

RESEARCH ARTICLE

Factors influencing the academic performance in araling panlipunan of junior high school students of Capual National High School, MBHTE-Sulu

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ABSTRACT. This study aimed to investigate the extent of the factors influencing the academic performance in Araling Panlipunan of junior high school students at Capual National High School. It employed a descriptive-explanatory research design with one hundred (n=100) junior high school students at Capual National High School, Ministry of Basic Higher and Technical Education (MBHTE) – Sulu taken through purposive sampling method. Findings indicated that high school students recognized the school administration, teacher's competency, and their own learning styles as significant factors that contribute to their academic performance. Correlation analysis revealed that subcategories subsume under the extent of the factors influencing the academic performance in Araling Panlipunan reveals that there was a significant correlation between School Management and Teacher's Competency, School Management and Student's Learning Styles, and Teacher's Competency and Student's Learning Styles. The study suggested that the MBHTE – Sulu may provide continuous professional development for teachers to enhance their competency, which is directly linked to student performance. School Administrators may consider implementing adaptive educational strategies that cater to the diverse learning styles of students. This could involve integrating technology in classrooms or providing training for teachers on differentiated instruction techniques. Teachers may utilize a variety of teaching methods to address the different learning styles of students.

KEYWORDS: *academic performance, araling panlipunan, learning style, school management, teacher's competence*

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Introduction

The success of a school is being defined by various viable factors. Some of these factors include effective school management, viable curriculum, parental, school and community partnership, teacher's effectiveness, positive school climate, school facilities, student-teacher ratio, and student's learning styles. These factors plays a distinct role in shaping students' academic achievement; however, missing out any of these factors has the potential to negatively impact the overall quality of teaching and learning.

The individuality of a student necessitates the implementation of suitable methods of instruction that can ultimately facilitate their academic success (Deng et al., 2022; Hatami, 2013). To the extent that students possess an understanding of their individual learning styles, they are able to expedite their learning process and ultimately achieve academic excellence. Therefore, assisting individuals in identifying their preferred learning styles may facilitate the acquisition of essential skills that are relevant to their daily life.

Students frequently encounter challenges when it comes to comprehending and assimilating their teachers' instructional delivery (Chavez, 2020; Chavez, 2023; Chavez & Lamorinas, 2023; Duhaylungsod & Chavez, 2023; Maryono & Lengkanawati, 2022). They comprehend knowledge in a distinct manner compared to how their lecturers convey a specific lesson. From this perspective, it would be advantageous for educators to possess a comprehensive understanding of their students' learning styles, taking into account their individual interests and aptitudes (Alanya-Beltran, 2023; Altamimi et al., 2023; Ariastuti & Wahyudin, 2022; Pineda, 2021).

The school administrator may focus on the enhancement of teacher's skills and experience including their professional growth which is indirectly advantageous to the academic development of the students (Chavez et al., 2023). When teachers are trained to become efficient and effective in designing a participative learning process, it will enable the students to formulate understanding of relevant concepts of learning.

Teachers' motivation pertains to the inclination of teachers to enhance their performance (Amini et al., 2022; Owan, 2018; Sirait et al., 2022). The motivation of teachers is crucial as it has a direct impact on the students. The interdependence of motivation, satisfaction, and performance is evident. Studies suggested that it is evident that there exists a necessity for enhanced academic achievement among students both within and beyond the context of education. The establishment of schools can be attributed to the significance of students and the high emphasis placed on their performance by every relevant stakeholder (Cece et al., 2022; Pratomo & Kuswati, 2022; Suprihatin et al., 2022).

Capual National High School like other schools has been struggling with its difficulty on educational development. The junior high school Student's low rating in National Achievement Test for many consecutive years as well as their low grades based from their report card (SF 9) have become a challenging issue and concern in the school. Other factors like heterogeneous class and a large class size may also influence the academic performance in Araling Panlipunan of the students at Capual National High School. This issue requires full attention among the school faculty, administrator, parents, and the community such that a feasible approach may be devised to address the school concerns.

In spite of teamwork and sense of responsibility among faculty members, Capual National High School is still in need to identify other factors influencing the academic performance of its students such that a necessary plan and actions may be taken. Once these additional factors are identified, the school can develop a more comprehensive understanding of the dynamics affecting academic achievement. This understanding can then inform the development of strategic plans and actions to address any areas of concern or improvement.

