

FACTORS AFFECTING SENIOR HIGH SCHOOL STUDENTS

POOR ACADEMIC PERFORMANCE

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ABSTRACT

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

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

I. INTRODUCTION

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

situation, (Alhamad et al., 2021; Alsuwaidi, 2021; Gbollie & Keamu, 2017). Schools today are made up of more than just classrooms, teachers' lounges, and administrative offices. For instruction to be delivered at a skilled level, the school must unavoidably have a diverse approach. structure. School can be viewed as an effective factor in many ways when it comes to the development and academic success of the student, and in this regard, the physical conditions of school. The student's academic success may be attributed to the school. The library, the outdoor and indoor sports facilities, and the classroom design and equipment can all be considered as physical features of the school. areas, including a meeting room, an exhibition space, science labs, a map room, a classroom for foreign languages, a classroom for science and technology, and a study center. The appearance, furnishings, and safety features of the school building, the neighborhood around it, the sports center, the library, the staff's attention to hygiene and cleanliness, the staff members' attention to appearance, and the school's green spaces are examples of the physical conditions and infrastructure of the institution ((Nartgun & Kaya, 2016). Meanwhile, the education level that the family possesses can have a bearing on the student's way of thinking, viewpoint, belief in democracy and academic achievement. The family nurtures love, responsibility, social roles, decision making and use of creativity behaviors in the individual (Dil & Bulantekin, 2011). Likewise, the attitude of the family towards school plays an influential role in the development of the students' emotions and behaviors, and the recognition, orientation and skills development of the student (Argon & Kiyici, 2012). The family's behavior, attitude and approach towards the child are factors that affect the development of the child's personality (Kaya et al., 2012). On the other hand, the findings of the study of Siachifuwe (2017) revealed that the unsatisfactory academic performance of learners in Open Learning Classes was due to some of the teacher related factors such as, lack of teacher motivation, inadequate teacher readiness, lack of punctuality by teachers, lack of teaching aids and non-grading of learners' exercises. Meanwhile, in terms of study habits, results of the study of Nair et al. (2020) revealed that there was a positive link between study habits and academic performance in English among student-respondents. Therefore, it can be concluded that the better the students study habits, the higher their learning achievement. Furthermore, it was revealed that there was a significant relationship between study habits and students' academic performance. It was recommended that teachers and parents collaboratively guide students on how to develop good study habits; thereby enhancing their academic performance. The quality of students' performance remains a top concern for educators. It is meant for making a difference locally, regionally, nationally and globally. Educators, trainers and researchers have long been interested in exploring variables contributing effectively to quality of performance of learners. These variables that affect students' academic performance are both inside and outside the school. Given the abovementioned issues and gaps, the study would like to determine the factors that affect Senior High School students' poor academic performance at San Ildefonso National High School, Poblacion, San Ildefonso, Bulacan. Also, students' challenges concerning their academics were assessed in order to arrive at such conclusions and recommendations. More importantly, results of the study may be used as a springboard in devising a learning intervention program that would further improve and enhance students' academic success.

II. RELATED LITERATURE

Improving academic performance of students is one of the top priorities of every educational institution. In the fast-changing world, students' successes are commonly based and rooted to their good performance in academics or in class. Hence, knowing the relevant factors that contribute to students' academic performance is a good subject matter to be explored by many researchers of today. Determining the factors that influence the academic performance of students has been the subject of many studies over the past couple of decades. Academic success is defined as the acquisition of learning objectives, which are primarily measured through a grading system (Jay & Zain, 2019). A massive means of related literature is available to anyone seeking to study more on this topic. A knowledge of these factors is not only important for the students, but also for the educators since research outcomes on this subject can serve as a basis for further learning and teaching improvement. Various studies show that academic success can be influenced by multiple factors that can be student-related, social-related, and school-related. However, the presence of these factors does not in any way, eliminate a student's responsibility for his or her own success. According to Brew et al. (2021), teachers and researchers have long been interested in investigating variables contributing to the quality of academic performance of learners. Academic performance is affected by many factors including parents' education levels and income, teachers' knowledge of the subject, truancy, textbooks availability and accessibility, libraries, practical laboratory, meals provision and many other

