

Factors Affecting Learners' Academic Performance

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Abstract:

This study examined factors influencing the academic performance of Grade 9 learners at a public high school in Bacolod City during the 2024–2025 school year. Academic performance, defined by grades, test scores, and assignment completion, was analyzed in relation to four areas: learning style, school environment, socio-economic status, and interpersonal relationships. Using a descriptive research design, data were collected from 203 randomly selected learners via the fishbowl technique. Demographic factors such as age, sex, number of siblings, and family income were also considered. Most respondents were female from larger, low-income families (monthly income below ₱15,000). While learners were generally engaged in preferred learning styles, time management and review habits needed improvement. The school environment was perceived as safe and comfortable, though classroom conduciveness and facility access received moderate ratings. Socio-economic constraints, including limited technology access, were more evident among lower-income students. Interpersonal relationships with teachers and peers significantly impacted academic success, especially among higher-income and female learners. The study proposes a comprehensive intervention plan involving educators, parents, and policymakers to create a more inclusive and supportive learning environment, aiming to enhance academic outcomes, particularly for disadvantaged students.

Keywords: Academic Performance, Intervention Plan, Learning Factors

Introduction:

Nature of the Problem

Learning in the 21st century involves more than acquiring knowledge; it includes critical skills like critical thinking, communication, and problem-solving (Cuevas, 2021). Educators must address students' diverse needs and contexts to foster holistic learning, influencing engagement and academic success.

As an educator in Bacolod City, the researcher has witnessed firsthand the struggles of junior high school learners to succeed due to varying internal and external conditions. These include learning styles, school environments, socioeconomic challenges, and interpersonal dynamics. Despite reforms and governmental support, such as the voucher program for senior high school, learners still face major barriers to academic achievement, dropout prevention, and long-term educational engagement.

Philippine Statistics Authority (2019) data showed that 22.4% of Filipinos aged 15 and above had no formal education, while 34.6% had only completed elementary school underscoring systemic issues. These circumstances drive the researcher to identify which factors most strongly influence academic performance in junior high learners, with the goal of developing targeted interventions.

Current State of Knowledge

Learners' academic performance is shaped by a range of internal and external factors, including learning styles, school environment, socio-economic status (SES), and interpersonal relationships. Gardner's Theory of Multiple Intelligences (2020) highlights how varied cognitive strengths influence learning preferences, and adapting instruction to these intelligences enhances student engagement and achievement (Kornhaber, Fierros, & Veenema, 2020). Technologies that align with individual learning styles further boost retention and motivation (Smith & Dalton, 2022; Yilmaz & Aydin, 2022). A supportive school climate, both emotionally and physically, significantly improves

motivation and academic persistence (Eccles & Roeser, 2021; Barrett et al., 2015). Positive peer and teacher relationships also enhance achievement (Tan & Lim, 2023; Ali, Khaleque, & Rohner, 2020). SES remains a key predictor of academic outcomes, as higher SES provides better access to educational resources, parental support, and learning opportunities (Phelan & Link, 2015; Adewale & Omotosho, 2021; Zhang et al., 2024). Interpersonal Acceptance-Rejection Theory (Rohner, 2020) underscores that emotional support from teachers, parents, and peers fosters resilience, motivation, and academic success, while negative interactions can lead to disengagement (Lopez, 2021; Morales & Alvarado, 2023; Reyes & Mendoza, 2022).

Building on these global insights, research has further emphasized the interrelated nature of these factors. Studies affirm that students perform better when teaching aligns with their preferred learning modalities, as supported by Gardner's framework (Bayani & Tuliao, 2020; Othman et al., 2022). Similarly, a positive school environment—characterized by supportive teacher-student dynamics, collaborative learning, and adequate facilities—contributes to reduced dropout rates and improved academic engagement (Tan & Lim, 2023; Morales, 2020). However, students from low-income households continue to face academic obstacles, a reality exacerbated during the COVID-19 pandemic (Gonzales & Corpuz, 2022). The Theory of Fundamental Causes explains how these socio-economic disparities create persistent gaps in access to educational resources. Moreover, strong interpersonal bonds with family, teachers, and peers have been shown to nurture self-esteem and school connectedness, which are vital for sustained academic effort (Valerio et al., 2020; Datu, 2022).