In the light of the above-mentioned issues, the researcher was stimulated to conduct an investigation on the extent of the factors influencing the academic performance in Araling Panlipunan of junior high school students at Capual National High School in terms of school management, teacher's competency, and student's learning styles with an aim to provide logical and credible information to serve as guide leading to a high quality of education in an institutional arena.

Research Questions

This study aimed to analyze the factors that influenced the performance of high school students from Capual National High School in Araling Panlipunan. Below are the specific questions answered in this study.

1. What were the profiles of the students from Capual National High School?
2. What were the factors influencing the academic performance in Araling Panlipunan of junior high school students at Capual National High School?
 - a. School management
 - b. Teacher's competency
 - c. Student's learning style
3. Did the subcategories school management, teacher's competency, and student's learning styles correlate with each other?

Literature

Effective management practices, such as providing supportive leadership, allocating resources efficiently, and promoting a positive school climate, can significantly impact student motivation, engagement, and overall achievement (. Teachers who possess strong subject knowledge, pedagogical skills, and the ability to differentiate instruction to accommodate diverse learning styles are better equipped to meet the needs of their students and facilitate meaningful learning experiences. Students' learning styles, characterized by their preferences for auditory, visual, or kinesthetic modes of learning, exert a profound influence on how they process information, engage with course material, and retain knowledge.

Academic Performance

Alani and Hawas (2021) performed a study by administering a questionnaire to different faculties. They collected primary data from 562 participants and performed a critical analysis using regression analysis. The study reveals that environmental elements have a major impact on students' academic performance, as they exhibit a preference for university environments that are acceptable and relaxed, as opposed to other environments. Furthermore, the students held the perception that educators who possess effective pedagogical abilities and employ a diverse range of instructional strategies can exert a more favorable impact on their academic achievements.

School Management

Owan et al. (2018) conducted an ex-post facto study design to analyze the issues pertaining to school administration and the academic performance of students in secondary schools in the Calabar Education Zone of Cross River State. A sample of 3616 students were sampled using a stratified sampling technique among 18,078 students. This study developed a questionnaire "Problems of School Management Questionnaire (PSMQ)" and the Senior Secondary Mathematics Achievement Test (SSMAT) as instruments for data gathering. The study's findings indicate that there is a significant correlation between the academic performance of secondary school students in the Calabar Education zone and various factors such as classroom management, disciplinary control, and motivation of teachers.

In their study, Tsereteli et.al (2015) examined the correlation between school culture and academic accomplishment, with a specific focus on the effect of the school management system on students' performance. A total of 234 public school principals were surveyed using a questionnaire comprised multiple sections, including an examination of the novel approach to school administration, an assessment of the efficacy of teachers' performance, an evaluation of the effectiveness of different school boards, an exploration of the involvement of students and educators in professional trainings, conferences, and scholarly competitions, and an exploration of various events for parents and students. The findings indicate that the school management system has a significant impact on students' academic progress. Notably, democratic strategy of class management, school board efficacy, public scientific meetings, and instructors' democratic approach to students were identified as the most influential predictors of their success.

Gamala et al. (2022) investigated the extent to which the school environment and the administrative skills of school heads impact the academic performance of schools. A correlational research methodology was employed to choose a sample of 115 school administrators, 1044 educators, 115 students, and 115 parents from public elementary schools located in the 6th Congressional District of Negros Occidental, Philippines. Data collection was conducted using a questionnaire that has been evaluated by experts and standardized. The findings indicate that the school environment exhibited a moderate level of favorability, although the administrative skills of school heads and the performance of schools were notably high. The results also indicated that there is a correlation between the administrative skills of school heads and the school environment with school performance; however, this correlation is not statistically significant. While the findings indicate that school administrators demonstrated effective administrative abilities within a conducive school setting, it is important to note that this does not necessarily imply a direct impact on the academic performance of schools. Regarding this matter, the study proposes investigating additional variables that could potentially impact academic achievement.

Teacher's Competency

Podungge et al. (2019) examined the correlation between the competence of teachers and the academic accomplishment of students, with a focus on the mediating role of both extrinsic and intrinsic motivations. A total of 115 high-school students in Gorontalo city participated as respondents in this study. Questionnaires were delivered to these participants in order to collect data, which was subsequently analyzed using path analysis in Smart PLS. The findings of the study suggest that there is no significant relationship between a teacher's ability and students' extrinsic motivation to study. The academic progress of students was strongly impacted by the quality of their teachers, as it enhances students' intrinsic motivation to engage in studying. Furthermore, the impact of a teacher's skill on student academic progress is influenced by intrinsic motivation, although external motivation does not play a role in mediating this relationship.

