

Factors Associated with the Academic Performance of Humanities and Social Sciences Students in Philippine Politics and Governance Subject

Alpha Grace V. Lahing¹, Fann Won P. Ognase¹ & Kenneth L. Maslang²

¹ BSED Social Studies Graduate 2022, Saint Mary's University, Philippines

² Faculty Adviser, Department Head, STEH-SSPD, Saint Mary's University, Philippines

Correspondence: Kenneth L. Maslang, Faculty Adviser, Department Head, STEH-SSPD, Saint Mary's University, Philippines.

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Abstract

Philippine Politics and Governance (PPG) is a new subject introduced as part of changes in the Philippine educational curriculum, specifically for students in Humanities and Social Sciences. This study aims to examine intrinsic characteristics such as interest and study habits, and extrinsic factors such as parent-child relationships, teacher support, and peer influence from the learners' perspective. The researchers assessed students' academic performance in this subject using their first-quarter grades. The study seeks to identify whether there is a significant relationship between these characteristics and academic performance. Enrichment learning activities were developed to enhance students' academic performance in PPG based on the study's findings. The researchers used mean values to present the subject's intrinsic and extrinsic characteristics. A similar method was used to determine academic performance based on the respondents' Form 138. The Spearman Rho correlation was applied to assess the relationship between the variables. The findings indicate that the levels of intrinsic and extrinsic characteristics are sometimes related to academic performance. Furthermore, the majority of respondents' academic performance in the subject was classified as "developing" according to the grade description in their Form 138. The data analysis revealed that there is no significant relationship between students' intrinsic and extrinsic characteristics and their academic performance, suggesting that the variables are statistically independent.

Keywords: enrichment activities in Phil. Pol. Gov. subject, students' interest, parent-child relationship, teachers' factors, peers' influence

1. Introduction

History, geography, civics, culture, and politics, among other subjects, are essential for students' social and academic growth since their material is relevant to and applicable in everyday life (Topçu, 2017). These courses are designed to develop individuals who cherish democratic life and contribute to a better understanding of the world in which we live. Consequently, they have been incorporated into the new educational curriculum of the Philippines. Philippine Politics and Governance is a specialized subject in the K-12 curriculum that combines lessons in Philippine history with essential political science concepts.

This subject, tailored for Humanities and Social Sciences (HUMSS) students, has not been extensively explored due to its recent introduction in the K-12 curriculum to the first batch of Senior High School students in 2016. Teachers of this subject face the challenge of preparing students as history makers for the twenty-first century. Many educational institutions are designing curriculum matrices based on the subjects offered to help students perform well. These matrices should align with the learning standards and competencies required by the

Department of Education. However, the current educational setup in the Philippines has made it more challenging to learn and master this specialized subject at home, given the various factors affecting students' performance and the application of concepts to real-world situations.

Educational researchers have paid close attention to measuring student academic performance, a complex aspect of scholarly literature influenced by individual differences in studying. Factors such as interest, study habits, parent-child relationships, and teacher support significantly affect students' performance. This study explored students' intrinsic characteristics, such as interest and study habits, and extrinsic characteristics, like parent-child relationships, teacher support, and peer influence, and their correlation to academic performance in the Philippine Politics and Governance subject.

Specifically, this study sought to identify the intrinsic profile characteristics of students in terms of interest and study habits, and extrinsic profile characteristics in terms of parent-child relationships, teacher support, and peer influence. Additionally, the study determined the level of students' academic performance in Philippine Politics and Governance and examined the significant correlation between students' academic performance and their intrinsic and extrinsic profile characteristics.

2. Literature Review

Modular distance learning became popular after the break-out of COVID-19 in December 2019. This virus has spread rapidly throughout the world. The World Health Organization (WHO) announced COVID-19 a pandemic on March 11, 2020. A pandemic happens when a disease to which people are not immune spreads over large areas (Kandola, 2020). This event resulted to the search for new learning modalities and plans for the continuation of learning in spite of pandemic keeping the students safe with little to no physical interaction. The DepEd Order No.19 s. 2020 or the Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency developed the Basic Education-Learning Continuity Plan (BE-LPC). Self-Learning Modules (SLMs) will be made accessible in print and offline/online digital formats to assist learners, parents, and teachers in implementing these learning delivery modalities.