In the Philippine context, local studies align with and enrich these international findings. Ladorin (2021) and Reyes (2023) demonstrated that kinesthetic, visual, and multimodal instructional strategies significantly improved comprehension and engagement among junior high school students, while Lopez (2022) found that musical and interpersonal learning activities enhanced academic confidence. Similarly, school environment remains a critical factor, with Bacsal and Rivera (2022) and Morales and Alvarado (2023) highlighting the role of nurturing and well-managed schools in motivating students and promoting a sense of belonging. Conversely, overcrowded classrooms and inadequate facilities, as noted by Delos Reyes (2021) and Santos (2020), continue to hinder learner focus and performance.

Socio-economic challenges further compound these issues. Studies by Villamor (2021), Santos and Manalo (2021), and Padilla and Ramos (2022) reveal that poverty, digital inaccessibility, malnutrition, and unstable housing negatively affect students' ability to learn, especially in regions like Mandaue and Bacolod. Castro (2023) also emphasized how domestic responsibilities and limited transportation access restrict learners' educational opportunities. In line with global patterns, interpersonal relationships are pivotal in the Philippine setting. Teacher encouragement, parental support, and positive peer dynamics have been found to strengthen learner perseverance and classroom participation (Morales & Alvarado, 2023; Reyes & Mendoza, 2022; Agustin, 2020), while repeated negative experiences with authority figures contribute to academic disengagement (Lopez, 2021).

Philippine studies not only validate international research but also contextualize it within the country's unique socio-cultural and economic landscape. These local findings underscore the need for tailored, inclusive interventions that address both individual learner needs and systemic barriers to educational success.

Theoretical Underpinnings

This study is anchored in Eccles and Wigfield's (2020) Expectancy-Value Theory (EVT), which provides a framework for understanding how students' academic motivation and performance are influenced by two key components: expectancy for success and the value placed on academic tasks. Expectancy refers to a student's belief in their ability to succeed, shaped by past experiences and feedback from others. Value, on the other hand, relates to the perceived importance or usefulness of a task, influenced by factors such as intrinsic enjoyment, utility, and relevance to personal goals. EVT highlights several factors that significantly impact learners' academic performance. Learning style plays a critical role, as students are more likely to have higher expectations of success and engage more in learning when the teaching methods align with their preferred learning modalities. The school environment also has a significant influence; a supportive, resource-rich environment boosts students' confidence and reinforces the value of academic tasks. Additionally, socio-economic status (SES) affects both expectancy and value, as students from higher SES backgrounds often have greater access to academic resources, support, and enrichment opportunities, which enhance their belief in their ability to succeed and the importance they place on their education. Interpersonal relationships further influence academic performance, as positive feedback and emotional support from teachers, family, and peers help students develop stronger motivation and a higher perceived value of their academic work.

By understanding these interrelated factors, EVT provides a valuable lens for exploring the underlying causes of academic outcomes and for designing interventions aimed at improving both students' expectancy for success and the perceived value of their education.

Objectives

This study aimed to determine the factors influencing the academic performance of junior high school learners at a public high school in Bacolod City. Specifically, it sought to examine the profile of the learners in terms of age, sex, number of siblings, and average family monthly income. Additionally, the study aimed to assess the degree of influence of key factors on academic performance, including learning style, school environment, socio-economic status, and interpersonal relationships. Based on the findings, the study sought to propose an intervention plan to address the identified factors and improve academic outcomes.

Methodology:

This section presents the discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedure for data analysis.

Research Design

This study aimed to identify the factors affecting the academic performance of Grade 9 learners at a large secondary high school in the Division of Bacolod City and to assess the degree of influence these factors have on students' academic outcomes. Employing a descriptive research design, which systematically describes the characteristics and factual aspects of a population or situation (Saunders et al., 2019), the study focused on key variables such as learning style, school environment, socio-economic status, and interpersonal relationships. This approach allowed the researcher to gather data on the current status of learners and the factors influencing their performance without manipulating any variables, providing a clear understanding of the factors affecting academic achievement.