Nor et al. (2019) asserted that the competence of academic teachers in teaching is contingent upon the degree they have obtained. For them, educators who possess inadequate teaching proficiency are those who lack expertise and employ passive instructional approaches. Recent education reviews primarily focus on the establishment of 21st century teaching environments in schools. Consequently, it is imperative to investigate the implementation of a student-centered classroom strategy for Malaysian students. The research utilized a mixed-method methodology, incorporating both quantitative and qualitative techniques. Specifically, a semi-questionnaire survey was employed to assess teaching competencies among teachers from selected excellent religious secondary schools under the Islamic Education Department (BPI) that participated in the

Virtuous Student Character Program (SUMUR). Additionally, interviews were conducted with Sic+ and PPD excellent guide teachers from selected SABK and SMKA secondary schools, specifically through the School Improvement Specialist Coaches (SISC+) under the Malaysian Education Blueprint (PPPM 2013-2025).

Adeyemi (2020) the teaching efficacy of Civic instructors in Osun State was evaluated. The study also investigated the correlation between the efficacy of teachers and the academic accomplishment of senior secondary school students. Additionally, it explored the disparity in academic achievement between students instructed by male Civic teachers and those instructed by female Civic teachers within the designated study area. Correlational research strategy was utilized in this study, with the sample population consisting of Civic teachers and senior secondary school students in Osun State. The study implemented a multistage sampling technique to choose forty ($n=40$) Civic teachers and two hundred ($n=200$) students. Data collection was conducted using two instruments: the Teachers' Effectiveness Rating Scale (TERS) and the Civic Achievement Test (CAT). The two instruments underwent face and content validity assessments by specialists in Civic Education and Test and Measurement. The study's findings indicate that Citizen instructors in the studied area have a moderate level of teaching efficiency. The research findings indicate that there is a positive relationship between the effectiveness of teachers and the academic accomplishment of senior high school pupils in Civic education within the Ife Central Local Government Area of Osun State.

Oredina et al. (2020) examined the correlation between instructors' proficiency in instruction, research, and extension and students' mathematical performance. They also identified the factors that can be used to enhance Mathematics instruction. The study employed a descriptive correlational methodology, using a sample of eight mathematics teachers and 151 students majoring in Mathematics from the College of Education during the academic year 2016-2017. A questionnaire was employed as a data collection tool, while Pearson's correlation coefficient and regression analysis were utilized to ascertain the association and predictors. The teachers demonstrate a high level of competence in education, with a median score of 4. However, their competence in research and extension is far lower, with a median score of 3. Mathematics majors exhibit exceptional academic success in the field of mathematics, particularly in the domains of Linear Algebra and Technology in Mathematics. The correlation between instructors' instruction, research, and extension competency and students' Mathematics achievement is not statistically significant. A teacher's proficiency in research, instruction, and extension may not always translate into a student's mathematical success.

Student's Learning Styles

Zhang et al. (2017) conducted a study to examine the influence of learning styles on the academic achievement of 9th grade students in middle schools. A total of 140 students were selected from two cities in Guangdong Province, China. The study involved the administration of the Learning Style Inventory and the Multi-dimensional Group Intelligence Test for Adolescence. Furthermore, the scores of the High School Entrance Examination were gathered around one month following the assessment date. The findings of the study indicate that students who exhibit a preference for engaging in peer-based study sessions are more inclined to attain higher levels of academic success, even after accounting for other variables. Discussion and programming learning styles shown a significant correlation ($\Delta R^2 = 0.10$) in predicting future academic success.

Ha (2021) examined the correlation between learning styles and academic performance among high school students in Khyber Pakhtunkhwa city, Vietnam. An online questionnaire

survey method was employed in this study, utilizing Google Forms and Zalo Forms. The survey was carried out between the months of April 2019 and May 2021. The findings suggest that the combination of various learning styles and learning environments might significantly impact students' academic performance.