Modular distance learning was identified as being one of the learning modes which could be used. In public schools, where learners are provided printed learning materials, the modular approach is commonly utilized. The modules include sections on motivation and assessment that provide a comprehensive view of the desired skills of both teachers and students. This is because, according to a study done by the Department of Education (DepEd), modular learning was identified as the most favored learning modality of parents for the current academic year (Bernardo, 2020).

On intrinsic factors, numerous researches on students' achievement have been undertaken, with these studies identifying and analyzing a variety of characteristics related to their academic performance and achievements. The profile characteristics of students in terms of study habits and interest as internal factors and parent-child relationship, teacher's support and peers as external factors are important factors that have an implication to students' performance considering the current situation of the Philippines. The importance of this research rests in the necessity to implement remedial measures that will improve students' performance in Philippine Politics and Governance.

Recognizing the learners' differences — or elements unique to individuals — will play a role in predicting satisfaction which is an important part of the study's success. Study habits act as a variable connected with modular learning. Study habits represent students' regular study behavior while also eliciting and directing learners' cognitive processes during the learning session. Sharpe & Benefield (2005) as cited by Çakıroğlu (2014) found some connections among habits and performances and suggested deeper investigation into eliciting the experiences, habits, and strategies for effective distance learning. Studies conducted in other countries among distance learning found that students under distance education programs lack good study habits as well as effective study skills (Bunch-Keemer, 2002, Oloyede & Olatoye, 2005, as cited by Somuah, Dankyi, & Dankyi, 2014).

Also, intrinsic factor such interest has a strong motivating effect that energizes learning and directs academic and career paths, and is essential to academic success especially in studying law, which demands an in-depth commitment to understand in different aspects. Harackiewicz, Smith, & Priniski (2016) and Maslang (2023) claimed that interest is essential to academic success.

Meanwhile, extrinsic factors such as parent-child relationship, teacher's support and peers in modular setting of learning may also have a big contribution that either improve or decline students' achievements. Based on a study published by the Review of Economics and Statistics in 2010, the effort put by parents has a bigger impact on their children's educational achievement than the effort expended by either their teachers or students themselves.

In modular learning, expected MKOs are parents. Their way of supporting their children's need in education can

contribute to their children's success. In the study of Maslang et al. (2021), they stated that infrequent face-to-face meetings between distance learners and distance teachers cause frustrations and sometimes impede the learning process. The support students' receive from their family and instructors, as well as the role models they are exposed to, have a significant impact on their behavior and dispositions.

Different forms of support from families and teachers, including parental emotions support and teacher's enthusiasm, are found to be important for the development of a positive character towards learning and can ensure that students can acquire the behavior and dispositions that can maximize their learning ability to make the most in distance learning opportunities. Yet, some families and teachers may struggle to provide such support- especially during the COVID19 pandemic- because of lack of time, insufficient digital skills, or lack of curricular guidelines (Reimers & Schleicher, 2020). On the other hand, Serafica et al. (2021) claimed that peer participation in active learning has the potential to assist knowledge both now and in the future. Assessing what we know about learning in the context of apprenticeship learning and how evaluation is carried out there is crucial because every work plays such a significant role in most people's lives.

Based on the existing literature, this specialized subject in Senior High had not been extensively explored. This study addressed the factors causing difficulties, aimed at achieving the goals and objectives of the subject, and enabled students to contribute more effectively to a democratic society through improved learning experiences.

3. Research Methodology

This investigation employed a descriptive-correlational method and was conducted at the Senior High School level of a public high school in Northern Luzon, Philippines. The study's respondents were Grade 12 students from the Humanities and Social Sciences (HUMSS) strand, enrolled for the first semester of AY 2022-2023. This strand is divided into seven sections, with a total population of 266 students. Using the quota sampling technique, the researchers selected 158 HUMSS students as the target respondents, based on a 5% margin of error and 95% significance.

