

# Factors influencing the academic performance of elementary education students at Northern Zambales College Incorporated

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## ***Abstract***

This study examined the selected predictors shaping the academic performance of Bachelor of Elementary Education students at Northern Zambales College Incorporated during School Year 2025–2026. Specifically, it investigated students' profile, level of agreement on love and romance, social media, study habits, religion, and socioeconomic status, their academic performance, and the significant differences and relationships among these variables. Using a quantitative descriptive-correlational design, data were gathered from 119 respondents selected from a population of 170 BEED students through stratified random sampling. A validated survey questionnaire with good reliability was used to collect the data. Findings revealed that students generally agreed that all five predictors influenced academic performance, with religion ranking highest, followed by study habits, socioeconomic status, social media, and love and romance. The respondents' overall academic performance was interpreted as superior. Analysis of variance showed a significant difference among the predictors, indicating that they did not influence academic performance equally. Spearman correlation further revealed a strong, positive, and significant relationship between the selected predictors and academic performance. The study concludes that academic achievement is shaped by interacting personal, social, spiritual, and economic factors. An action plan was proposed to strengthen student support, resilience, and academic success.

**Keywords:** academic performance, BEED students, study habits, religion, socioeconomic status

## **Factors influencing the academic performance of elementary education students at Northern Zambales College Incorporated**

### **1. Introduction**

Academic performance among elementary education students is shaped by a complex interplay of personal, social, and contextual factors. At Northern Zambales College Incorporated, understanding these influences is crucial in designing effective educational strategies that foster holistic student development. While traditional predictors such as study habits and socioeconomic status have long been recognized, emerging dynamics including love and romances, social media use, and religious involvement are increasingly relevant in shaping learners' experiences and outcomes. This study explores five selected predictors love and romances, social media, study habits, religion, and socioeconomic status to examine how they interact and contribute to the academic performance of elementary education students. By investigating these dimensions, the research seeks to provide a nuanced understanding of the challenges and supports that influence learning. The findings aim to guide educators, parents, and policymakers in developing interventions that not only enhance academic achievement but also promote balanced personal growth and resilience among learners.

Socioeconomic status (SES) remains a significant factor influencing students' academic performance worldwide. Differences in income, access to resources, and living conditions continue to shape students' educational experiences and outcomes. Studies have shown that students from higher socioeconomic backgrounds tend to perform better academically due to greater access to learning materials, stable environments, and academic support systems (Kastorff & Heine, 2025). The World Bank (2025) also identified socioeconomic status as one of the strongest predictors of academic success, while Liu et al. (2022) emphasized that income inequality and family background contribute to disparities in students' academic achievement. These findings highlight the importance of economic conditions in shaping students' academic performance. In the Philippines, socioeconomic inequality remains a major concern in education. Many students face financial challenges that limit their access to essential academic resources such as books, internet connectivity, and other learning materials (Lier et al., 2024). Yee (2023) further noted that disparities in social background affect students' ability to complete higher education, particularly among those from low-income families. Additionally, Rogayan and Macalinao (2024) found that inadequate resources and financial constraints continue to influence students' academic outcomes and opportunities. These economic conditions may also affect students' study habits, engagement, and overall academic performance.

Aside from economic factors, social and personal influences also play a crucial role in students' academic success. Factors such as love and romance, social media usage, study habits, and religion may significantly affect students' behavior, focus, and motivation in learning. Romantic relationships, for instance, may either support or distract students from their academic responsibilities, as some studies suggest that involvement in relationships can influence academic performance depending on how students manage their time and priorities. According to Ejaz et al. (2025) social media can serve as a tool for learning but may also reduce study time and cause distractions when used excessively. Study habits, on the other hand, directly influence students' ability to manage academic tasks effectively, with research indicating a relationship between study habits and academic achievement (Harahap et al., 2023). Meanwhile, religion may provide guidance, discipline, and emotional support that can positively influence students' behavior and academic engagement. These predictors reflect the social and emotional dimensions that interact with students' academic performance, as supported by studies showing that social media use and study habits were significant predictors of academic outcomes (Valdez, 2025).

At Northern Zambales College Incorporated (NZCI), Bachelor of Elementary Education (BEED) students come from diverse backgrounds in terms of age, gender, year level. These profile variables may influence how students perceive and experience different factors shaping their academic performance. Additionally, variations in family income may further shape students' access to educational resources and learning opportunities.

Understanding these differences was important in determining how various predictors influence academic outcomes among students.

Given these conditions, it was essential to examine the level of agreement of students regarding the different predictors shaping their academic performance, including love and romance, social media, study habits, religion, and socioeconomic factors. It was also important to determine whether there were significant differences in students' responses based on their profile, as well as the relationship between these predictors and their academic performance. Therefore, this study aimed to examine the interplay of social, emotional, and economic factors as selected predictors in shaping the academic performance of BEED students at Northern Zambales College Incorporated. Specifically, it sought to analyze students' profiles, assessed their level of agreement on selected predictors, determined their level of family income, and examined the significant differences and relationships among variables. The findings of this study served as a basis for developing an action plan that could help improve students' academic performance.

**Statement of the Problem** - This study aimed to examine the interplay of selected predictors in shaping the academic performance of Bachelor of Elementary Education (BEED) students at Northern Zambales College Incorporated (NZCI) during SY 2025-2026. Specifically, it sought to answer the following questions:

1. What is the profile of the respondents with regards to: Age; Gender; Year Level; and Income?
2. What is the level of agreement on the selected predictors shaping academic performance as to: Love and romances; Social Media; Study Habits; Religion; and Socioeconomic?
3. What is the level of academic performance?
4. Is there significant difference on the dimension towards level of agreement on the selected predictors as cited on number 2?
5. Is there a significant difference in the level of agreement on the predictors shaping academic performance when respondents are grouped according to their profile?
6. Is there a significant relationship between selected predictors and academic performance of the respondents?

## 2. Review of related literature

**Academic Performance** - Academic performance represents a critical indicator of students' educational attainment and overall learning outcomes, typically evaluated through assessments, examinations, and cumulative grades. It reflects not only cognitive abilities but also students' engagement, motivation, and adoption of effective learning strategies. Empirical research suggests that academic performance was shaped by an interplay of cognitive, behavioral, and environmental factors, making it a multifaceted construct in educational research. Evidence from recent studies indicates that variations in students' study habits and learning styles were significant predictors of academic outcomes, as structured learning routines and strategic approaches to study enhance academic achievement (Cabrera & Torres, 2021). Furthermore, academic performance was influenced by contextual changes in the learning environment, particularly the increased reliance on remote and distance education modalities. Recent research during the COVID-19 pandemic demonstrates that alterations in instructional delivery and the accompanying psychological stressors considerably affect students' academic success. These findings underscore the impact of environmental and emotional factors on learning outcomes, emphasizing the need for adaptive strategies to maintain educational performance under challenging conditions (Giusti et al., 2021). In addition, students' self-perceptions of competence and academic self-efficacy play a crucial role in determining their academic success. Cross-cultural investigations reveal that academic self-efficacy, shaped by social and educational contexts, significantly predicts engagement in learning tasks and overall performance. Students with higher self-efficacy were more likely to demonstrate persistence, effective problem-solving, and sustained

motivation, which in turn positively influences their academic outcomes (Gebauer et al., 2021).

