

FACTORS AFFECTING SENIOR HIGH SCHOOL STUDENTS POOR ACADEMIC PERFORMANCE

Alejandro Gutierrez Albarico^{*1}, Ria Perez Blas^{*2}, Arlene Palomo Cruz^{*3},
Grace Mendoza Enriquez^{*4}

^{*1,2,3,4}San Ildefonso National High School, Philippines

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ABSTRACT

The ultimate objective of this study was to determine the factors affecting senior high school students' poor academic performance at San Ildefonso National High School, Poblacion, San Ildefonso, Bulacan. The study utilized mixed-method research in which descriptive design was employed. Standardized survey questionnaires and personally crafted open-ended questions were the data gathering tools. The respondents of the study were the 100 purposively selected Grade 12 students. Quantitative data were processed using mean procedure while thematic analysis, frequency and percentage were used to analyze the qualitative data. The findings revealed that school-related aspects, home-related aspects, and personal condition are the factors that affect their poor academic performance. Furthermore, students encounter several challenges academically. Moreover, a number of conclusions and recommendations were formulated based on the findings of the study.

Keywords: Factors, Poor Academic Performance, Senior High School Students

I. INTRODUCTION

Academic performance talks about how students are accomplishing his or her responsibilities and studies. There are some factors that determine the status and the rate of students' learning performance. Ability is a talent, skills, or proficiency in a particular area of discipline. It is what students can do, given the ideal circumstance. Many can think of it as being internal and hidden until they show their knowledge and skills through various learning tasks. According to Singh (2016), educational students are the most important asset. The students' academic performance plays a vital role in producing the outstanding quality individuals who will become leaders and manpower of a particular country, consequently responsible for the country's social and economic development. The academic performance of the students has gained significant attention from past researchers. Previous studies on academic performance of students focused on such issues like teacher education, family, educational background, gender difference and socio-economic factor. Additionally, as emphasized by Shakeel and Peterson (2020), one of the most significant parts of human resource development is education. Academic performance is the basis of student achievement across various academic subjects. Teachers and education officials typically assess achievement using classroom performance, graduation scales, and results from standardized tests. Students' academic performance is affected by several factors: students' learning skills, parental background, peer influence, teachers' quality, and learning infrastructure. Despite the promising objectives set by the Philippine government, various issues have prompted the reform's implementation. For instance, they found misalignments between established learning pedagogies with the expected results of the curriculum guidelines of the Philippines (Rivera, 2017; Barrot, 2018). However, with the shared movement of other countries towards globalization, the Philippines has started major educational reforms, that transition and shift of its 10-year primary education into the K-12 curriculum (Di Natale et al., 2020). As cited in the study of Ozcan (2021), it is a fact that the student's academic achievement, which is one of the most basic and essential aims of education institutions, is also an expectation of society. Therefore, when education systems are setting their goals and objectives, they take academic achievement into consideration alongside several competences. Achievement is progress made towards attaining one's goals. In other words, achievement can be expressed as progress made towards attaining the goals determined by individuals or institutions. In terms of the student, achievement means reaching the objectives framed in the curriculum. In education institutions, however, the aim of this achievement is to improve and advance academically. A study conducted communicates that when someone's concept of self matches what they feel, think, and do then they can realize their maximum potential (Cavilla, 2017; Al Kurdi, 2021). Meanwhile, students having ideal motivation showed a certain advantage compared to the rest of their peers because they tend to have adaptive attitudes and keep modifying their strategies based on the workload,