The instrument used in this study was a researcher-made Likert-type questionnaire, consisting of 69 items divided into two categories: intrinsic and extrinsic factors. The validated tool achieved a Cronbach's alpha score of .93, indicating high reliability. Pilot testing for reliability was conducted at Solano High School with 85 HUMSS students who shared similar characteristics with the target respondents.

Additionally, the researchers used the DepEd grading scale and its descriptors to interpret the academic levels of students based on their marks in the F138 form. Data were analyzed using mean and standard deviation to present results for intrinsic and extrinsic profile characteristics, including interest, study habits, parent-child relationship, teacher support, and peer influence. Finally, Spearman's rho was used to examine the correlation between students' academic performance in the Philippine Politics and Governance subject and their intrinsic and extrinsic profile characteristics, given that the data were not normally distributed.

4. Findings and Discussions

4.1 Intrinsic Profile Characteristics of Students

4.1.1 Interest

Table 1 depicts an 11-item list of situational statements on their areas of interest. Students' interest in Philippine Politics and Governance (PPG) was assessed based on their self-perceived interest in the themes covered by PPG, as well as their commitment and attention to the course.

Table 1. Characteristics of Students in terms of Interest Factors

Interest Factors	Mean	SD	Qualitative Description
1. I am interested in the topics under this subject.	3.25	.62	Sometimes
2. I find all the lessons interesting as a whole.	3.02	.73	Sometimes
3. I find it easy to understand the subject.	2.75	.68	Sometimes
4. I enjoy learning the laws or theories described in the module.	3.18	.74	Sometimes
5. I like to study another similar topic.	3.15	.66	Sometimes
6. I like the examples given in the lesson.	3.15	.78	Sometimes
7. I will recommend this subject to my friends.	3.13	.81	Sometimes
8. I know better now the pioneers introduced in the lesson.	2.85	.65	Sometimes
9. I like the politicians in the lesson more than before.	2.94	.77	Sometimes

Interest Factors	Mean	SD	Qualitative Description
10. I actively participate in my society because of political persons described in the lesson.	2.98	.68	Sometimes
11. I got interested to the politicians because of Philippine Politics and Governance.	3.05	.72	Sometimes
Mean	3.04	.47	Sometimes

Legend: 1.0 – 1.49: Never; 1.5 – 2.49: Rarely; 2.50 – 3.49: Sometimes; 3.50 – 4.0 Always.

As shown in the table, the statement “I am interested in the topics under this subject” got the highest mean score while statement “I find it easy to understand the subject” got the lowest. However, the mean scores of all statements range between 2.50 to 3.49 which fall under the qualitative description of “sometimes”. This implies that students sometimes find Philippine Politics and Governance and the topics under it interesting. As the subject is constantly updated, many aspects of the program, such as content, are restructured to meet the challenges of the changing political landscape.

According to a study by Levy, Journell, He, and Towns (2015), educational experiences that include interactions can help young people develop an interest in politics. Studies indicated that political interest develops through the combination of environmental, behavioral, and psychological factors, according to Bandura’s social cognitive theory. Individuals’ political interest grows when they participate in political dialogues (Kahne, Crow, & Lee, 2011) and absorb informational news, based on the study of Stromback and Shehata (2010). Furthermore, when students have pleasant emotions and subsequently relate those sentiments to a specific sort of activity, they are more likely to be more interested in the tasks (Silvia, 2006; Serafica, 2021).

4.1.2 Study Habits

Table 2 shows the lists of 14 situational items for students’ study habits. The parameters used to determine the level of study habits of students were based on their personal propensity or pattern of action when studying PPG.