Study Respondents

This study focused on the factors influencing the academic performance of Grade 9 learners at a large secondary high school in Bacolod City. The respondents were selected from the Grade 9 students enrolled for the School Year 2024–2025. The school's sufficient student population and accessible academic records made it suitable for data collection. Slovin's formula was used to determine the sample size, which was proportionally allocated to each section based on their population percentages. To ensure fairness and randomness, the fishbowl technique was employed. Names of all learners in each section were written on pieces of paper, placed in a bowl, and drawn randomly, giving each student an equal chance of being selected. This method ensured an unbiased and representative sample.

Instruments

This study employed a researcher-made questionnaire divided into four sections: demographic information (age, sex, family income) and factors influencing academic performance (learning style, school environment, socio-economic status, and interpersonal relationships). The instrument used a five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The validity of the instrument was ensured through content validation by three experts: a Special Education and Kindergarten Division Education Program Supervisor, a Chief Education Supervisor from the School Governance and Operations Division, and a Social Studies Division Education Program Supervisor. All three hold doctoral degrees and have extensive expertise in curriculum implementation, school management, learner support, and research. The instrument received an average content validity rating of 4.74 out of 5. For reliability, a Cronbach's Alpha of 0.911 was obtained from responses of 30 Grade 9 students not part of the main study, indicating high internal consistency. Ethical considerations were followed, with parental consent and student assent forms ensuring voluntary participation. The questionnaire was designed to be clear and accessible for students.

Data Gathering Procedure

Once the study instrument was approved, the researcher secured permission from the Schools Division Office and the principal of a public high school to conduct the study. After receiving approval, the researcher coordinated with class advisers to identify the target population and distribute consent forms to learners and their parents or guardians. Participation was voluntary, and only those who returned signed consent forms were included in the random selection process. The researcher then administered the survey at a prearranged time with school staff. Participants received instructions and a confidentiality statement to ensure they understood the study's goal and felt secure about the privacy of their responses. Completed questionnaires were collected immediately after they were filled out to prevent loss or manipulation of data. The data was treated with strict confidentiality and used exclusively for academic purposes. The responses were tallied and processed using the Statistical Package for Social Sciences (SPSS).

Data Analysis and Statistical Treatment

Objective No. 1 used a descriptive-analytical scheme and mean to determine the profile of the learners according to age, sex, number of siblings, and average family monthly income.

Objective No. 2 employed a descriptive-analytical scheme and mean to determine the degree of influence of factors affecting learners' academic performance in terms of learning style, school environment, socio-economic status, and interpersonal relationships.

Objective No. 3 applied a comparative-analytical scheme and the Z-test to determine the significant difference in the degree of influence of the factors on learners' academic performance when grouped and compared according to the aforementioned variables.

Ethical Consideration

The researchers ensured that participation in the study was voluntary, and participants were informed of their right to withdraw at any time without any negative consequences. Informed consent was obtained by providing teachers, parents, and students with clear and comprehensive information about the study's purpose, risks, benefits, and nature. The consent process was continuous, with participants being reminded of their right to withdraw if they ever felt uncomfortable during the research. To protect privacy and maintain confidentiality, all personal identifiers and responses were kept strictly confidential and were only accessible to the research team. No identifying information or individual responses were disclosed to anyone outside the team. The researchers also ensured that all data, once used, was securely disposed of to prevent unauthorized access or misuse. Ethical guidelines, including voluntary participation, informed consent, and confidentiality, were strictly adhered to, as emphasized by ethical research standards (J. Smith, 2023).

Results and Discussion:

This section deals with the presentation, analysis and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

Table 1
Profile of the learners in terms of age, sex, number of siblings, and average family monthly income

Variables	Categories	Frequency	Percentage
Age	Younger (below 15 years old)	80	39.41
	Older (15 years old and above)	123	60.59
	Total	203	100
Sex	Male	74	36.45
	Female	129	63.55
	Total	203	100
Number of Siblings	Few (less than 3)	98	48.28
	Many (3 or more)	105	51.72
	Total	203	100
Average Family Monthly Income	Lower (below P15,000)	119	58.62
	Higher (P15,000 and above)	84	41.38
	Total	203	100

Table 1 presents the profile of the 203 Grade 9 learners enrolled during the current school year, categorized by age, sex, number of siblings, and average family monthly income.