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Making the grade Damon R. Wade, 2004 **Factors Contributing to Academic Performance of Students in a Junior High School** Anthony Abaidoo, 2018-11-16 Bachelor Thesis from the year 2018 in the subject Pedagogy School System Educational and School Politics grade 5 GHA System University of Education Distance Learning course Post Graduate Diploma in Education language English abstract Students academic performance is a key feature in education This study was therefore conducted primarily to assess the factors contributing to improvement in academic performance of Junior High Students JHS in a Basic School which is in the Gomo East District in the Central Region of Ghana The mixed and descriptive research design was used and a sample size of 87 respondents 79 students and 8 teachers were selected through random sampling technique The findings revealed that the average academic performance 47 0% of the JHS students in the Basic School is weak and their performance in Mathematics average score of 31 48% and English Language average score of 39 99% is a fail It was noticed that student factors that contribute to an improvement in academic performance include regular studying self motivation punctuality and regular class attendance hard work and interest in a subject The teacher factors were completion of syllabus use of TLM s frequent feedback to students and given students special attention Per the findings parent factors which was very key was parent showing concern in their children s academics and providing them their academic needs School factors that were significant included availability of text books and TLM s The study also found that parent level of education and gender has a positive relationship with academic performance but it s insignificant However age has a positive significant 5% significance level relationship with academic performance Based on findings the study recommends that there should be strict monitoring on teachers to vary their teaching methods to suit their needs of the students and also to provide the students with constant feedback on their **Contexts of Learning Mathematics and Science** Sarah J. Howie, Tjeerd Plomp, 2006-04-18 This book is the result of research from over fifteen countries asking which background and environmental factors influence achievement in mathematics and science This research is based on data from the Third International Mathematics and Science Study TIMSS which was conducted under the auspices of the International Association for the Evaluation of Educational Achievement IEA in 1995 and 1998 In many countries researchers have started secondary analysis of the data in search for relationships between contextual factors and achievement In these analyses two different approaches can be distinguished which can be characterised by the metaphors of fishing and hunting In the fishing approach researchers begin with an open mind considering all possible context variables as potentially influential Applying analysis techniques such as regression analysis Lisrel PLS HLM and MLN they then identify important factors within their countries or across a number of countries In the hunting approach researchers hypothesise certain context variables and trace the effect of these variables on mathematics and or science achievement *Breaking the Mold: Groundbreaking Methodologies and Theories for Parental Involvement in Education* Yael Fisher, Paul M. W. Hackett, Ava

Gordley-Smith, 2026-02-02 Contemporary paradigms in educational engagement necessitate a paradigm shift in parental involvement transcending conventional modes of interaction Innovative methodologies emphasize establishing symbiotic partnerships between educational institutions and familial units recognizing progenitors as integral stakeholders in their progeny's academic journey Emerging theoretical frameworks underscore the significance of culturally responsive practices acknowledging the heterogeneity of family structures and sociocultural contexts Technological advancements facilitate enhanced communication modalities enabling real time information dissemination and virtual engagement Educational institutions are exploring adaptive scheduling and domiciliary visits to accommodate diverse parental circumstances Novel approaches encompass parental leadership initiatives equipping guardians with advocacy and mentorship competencies within the educational community Furthermore there is an increasing focus on comprehensive family support systems addressing extracurricular factors influencing academic performance These progressive strategies aim to cultivate a more inclusive equitable and productive educational milieu by optimizing parental engagement potential This research endeavor aims to revolutionize parental involvement in education by addressing the limitations of conventional methodologies and fostering a more inclusive and productive learning milieu The study necessitates the development of culturally responsive practices technological integration for enhanced communication implementation of flexible scheduling paradigms establishment of parental leadership initiatives and provision of comprehensive family support systems Recent advancements encompass AI driven linguistic tools immersive virtual reality platforms data driven personalized engagement strategies gamified mobile applications and community centric resource integration These innovations seek to optimize parental engagement by accommodating diverse familial structures mitigating linguistic barriers and addressing extra curricular factors impacting academic performance By implementing these strategies and utilizing technological progressions we aim to cultivate an equitable educational ecosystem that maximizes parental involvement potential ultimately culminating in enhanced student outcomes and a more collaborative pedagogical approach This research topic explores innovative approaches to parental involvement in education focusing on groundbreaking methodologies and theories The scope encompasses culturally responsive practices technological integration flexible engagement strategies parent leadership programs holistic family support data driven personalization community based initiatives diverse family structures linguistic and cultural barrier mitigation and emerging model evaluation Contributors are invited to address these themes through various manuscript types including original research articles review papers perspective pieces case studies methodological papers policy analyses meta analyses theoretical frameworks short communications and systematic reviews These contributions should collectively advance our understanding and implementation of novel parental involvement strategies in educational settings The research aims to provide comprehensive insights into enhancing school family partnerships ultimately fostering a more inclusive equitable and effective educational ecosystem that optimizes student outcomes through

innovative parental engagement approaches **Readiness for College** Merri M. Rieger,2009 *Motivation Science* Myint Swe Khine,2024-12-06 This volume explores human machine collaboration and provides machine generated auto summaries of emerging research trends in motivation science Each chapter presents summaries of pre defined themes and includes an editor written introduction It covers various topics from classic theories such as Maslow s hierarchy of needs to cutting edge research in neuroscience and cultural influences on motivation The book offers valuable insights into what makes us tick and how to harness motivation to improve our lives The book is organized into six chapters covering interrelated topics such as the motivation science emotion based motivation educational motivation self regulated learning motivation and technology and motivation and neuroscience The auto summaries have been generated by a recursive clustering algorithm via the Dimensions Auto summarizer by Digital Science The editor of this book selected which SN content should be auto summarized and decided its order of appearance Please note that these are extractive auto summaries consisting of original sentences but are not representative of the original paper since we do not show the full length of the publication Please note that only published SN content is represented here and that machine generated books are still at an experimental stage

Ensuring the Success of Latino Males in Higher Education Victor B. Sáenz,Luis Ponjuán,Julie L.