Table 2. Characteristics of Students in terms of study habits factors

Study Habits	Mean	SD	Qualitative Description
1. I feel comfortable reading in bed.	2.82	.87	Sometimes
2. I can study with the TV set open.	1.90	.97	Rarely
3. I enjoy studying with music.	2.96	.99	Sometimes
4. I take down important notes during discussion.	3.03	.71	Sometimes
5. I highlight important words or phrases in my module when studying.	3.07	.72	Sometimes
6. I can study up to three hours or more in a day.	2.99	.70	Sometimes
7. I do have a personal study time table.	2.78	.99	Sometimes
8. I devout enough time for all my modules.	2.87	.69	Sometimes
9. I use my own words when taking down notes.	2.89	.65	Sometimes
10. I do not spend much time on social activities at the expense of my studies.	2.63	.68	Sometimes
11. I do not study few hours before examination.	2.43	.76	Sometimes
12. I study with my friends but with less verbal conversation.	2.53	.89	Sometimes
13. I do not bother myself with personal problems when studying.	2.68	.83	Sometimes
14. I am never attracted to play games on my phone and other family activities when studying.	2.56	.79	Sometimes
Mean	2.72	.40	Sometimes

Legend: 1.0 – 1.49: Never; 1.5 – 2.49: Rarely; 2.50 – 3.49: Sometimes; 3.50 – 4.0 Always.

Statement number 5 “I highlight important words or phrases in my module when studying” got the highest mean score of 3.07 which has a qualitative description of “sometimes” while statement number 2 “I can study with the

TV set open” received the lowest mean score of 1.90 which fall under “rarely”. However, the overall characteristics of students in terms of study habits got a mean score of 2.72 under the category of “sometimes”. This means that their study habits are sometimes associated with their academic performance in Philippine Politics and Governance. Besides, students can study for hours yet only remember a small portion of what they have learned during tasks or activities. The more relevant and challenging the question is, the more students will invest their time to study. Without a doubt, different people learn in various ways. What works for one on a certain topic, maybe difficult for others.

Studying in such a quiet place, studying daily, not using devices that interfere with study (such as TV and mobile phones), listing of important content, taking regular rests and breaks, listening to mellow music, and prioritizing the difficult contents are all good study habits according to Jafari, Aghaei, and Khatony (2018). Procrastination, avoiding to study, studying in inconvenient locations, and listening to loud music or watching television while studying are all bad study habits. They went on to say that students were confronted with a great amount of information that was difficult to manage and comprehend, and that they needed to know and apply learning habits.

Evidence reveals that students who do not have enough knowledge on study techniques do not obtain effective and consistent learning and, as a result, do not achieve the desired degree of academic success. In other words, students who perform better academically use these traits more than students who perform poorly. This finding corroborates with the study of Maslang (2023). Among others, Maslang identified that students who lack adequate knowledge of study techniques fail to achieve effective and consistent learning, leading to lower academic success. This emphasizes the importance of study skills and strategies in academic performance. The study also suggests that students who perform better academically are those who effectively utilize these study traits.

4.2 Extrinsic Profile Characteristics of Students

4.2.1 Parent-child relationship

Table 3. Relationship of the students with their parents

Parent-child relationship	Mean	SD	Qualitative Description
1. My parents monitor my studies at home.	2.90	.90	Sometimes
2. My parents monitor my school performance.	3.01	.85	Sometimes
3. My parents encourage me to take my studies seriously.	3.47	.73	Sometimes
4. My parents provide me with material supports.	3.50	.71	Always
5. My parents allot time for me to do my homework.	2.99	.90	Sometimes
6. My parents always provide me with emotional support.	3.02	.95	Sometimes
7. My parents set academic standard for me.	2.88	.90	Sometimes
8. My parents encourage me to set high academic goals.	3.27	.77	Sometimes
9. My parents always tell me the benefits of education.	3.53	.74	Always
10. My parents expect me to attain the highest education.	3.14	.86	Sometimes
11. My parents feel proud when I do well in school.	3.49	.74	Sometimes
Mean	3.20	.54	Sometimes

Legend: 1.0 – 1.49: Never; 1.5 – 2.49: Rarely; 2.50 – 3.49: Sometimes; 3.50 – 4.0 Always.