Pineda et al. (2020) sought to investigate the impact of students' learning style preferences on their academic achievement. A total of 347 Grade 4 students from Plaridel Elementary School, SDO-Bulacan, were included in the study conducted during the academic year 2018-2019. The researchers utilized the VAK Learning Styles Self-Assessment Questionnaire Chislett and Chapman (2005) to evaluate the preferences for learning styles of the students. Additionally, the DepEd Order no.8, s. 2013, commonly referred to as the Classroom ERecord, was employed to calculate the mean score of the participants' performance in English, Filipino, Science, and Mathematics. The results indicated that of the three learning style preferences, only the preference for visual learning had a substantial impact on students' academic performance, particularly in the Filipino language. However, it should be noted that the impact of all three learning style choices on students' academic achievement in the remaining core disciplines, namely English, Mathematics, and Science, was not statistically significant. Educators are advised to incorporate certain elements into their instructional methods in order to align with the learning style preferences of their students.

Methods

This study adapted a descriptive-exploratory research design in collecting, analyzing, classifying, tabulating and interpreting of empirical data suitable for seeking out accurate information (Chavez & Lamorinas, 2023; Chavez & Madrazo, 2019) as to the extent of the factors influencing the academic performance in Araling Panlipunan of junior high school students at Capual National High School, Ministry of Basic, Higher, and Technical Education – Sulu in terms of study habits, school management, and teacher's related aspects.

1. Population and Sampling Design

The researcher conducted the study at Capual National High School, Ministry of Basic, Higher, and Technical Education (MBHTE) – Sulu this current school year 2023-2024. Capual National High School, with a total student's population of 696 based on the official record (SF form) at the office of the OIC - principal, is located at Bulaghaw Capual Island, Omar, Sulu. Bulaghaw Capual Island, Omar is among the municipalities under the 2nd district of Sulu, Philippines where the major sources of income of families are farming and fishing.

The researcher chose Capual National High School as the research locale of the study seeing that he has been a member of the faculty of the school since 2010 and is very familiar with its past and existing issues and concerns. The respondents of this study were the one hundred (100) selected students among the 696 junior high school students of Capual National High School, MBHTE - Sulu. The researcher employed the non-probability sampling particularly the purposive sampling in selecting the target number of respondents for the study.

2. Research Instruments

The researcher used a well-structured survey questionnaire which was adapted from the standardized research instrument of the study of Murcia, J. et.al, (2015) entitled "Evaluating Teaching Competencies in the University" in gathering empirical data with slight modification to

suit the instrument to the setting of the study based on its statement of the problems. Thus, the instrument of this study was an adapted and modified standardized questionnaire format.

The questionnaire covered the extent of the factors influencing the academic performance in Araling Panlipunan of junior high school students at Capual National High School, Ministry of Basic, Higher, and Technical Education - Sulu. It was formulated in two components. The first component covered the demographic profile of the respondents such as gender, age, grade level, parent's educational attainment, and parent's average monthly income. The other component covered the extent of the factors influencing the academic performance in Araling Panlipunan of junior high school students of Capual National High School in terms of the sub-categories.

The questionnaire consisted of 30-item statements which were grouped in three sub-categories. Each sub-category was made up of 10-item statements. The sub-categories of the study under the extent of the factors influencing the academic performance in Araling Panlipunan of junior high school students included the (i) school management, (ii) teacher's competency, and (iii) student's learning styles. To determine and evaluate the extent of the factors influencing the academic performance in Araling Panlipunan, the five-point Likert scale was used as follows: always, often, sometimes, rarely, and never.

3. Data Gathering Procedure

In order to make an efficient, orderly, and sanctioned collection of data, the researcher conformed to standard accepted data gathering procedure of the graduate studies of Sulu State College relating to securing permission to administer the questionnaire.

To administer the instrument of the study at the target research locale in an efficient and acknowledged manner, the researcher secured permit from the dean of the school of graduate studies of Sulu State College, secured permit from the office of the school's division superintendent, MBHTE – Sulu, and secured permit from the office of the school principal/OIC of Capual National High School.

With permits to administer the questionnaire, the researcher conducted the survey at the chosen research locale. The manner of gathering the desired information began with orientation about proper distribution and retrieval of the research instrument. Rest-assured that, the respondents were instructed to carefully read and understand all the items in the questionnaire and give their honest opinion on each item.

4. Data Analysis Process

This study utilized statistical tool to formulate analysis leading to logical interpretation and evaluation of empirical data.

This study used the Jeffreys's Amazing Statistics Program (JASP) version 0.18.2 to analyze the survey data. This program is a free open-source model for statistical analysis supported by the University of Amsterdam.

Percentage was used to allow for comparison between different groups or categories. This was used to analyze the proportions of students who belonged to specific groups or demographics. *Weighted mean* was used to calculate the average of a set of numbers, where each number is multiplied by a corresponding weight (Chavez, 2021). The weighted mean considers the significance or importance of each number/statement in the dataset representing them into composite means of all items/statements.