factors. The family is also a valuable factor that influences a student's academic success. A study shows that students who are experiencing family problems are less likely to develop an active attitude in learning (Mustaq & Khan, 2012). Aside from stress from studying, family stresses such as parental support, family income, parent's level of education, and other negative situations at home can affect the student's motivation to learn. The student's natural surroundings are another element that has the potential to affect his or her academic performance. Parents, however, can provide such settings that could improve the student's performance (Roman, 2014). For students to achieve a higher degree of academic excellence, several researchers have posited that students reaching this fate mainly rely on the academic influence of their parents (Shifrer, 2013). Similarly, a study of Corak (2013) indicated that students from poor family backgrounds are put under slavery work and have restricted time to study and this happens because they regard household work more than education. Also, prevalent in developing nations are several families who are not capable of feeding twice daily despite working throughout the day. Socioeconomic status (SES) and parents' education had a significant impact on students' overall academic achievement as well as achievement in the subjects of Mathematics and English. It is very interesting that parents' education means more than their occupation in relation to their children's academic performance at school. Meanwhile, it was found out that girls performed better than the male students (Farooq et al., 2011). Another factor that accounts for the low academic performance of students is the number of teachers which are proportionally smaller than the students (Riegle-Crumb, 2010). For education to fully achieve its purpose, according to Brown (2017), teachers play a key purpose by way of interpreting, displaying and setting standards following educational programs during school hours. Thus, teachers determine how teaching and learning occurs (Brookfield, 2017). The study of Hong et al. (2017) could be used to identify teachers' behavior and class situation factors that could significantly predict the academic entitlement of students. The academic entitlement group norm could be regarded as a normative mechanism affecting the relationship between individualism and academic entitlement. Finally, the research results were discussed, and relevant suggestions were proposed for schools, teachers and future researchers. Ladan et al. (2014) identified personal factors, family factors, school factors and peer factors and social factors that influence students' learning. It also showed that there was a significant relationship found between learning approach and academic achievement of students. On the other hand, Garkaz et al. (2011) showed that gender, type of diploma, interest and employment status were meaningfully related to students' academic performance. However, it has been proven that students' marital status and family role in choosing major have no significant relationship with their academic performance. Reading habits have affected most students in their learning. The findings reported that the lack of conduciveness on home environment deters their reading habit when they are at home. Based on the findings, it has been recommended that the school should design a timetable for library hours to allow students to go to library at least one and half hours each day. Moreover, parents should help their children to have a serene reading environment when they are at home (Ameyaw & Kwabena, 2018). Furthermore, Tani et al. (2019) evaluated factors contributing to poor academic performance of students in higher education. The effect of factors relating to family obligations, work and social commitments, and financial concerns were examined. Results showed a significant relationship between academic performance of students and their attendance. Other significant findings included the relationship between attendance and the level of the study, work shift, ethnicity, whether participants had any dependents, and how studies were funded. Implications and limitations of this study were presented. Despite the factors that showed connection to students' academic performance, findings of Mlambo (2011) revealed that none of the investigated factors significantly influenced students' academic performance. This observation could be a consequence of an impressive performance in the coursework exams by a large proportion of students resulting in fewer distinction in the recorded grades. Learning preferences were found to be independent of both the age and gender of students. It was concluded that more determinants of academic performance need to be investigated.