Table 3 shows the mean score of HUMMS students’ parent-child relationship in connection to their academics, particularly in Philippine Politics and Governance. It demonstrates how parents devote their time and physical presence to support their child’s goals and happiness.

The HUMMS students’ relationship in terms of their parents advising them on the benefits of education was rated as a common practice that is always told to them, with a mean rating of 3.53. Meanwhile, it was followed by 3.50 mean score where the parents provide material help to their children. On the other hand, some students responded that their parents are sometimes happy of them when they perform well in school, which had a high-sometimes mean rating of 3.49, while the lowest-sometimes mean rating of 2.88 was on the part where the parents set academic standards for their child.

In this case, it could signify that the parents genuinely care about their children’s well-being. They are

completely supportive of their children's needs for both monetary and emotional support. Instilling in their children the importance of education is a wonderful thing that all parents can do for their children's future success. It was great to hear that their children appreciated their efforts and that they are proud parents. Perhaps because they trust their children, they do not set educational standards.

As with the study of Ceka & Murati (2016); Emerson, Fear, Fox, & Sanders (2012), from the time a child is birthed, parents are recognized to be their child's initial teacher, and as they reach adulthood, parents' roles include educating, leading, and nurturing children to become effective community members. When their children start formal schooling, most parents let the school handle a large portion of their formal education. Parents are more of providers when it comes to formal schooling. Unless parents have accepted full responsibility for educating their children, allowing the child have the necessary resources and support to participate in education and learning.

4.2.2 Teacher's Support

Table 4. The relationship of the student to their teacher

Teacher's support	Mean	SD	Qualitative Description
1. My teachers expect me to work hard in school.	3.48	.69	Sometimes
2. My teachers are interested in my future.	3.18	.81	Sometimes
3. My teachers take the time to help me get better grades.	3.23	.82	Sometimes
4. My teachers are helpful when I have questions about my module in PPG.	3.23	.72	Sometimes
5. My teachers would tell other people good things about me.	2.73	.91	Sometimes
6. My teachers challenge me to think about my future goals.	3.30	.78	Sometimes
7. My teachers help me understand my strengths.	3.20	.79	Sometimes
8. My teachers want me to do well in school.	3.41	.78	Sometimes
9. My teachers enjoy having me in their classes.	3.03	.88	Sometimes
10. My teachers care about what happens to me.	3.07	.85	Sometimes
11. My teachers encourage me to learn.	3.41	.73	Sometimes
12. My teachers support my goals for the future.	3.19	.82	Sometimes
13. My teachers will listen if I want to talk about a problem.	2.96	.91	Sometimes
14. My teachers are easy to talk to about school things.	3.22	.80	Sometimes
Mean	3.19	.63	Sometimes

Legend: 1.0 – 1.49: Never; 1.5 – 2.49: Rarely; 2.50 – 3.49: Sometimes; 3.50 – 4.0 Always.

Table 4 shows items that are contextualized based on the PPG subject, which focuses on students' academic relationships with their teachers. The mean scores were computed and a qualitative description was provided. With this, the weighted mean was taken. The teacher's expectation for students' hard work in school obtains the highest rating of 3.48, while the teacher's sharing of her students' good qualities with others gets the lowest rating of 2.73.

It signifies that the teachers desire their students to achieve academic success. They set the bar high for students, expecting them to succeed only if they put an effort in every academic work that they do. They want them to become future experts who will be able to assist their selves in their daily lives. With this, it can be said that the teachers are fully committed to the students' education. However, the majority of students stated that they were unsure if their instructor shared positive character traits about them with other people. Some students may be dissatisfied with their academic performance and believe that their teachers are criticizing them behind their backs.

This finding corresponds with Tabangcura et al. (2023) study, teachers' high expectations and commitment to student success were evident. This level of commitment can significantly influence students' perceptions of their own potential and capabilities.