Learners were grouped by age into two categories: younger (below 15 years old) and older (15 years old and above). As shown in the table, older learners were more numerous, comprising 123 or 60.59% of the respondents, while the younger learners accounted for 80 or 39.41%. This indicates that most learners fall under the older age bracket. Regarding sex, there were 129 or 63.55% female learners compared to 74 or 36.45% male learners. This suggests that female students outnumber their male counterparts in the selected public high school.

As for the number of siblings, learners were classified into two groups: few (fewer than three siblings) and many (three siblings or more). The data shows that 105 learners, or 51.72%, have many siblings, while 98, or 48.28%, have fewer siblings. This implies that a slight majority of the learners come from larger families.

Regarding the average family monthly income, learners were categorized into lower-income (below ₱15,000) and higher-income (₱15,000 and above) households. The table reveals that 119, or 58.62%, belong to lower-income families, while only 84, or 41.38%, come from higher-income households. This suggests that more than half of the respondents come from economically disadvantaged backgrounds.

This finding aligns with the study of Reyes and Tabuga (2020), who found that students from low-income families tend to have limited access to learning materials, technology, and academic support, which negatively impacts their academic performance. Socioeconomic status has been consistently linked to educational outcomes, with learners from economically challenged backgrounds often facing greater barriers to academic success.

Table 2
Degree of Factors Affecting Learners' Academic Performance in terms of Learning Style

Items	Mean	Interpretation
As a Grade 9 learner, I...		
1. study in a quiet place to stay focused.	4.02	High Degree
2. take down notes and important details of the lessons.	3.70	High Degree
3. use different strategies to review my lessons.	3.37	Moderate Degree
4. prefer to learn through listening, reading, and hands-on activities.	3.74	High Degree
5. seek help from my teachers and classmates whenever I don't understand the lessons.	3.68	High Degree
6. allocate time to study in advance before the exam.	3.30	Moderate Degree
7. search for different resources to understand the lessons.	3.52	High Degree
8. review the lessons before quizzes and exam comes.	3.95	High Degree
9. participate attentively during class discussions and group activities.	4.14	High Degree
10. practice the study habits to improve my grades.	4.05	High Degree
Overall Mean	3.75	High Degree

Table 2 presents the learners' overall mean of 3.75, classified as a High Degree, indicating that learners generally exhibit effective learning styles that positively contribute to their academic success. The highest mean score, 4.14, is associated with item 9: "I participate attentively during class discussions and group activities," emphasizing the importance of active participation and engagement. This finding aligns with Tadesse and Gillies (2020), who argued that active learning strategies, including participation in class activities, significantly enhance academic performance. Conversely, the lowest mean score of 3.30 corresponds to item 6: "I allocate time to study before exams," suggesting that while students show commitment to their studies, proactive study planning remains an area for improvement. Al-Zoubi (2021) supports this, indicating that inadequate time management and poor study planning contribute to lower academic achievement, particularly during high-stakes assessments. Addressing this gap through interventions focusing on time management could improve educational outcomes.

Table 3
Degree of Factors Affecting Learners' Academic Performance in terms of School Environment

Items	Mean	Interpretation
As a Grade 9 learner, I...		
1. am comfortable and safe in school.	4.33	High Degree
2. have easy access to the learning materials in school.	3.69	High Degree
3. have a conducive learning classroom.	3.37	Moderate Degree
4. have functional school facilities.	3.15	Moderate Degree
5. have spacious learning areas for our activity.	3.70	High Degree
6. am provided with a neat and clean learning space.	3.69	High Degree
7. have learning resources for easy access.	3.68	High Degree
8. have different school organizations to choose from.	3.36	Moderate Degree
9. am motivated to use the different school facilities.	3.18	Moderate Degree
10. have a harmonious relationship with my peers and teachers.	3.68	High Degree
Overall Mean	3.58	High Degree

Table 3 revealed that the overall mean of 3.58 is interpreted as a high degree, suggesting that learners perceive their school environment as broadly supportive of their academic development. The highest mean of 4.33 for item 1, "I am comfortable and safe in school," suggests a strong sense of security, essential for optimal learning conditions. This is consistent with Siahi and Maiyo (2021), who noted that a safe and comfortable learning environment positively impacts students' motivation and academic performance.

However, item 4, "I have different school facilities that are functional," received the lowest mean score of 3.15, indicating a potential area for improvement in school infrastructure. Inadequate school facilities have been shown to hinder learning engagement and academic outcomes (Nguyen et al., 2021). Therefore, addressing these gaps could enhance learners' academic success by providing better physical resources for learning.