***Love and Romantic Relationship*** - Love and romantic relationships were important aspects of students' lives that influence their emotional well-being and academic development. Romantic involvement allows students to develop interpersonal skills, emotional maturity, and self-concept. A study using open-access data found that adolescents in romantic relationships experience both academic and emotional effects, including improved interpersonal development but sometimes lower academic performance compared to those not involved in relationships (Honghao et al., 2021). Romantic relationships can also play a significant role in students' personal growth during college years. As students transition into adulthood, romantic experiences contribute to identity formation and future life perspectives Liu et al. (2024) highlights that romantic relationships were a key factor in students' developmental trajectories, influencing emotional and psychological growth throughout their academic journey. However, romantic relationships may also introduce challenges that affect students' academic functioning. Emotional stress, conflicts, and relationship pressures can impact focus, well-being, and productivity. An open-access study found that romantic relationship stress significantly affects students' well-being, including aspects such as sleep quality, which may indirectly influence academic performance and daily functioning (Langlais et al., 2025).

***Socioeconomic Status*** - Socioeconomic status (SES) was widely recognized as a critical determinant of students' academic achievement, as it shapes access to educational resources, learning environments, and academic support systems. Students from higher socioeconomic backgrounds were more likely to experience favorable learning conditions, including access to instructional materials and parental guidance, which contribute to improved academic outcomes. A meta-analysis confirmed that SES has a moderate positive relationship with academic performance, highlighting its strong and consistent influence on students' learning outcomes (Selvitopu & Kaya, 2021). Socioeconomic status also significantly influences academic achievement across different countries and educational systems. A large-scale study using cross-national data found that SES remains a strong and persistent predictor of academic performance over time, with students from higher SES backgrounds consistently outperforming their peers due to better access to educational opportunities and support systems (Yigiter, 2025). Moreover, socioeconomic disparities affect students' academic outcomes through differences in family income, parental education, and access to learning support. Research shows that SES was closely associated with variations in academic achievement, as students from disadvantaged backgrounds were more likely to experience limited educational support and fewer opportunities for academic success (Khalid et al., 2022)

***Social Media Usage*** - Social media usage has become an integral part of students' daily lives, influencing how they communicate, access information, and engage in learning activities. It provides opportunities for collaboration, knowledge sharing, and academic interaction, which can enhance students' learning experiences when used appropriately. Studies have shown that social media platforms can support educational engagement by enabling students to exchange ideas and access learning materials more efficiently. Sivakumar et al., (2023) found that social media contributes to students' knowledge sharing and collaborative learning, improving their academic engagement. Social media usage also plays a significant role in shaping students' academic performance and participation. When integrated into educational contexts, it can increase interaction and engagement among students, leading to improved learning outcomes. However, the impact depends on how it was used. A study revealed that social media can enhance academic performance when used for educational purposes, particularly by increasing student involvement and communication (Shafiq & Parveen, 2023). Furthermore, excessive use of social media has been associated with negative academic consequences. While it offers educational benefits, overuse can reduce students' focus and productivity. Research indicates that prolonged social media use was linked to distractions, reduced academic focus, and negative outcomes such as stress and poor performance among students (Fatima et al., 2025).

***Study Habits*** - Study habits were essential factors that influence students' academic performance, as they reflect the strategies and behaviors students use in managing their learning. Effective study habits, such as time management, note-taking, and regular review, help students improve comprehension and retention of information.

Research shows that study habits were significantly associated with academic performance, as students who demonstrate consistent and organized study routines tend to achieve better learning outcomes (Castillo et al., 2023). Study habits also play a crucial role in shaping students' academic success across different educational contexts. Students who apply effective study strategies and maintain discipline in their learning process were more likely to perform better academically. A recent study found that study habits, together with personal factors, significantly influence academic achievement, emphasizing that structured learning behaviors contribute to higher academic performance (Aljaffer et al., 2024). Moreover, poor study habits can negatively affect students' academic outcomes. Lack of proper study routines, ineffective learning strategies, and poor time management may lead to lower academic achievement. Research indicates that students with weak study habits tend to struggle academically compared to those who demonstrate consistent and effective study practices (Barragán-Hervella et al., 2023).

**Religion and Academic Behavior** - Religion and religiosity play an important role in shaping students' academic behavior by influencing discipline, moral values, and self-regulation. Students with strong religious beliefs often demonstrate better behavioral control, which can positively affect their academic engagement and decision-making in school. A recent study found that religiosity was significantly associated with students' school behavior, where higher levels of religious commitment contribute to lower involvement in negative academic behaviors such as cheating and misconduct (Oktaviyani et al., 2022). Religion also contributes to students' social and behavioral development within academic environments. It influences how students interact with peers, respond to authority, and maintain ethical standards in school settings. Coman et al. (2024) conducted in an educational context shows that religiosity was positively linked with students' social behavior and school climate, suggesting that religious values help promote respectful and responsible conduct among learners. Moreover, religious involvement can also contribute to students' psychological well-being, which indirectly affects their academic engagement. Students who actively participate in religious activities often report higher levels of life satisfaction and emotional stability. Abdel-Khalek (2022) shows that religiosity was positively linked to well-being, which supports better focus and engagement in academic tasks.

**Challenges** - Students from varying socioeconomic backgrounds often encounter distinct challenges that influence their academic performance. One significant challenge was financial instability, which may limit students' ability to access essential academic resources such as books, internet connectivity, and technological devices. Engzell et al. (2021) found that students from lower socioeconomic backgrounds experienced greater learning losses due to limited access to digital learning tools during remote education, highlighting how economic constraints directly affect academic outcomes. This suggests that disparities in resource availability can widen the academic gap between students of different socioeconomic levels. Another challenge was the need for students to engage in part-time work to sustain their education. While employment provides financial assistance, it can reduce the time and energy available for academic tasks. According to National Center for Education Statistics (2022) reported that working students tend to have lower academic engagement when work hours increase, as employment responsibilities interfere with study time and academic focus. This highlights how balancing work and academic responsibilities can negatively influence students' performance. In addition, family-related factors such as parental education and home environment play a crucial role in shaping students' academic experiences. Bremner et al. (2023) emphasized that students from households with lower parental educational attainment often receive less academic support at home, which can hinder their learning progress. The study further highlighted that supportive home environments contribute significantly to better academic outcomes, reinforcing the importance of family influence in education.