III. RESEARCH METHOD

3.1 Research Design-The researcher utilized mixed method - explanatory design in attaining the findings of this study. Explanatory Design (also known as the Explanatory Sequential Design) is a two-phase mixed methods design. This design starts with the collection and analysis of quantitative data. This first phase is followed by the subsequent collection and analysis of qualitative data. The second, qualitative phase of the study is designed so that it follows from (or connects to) the results of the first quantitative phase. According to Creswell (2018),

educational research for the mixed method of research can be the occasion for developing new concepts to another concept. It can also be used to develop research based and data-driven programs and policies for management systems. Mixed methods research is a research method that combines and integrates qualitative and quantitative research methods in a single research study. It involves collecting and analyzing qualitative and quantitative data to understand a phenomenon better and answer the research questions. The central evidence of using mixed methods research is that it makes the most of the strengths of each data type while neutralizing their weaknesses. Researchers combine qualitative and quantitative methods to expand their evidence, improve the credibility of their findings, and illustrate the results from one method with the results from the other one. Also, descriptive research design was employed in this study. It is a type of research design that aims to systematically obtain information to describe a phenomenon, situation, or population. In this study, the researchers assessed and described the factors affecting the poor academic performance of Senior High School Students using quantitative method. On the other hand, the challenges being encountered by students in terms of their academic performance were described using a qualitative approach.

3.2 Participants-In this study, the researchers employed nonprobability sampling method, specifically the purposive sampling technique. According to Nikolopoulou (2022), nonprobability sampling is a sampling method that uses non-random criteria like the availability, geographical proximity, or expert knowledge of the individuals you want to research in order to answer a research question. Non-probability sampling is used when the population parameters are either unknown or not possible. Meanwhile, in purposive sampling, researchers set out to identify members of the population who are likely to possess certain characteristics or experiences (and to be willing to share). In this way, researchers can select the individuals or cases that fit their study, focusing on a relatively small sample. To get the respondents for the study, the researchers purposively selected 100 students whose average grades in the School Form 9 (Report Card) ranged from 75-79. Meanwhile, for the participants in the qualitative part, 12 respondents were randomly selected from the total sample size of 100.

3.3 Research Instrument -The study utilized survey questionnaire as its tool for gathering the needed quantitative data on the factors affecting students' poor academic performance. The questionnaire was adopted from the study of Alos et al. (2015). It consists of item statements regarding the factors affecting poor academic performance of Senior High School Students in the following parameters such as Personal Condition, Study Habits, Home-Related Aspects, School-Related Aspects and Teacher-Related Aspects. The survey questionnaire was pilot tested to students to measure its internal consistency or reliability and the data on students' responses were encoded and analyzed using SPSS. A Cronbach's alpha score of .81 was computed which conveyed that the instrument was found to be reliable. The researchers used a five-point Likert Scale for the responses of students in each indicator. Students' responses on the factors affecting their poor academic performance ranged from (1) Strongly Disagree, (2) Disagree, (3) Slightly Agree, (4) Agree and (5) Strongly Agree. Meanwhile, to obtain data on students' challenges on their academics, self-made open-ended questions were crafted which were validated by experts in the field.

3.4 Statistical Treatment-The researchers tabulated and analyzed the gathered quantitative data with the help of the Statistical Package for Social Science (SPSS). Weighted mean procedure was used to describe and analyze the factors affecting students' academic performance. In terms of the qualitative data on the challenges that students face in their academics, thematic analysis, frequency, and percentage were employed to analyze and interpret it.

IV. FINDINGS

This section presents the results and interpretation of the data collected from the respondents. The results are presented chronologically following the sequence of questions raised in the Statement of the Problem.

Factors Affecting Students' Poor Academic Performance -The factors affecting the poor academic performance of the students are described in terms of personal condition, study habits, home-related aspects, school-related aspects and teacher-related aspects.

Personal Condition. As shown in table 5, students slightly agree that personal condition is a factor that affects their poor academic performance as evidenced by the average of 2.68. They slightly agree that they are sleepy in class (2.95), hungry in class (2.68), and have difficulty in breathing (2.89). Meanwhile, they disagree that they have difficulty in seeing (2.54) and difficulty in hearing.