Figuroa,2023-07-03 Latino males are effectively vanishing from the American higher education pipeline Even as the number of Latinas/os attending college has actually increased steadily over the last few decades the proportional representation of Latino males continues to slide relative to their Latina female counterparts The question of why Latino males are losing ground in accessing higher education relative to their peers is an important and complex one and it lies at the heart of this book There are several broad themes highlighted catalogued along with the four dimensions of policy theory research and practice The contributors to this book present new research on factors that inhibit or promote Latino success in both four year institutions and community colleges in order to inform both policy and practice They explore the social cultural factors peer dynamics and labor force demands that may be perpetuating the growing gender gap and consider what lessons can be learned from research on the success of Latinas This book also closely examines key practices that enable first generation Latino male undergraduates to succeed which may seem counterintuitive to institutional expectations and preconceived notions of student behavior Using narrative data the book also explores the role of family in persistence outlines how Latino men conceptualize fulfilling expectations negotiate the emasculation of the educational process and how they confront racialization in the pursuit of a higher education uncovers attitudes to help seeking that are detrimental to their success and analyzes how those who succeed and progress in college apply their social capital whether aspirational navigational social linguistic familial or resistant While uncovering the lack of awareness at all levels of our colleges and universities about the depth and severity of the challenges facing Latino males this book provides the foundation for rethinking policy challenges leaders to institutionalize male focused programs and services and presents data to inform needed changes in practice for

outreach and retention Neuroscience, Learning and Educational Psychology María Jesús Luque Rojas, Eduardo Blanco Calvo, María Teresa Martín-Aragoneses, 2022-08-25

Education Research in Belize for Belize by Belizeans Alberto Luis August, 2022-01-28 This book consists of twenty one empirical studies in the field of education conducted in the Belizean context by Belizean educators It covers a variety of topics across various levels of education across the six districts in Belize Each research study article consists of a background that introduces the topic of the study A brief literature review informs the reader of the conceptual or theoretical framework of the study The methodology presents the approach research design sample and data collection procedures The results section shares the raw data collected from the participants The findings are discussed to bring the study together and it incorporates content from the literature review in the discussion Conclusions are drawn and recommendations are made as a result of the conclusions Each study suggests implications for best practices across the different topic areas The conclusions of each research study can aid in the development of education policies to enhance the Belize education system

A Study of the Factors Affecting the Academic Achievement and Underachievement of Bright High School Students Mary Gallagher Mueller, 1964 Resources in Education , 1997

Reassessing Vocational Education in China Xu JinJie, 2023-06-23 Based on the international comparison of vocational education in major countries and regions this book revisits and reappraises China s vocational education in terms of its institutional advantages and recent outstanding performance For a long time vocational education in China has been undervalued among the public and students in vocational schools are also underrated as academic failures Drawing on the empirical methods and data of the Programme for International Student Assessment PISA the author compares vocational education across the globe including Germany Austria and those with traditional high performing vocational education systems as well as China Japan South Korea and other Southeast Asian countries The results show that Chinese vocational school students performed well especially exhibiting competency in adapting to transforming requirements for labor force in an intelligent era The book also presents the policy achievements of vocational education in promoting equity in China It aims to reshape the public s understanding of the competency development of students in vocational schools and give insights into promoting curriculum reform The book will appeal to scholars and students of vocational education education policy Chinese education and PISA and also policymakers and practitioners of vocational education

Some Factors Affecting Social Acceptance of High School Pupils Irving Douglass Brown, 1952 *Factors Affecting the Attendance of Hispanic Students* Marion Kirdorf McClellan, 1997

Some Factors Affecting Teacher Supply and Demand in Missouri William Henry Zeigel, 1930

The Value of Certain Factors for Predicting Marks in the Bloomington Senior High School Cloyd Anthony, 1929 The Vocational Guidance Magazine , 1929 *A Study of the Facts and Conditions Involved in the Problem of College Admissions ...* Edwin John Brown, 1928

Factors Other Than Intelligence that Affect Success in High School Austin Henry Turney, 1930 **Some Factors Affecting Academic Achievement Among Negro**

High School Students in Madison, Wisconsin Cora Elmira Bagley, 1965

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