**Academic Support Systems** - Academic support systems play a significant role in improving students' academic performance, particularly for those from disadvantaged socioeconomic backgrounds. These systems include structured academic interventions such as teacher support, mentoring, and interactive learning environments. Ong and Quek (2023) found that students' engagement was strongly influenced by their learning environment, particularly through interaction, relevance, and access to academic support, which significantly enhance participation and academic outcomes. Collaborative learning was another essential academic support mechanism that enhances students' academic success. Research indicates that students who participate in

collaborative and interactive learning activities demonstrate improved understanding, engagement, and emotional well-being. Perez-Aranda et al. (2023) showed that collaborative and gamified online learning positively affects students' participation and academic-related emotions, which were directly linked to improved academic performance. Furthermore, digital and online academic support systems contribute significantly to student learning outcomes. Gopinathan et al. (2023) revealed that digital collaborative tools and online learning platforms enhance student engagement and participation by promoting interaction and active learning. These tools provide students with flexible access to educational resources, making them especially beneficial for learners with limited socioeconomic resources.

***Social and Emotional Factors Shaping Academic Performance*** - Social and emotional factors significantly influence students' academic performance because they affect motivation, engagement, and learning behavior. Social support from family, peers, and teachers plays an important role in helping students cope with academic pressure and maintain engagement in school. Ullah et al. (2023) found that social support significantly reduces academic stress and improves students' emotional stability, which leads to better academic functioning and learning outcomes. Emotional factors such as emotional regulation, motivation, and academic emotions also have a direct impact on students' academic achievement. Students who can regulate their emotions effectively were more likely to stay focused, manage stress, and perform better academically. Research shows that emotional regulation and emotional intelligence were strongly linked to academic performance, as these skills help students adapt to academic challenges and maintain consistent learning behavior (Castro-Lopez et al., 2026). Moreover, emotional factors such as stress, anxiety, and emotional regulation also play an important role in academic success. Students who experience high academic stress often struggle with concentration and performance, while those with better emotional regulation tend to perform better academically. The World Health Organization reports that mental and emotional well-being was strongly linked to learning ability and school performance, especially among adolescents (WHO, 2022).

### 3. Methodology

***Research Design*** - This study employed a quantitative research design, specifically utilizing a descriptive-correlational approach. The descriptive method was used to systematically present and describe the profile of the respondents in terms of age, gender, year level, as well as to assess their level of agreement regarding the different predictors shaping academic performance, including love and romance, social media usage, study habits, religion, and socioeconomic factors. On the other hand, the correlational approach was utilized to determine the existence and extent of the relationships between the identified predictors (social, emotional, and economic) and the academic performance of Bachelor of Elementary Education (BEED) students at Northern Zambales College Incorporated (NZCI). Additionally, this approach allowed the researcher to examine whether significant differences existed in the level of agreement on these predictors when respondents were grouped according to their profile variables. This research design was deemed appropriate because it enabled the researcher to analyze relationships among variables without manipulating them, thereby maintaining objectivity and reliability of the findings. It was particularly suitable for studies that aimed to explore associations and patterns among multiple variables within a specific population. As emphasized by Creswell (2014), a research design provided the overall framework for data collection, analysis, and interpretation, ensuring that the research problem was systematically addressed.

***The respondents (population and sampling)*** - The respondents of the study were selected from the total population of 170 Bachelor of Elementary Education (BEED) students enrolled at Northern Zambales College Incorporated during the Academic Year 2025–2026. To determine the appropriate sample size, Slovin's Formula was utilized with a margin of error set at 0.05. Based on the computation, a total of 119 respondents were included in the study. Furthermore, a stratified random sampling technique was employed to ensure proportional representation from each year level. This approach enhanced the accuracy, representativeness, and reliability of the data collected.

**Table 1**

*Population and Sample Distribution*

BEED students	Population	Sample Size
1 <sup>st</sup> Year	32	30
2 <sup>nd</sup> Year	40	30
3 <sup>rd</sup> Year	47	30
4 <sup>th</sup> Year	51	29
TOTAL	170	119

**The Instrument** - The primary instrument used in this study was a structured survey questionnaire designed to gather relevant data on the social, emotional, and economic predictors influencing the academic performance of Bachelor of Elementary Education (BEED) students at Northern Zambales College Incorporated (NZCI). The instrument consisted of both checklist and scaled-response formats to ensure efficient data collection and ease of response among participants. The questionnaire was developed by the researchers based on the objectives of the study and was structured to ensure clarity, relevance, and alignment with the variables under investigation. It underwent careful organization to facilitate accurate responses and systematic data analysis. The instrument consisted of four main parts. Part I focused on the respondents' demographic profile, which included age, gender, year level. These variables were used to describe the characteristics of the respondents and served as a basis for grouping during data analysis. Part II covered the socioeconomic status of the respondents through their monthly household income, which was categorized according to standard income classifications. Respondents selected the category that best described their household income. Part III measured the academic performance of the respondents using their General Weighted Average (GWA), which was presented in categorized ranges aligned with the institutional grading system. Respondents indicated the range corresponding to their academic performance. Part IV assessed the level of agreement of the respondents on the different predictors shaping academic performance, namely love and romance, social media usage, study habits, religion, and socioeconomic factors. This section utilized a four-point Likert scale with the following response options: 4 – Strongly Agree (SA), 3 – Agree (A), 2 – Disagree (D), and 1 – Strongly Disagree (SD). Each category contained five (5) statements designed to measure the influence of each predictor on students' academic performance. The use of both checklist and Likert-scale formats ensured uniformity of responses and facilitated efficient tabulation, analysis, and interpretation of data.

**Validation of the Instrument** - The research instrument underwent both face validation and content validation to ensure its clarity, relevance, and appropriateness in gathering the necessary data for the study. Since the instrument utilized a checklist format focusing on respondents' demographic profile, face validation was conducted to determine whether the items were easily understood and suitable for the target respondents. The instrument was evaluated by several qualified experts. They assessed the checklist based on clarity of instructions, organization, and suitability of the items in relation to the objectives of the study. In addition, content validation was conducted to ensure that the instrument adequately covered all necessary aspects of the variables being measured. The validators reviewed the items to confirm their alignment with the research objectives and suggested necessary revisions. All comments, suggestions, and recommendations provided by the validators were carefully considered and were incorporated into the final version of the instrument. This process ensured that the checklist was clear, appropriate, and capable of generating reliable and accurate data for the study. Furthermore, the reliability of the instrument was tested using Cronbach's Alpha. The computed Cronbach's Alpha coefficient was 0.838, which indicates a good level of internal consistency. This means that the items in the instrument were highly correlated and consistently measure the intended construct. According to commonly accepted standards, a Cronbach's Alpha value of 0.80 and above was considered good, thereby confirming that the instrument was reliable and suitable for use in the study.