Table 4
Degree of Factors Affecting Learners' Academic Performance in terms of Socio-Economic Status

Items	Mean	Interpretation
As a Grade 9 learner, I...		
1. am provided with school supplies and learning materials.	3.83	High Degree
2. am provided with my basic needs.	3.82	High Degree
3. am provided with internet access and gadgets.	3.33	Moderate Degree
4. am provided with financial support from my family.	4.35	High Degree
5. am affected by our family financial crisis.	3.43	Moderate Degree
6. am doing household chores while studying.	3.45	Moderate Degree
7. am provided with a learning space at home.	3.78	High Degree
8. am provided with learning support like a tutorial.	2.45	Low Degree
9. am having financial difficulties at home.	3.05	Moderate Degree
10. motivated to study when financial challenges occurred.	3.64	High Degree
Overall Mean	3.51	High Degree

Table 4 shows an overall mean of 3.51, indicating a high degree of influence that socio-economic factors have on learners' academic performance. The highest mean score of 4.35 for item 4, "I am provided with financial support from my family," highlights the importance of family financial support in enhancing students' ability to engage in their studies. Sirin (2020) supports this by noting that students from more financially stable backgrounds generally perform better academically due to increased access to educational resources.

Despite this, item 8, "I am provided with learning support like a tutorial," scored a low mean of 2.45, reflecting limited access to supplementary educational support. This finding is consistent with Lê and Nguyen (2021), who observed that learners from lower socio-economic backgrounds often lack access to tutorials and additional learning resources, which can impede academic achievement.

Table 5
Degree of Factors Affecting Learners' Academic Performance in terms of Interpersonal Relationship

Items	Mean	Interpretation
As a Grade 9 learner, I...		
1. have a good rapport with my classmates.	3.70	High Degree
2. am working with others in a group activity comfortably.	3.98	High Degree
3. am showing respect to my teachers and classmates.	4.65	Very High Degree
4. am expressing my ideas and opinions with confidence.	3.54	High Degree
5. am showing respect to my classmates when disagreement arises.	3.88	High Degree
6. am having support with my school friends.	4.08	High Degree
7. am comfortable whenever I ask for help from my teachers when I don't understand.	3.96	High Degree
8. am participating in class discussion without judgment.	3.80	High Degree
9. am treating others fairly regardless of their status in life.	4.15	High Degree
10. am having a harmonious relationship with my teachers and peers to do better in school.	4.20	High Degree
Overall Mean	3.99	High Degree

Table 5 shows the overall mean of 3.99 is classified as a high degree, suggesting that interpersonal relationships strongly influence academic performance. The highest mean score of 4.65 for item 3, "I am showing respect to my teachers and classmates," underscores the importance of respectful and positive relationships in a productive learning environment. This aligns with Kim and Lee (2021), who found that strong peer and teacher relationships enhance student engagement, motivation, and academic achievement.

The lowest mean score of 3.54 for item 4, "I am expressing my ideas and opinions with confidence," suggests that students may benefit from improved self-expression skills. Adibelli and Yalçın (2022) emphasize that fostering environments where students feel confident to express themselves can lead to greater academic success by encouraging active participation in class discussions.

Comparative Analysis in the Degree of Factors Affecting Learners' Academic Performance in terms of Learning Style, School Environment, Socio-Economic Status, and Interpersonal Relationship when grouped and compared according to Age, Sex, Number of Siblings, and Average Family Monthly Income

Table 6

Significant Difference in the Degree of Factors Affecting Learners' Academic Performance in terms of Learning Style when grouped and compared according to Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	80	103.31	4815.000	0.797	0.05	Not Significant
	Older	123	101.15				
Sex	Male	74	81.38	3247.000	0.000		Significant
	Female	129	113.83				
Number of Siblings	Few	98	105.47	4804.500	0.414		Not Significant
	Many	105	98.76				
Average Family Monthly Income	Lower	119	101.89	4985.000	0.975		Not Significant
	Higher	84	102.15				

Table 6 presents the results of the Mann-Whitney U test, which compares the degree of factors affecting learners' academic performance in terms of Learning Style across variables such as age, sex, number of siblings, and average family monthly income. The test was conducted to determine whether significant differences exist between the categories under each variable.