For inferencing, this study used *Student's t-test* and *Analysis of Variance* (ANOVA) to determine whether there was significant difference on the responses of the students in terms of

their demographic profiles. A t-test is used to determine if there is a significant difference between the means of two independent groups. It is particularly useful when comparing the means of two groups when the sample sizes are relatively small. ANOVA is used to determine if there are significant differences among the means of three or more independent groups. Instead of comparing pairs of groups like the t-test, ANOVA simultaneously analyzes the variances within and between multiple groups. By partitioning the total variance in the data into variance between groups and variance within groups, ANOVA assesses whether the differences between group means are larger than what would be expected due to random sampling variability alone.

Results

This study examined the student-respondents' demographic profiles in terms of gender, age, grade level, and parents' educational attainment; and the extent of the factors influencing the academic performance in Araling Panlipunan of junior high school students at Capual National High School in terms of School Management, Teacher's Competency, and Student's Learning Styles. It also explored the correlations among these variables based on the student-respondents' demographic profiles.

Question 1. What were the profiles of the students from Capual National High School?

Table 1 presented the demographic profile of the student-respondents at Capual National High School in terms of age. Among the sampled 100 student-respondents, 14 (14.0%) is from the age group of 13 years old and below, while 66 (66.0%) are between 14-16 years old, 17 (17.0%) are between 17-18 years old and 13 (13.0%) are 19 years old and above. More than one-half of the total student-respondents involved in this study were within 14-16 years old of age brackets.

Out of 100 student-respondents, 37 (37.0%) are male, and 63 (63.0%) are female. Nearly one-third of the total number of student-respondents involved in this study were female.

Table 1. Summary table of students' demographic profile

Demographics		Frequency (N=100)	Percentage
Age	13 years old and below	14	14.0%
	14-16 years old	66	66.0%
	17-18 years old	17	17.0%
	19 years old and above	3	3.0%
Sex	Male	37	37%
	Female	63	63%
Grade Level	Grade 7	24	24.0%
	Grade 8	26	26.0%
	Grade 9	25	25.0%
	Grade 10	25	25.0%
Parent Educational Attainment	No formal education	9	9.0%
	Elementary level	63	63.0%
	Secondary level	17	17.0%
	College graduate	9	9.0%
	Doctorate degree	2	2.0%

Among the sampled 100 students-respondents, 24 (24.0%) are from grade 7, 26 (26.0%) are from grade 8, 25 (25.0%) are from grade 9 and 25 (25.0%) from grade 10. This study reveals that there was a nearly equal distribution of student-respondents between grade levels.

Lastly, in terms of parental educational attainment, 9 (9.0%) have parents who have no formal education, 63 (63.0%) have parents who are elementary graduate, 17 (17.0%) are a graduate of

secondary, 17 (17.0%) are college graduate, and 2 (2.0%) are post college graduate. This study reveals that more than half of the total number of student-respondents' parents are college graduate. A significant portion of the parents' educational attainment of the student-respondents from Capual National High School have attained a higher level of education, with majority of parents being college graduates.

Question 2. What were the factors influencing the academic performance in Araling Panlipunan of junior high school students at Capual National High School?

Table 2 showed the extent of the factors influencing the academic performance in Araling Panlipunan of junior high school students at Capual National High School SHS in terms of school management. The students rated the school management positively ($\bar{x} = 3.866$; $\sigma = 0.561$) especially in the context of motivating students, development of learning guidelines, and support for teachers' efficacy. This result reveals that junior high school students at Capual National High school perceive school management as often factor influencing their academic performance in Araling Panlipunan.

Table 2. Impacts of school management

School Management Scale	$\bar{x}$	σ	Rating
1. Our school management plans school activities and provides guidelines that improve my academic performance in Araling Panlipunan.	4.04	1.100	Often
2. Our school management encourages us to participate in school activities which helps improve my academic performance in Araling Panlipunan.	3.86	1.005	Often
3. Our management consults students and conducts constructive changes relevant to our academic performance in Araling Panlipunan.	3.54	1.158	Often
4. Our school management motivates students to learn hard and improve academic performance in Araling Panlipunan.	4.08	1.152	Often
5. Our school management firmly ensures that the plans set are executed effectively leading to our academic development in Araling Panlipunan.	3.56	1.282	Often
6. Our school management instructs students and entertains their new ideas which encourage us to focus on our academic performance in Araling Panlipunan.	4.09	1.198	Often
7. Our school management involves parents in the discussion of school matters which encourages me to actively perform well in Araling Panlipunan.	3.72	1.083	Often
8. Our school management monitors and evaluates the efficacy of teachers in support to our academic development.	3.93	1.328	Often
9. Our school management provides support to improvement of teachers' efficacy in Araling Panlipunan.	3.99	1.243	Often
10. Our school management focuses on academic development rather than sports activities.	3.85	1.336	Often
Composite Mean	3.866	0.561	Often