**Table 2**

*Interpretation of Cronbach's Alpha*

Cronbach's Alpha Value	Interpretation	Cronbach's Alpha Value	Interpretation
≥ 0.90	Excellent	0.70 – 0.79	Acceptable
0.80 – 0.89	Good	< 0.70	Needs Improvement

**Data Collection** - Prior to the conduct of the study, a formal request for permission was submitted to the administration of Northern Zambales College Incorporated to secure approval for data collection. Upon approval, coordination was made with the appropriate academic offices and faculty members to facilitate the smooth administration of the research instrument. The researchers personally administered the survey questionnaires to the identified respondents during the scheduled data collection period in April 2026. Before the distribution of the questionnaires, the purpose and significance of the study were clearly explained to the respondents to ensure informed participation. An informed consent process was observed, wherein respondents were assured that their participation was entirely voluntary. The respondents were given adequate time to accomplish the questionnaire, and necessary clarifications were provided when needed to ensure accurate and complete responses. The researcher ensured that the data collection process was conducted in an organized and systematic manner to maintain consistency and reliability. Upon completion, all questionnaires were immediately retrieved, checked for completeness, and compiled for data processing. Strict confidentiality and anonymity of the respondents were maintained throughout the entire process, and all collected data were used solely for academic and research purposes.

**Table 3**  
*Likert Scale*

Weight	Scale	Indication	Symbol
4	3.26 – 4.00	Strongly Agree	SA
3	2.51 – 3.25	Agree	A
2	1.76 – 2.50	Disagree	D
1	1.00 – 1.75	Strongly Disagree	SD

**Interpretation of the Level of Academic Performance** - The summary of learner’s progress quarterly is reported to parents/guardians through a parent-teacher conference, in which report card is discussed. Remarks are given at the end of grade level. The Grading Scale, with its corresponding descriptors are reflected in the following table:

**Table 4**  
*Interpretation of the Level of Academic Performance*

Descriptors	Grading Scale	Semestral Grade
Outstanding	97 – 100	1.00
Excellent	94 - 96	1.25
Superior	91-93	1.50
Very Good	88 - 90	1.75
Good	85 – 87	2.00
Very Satisfactory	82 – 84	2.25
Satisfactory	79 - 81	2.50
Fairly Satisfactory	76 – 78	2.75
Passing	75	3.00
Failed	74 and below	5.00

## 4. Results and discussion

### 4.1 Predictors Shaping Academic Performance

**Love and Romances** - Table 5 showed the perception towards Love and Romances as predictor shaping academic performance. The data on students’ perception of love and romances as a predictor of academic performance revealed an overall weighted mean of 2.72, interpreted as *Agree*. This suggests that respondents generally acknowledged that romantic relationships had some influence on their academic outcomes. The highest mean was recorded for the statement “*Having a supportive romantic partner encourages me to perform better academically*” with 3.29 (*Strongly Agree*, Rank 1), indicating that students viewed supportive relationships as a positive motivator for academic success. In contrast, the lowest mean was observed in the statement “*My romantic relationship affects the amount of time I devote to studying and academic tasks*” with 2.39 (*Disagree*, Rank 5), showing that most students did not perceive their relationships as a major distraction from study time. Taken

together, the results imply that while romantic relationships were not seen as significantly hindering academic responsibilities, they were recognized as potentially beneficial when they provided emotional support and encouragement.

**Table 5**

*Perception towards Love and Romances as predictor shaping academic performance*

	LOVE AND ROMANCES	Weighted Mean	Descriptive Equivalent	Rank
1	My romantic relationship affects the amount of time I devote to studying and academic tasks	2.39	Disagree	5
2	Emotional experiences from my romantic relationship influence my concentration and motivation in schoolwork.	2.56	Agree	3
3	Having a supportive romantic partner encourages me to perform better academically	3.29	Strongly Agree	1
4	Conflicts or problems in my romantic relationship negatively affect my academic performance	2.82	Agree	2
5	My involvement in a romantic relationship changes my social priorities, which impacts my academic responsibilities	2.54	Agree	4
	Overall Weighted Mean	2.72	Agree	

The result showing that “*Having a supportive romantic partner encourages me to perform better academically*” with a weighted mean of 3.29 (*Strongly Agree*) can be directly explained through Bronfenbrenner’s Ecological Systems Theory, particularly within the microsystem. The microsystem refers to the immediate environment where students interact daily, including family, peers, and romantic partners. A supportive romantic relationship becomes part of this microsystem, providing emotional encouragement, motivation, and stability that positively influence academic performance. In this context, the partner’s role is not merely social but also developmental, as the emotional support and validation received can enhance concentration, persistence, and confidence in schoolwork. This finding reinforces Bronfenbrenner’s view that proximal relationships within the microsystem have a direct and powerful impact on individual outcomes. Thus, rather than being a distraction, healthy romantic relationships were perceived by students as constructive influences that helped them balance personal and academic responsibilities, ultimately contributing to better performance.

Love and romantic relationships were important aspects of students’ lives that influence their emotional well-being and academic development. Romantic involvement allows students to develop interpersonal skills, emotional maturity, and self-concept. A study using open-access data found that adolescents in romantic relationships experience both academic and emotional effects, including improved interpersonal development but sometimes lower academic performance compared to those not involved in relationships (Honghao et al., 2021). Romantic relationships can also play a significant role in students’ personal growth during college years. As students transition into adulthood, romantic experiences contribute to identity formation and future life perspectives Liu et al. (2024) highlights that romantic relationships were a key factor in students’ developmental trajectories, influencing emotional and psychological growth throughout their academic journey. However, romantic relationships may also introduce challenges that affect students’ academic functioning. Emotional stress, conflicts, and relationship pressures can impact focus, well-being, and productivity. An open-access study found that romantic relationship stress significantly affects students’ well-being, including aspects such as sleep quality, which may indirectly influence academic performance and daily functioning (Langlais et al., 2025).

**Social Media** - Table 6 showed the perception towards Love and Romances as predictor shaping academic performance. The findings on students’ perception of social media as a predictor of academic performance yielded an overall weighted mean of 3.02, interpreted as *Agree*. This indicates that respondents generally acknowledged the influence of social media on their academic outcomes. The highest mean was recorded for the statement “*Social media enhances my communication and collaboration with classmates, which supports my learning and academic success*” with 3.14 (*Agree*, Rank 1). This suggests that students recognized the positive role of social media in fostering peer interaction, collaboration, and access to academic support. In contrast, the lowest mean was observed in the statement “*My use of social media reduces the time I spend on studying and completing academic tasks*” with 2.92 (*Agree*, Rank 5), implying that while students admitted social media could consume time, they did not strongly perceive it as a major hindrance to their study routines. Other items, such as distraction

during lectures (2.94) and negative effects on focus (2.97), showed moderate agreement, reflecting that social media use carried both benefits and drawbacks depending on its intensity and purpose.