The results indicate that only sex showed a statistically significant difference in learning style degrees. Specifically, female learners had a mean rank of 113.83, significantly higher than the male learners' mean rank of 81.38, with a p-value of 0.000, below the 0.05 significance level. This suggests that female learners demonstrate significantly higher engagement with learning styles than their male counterparts. These findings could reflect stronger study habits, greater self-regulation, or more consistent use of effective academic strategies among female students.

In contrast, the variables of age ($p = 0.797$), number of siblings ($p = 0.414$), and average family monthly income ($p = 0.975$) showed no significant differences in learning style engagement. These results suggest that these demographic factors do not strongly influence learners' approaches to studying and academic preparation. Regardless of whether learners are younger or older, have fewer or many siblings, or come from higher or lower-income families, they tend to adopt similar learning behaviors and strategies.

These findings align with those of Gubbels, Segers, and Verhoeven (2020), who found that female students often use more effective learning approaches and metacognitive strategies than male students. Similarly, Sun and Xie (2021) concluded that demographic characteristics alone are not strong predictors of using learning strategies. Instead, they argued that individual motivation and classroom dynamics influence self-regulated learning behaviors more than background variables such as age, family size, or socio-economic status.

Table 7

Significant Difference in the Degree of Factors Affecting Learners' Academic Performance in terms of School Environment when grouped and compared according to Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	80	104.39	4728.500	0.639	0.05	Not Significant
	Older	123	100.44				
Sex	Male	74	89.11	3819.500	0.018		Significant
	Female	129	109.39				
Number of Siblings	Few	98	103.27	5021.000	0.766		Not Significant
	Many	105	100.82				
Average Family Monthly Income	Lower	119	99.36	4683.500	0.445		Not Significant
	Higher	84	105.74				

Table 7 presents the results of the Mann-Whitney U test, comparing the degree of factors affecting learners' academic performance in terms of School Environment across variables such as age, sex, number of siblings, and average family monthly income. The test was conducted to determine whether significant differences exist between the categories under each variable.

Among the four variables analyzed, only sex showed a statistically significant difference, with a p-value of 0.018 below the 0.05 significance level. Female learners had a higher mean rank of 109.39, compared to male learners, with a mean rank of 89.11. This indicates that female learners perceive their school environment more positively than male learners. These findings suggest that female students may be more attuned to environmental factors such as safety, cleanliness, and peer support or engage more actively with the school environment, contributing to more favorable perceptions. This is supported by Xie, Heddy, and Greene (2019), who linked gender differences in school engagement and perceptions to social-emotional factors and relational confidence, which tend to be stronger in adolescent females.

For the other variables—age ($p = 0.639$), number of siblings ($p = 0.766$), and average family monthly income ($p = 0.445$)—the results showed no statistically significant differences in the perception of the school environment. This suggests that learners experience similar school conditions that contribute to their academic performance regardless of age, family size, or income level. This finding aligns with García-Crespo et al. (2021), who emphasized that inclusive and equitable school environments support students from diverse backgrounds when schools focus on emotional safety, access to resources, and fostering a favorable climate.

Table 8

Significant Difference in the Degree of Factors Affecting Learners' Academic Performance in terms of Socio-Economic Status when grouped and compared according to Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	80	92.92	4193.500	0.075	0.05	Not Significant
	Older	123	107.91				
Sex	Male	74	105.61	4505.500	0.506		Not Significant
	Female	129	99.93				
Number of Siblings	Few	98	118.05	3572.500	0.000		Significant
	Many	105	87.02				
Average Family Monthly Income	Lower	119	101.79	4973.000	0.952		Not Significant
	Higher	84	102.30				

Table 8 presents the results of the Mann-Whitney U test, comparing the degree of factors affecting learners' academic performance regarding Socio-Economic Status across variables such as age, sex, number of siblings, and average family monthly income. The test assessed whether significant differences exist between the categories under each variable.

Among all the variables, only the number of siblings showed a statistically significant difference, with a p-value of 0.000, below the 0.05 significance level. Learners with fewer siblings had a significantly higher mean rank of 118.05, compared to 87.02 for learners with many siblings. This suggests that students with fewer siblings may receive more focused parental attention, greater financial allocation, and enhanced academic support at home, which positively influences their socio-economic readiness for school. This is consistent with findings from Cheng and Kaplowitz (2022), who emphasized that family dynamics, particularly the number of children, play a crucial role in determining the distribution of resources, such as parental time and support, affecting academic outcomes.