Legend: 4.50-5.00 = Always, 3.50-4.49 = Often, 2.50-3.49 = Sometimes, 1.50-2.49 = Rarely, 1.00-1.49 = Never

Specifically, the students feel that “*school management instructs students and entertains their new ideas which encourage us to focus on our academic performance in Araling Panlipunan*” ($\bar{x} = 4.09$; $\sigma = 1.198$), “*school management plans school activities and provides guidelines that improve my academic performance in Araling Panlipunan*” ($\bar{x} = 3.99$; $\sigma = 1.243$), and “*school management encourages us to participate in school activities which helps improve my academic performance in Araling Panlipunan*” ($\bar{x} = 3.86$; $\sigma = 1.005$). In assessing students' perceptions of school management's impact on academic performance in Araling Panlipunan, it's evident that they perceive management as instrumental in fostering academic success. These perceptions

highlight the relevance of school management in shaping students' academic experiences and fostering an environment conducive to learning and success in Araling Panlipunan.

Table 3 showed the extent of the factors influencing the academic performance in Araling Panlipunan of junior high school students at Capual National High School in terms of teacher's competency. As presented, students feel their teachers were competent enough ($\bar{x} = 3.711$; $\sigma = 0.663$) to teach them the important aspects of the subject Araling Panlipunan. Junior high school students at Capual National High school perceive teacher's competency could be a factor influencing their academic performance in Araling Panlipunan.

Table 3. Impacts of teachers' competency

Teachers' Competency Scale	$\bar{x}$	σ	Rating
1. My Araling Panlipunan teacher presents the minimum content of the subject matter tailored to our knowledge which helps improve my academic performance in Araling Panlipunan.	4.14	1.279	Often
2. My Araling Panlipunan teacher is easily accessible online and is open to communication and is encouraging me to stay focus on academic improvement.	3.88	1.094	Often
3. My Araling Panlipunan teacher provides clear information about objectives, bibliographies, and assessment methods that inspire me to improve my academic performance.	3.66	1.304	Often
4. My Araling Panlipunan teacher allows and encourages student's participation which cultivate my interest in improving my academic performance.	3.54	1.374	Often
5. My Araling Panlipunan teacher promotes individual work and teamwork during the learning process which develops my interest in maintaining a good academic performance.	3.58	1.273	Often
6. My Araling Panlipunan teacher facilitates student-student and student-teacher interaction which help improve my academic performance.	3.61	1.197	Often
7. My Araling Panlipunan teacher attends and responds clearly to questions asked in class that inspires us to improve my academic performance.	3.97	1.176	Often
8. My Araling Panlipunan teacher uses various material resources that facilitate learning which is helpful in improving my academic performance.	3.49	1.176	Often
9. My Araling Panlipunan teacher interacts satisfactorily with us which is helpful in improving my academic performance.	3.66	1.208	Often
10. My Araling Panlipunan teacher uses standard assessment criteria of the activities which guide us in improving our academic performance.	3.58	1.335	Often
Composite Mean	3.711	0.663	Often

Legend: 4.50-5.00 = Always (A), 3.50-4.49 = Often (O), 2.50-3.49 = Sometimes (S), 1.50-2.49 = Rarely (R), 1.00-1.49 = Never (N)

Notably, the students feel that the “*Araling Panlipunan teacher presents the minimum content of the subject matter tailored to our knowledge which helps improve my academic performance in Araling Panlipunan*” ($\bar{x} = 4.14$; $\sigma = 1.279$), “*Araling Panlipunan teacher attends and responds clearly to questions asked in class that inspires us to improve my academic performance*” ($\bar{x} = 3.97$; $\sigma = 1.176$), and the “*Araling Panlipunan teacher is easily accessible online and is open to communication and is encouraging me to stay focus on academic improvement*” ($\bar{x} = 3.88$; $\sigma = 1.094$). These perceptions among students regarding their Araling Panlipunan teacher suggest several implications for teaching and learning strategies. These findings underscore the significance of personalized instruction, interactive teaching methods, and effective communication channels in promoting student learning and academic success in Araling Panlipunan.