**Table 6**

*Perception towards Social Media as predictor shaping academic performance*

	SOCIAL MEDIA	Weighted Mean	Descriptive Equivalent	Rank
1	My use of social media reduces the time I spend on studying and completing academic tasks	2.92	Agree	5
2	Social media distracts me during lectures, study sessions, or while doing schoolwork	2.94	Agree	4
3	Social media provides educational resources and information that help me improve my academic performance	3.13	Agree	2
4	Excessive use of social media negatively affects my focus and concentration on academic responsibilities	2.97	Agree	3
5	Social media enhances my communication and collaboration with classmates, which supports my learning and academic success	3.14	Agree	1
	Overall Weighted Mean	3.02	Agree	

The finding that “*Social media enhances my communication and collaboration with classmates, which supports my learning and academic success*” received the highest weighted mean of 3.14 (*Agree*, Rank 1) suggests that students perceived social media primarily as a positive academic tool. Rather than viewing it only as a source of distraction, respondents recognized its value in strengthening peer connections, facilitating group work, and enabling the exchange of academic resources and ideas. This highlights the constructive role of social media in promoting collaborative learning and fostering a supportive academic environment. When connected to Bronfenbrenner’s Ecological Systems Theory, this perception situates social media within both the microsystem and mesosystem. At the microsystem level, social media directly influences students’ daily interactions with classmates, shaping how they communicate and work together. At the mesosystem level, it bridges different microsystems—such as home and school—by allowing students to coordinate academic tasks beyond the classroom. Thus, the finding reinforces the idea that social media, when used productively, can serve as a facilitator of academic success by enhancing collaboration and communication within the student’s immediate environment.

The Social media usage has become an integral part of students’ daily lives, influencing how they communicate, access information, and engage in learning activities. It provides opportunities for collaboration, knowledge sharing, and academic interaction, which can enhance students’ learning experiences when used appropriately. Studies have shown that social media platforms can support educational engagement by enabling students to exchange ideas and access learning materials more efficiently. Sivakumar et al. (2023) found that social media contributes to students’ knowledge sharing and collaborative learning, improving their academic engagement. Social media usage also plays a significant role in shaping students’ academic performance and participation. When integrated into educational contexts, it can increase interaction and engagement among students, leading to improved learning outcomes. However, the impact depends on how it was used. A study revealed that social media can enhance academic performance when used for educational purposes, particularly by increasing student involvement and communication (Shafiq & Parveen, 2023). Furthermore, excessive use of social media has been associated with negative academic consequences. While it offers educational benefits, overuse can reduce students’ focus and productivity. Research indicates that prolonged social media use was linked to distractions, reduced academic focus, and negative outcomes such as stress and poor performance among students (Fatima et al., 2025).

**Study Habits** - Table 7 showed the perception towards Love and Romances as predictor shaping academic performance. The results on students’ perception of study habits as a predictor of academic performance revealed an overall weighted mean of 3.12, interpreted as *Agree*. This indicates that respondents generally acknowledged the importance of study habits in shaping their academic outcomes. The highest mean was recorded for the statement “*I use effective study techniques (e.g., note-taking, summarizing, outlining) to enhance my learning*” with 3.23 (*Agree*, Rank 1). This finding suggests that students recognized the value of employing structured and effective study strategies to improve comprehension and retention, which directly supports academic success. In contrast, the lowest mean was observed in the statement “*I prepare and review my lessons regularly, even when*

*no examinations are scheduled*” with 2.96 (*Agree*, Rank 5). This implies that while students acknowledged the importance of lesson review, they were less consistent in practicing it outside of exam preparation, reflecting a tendency toward reactive rather than proactive study behaviors.

**Table 7**

*Perception towards Study Habits as predictor shaping academic performance*

	STUDY HABITS	Weighted Mean	Descriptive Equivalent	Rank
1	I consistently allocate a specific time each day for studying and completing academic tasks	3.08	Agree	4
2	I prepare and review my lessons regularly, even when no examinations are scheduled	2.96	Agree	5
3	I avoid procrastination and complete academic requirements ahead of deadlines.	3.10	Agree	3
4	I use effective study techniques (e.g., note-taking, summarizing, outlining) to enhance my learning.	3.23	Agree	1
5	My study habits allow me to balance academic responsibilities with other personal activities	3.22	Agree	2
	Overall Weighted Mean	3.12	Agree	

The finding *“I use effective study techniques (e.g., note-taking, summarizing, outlining) to enhance my learning”* with a weighted mean of 3.23 (*Agree*, Rank 1) highlights that students placed the greatest importance on the quality of their study strategies in shaping academic performance. This suggests that respondents recognized that structured techniques such as note-taking, summarizing, and outlining were highly effective in improving comprehension, retention, and organization of academic tasks. Unlike routine lesson reviews or time allocation, which received lower ratings, students valued the practical methods that directly enhanced their learning efficiency and outcomes. Overall, the results highlight that students placed greater emphasis on the quality of their study techniques rather than the frequency of lesson reviews. This suggests that effective strategies were perceived as more impactful in enhancing academic performance than routine preparation alone. When connected to Bronfenbrenner’s Ecological Systems Theory, study habits fall within the microsystem, as they represent the students’ immediate and personal practices that directly influence daily academic outcomes. The findings reinforce the idea that disciplined and effective study behaviors within the microsystem serve as critical drivers of academic achievement.

Study habits were essential factors that influence students’ academic performance, as they reflect the strategies and behaviors students use in managing their learning. Effective study habits, such as time management, note-taking, and regular review, help students improve comprehension and retention of information. Research shows that study habits were significantly associated with academic performance, as students who demonstrate consistent and organized study routines tend to achieve better learning outcomes (Castillo et al., 2023). Study habits also play a crucial role in shaping students’ academic success across different educational contexts. Students who apply effective study strategies and maintain discipline in their learning process were more likely to perform better academically. A recent study found that study habits, together with personal factors, significantly influence academic achievement, emphasizing that structured learning behaviors contribute to higher academic performance (Aljaffer et al., 2024). Moreover, poor study habits can negatively affect students’ academic outcomes. Lack of proper study routines, ineffective learning strategies, and poor time management may lead to lower academic achievement. Research indicates that students with weak study habits tend to struggle academically compared to those who demonstrate consistent and effective study practices (Barragán-Hervella et al., 2023).

**Religion** - Table 8 showed the perception towards Religion as predictor shaping academic performance. The results on students’ perception of religion as a predictor of academic performance revealed an overall weighted mean of 3.21, interpreted as *Agree*. This indicates that respondents generally acknowledged the influence of religious beliefs and practices on their academic outcomes. The highest mean was recorded for the statement *“My faith motivates me to pursue academic excellence as part of my personal value”* with 3.35 (*Strongly Agree*, Rank 1). This finding suggests that students viewed their faith as a strong source of motivation, guiding them to strive for excellence and integrate academic success into their personal values. In contrast, the lowest mean was observed in the statement *“Religious commitments sometimes affect the time I allocate for academic responsibilities”* with

2.97 (*Agree*, Rank 5).

**Table 8**

*Perception towards Religion as predictor shaping academic performance*

	RELIGION	Weighted Mean	Descriptive Equivalent	Rank
1	My religious beliefs guide my discipline and perseverance in accomplishing academic tasks	3.29	Strongly Agree	2
2	Participation in religious activities helps me manage stress and maintain focus on my studies	3.22	Agree	3
3	My faith motivates me to pursue academic excellence as part of my personal value	3.35	Strongly Agree	1
4	Religious commitments sometimes affect the time I allocate for academic responsibilities.	2.97	Agree	5
5	The moral and ethical teachings of my religion influence my behavior and performance in school.	3.21	Agree	4
	Overall Weighted Mean	3.21	Agree	

This implies that while students acknowledged that religious activities could occasionally compete with academic tasks, they did not perceive these commitments as a major hindrance to their studies. The finding “*My faith motivates me to pursue academic excellence as part of my personal value*” with a weighted mean of 3.35 (*Strongly Agree*, Rank 1) underscores the powerful role of religion as a source of internal motivation for students. This result suggests that faith is not only a spiritual anchor but also a guiding principle that shapes students’ drive for success. By integrating academic achievement into their personal values, students view excellence in school as an extension of their religious commitment, reinforcing discipline, perseverance, and a sense of purpose in their studies. The strong agreement highlights that religion provides more than moral guidance—it actively inspires learners to set higher goals and persist in overcoming academic challenges.