In contrast, age ($p = 0.075$), sex ($p = 0.506$), and average family monthly income ($p = 0.952$) did not show significant differences. These results suggest that socio-economic-related factors affecting academic performance are relatively consistent across these demographic variables within the sample population. The absence of substantial differences in income and sex may reflect the role of educational institutions in providing equitable access to academic resources, helping to balance disparities in family income or demographic factors. This supports the work of Soltaninejad et al. (2020), who found that in contexts where schools provide foundational support, factors like family structure, such as sibling count, substantially impact individualized academic success more than broader income categories.

Table 9

Significant Difference in the Degree of Factors Affecting Learners' Academic Performance in terms of Interpersonal Relationship when grouped and compared according to Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	80	100.36	4789.000	0.748	0.05	Not Significant
	Older	123	103.07				
Sex	Male	74	90.39	3914.000	0.033	0.05	Significant
	Female	129	108.66				
Number of Siblings	Few	98	109.67	4393.000	0.071	0.05	Not Significant
	Many	105	94.84				
Average Family Monthly Income	Lower	119	92.85	3909.500	0.008	0.05	Significant
	Higher	84	114.96				

Table 9 presents the results of the Mann-Whitney U test, comparing the degree of factors affecting learners' academic performance in terms of interpersonal relationships across variables such as age, sex, number of siblings, and average family monthly income. The test assessed whether significant differences exist between the categories under each variable.

Among the variables tested, sex and average family monthly income showed statistically significant differences, with p-values of 0.033 and 0.008, respectively, below the 0.05 significance level. For sex, female learners had a higher mean rank of 108.66 compared to male learners, whose mean rank was 90.39. This indicates that female students report stronger interpersonal relationships, including better peer support, more respectful interactions, and higher participation in classroom activities. This aligns with social-emotional development patterns observed during adolescence, where girls often exhibit greater relational sensitivity and communicative engagement.

For average family monthly income, learners from higher-income families had a significantly higher mean rank of 114.96, compared to 92.85 for learners from lower-income families. This suggests that students from higher-income families may have more access to supportive environments that enhance emotional well-being, communication skills, and confidence in peer interactions, all of which contribute to stronger interpersonal relationships. This is consistent with Fitzpatrick, Ferraioli, and Pagani (2022), who highlighted that students from higher-income families have more opportunities to develop social competence and self-confidence, leading to better classroom interactions.

In contrast, age ($p = 0.748$) and number of siblings ($p = 0.071$) did not show statistically significant differences. These findings suggest that learners' interpersonal relationships in school are relatively similar, regardless of whether they are younger or older or come from larger or smaller families.

These results are supported by García-Crespo et al. (2021), who found that interpersonal dynamics, such as teacher-student relationships and peer support, are more strongly influenced by gender and socio-economic status than by age or family structure.

Conclusions:

The study revealed that most respondents were female learners aged 15 and above from larger, low-income families. Key factors influencing academic performance included learning styles, school environment, socio-economic status, and interpersonal relationships, with female and higher-income students demonstrating stronger academic habits, interpersonal engagement, and school participation. While learners valued cleanliness and comfort in their school environment, functionality and access to technology remained issues, especially for lower-income students. Based on these findings, recommendations include fostering better study habits and time management, enhancing home and school learning environments, and addressing socio-economic barriers through financial aid, access to technology, and tutoring programs. Teachers should promote collaboration, respect, and inclusive teaching practices, supported by ongoing professional development. Specific strategies to boost male participation and support younger learners' self-expression—such as mentorship and dialogue opportunities—are also suggested. Future research is encouraged to include other school types and locations to better understand how diverse socio-economic and environmental contexts shape academic performance.

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Robert Collier once said, "Success is the sum of small efforts, repeated day in and day out." Reaching this point is the fulfillment of every sleepless night, every setback overcome, and every sacrifice made in pursuit of this goal. With that, let this acknowledgement be a testament to the researcher's thankfulness and gratitude to all the people who helped her in every way throughout this journey.

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