Table 4 showed the extent of the factors influencing the academic performance in Araling Panlipunan of junior high school students at Capual National High School in terms of learning styles. Students positively rated their learning study and habits ($\bar{x} = 3.889$; $\sigma = 0.675$) as potential

factor for their academic performance. This result reveals that junior high school students at Capual National High school perceive their learning styles as often factor influencing their academic performance in Araling Panlipunan.

Table 4. Impacts of student's learning style

Learning Style Scale	$\bar{x}$	σ	Rating
1. I can remember best by listening to a lecture that includes information, explanations and discussions in my Araling Panlipunan class.	4.16	1.277	Often
2. I prefer to see information written on the board and supplemented by visual aids in Araling Panlipunan class.	3.77	1.270	Often
3. I enjoy writing things down for visual review in my Araling Panlipunan class.	4.02	1.137	Often
4. I am skillful with and enjoy developing making graphs and charts in my Araling Panlipunan class.	3.72	1.155	Often
5. I learn to understand better in Araling Panlipunan by repeating words out loud than writing the words on paper.	3.95	1.242	Often
6. I prefer obtaining information about an interesting lesson in Araling Panlipunan by reading about it.	3.82	1.192	Often
7. I follow oral directions better than written ones in my Araling Panlipunan class.	3.98	0.995	Often
8. I can easily understand and follow directions on a map in my Araling Panlipunan class.	3.44	1.209	Sometimes
9. I do best in Araling Panlipunan subject by listening to lectures and topics.	4.17	1.181	Often
10. I enjoy listening to explanations of diagrams, graphs, or visual directions in my Araling Panlipunan class.	3.86	1.181	Often
Composite Mean	3.889	0.675	Often

Legend: 4.50-5.00 = Always (A), 3.50-4.49 = Often (O), 2.50-3.49 = Sometimes (S), 1.50-2.49 = Rarely (R), 1.00-1.49 = Never (N)

In terms of learning style, the students “...do [their] best in Araling Panlipunan subject by listening to lectures and topics” ($\bar{x}=4.17$; $\sigma=1.277$), “can remember best by listening to a lecture that includes information, explanations and discussions in my Araling Panlipunan class” ($\bar{x}=4.16$; $\sigma=1.277$), “enjoy writing things down for visual review in my Araling Panlipunan class” ($\bar{x}=4.02$; $\sigma=1.137$), and “follow oral directions better than written ones in my Araling Panlipunan class” ($\bar{x}=3.98$; $\sigma=0.995$). Aligning teaching practices with students' preferred learning styles can optimize learning experiences, promote active engagement, and enhance academic performance in Araling Panlipunan.

Question 3. Did the subcategories school management, teacher's competency, and student's learning styles correlate with each other?

Table 5 shows the correlation among the subcategories subsume under the extent of the factors influencing the academic performance in Araling Panlipunan of junior high school students at Capual National High School. As shown in the table, the computed Pearson product-moment correlation coefficients between these variables were significant at alpha level of 0.05 ($\alpha=0.05$).

Table 5. Correlation analysis on factors influencing student's academic performance in Araling Panlipunan

Variables		<i>r-value</i>	Sig.	Description
x	y			
School Management	Teacher's Competency	0.476*	0.000	Moderate
	Student's Learning Styles	0.379*	0.000	Moderate
Teacher's Competency	Student's Learning Styles	0.532*	0.000	High

*significant at $\alpha=0.05$

0.0-±0.1 (Fair); ±0.1-±0.3 (Poor); ±0.3-±0.5 (Moderate); ±0.5-±0.7 (High); 0.7-0.9 (Very High); 0.9-1 (Nearly Perfect)

As shown in the table, the school management is moderately correlated to teacher's competency ($r=0.476$; $p=0.000$) and student's learning styles ($r=0.379$; $p=0.000$). Teacher's competency was highly correlated with student's learning styles ($r=0.532$; $p=0.0000$).

The positive correlation between school management and teacher competency suggests that effective management practices within the school can contribute to the development of competent teachers. Schools that prioritize organizational efficiency, support structures, and professional development opportunities for teachers may see higher levels of teacher competence.

The positive correlation between teacher competency and student learning styles suggests that more competent teachers are better able to adapt their teaching methods to accommodate different learning styles. Investing in teacher training and professional development programs aimed at enhancing teaching skills and pedagogical knowledge can positively influence student learning outcomes.