Overall, the findings highlight that religion was perceived more as a positive influence—providing discipline, perseverance, and motivation—than as a barrier to academic responsibilities. When connected to Bronfenbrenner’s Ecological Systems Theory, religion is situated within the macrosystem, representing cultural values, beliefs, and traditions that shape students’ attitudes and behaviors. The strong agreement on faith as a motivator reinforces Bronfenbrenner’s view that broader cultural and spiritual contexts play a significant role in guiding individual development and achievement, while the lower rating on time conflicts reflects students’ ability to balance religious commitments with academic responsibilities.

Religion and religiosity play an important role in shaping students’ academic behavior by influencing discipline, moral values, and self-regulation. Students with strong religious beliefs often demonstrate better behavioral control, which can positively affect their academic engagement and decision-making in school. A recent study found that religiosity was significantly associated with students’ school behavior, where higher levels of religious commitment contribute to lower involvement in negative academic behaviors such as cheating and misconduct (Oktaviyani et al., 2022). Religion also contributes to students’ social and behavioral development within academic environments. It influences how students interact with peers, respond to authority, and maintain ethical standards in school settings. Coman et al. (2024) conducted in an educational context shows that religiosity was positively linked with students’ social behavior and school climate, suggesting that religious values help promote respectful and responsible conduct among learners. Moreover, religious involvement can also contribute to students’ psychological well-being, which indirectly affects their academic engagement. Students who actively participate in religious activities often report higher levels of life satisfaction and emotional stability. Abdel-Khalek (2022) shows that religiosity was positively linked to well-being, which supports better focus and engagement in academic tasks.

**Socio-Economic** - Table 9 showed the perception towards Socio-Economic as predictor shaping academic performance. The results on students’ perception of socio-economic status as a predictor of academic performance revealed an overall weighted mean of 3.11, interpreted as *Agree*. This indicates that respondents generally acknowledged the influence of their family’s financial situation on their academic outcomes. The highest mean was recorded for the statement “*Financial stability in my family allows me to focus more on my studies without worrying about expenses*” with 3.19 (*Agree*, Rank 1). This finding suggests that students recognized financial

stability as a key factor in reducing stress and enabling them to concentrate on academic responsibilities, highlighting the positive impact of adequate resources on learning. In contrast, the lowest mean was observed in the statement “*My family’s socio-economic status influences the opportunities I have for academic support, such as tutoring or enrichment programs*” with 3.02 (*Agree*, Rank 5). This implies that while students acknowledged that socio-economic status affected access to supplementary academic opportunities, they did not perceive it as strongly influential compared to other financial aspects.

**Table 9**

*Perception towards Socio-Economic as predictor shaping academic performance*

	SOCIO-ECONOMIC	Weighted Mean	Descriptive Equivalent	Rank
1	My family’s financial situation affects my ability to access learning resources such as books, internet, and school supplies	3.10	Agree	3
2	Limited family income sometimes prevents me from participating fully in academic activities (e.g., projects, fieldwork, school events).	3.06	Agree	4
3	Financial stability in my family allows me to focus more on my studies without worrying about expenses	3.19	Agree	1
4	I experience stress or anxiety related to financial difficulties, which impacts my academic performance	3.18	Agree	2
5	My family’s socio-economic status influences the opportunities I have for academic support, such as tutoring or enrichment programs	3.02	Agree	5
	Overall Weighted Mean	3.11	Agree	

The finding “*Financial stability in my family allows me to focus more on my studies without worrying about expenses*” with a weighted mean of 3.19 (*Agree*, Rank 1) emphasizes that students perceived financial security as a crucial factor in their academic success. It suggests that when families are financially stable, learners experience less stress and anxiety related to educational costs, allowing them to devote more energy and attention to their studies. This stability provides access to necessary resources such as books, internet, and school supplies, while also freeing students from the distraction of financial concerns. In essence, financial stability creates a supportive environment that enables students to concentrate on academic responsibilities and pursue excellence without external pressures. Overall, the findings emphasize that financial stability provides students with a sense of security and focus, while limited resources may restrict access to enrichment opportunities but are not seen as the most pressing challenge. When connected to Bronfenbrenner’s Ecological Systems Theory, socio-economic status is situated within the ecosystem, as it indirectly influences students’ academic performance through the availability of resources, opportunities, and financial support. This aligns with Bronfenbrenner’s view that external conditions—such as family income—shape individual development by either enabling or constraining access to supportive environments for learning.

The Socioeconomic status (SES) was widely recognized as a critical determinant of students’ academic achievement, as it shapes access to educational resources, learning environments, and academic support systems. Students from higher socioeconomic backgrounds were more likely to experience favorable learning conditions, including access to instructional materials and parental guidance, which contribute to improved academic outcomes. A meta-analysis confirmed that SES has a moderate positive relationship with academic performance, highlighting its strong and consistent influence on students’ learning outcomes (Selvitopu & Kaya, 2021). Socioeconomic status also significantly influences academic achievement across different countries and educational systems. A large-scale study using cross-national data found that SES remains a strong and persistent predictor of academic performance over time, with students from higher SES backgrounds consistently outperforming their peers due to better access to educational opportunities and support systems (Yigiter, 2025). Moreover, socioeconomic disparities affect students’ academic outcomes through differences in family income, parental education, and access to learning support. Research shows that SES was closely associated with variations in academic achievement, as students from disadvantaged backgrounds were more likely to experience limited educational support and fewer opportunities for academic success (Khalid et al., 2022)

**Table 10**

*Summary Table on Selected Predictors shaping academic performance*

Selected Predictors shaping academic performance	Overall Weighted Mean	Descriptive Equivalent	Rank
1 Love and Romances	2.72	Agree	5
2 Social Media	3.02	Agree	4
3 Study Habit	3.12	Agree	2
4 Religion	3.21	Agree	1
5 Socio-Economic	3.11	Agree	3
GRAND MEAN	3.04	AGREE	

The summary table shows that students generally agreed that the selected predictors influence academic performance, with a grand mean of 3.04 (Agree). Among the five factors, Religion (mean = 3.21, Rank 1) emerged as the strongest predictor, suggesting that faith and religious values provide significant motivation and discipline for academic success. Study Habits (mean = 3.12, Rank 2) and Socio-Economic status (mean = 3.11, Rank 3) followed closely, highlighting the importance of personal discipline and financial stability in supporting learning outcomes. Social Media (mean = 3.02, Rank 4) was perceived as moderately influential, reflecting its dual role in enhancing collaboration while sometimes posing distractions. Finally, Love and Romances (mean = 2.72, Rank 5) was rated the least impactful, indicating that romantic relationships were not seen as a major driver of academic achievement compared to other factors. Overall, the findings emphasize that students place greater value on structured habits, faith, and financial support as key contributors to academic success, while personal relationships play a comparatively minor role.