Table 1- Personal Condition

Indicators	Mean	Description
Feeling sleepy in class	2.95	Slightly Agree
Feeling hungry in class	2.68	Slightly Agree
Difficulty in seeing	2.54	Disagree
Difficulty in hearing	2.32	Disagree
Difficulty in breathing	2.89	Slightly Agree
Average	2.68	Slightly Agree

Legend: 4.21-5.00= Strongly Agree, 3.41- 4.20= Agree, 2.61- 3.40= Slightly Agree
1.81- 2.60= Disagree, 1.00-1.80= Strongly Disagree

Study Habits. Table 2 revealed that students disagree that study habits is a factor that affects their poor academic performance as evidenced by the average of 2.49. They disagree that they copy the assignment of friends (2.54), listening radio, watching tv, etc. (2.48), disturbed when studying (2.46), study only when they like (2.46), lazy to study (2.32), don't have a comfortable place to study (2.35), and no time to study at home (2.30). On the other hand, they slightly agree that they study only when there is a quiz (2.77) and feel tired, bored and sleepy (2.74).

Table 2- Study Habits

Indicators	Mean	Description
I study only when there is a quiz.	2.77	Slightly Agree
I feel tired, bored and sleepy.	2.74	Slightly Agree
I prefer listening to radio, watching TV, etc.	2.48	Disagree
I am lazy to study.	2.32	Disagree
I am disturbed when studying.	2.46	Disagree
I have no time to study at home.	2.30	Disagree
I study only when I like.	2.46	Disagree
I don't have a comfortable place to study.	2.35	Disagree
I copy the assignment of friends.	2.54	Disagree
Average	2.49	Disagree

Legend: 4.21-5.00= Strongly Agree, 3.41- 4.20= Agree, 2.61- 3.40= Slightly Agree
1.81- 2.60= Disagree, 1.00-1.80= Strongly Disagree

Home-Related Aspects. The data in Table 3 show that students slightly agree that home-related aspects are one of the factors affecting their poor academic performance as proven by the average of 2.85. They slightly agree that they have many brothers and sisters (3.12), doing too much household (3.06), both parents are working (2.89), living without parents (2.79) and living near in the school (2.68). Meanwhile, they disagree that they live far from the school.

Table 3- Home-Related Aspects

Indicators	Mean	Description
I live far from school.	2.56	Disagree
I live near the school.	2.68	Slightly Agree
I don't live with my parents.	2.79	Slightly Agree
Both my parents are working.	2.89	Slightly Agree
I do too much household.	3.06	Slightly Agree

I have many brothers and sisters.	3.12	Slightly Agree
Average	2.85	Slightly Agree

Legend: 4.21-5.00= Strongly Agree, 3.41- 4.20= Agree, 2.61- 3.40= Slightly Agree
1.81- 2.60= Disagree, 1.00-1.80= Strongly Disagree

School-Related Aspects. As shown in Table 4, students slightly agree that school-related factors are factors affecting their poor academic performance as supported by the average of 2.95. They slightly agree that there are school programs (3.07), available library references (3.03), enough space in the library (2.98), Location of classrooms (2.94), fast internet access in the library (2.93), time schedule is followed (2.88), and classroom is comfortable enough (2.84).

Table 4-School-Related Aspects

Indicators	Mean	Description
The time schedule is followed.	2.88	Slightly Agree
There are school programs.	3.07	Slightly Agree
There are available library references.	3.03	Slightly Agree
Classroom is comfortable enough.	2.84	Slightly Agree
There is fast internet access in the library.	2.93	Slightly Agree
There is enough space in the library	2.98	Slightly Agree
Location of classrooms	2.94	Slightly Agree
Average	2.95	Slightly Agree

Legend: 4.21-5.00= Strongly Agree, 3.41- 4.20= Agree, 2.61- 3.40= Slightly Agree
1.81- 2.60= Disagree, 1.00-1.80= Strongly Disagree

Teacher Related-Aspects. As displayed in table 5, students disagree that the teacher-related aspects are one factor that affects their poor academic performance as evidenced by the average of 2.38. They do not believe that teachers give too much memory work (2.59), provide varied activities (2.49), use lecture method only (2.31), always scold students (1.96), frequently out absent from class (1.85)and teacher is always late (1.80). Meanwhile, they slightly agree that teachers have mastery of the subject matter (2.85) and discuss many topics in a short period of time.