Discussion

Findings of this study shed light on various factors influencing the academic performance of junior high school students at Capual National High School in the subject of Araling Panlipunan. Findings provided insights into the factors that influence academic performance which can inform educational policies and practices aimed at improving student outcomes. Understanding the significance of school management, teacher competency, and alignment with students' learning styles allows educators and policymakers to design interventions that better support both teachers and students.

The students perceive school management as a significant factor influencing their academic performance, particularly in terms of motivation, provision of learning guidelines, and support for teachers' efficacy. Their positive perceptions suggest that effective school management plays a crucial role in fostering an environment conducive to academic success in Araling Panlipunan, encouraging students to focus on their studies and actively participate in school activities.

Similar findings were observed in recently conducted studies. For instance, it is expected of school administrators to oversee curriculum creation, understand the fundamentals of good teaching methods, and mentor or coach instructors in a professional capacity (Tedla & Kilango, 2022). In order to foster a sense of ownership among students, educators, parents, and community members, school administrators are also obliged to involve them in decision-making processes (Chen et al., 2022; Dutta & Sahney, 2022; Kemethofer, et al., 2022). Herrington (2007) and Chen et al. (2022) it has been suggested by researchers that the improvement of teaching and student achievement can be facilitated by principals who actively promote a school environment that includes immediate feedbacks and suggestions, innovative instruction, collaboration, a supportive collaborating the environment for the teaching staff, as well as possibilities for professional development.

The students also recognize the importance of teacher competency in enhancing their academic performance. They perceive their Araling Panlipunan teachers as competent educators who effectively deliver subject matter content, respond to questions clearly, and provide accessible support channels. These perceptions highlight the importance of personalized instruction, interactive teaching methods, and effective communication between teachers and students in promoting learning and improving academic outcomes in Araling Panlipunan.

In learning Araling Panlipunan, this study found out that teachers have a relevant role in increasing the academic performance of students. Previous studies align with the findings indicating that the teacher-student relationship has been found to have a significant impact on students' acquisition of civic knowledge and their development as active participants in a democratic society. The development of a positive identity is closely tied to students' happiness and sense of well-being in their classroom relationships (Chhuon & Wallace, 2014; Göktaş & Metin, 2022). The phenomenon of teachers' self-efficacy has been observed to have a consistent positive impact on students' ability to overcome academic challenges. This belief in their own efficacy also leads teachers to have a strong belief in the educational success of their students (Fong et al., 2019; Sarfraz et al., 2022)

In addition, Leithwood et al. (2020) discovered a favorable correlation between four sets of outcomes and transformational leadership—student success, school environments, instructional practices, and teachers' emotions and beliefs. This also explained why this study observed correlation between school administration, teacher's competence, and student's learning styles. According to Simola et al. (2010), collectivism is the goal of transformative leadership and is primarily in charge of fostering the goals of the teaching staff.

The study at Capual National High School revealed that effective school management, teacher competency, and alignment with students' learning styles significantly influence academic performance in Araling Panlipunan among junior high school students. Positive perceptions of school management underscore its role in motivating students and supporting teachers, while recognition of teacher competency emphasizes clear communication and personalized instruction as vital elements for success. Students' preferred learning styles highlight the importance of designed teaching approaches. Nevertheless, addressing these factors comprehensively is essential for optimizing learning experiences and promoting academic achievement in Araling Panlipunan.

Conclusion

The findings suggested that the students recognize the importance of effective school management and skilled teaching in their learning process. Learning styles, as a frequent influence on academic performance in Araling Panlipunan, highlighted the need for diverse teaching methods to cater to different learning preferences. The school might consider these insights to enhance educational strategies and support systems to improve student outcomes in Araling Panlipunan.

Effective school management, teacher competency, and alignment with students' learning styles are key factors influencing academic performance in Araling Panlipunan among junior high school students at Capual National High School. Positive perceptions of school management highlight its role in motivating students and providing support structures for both students and teachers. Similarly, students recognize the importance of teacher competency, emphasizing clear communication, accessible support, and personalized instruction as crucial elements for academic success. Students' preferred learning styles, such as listening to lectures, visual review, and following oral directions, suggest the need for tailored teaching approaches to optimize learning experiences. Addressing these factors holistically can contribute to enhancing academic performance in Araling Panlipunan and fostering a conducive learning environment for students.

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