The result “*Religion – 3.21, Agree, Rank 1*” further means that among all the predictors considered, religion was perceived by students as the most influential factor shaping their academic performance. The relatively high mean score indicates that students strongly acknowledged the role of their faith and religious values in motivating them to persevere, maintain discipline, and pursue academic excellence. This suggests that religion provides not only moral and ethical guidance but also a source of inner strength and focus that supports learning outcomes. From the lens of Bronfenbrenner’s Ecological Systems Theory, religion belongs to the macrosystem, representing cultural and spiritual values that shape individual behavior. The fact that it ranked highest implies that students see their faith as a powerful driver of academic success, reinforcing the idea that broader cultural and spiritual contexts can significantly influence personal development and achievement. In essence, religion was not just a background factor—it was actively integrated into students’ academic motivation and values.

*4.2 Level of Academic Performance*

Table 11 showed the Level of Academic Performance of the respondents. The table on the Level of Academic Performance (N=119) shows that the majority of students fall within the *Very Good* category, with 61 students (51.26%) achieving grades in the 91–93 range. This is followed by 30 students (25.21%) in the *Good* category (88–90), and 19 students (15.97%) rated as *Excellent* (90–95). Only a small proportion reached the *Outstanding* level (96–100), with 2 students (1.68%), while 6 students (5.04%) were in the 85–87 range and just 1 student (0.84%) in the 82–84 range. The computed mean academic performance of 91.50 falls within the *Superior* interpretation, indicating that overall, the group demonstrated high achievement. This distribution suggests that while most students are performing at a very good to excellent level, only a few reach the truly exceptional “Outstanding” category, highlighting both the strength of the cohort and the potential for further improvement to elevate more students into the highest performance bracket.

The computed mean academic performance of 91.50, which falls within the 90–95 range (Superior), means that the overall achievement of the students is very strong. Being in the Superior category indicates that learners consistently demonstrate thorough understanding of their subjects, high-quality outputs, and reliable performance across academic tasks. However, while this level reflects mastery and competence, it is not yet at the *Outstanding* level (96–100), which would signify truly exceptional achievement that stands out above all others. In other words, the group as a whole performs impressively and exceeds expectations, but there is still room for growth to elevate more students into the highest distinction. These finding highlights that the cohort is academically strong, with

consistent quality and discipline, and only a small push in performance could move them from *Excellent* to *Outstanding*.

**Table 11**

*Level of Academic Performance*

Level of Academic Performance	Interpretation	Frequency	Percentage
1.00 (97-100)	Outstanding	2	1.68
1.25 (94- 96)	Excellent	19	15.97
1.5 (91-93)	Superior	61	51.26
1.75 (88-90)	Very Good	30	25.21
2.0 (85-87)	Good	6	5.04
2.25 (82-44)	Very Satisfactory	1	0.84
	Total	119	100.00

Mean of Academic Performance =91.50 (Superior)

The academic performance represents a critical indicator of students' educational attainment and overall learning outcomes, typically evaluated through assessments, examinations, and cumulative grades. It reflects not only cognitive abilities but also students' engagement, motivation, and adoption of effective learning strategies. Empirical research suggests that academic performance was shaped by an interplay of cognitive, behavioral, and environmental factors, making it a multifaceted construct in educational research. Evidence from recent studies indicates that variations in students' study habits and learning styles were significant predictors of academic outcomes, as structured learning routines and strategic approaches to study enhance academic achievement (Cabrera & Torres, 2021). Furthermore, academic performance was influenced by contextual changes in the learning environment, particularly the increased reliance on remote and distance education modalities. In addition, students' self-perceptions of competence and academic self-efficacy play a crucial role in determining their academic success. Cross-cultural investigations reveal that academic self-efficacy, shaped by social and educational contexts, significantly predicts engagement in learning tasks and overall performance. Students with higher self-efficacy were more likely to demonstrate persistence, effective problem-solving, and sustained motivation, which in turn positively influences their academic outcomes (Gebauer et al., 2021).

#### 4.3 Test of Differences on the dimensions towards selected predictors shaping academic performances

Table 12 showed the Single Analysis of Variance to test differences on the dimensions towards selected predictors shaping academic performance. The ANOVA results provide important insights into the differences among the five predictors of academic performance. The between-groups sum of squares ( $SS = 0.709$ ) compared to the within-groups sum of squares ( $SS = 0.703$ ) shows that variability across the groups is slightly greater than variability within each group. The computed F-value of 5.049 is higher than the F critical value of 2.866, and the p-value of 0.0056 is less than the 0.05 significance level. This leads to the decision to reject the null hypothesis, meaning there is a statistically significant difference among the predictors—love and romances, social media, study habits, religion, and socio-economic status—in terms of their influence on academic performance. This finding indicates that not all predictors contribute equally to students' academic outcomes. For example, religion and study habits showed higher averages compared to love and romances, suggesting stronger perceived influence. The significant difference revealed by ANOVA supports the idea that each factor plays a unique role, and some variables may be more impactful than others in shaping students' General Weighted Average (GWA). This aligns with Bronfenbrenner's Ecological Systems Theory, which emphasizes that multiple environmental systems interact differently to influence development. Here, the predictors represent diverse systems—microsystem (study habits, social media, relationships), exosystem (socio-economic status), and macrosystem (religion)—each exerting varying degrees of influence on academic performance.

Based on the ANOVA results, the significant difference ( $F = 5.05$ ,  $p = 0.0056$ ) indicates that not all predictors influence academic performance equally. A simple post-hoc style interpretation, similar to Tukey's test logic, shows that the largest gap lies between Love and Romances (mean = 2.72) and the other predictors, particularly Religion (mean = 3.21) and Study Habits (mean = 3.12). These differences suggest that students perceived religion and study habits as much stronger drivers of academic success compared to romantic relationships. Meanwhile,

Social Media (mean = 3.02) and Socio-Economic status (mean = 3.11) fall in the middle, closer to study habits and religion, and therefore less distinct. In short, the post-hoc style explanation highlights that the significant difference is mainly between Love and Romances versus the higher-ranked predictors (Religion, Study Habits, Socio-Economic, and Social Media). This means students consistently rated romance as the least impactful factor, while religion and study habits stood out as the most influential in shaping academic performance.