4.2.3 Peer Learning

As reflected on the table 5, it shows the peer learning result of the students' relationship to their peers having 13 situational items. The results of their peer learning survey are primarily in the sometimes category, but it isn't far from the lowest options, which is still good as a way for an effective learning for the Philippine Politics and Governance.

Table 5. The relationship of the student to their peers

Peer Learning	Mean	SD	Qualitative Description
1. I benefitted/learned/improved by participating in peer learning activities.	2.89	.64	Sometimes
2. I developed personal relationships because of peer learning	2.87	.76	Sometimes
3. I am provided with constructive feedback through peer learning	2.74	.76	Sometimes
4. I am engaged during peer learning sessions with my classmates	2.82	.83	Sometimes
5. I am more likely to participate in peer learning than peer review	2.82	.78	Sometimes
6. I find it easier to provide feedback through peer learning	2.73	.78	Sometimes
7. I am not adversely impacted by peer learning	2.57	.69	Sometimes
8. I am motivated during conversation with classmates.	2.85	.82	Sometimes
9. I do feel embarrassed to ask my peers for new knowledge and information.	2.63	.82	Sometimes
10. I ask my peers or classmates first before my teacher.	2.81	.82	Sometimes
11. Peer learning is one of the necessary skills for my future career.	2.97	.77	Sometimes
12. I trust what I learned from my peers about certain topics from my peers.	2.89	.77	Sometimes
13. Using peer learning prevails the educational practices in teaching Philippine Politics and Governance.	2.97	.73	Sometimes
Mean	2.81	.58	Sometimes

Legend: 1.0 – 1.49: Never; 1.5 – 2.49: Rarely; 2.50 – 3.49: Sometimes; 3.50 – 4.0 Always.

Peer learning is one of the important abilities for students' future careers, and employing peer learning wins over educational practices in teaching Philippine Politics and Governance, according to two means with the same rating of 2.97. The lowest mean rating is 2.57, indicating that most students were not adversely affected by peer learning.

Peer learning has become an important part of education. Students' attitudes toward peer learning were a positive trait that they might use. They are aware that, in the not-too-distant future, they will be able to involve themselves in a wide range of people with various personalities. As a result, peer learning is a skill that they possess that can be beneficial to them. Peer learning also prepares them for the critical skill required for their subject in Philippine Politics and Governance. The subject in question necessitates solidarity and the essential social skill of interacting, both of which are conducive to peer learning. However, others claimed that peer learning had adversely impacted them. They may have had trust issues with their classmates, causing them to be disengage.

This goes with the study of Boud (2017) emphasizing that students communicating their thoughts to others and engaging in situations where they can learn from their peers help them to learn. They improve their ability to organize and arrange learning activities, collaborate with others, gather feedback, and assess their personal learning. Peer learning has now become a more essential aspect of several courses, and it is being used in many places in a range of contexts and subjects.

4.3 Level of Students' Academic Performance in Philippine Politics and Governance

This section presents the level of academic performance of students in Philippine Politics and Governance and classified according to the description of "developing", "approaching proficiency", "proficient", and "advanced" which are found on the students' Form 138.

Table 6. Level of students' academic performance

Level, Grade Equivalent, Description	Frequency	Percent
1 (75 – 79) Developing	73	46.2
2 (80 – 84) Approaching Proficiency	29	18.3
3 (85 – 89) Proficient	30	19
4 (90 and above) Advance	26	16.5
Total	158	100.0

Out of the population of 158 students, 73 students with a percentage of 46.2 are developing in this subject, 29 students which has a percentage of 18.3 are approaching proficiency, 30 students with a percentage of 19 are proficient and only 26 students are advance in this subject with a percentage of 16.5. The result indicates that most students are not garnered with sufficient knowledge and expertise in the subject. Additionally, it shows that students find difficulty in this subject resulting to low academic performance. One of the causes for this is the inadequacy of political parties that lack robust youth wings that attract young people to politics as an entry point. "It is the responsibility of youth to allow new ideas and abilities to emerge." It does so through giving young people a voice in politics, by assisting the party in reaching out to young voters, and by providing opportunities for young people to participate in policy debate and activism (Harackiewicz et al., 2016). This demonstrates how current events knowledge can lead to active participation in social studies, which can help students improve their academic performance.