Table 5-Teacher-Related Aspects

Indicators	Mean	Description
Teacher has mastery of the subject matter.	2.85	Slightly Agree
Teacher discusses many topics in a short period of time.	2.75	Slightly Agree
Teacher uses audio visual aids.	2.77	Slightly Agree
Teacher gives too much memory work.	2.59	Disagree
Teacher provides varied activities.	2.49	Disagree
Teacher uses lecture method only.	2.31	Disagree
Teacher always scolds students.	1.96	Disagree
Teacher is frequently out absent from class.	1.85	Disagree
Teacher is always late.	1.80	Disagree
Average	2.38	Disagree

Legend: 4.21-5.00= Strongly Agree, 3.41- 4.20= Agree, 2.61- 3.40= Slightly Agree
1.81- 2.60= Disagree, 1.00-1.80= Strongly Disagree

Generally, in terms of the summary of the mean scores of the components of the factors affecting students' academic performance. Table 6 revealed that the students slightly agree that school-related aspects, home-related aspects, and personal condition affect their poor academic performance. Meanwhile, they disagree that study habits and teacher-related aspects affect their poor academic performance. Overall, in terms of all the indicated factors, students slightly agree that those affect their poor academic performance.

Table 6-Summary of Means Scores on Factors Affecting Students' Poor Academic Performance

Components	Mean	Interpretation
Personal Condition	2.68	Slightly Agree
Study Habits	2.49	Disagree
Home-Related Aspects	2.85	Slightly Agree
School-Related Aspects	2.95	Slightly Agree
Teacher-Related Aspects	2.38	Disagree
Average	2.67	Slightly Agree

Challenges of Students in Academics

Results of the qualitative data analysis revealed that, as to the problems or difficulties that students usually encounter, 4 at 33% answered that they find it difficult to focus on their studies since they have other priorities outside school. Meanwhile, 6 at 50% said that is because they find it difficult to use English language on their subjects especially in English and the remaining 1 at 8.33% said that it is due to heavy workload and projects. As to main reasons why students are facing those challenges, 6 at 50% said "time management", 2 at 17% said "focus and attention are not well maintained", 2 at 17% answered "because of extracurricular activities" and also 2 at 17% said that it is because they have "lack of self-trust." As to their reactions when getting low grades, 5 with a percentage of 42 said that they get sad, while 7 at 58% said that they get disappointed as well as their family members. As to students' weaknesses that need to be improved, 4 with a percentage of 33 said "self-confidence" and the other 4 at 33% said "public speaking". Additionally, 1 at 8% said "recitation", 1 at 8% said "emotional stability", and the remaining 2 at 17% said "English speaking skills".

V. CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. Students slightly agree on the following factors that affect their poor academic performance such as personal condition, home-related aspects, and school-related aspects. Meanwhile, they disagree that study habits and teachers-related aspects are considered factors affecting their poor academic performance. Overall, students slightly agree on the given factors.
2. Students have several challenges in their academic performance that they try to address.

VI. RECOMMENDATIONS

In light of the findings and conclusions of the study, the following recommendations are suggested:

1. Students should always take care of their health as it is needed for better acquisition of learning.
2. Students may monitor themselves regarding their status in class. Their focus and attention on their studies must always be maintained.
3. Students may create a time management plan for their studies and other priorities.
4. Teachers may further devise more motivational learning strategies to keep them interested in studying and learning.
5. Teachers and parents may have constant communication concerning the progress and status of their children in their classes.
6. School administrators may implement wellness and more interactive school programs and activities that would further improve students' active participation.
7. For future researchers, they may correlate the factors affecting students' academic performance on their actual scholastic achievement.

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