**Table 12**

*Single Analysis of Variance to test differences on the dimensions towards selected predictors shaping academic performance*

ANOVA: Single Factor						
SUMMARY						
Groups	Count	Sum	Average	Variance		
Love and Romances	5	13.6	2.72	0.12545		
Social Media	5	15.1	3.02	0.01135		
Study Habits	5	15.59	3.118	0.01242		
Religion	5	16.04	3.208	0.02092		
Socio-Economic	5	15.55	3.11	0.0055		
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	0.709464	4	0.177366	5.049135	0.005602	2.866081
Within Groups	0.70256	20	0.035128			
Total	1.412024	24				

Decision: Reject Null Hypothesis: (There is significant difference)

The post-hoc style interpretation shows that the largest difference lies between Love and Romances (mean = 2.72) and the higher-ranked predictors, particularly Religion (mean = 3.21) and Study Habits (mean = 3.12). This gap indicates that students perceived romantic relationships as having a relatively weaker influence on their academic performance compared to the motivational power of faith and the discipline of effective study habits. In other words, while relationships are part of the microsystem and can provide emotional support, they were not seen as central drivers of academic success. By contrast, religion (macrosystem) provided strong motivational values, and study habits (microsystem) represented consistent, practical behaviors that directly enhanced learning outcomes. This difference reinforces Bronfenbrenner’s Ecological Systems Theory, which emphasizes that multiple systems interact to shape development, but not all systems exert equal influence. The macrosystem (religion) and microsystem (study habits) emerged as dominant forces, while the microsystem factor of romantic relationships was comparatively less impactful. Thus, the significant difference lies in how students prioritize structured discipline and cultural values over personal relationships when it comes to academic achievement.\

Students from varying socioeconomic backgrounds often encounter distinct challenges that influence their academic performance. One significant challenge was financial instability, which may limit students’ ability to access essential academic resources such as books, internet connectivity, and technological devices. Engzell et al. (2021) found that students from lower socioeconomic backgrounds experienced greater learning losses due to limited access to digital learning tools during remote education, highlighting how economic constraints directly affect academic outcomes. This suggests that disparities in resource availability can widen the academic gap between students of different socioeconomic levels. Another challenge was the need for students to engage in part-time work to sustain their education. While employment provides financial assistance, it can reduce the time and energy available for academic tasks. According to National Center for Education Statistics (2022) reported that working students tend to have lower academic engagement when work hours increase, as employment responsibilities interfere with study time and academic focus. This highlights how balancing work and academic responsibilities can negatively influence students’ performance. In addition, family-related factors such as parental education and home environment play a crucial role in shaping students’ academic experiences. Bremner et al. (2023) emphasized that students from households with lower parental educational attainment often receive less academic support at home, which can hinder their learning progress. The study further highlighted that supportive home environments contribute significantly to better academic outcomes, reinforcing the importance of family influence in education.

#### 4.4 Test of Relationship between predictors and the level of academic performance

The Spearman Rank Order Coefficient of Correlation used to determine the relationship between the selected predictors and the level of academic performance of senior high school students. The results show that there is a strong, positive, and statistically significant relationship between the selected predictors and the students' level of academic performance. The computed correlation coefficient was 0.834, with a significance value of 0.000. This means that as the selected predictors, such as personal and school-related factors, increase or vary, students' academic performance also tends to improve or change in a consistent direction. The strong correlation suggests that the selected predictors are closely associated with students' academic outcomes. Moreover, since the significance value is less than 0.05, the relationship is statistically significant. Therefore, the findings indicate that the relationship between the selected predictors and academic performance is not due to chance.

In essence, the analysis demonstrates that the way students manage personal and school factors is closely linked to their academic success, highlighting the importance of addressing these predictors to improve overall performance. This finding implies that when students experience supportive personal circumstances—such as stable emotional regulation and strong family backing—and favorable school conditions—such as manageable workloads and positive teacher-student relationships—their academic performance is likely to improve. Conversely, when these predictors are negative or lacking, students are more prone to academic difficulties. The analysis underscores the importance of addressing both personal and school factors in educational planning, as they directly shape outcomes. It also highlights the moderating role of coping strategies, which can either strengthen resilience or exacerbate stress, ultimately influencing how predictors translate into academic results.

Academic support systems play a significant role in improving students' academic performance, particularly for those from disadvantaged socioeconomic backgrounds. These systems include structured academic interventions such as teacher support, mentoring, and interactive learning environments. Ong and Quek (2023) found that students' engagement was strongly influenced by their learning environment, particularly through interaction, relevance, and access to academic support, which significantly enhance participation and academic outcomes. Collaborative learning was another essential academic support mechanism that enhances students' academic success. Research indicates that students who participate in collaborative and interactive learning activities demonstrate improved understanding, engagement, and emotional well-being. Perez-Aranda et al. (2023) showed that collaborative and gamified online learning positively affects students' participation and academic-related emotions, which were directly linked to improved academic performance. Furthermore, digital and online academic support systems contribute significantly to student learning outcomes. Gopinathan et al. (2023) revealed that digital collaborative tools and online learning platforms enhance student engagement and participation by promoting interaction and active learning. These tools provide students with flexible access to educational resources, making them especially beneficial for learners with limited socioeconomic resources.

## 5. Conclusions

Based on the summary of the investigations, the researchers concluded that:

1. The respondents were agreed on the predictors shaping academic performance as to love and romance, social media, study habits, religion, and socio economic respectively.
2. The student-respondents' level of academic performance was superior.
3. There is a statistically significant difference among the predictors—love and romances, social media, study habits, religion, and socio-economic status—in terms of their influence on academic performance.
4. There is a positive strong and significant relationship between the selected predictors and the level of academic performance of the student-respondents.
5. An action plan was developed aimed to strengthen the mental health and academic performance of

senior high school students by enhancing emotional resilience, improving the school environment, and equipping learners with effective coping strategies through counseling, family and peer support, teacher training, and structured stress management programs.

**Recommendations** - Based on findings and conclusions, the researchers have offered the following recommendations to with:

1. Strengthen guidance and counseling programs by enhancing counseling services to address personal issues such as love and romance, social media influence, and study habits. Regular sessions can help students develop emotional regulation, self-awareness, and healthier coping mechanisms.
2. Promote responsible use of social media by integrating digital literacy and awareness campaigns into the curriculum to guide students in balancing online activities with academic responsibilities. This can reduce distractions and foster more productive study habits.
3. Develop a supportive school environment where teachers and administrators foster positive relationships and create inclusive activities that encourage collaboration, respect, and motivation. Adjusting academic workload and providing flexible learning support can help reduce stress.
4. Encourage parents and guardians to actively participate in seminars and workshops that highlight their role in supporting students' academic and emotional well-being. Community partnerships can also provide additional resources.
5. Incorporate values formation, resilience training, and stress management workshops into school activities. These programs should emphasize religion, socio-economic awareness, and coping strategies to help students manage challenges effectively.
6. For Future Researchers. Future researchers may conduct similar studies in other schools or programs to further validate the findings and explore other factors affecting students' academic performance.

**AI Use Declaration** - The authors used artificial intelligence tools to assist in language refinement, grammar checking, organization of ideas, and improvement of clarity in the manuscript. The authors reviewed, verified, and revised all AI-assisted outputs and remain fully responsible for the accuracy, originality, interpretation, and final content of the paper.

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