about what the bully was going to do to them next or what they were going to do to them after school or things of that nature, so we also wondered about whether or not this was a major distraction for children," Ladd said. The study only looked at in-person bullying as opposed to cyber bullying because at the time it started cyber bullying was not as prevalent.

Table 5 show the result to the question, If having a broken family can affect your academic performance?

Similar	Dissimilar
<ul style="list-style-type: none"> • Some of the students answered yes because it's very difficult emotionally if you have a broken family. • Some answered yes because they have financial problems and lack of support from their family. 	<ul style="list-style-type: none"> • Most of the students answered no When asked, if they have a broken family can affect their academic performance, mostly answered no because they have guardians that supports and can guide them in their school works and activities.

According to the MentalHelp.Net the Family is an essential factor for a human's whole-being, everything about a man, his background, attitude, all of his achievements, his honor and dignity , relies on the structure of the family a man lives in with. A family is composed of a father a mother and their offspring, bonded by their love for each other. A study was recently released by the National Assessment of Educational Progress that demonstrated the dismal performance of High School Seniors nationwide. Students were tested across 1,600 school districts. Among these districts, 49,000 students were tested reading and 49,000 in math. Overall, the performance scores were worse than in 1992. Considering the state of our economy and competition from other nations in all of these areas, the results are a source of great anxiety for this nation's future. It is important to note that Asian youngsters outperformed White, Black and Hispanic students.

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Questions		Yes	No
Does Financial support affect your academic performance?		8 Students	37 Students
Does the location of the school can affect your academic performance?		35 Students	10 Students
Does bullying can affect your academic performance?		42 Students	3 Students
Is there an effect on your studies if your family is broken?		7 Students	38 Students
For you what is the most common factor that can affect your studies? (Do not need to put a star.)			

Chapter 5

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the study in a summary and makes conclusions based on the results.

The recommendations from the findings and areas for further research are also presented

Summary

Factors affecting student's academic performance is an important issue in higher education especially in the Senior High school level. There has been extensive research on the influences of key factors on students' academic performance. It is interesting to note that all the research reviews support the hypothesis that students' performance in their academic depend on different socio-economic, psychological and environmental factors. A review of the literature indicated that students' learning style, family background, students' characteristic, and school or college experience factors are related to students' academic performance.

The objective of this study was to quantify the relationship between the different factors that are considered responsible of affecting the students' performance along with providing base for further research regarding student performance. The support and availability of the parents, their financial situation and standard of living. In other places in the world where the topic is studied, it has been observed that students in socioeconomically disadvantaged areas get lower marks.

Findings

According to the study, all of the participants we choose in the senior high school department of JBLFMU-Molo stated that the most common factor that affect the Student's academic performance is the peer pressure. When asked about their reason why they choose this factor, most wrote that because of peer they are forced to play in the computer shop, drink alcohol or smoke or play billiards so they cannot get out of place with their friends. That is why it affect their academic performance. This study has discovered that peer pressure, financial situation, school location and bullying can affect the student's academic performance. Throughout the process of completing the research an in-depth understanding on the variables and their influence on the dependent variable was obtained. The findings further reveal that, all four hypotheses were further supported by the multiple linear regression model.

Conclusion

As a wrap, up this research was conducted in relation to the Production Function Model and the hypotheses have been reasonably achieved. Besides, it also contributes to the Higher Educational Institutions and the instructors. However, it still has some limitations which need further investigation and analysis.

Recommendations

There are past researchers who have studied this factor and have found that it can affect academic performance in several ways. Thus, future researchers can study on this factor to identify its relationship towards student's academic performance.

This can be done by adopting questions which are more reliable.

It is important to collect data from expatriate students as it will be very useful in term of the racial ideology variable. They may have totally different perceptions compared to the locals. If obtaining data is cumbersome through questionnaires than other methods can be employed. Even questionnaires can be used, by grouping those students and briefing them about the surveys. Past researchers have used observing method to study how the factors can affect the student's academic performance (Schwerdt & Wuppermann, 2008). However, such methods may not be convenient to cover large number of samples.

Future researches must include other factors other than these five factors to strengthen the findings. By analyzing more factors and using alternate models a better understanding can be achieved. Besides that, a wider geographical area can be covered such as using the State level to perform the analysis. This will obviously help the result to replicate or represent a wider student community.

Recommendations for Further research

The recommendations for further studies include;

- Further study should be done on the influence of home based factors since this study only focused on the school based factors.
- Research should be done on other areas since this was based in Iloilo city and therefore the findings might defer.

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