4.4 Significant Correlation Between the Level of Students' Academic Performance in Philippine Politics and Governance Subject and Their Intrinsic and Extrinsic Profile Characteristics

Table 7 reveals the significant relationship of intrinsic and extrinsic profile characteristics of students such as interest, study habits, parent-child relationship, teacher's support and peer learning with their academic performance in Philippine Politics and Governance.

Table 7. Significant correlation between the level of students' academic performance

Profile Characteristics	Academic Performance	
	Correlation Coefficient	Sig. (2-tailed)
Interest	.098	.220
Study Habits	.039	.628
Parent-Child Relationship	.069	.387
Teacher's Support	.091	.53
Peer Learning	.044	.584
N = 158		

It was evident that the profile characteristics of students in terms of interest, study habits, parent-child relationship, teacher's support, and peer learning were not correlated with their academic performance. The computed value of each characteristic is higher than .05 which means that each characteristic has no significant relationship with their academic performance, therefore, the hypothesis is retained. As a result, their academic achievement and their perceptions of intrinsic and extrinsic variables were statistically independent of one another.

Yu and Singh (2016) found an unexpected finding in their investigation, indicating that the association between interest and academic achievement was insignificant. The study's motivational variables were interest and self-efficacy. They explained that interest may not be a direct predictor of academic achievement, and that this may be due to reciprocal effects with personal characteristics (i.e., self-efficacy or self-regulations) or school-related (i.e., classroom practices) factors (Wong & Wong, 2014).

In addition, Kim & Lee (2013) explicate that parent-child relationship is not connected with academic achievement in which students in their teenage years seem to be more emotionally rich and delicate; with the increment in academic stress, when they cannot fulfill their parents' anticipations or have a gap with their fellow students, it is normal to feel self-blame and feelings of inadequacy, which tends to increase the sense of their academic performance.

Finally, according to Bonney, Amoah, Micah, Ahiamenyo & Lemaire (2015), there is an indirect relationship between teacher's support and academic performance of the students. He emphasizes that although there are excellent teachers in the region, their abilities do not appear to have a favorable impact on students' academic performance.

5. Conclusions

Based on the data collected, it can be concluded that Humanities and Social Sciences students exhibited a moderate level of interest and study habits concerning Philippine Politics and Governance. The students maintained strong relationships with their parents and peers and received moderate support from their teachers. Approximately half of the students demonstrated developing academic performance in the subject. However, there was no significant relationship between students' intrinsic and extrinsic profile characteristics and their academic performance, indicating that these variables are statistically independent. Given these findings, incorporating intrinsic and extrinsic factors into educational strategies could be beneficial. Specifically, the use of tailored Learning Activity Sheets (LAS) may help improve students' academic performance and enhance their engagement with the subject.

6. Recommendations

Based on the conclusions of the study, several recommendations are proposed: Students need to develop an intrinsic motivation to study challenging subjects. Teachers, parents, and peers should recognize the influence of various student and teacher-related factors on academic success. Parents can support their children's academics by providing necessary assistance and mental support. Teachers should foster positive interactions online to enhance student engagement, and peers can motivate each other to develop a positive attitude toward their courses. Additionally, sustained mentoring, academic guidance, and training in Philippine Politics and Governance should be implemented to improve students' academic performance. Since there is no significant relationship between students' academic performance and their intrinsic and extrinsic characteristics, developing critical thinking skills is essential. Students should stay informed on current political matters through various media. Teachers can enhance Learning Activity Sheets (LAS) as a supplement to the Self-Learning Modules (SLMs). The findings should be used to inform the development of Philippine Politics and Governance modules. Future research should consider other intrinsic and extrinsic variables and employ diverse methods to explore the relationships between these variables.

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