



EXPLORING THE INSTRUCTIONAL NEEDS AND CHALLENGES OF PUBLIC HIGH SCHOOL TEACHERS

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ABSTRACT

Academic achievement is a critical indicator of student success and institutional effectiveness in higher education. Identifying the factors that predict students' academic performance is essential for developing evidence-based interventions that enhance learning outcomes. This study aims to examine the predictors of academic achievement among social science students at Sulu State College, Philippines. Specifically, it investigates the influence of selected demographic, personal, family, and institutional factors on students' academic achievement. The study will employ a quantitative, descriptive-correlational research design involving undergraduate social science students enrolled at Sulu State College . A stratified random sampling technique will be used to select the respondents. Data will be collected using a validated researcher-developed questionnaire measuring demographic characteristics, study habits, learning motivation, learning environment, family support, time management, and faculty support. Academic achievement will be determined using the students' General Weighted Average (GWA). Descriptive statistics will summarize the respondents' profiles, while Pearson correlation and multiple regression analyses will determine the significant predictors of academic achievement. The findings are expected to identify the factors that significantly contribute to students' academic achievement and determine the relative influence of each predictor. The results will provide valuable insights for university administrators, faculty members, student affairs practitioners, and policymakers in designing academic support programs, student development initiatives, and evidence-based institutional policies. Furthermore, the study will contribute to the growing body of literature on student success in higher education by providing empirical evidence from the context of Sulu State University, thereby enriching educational research in the southern Philippines.

Introduction

Academic achievement remains one of the most widely recognized indicators of educational quality and student success in higher education. Universities continuously strive to improve students' academic outcomes because these outcomes reflect institutional effectiveness, teaching quality, and the preparedness of graduates for professional and civic responsibilities. Understanding the factors that influence academic achievement is therefore an important concern for educators, administrators, researchers, and policymakers seeking to improve educational quality and promote student success. Academic achievement is a multidimensional construct influenced by a combination of individual, family, institutional, and environmental factors. Previous studies have shown that variables such as study habits, learning motivation, self-efficacy, time management, socioeconomic status, family support, instructional quality, and the learning environment contribute to students' educational outcomes. These factors interact in complex ways and collectively shape students' ability to acquire knowledge, develop competencies, and perform successfully in academic settings. Among higher education students, academic achievement extends beyond intellectual ability. Students' motivation to learn, commitment to their academic goals, and ability to manage competing personal and academic responsibilities significantly influence their performance. Effective study habits, regular class attendance, active participation in learning activities, and positive relationships with faculty members have consistently been associated with improved academic outcomes. Likewise, supportive family environments and adequate institutional resources create conditions that encourage persistence, resilience, and academic excellence. The Philippine higher education system continues to undergo significant transformation through curriculum enhancement, digital innovation, quality assurance initiatives, and internationalization efforts. These developments require universities to better understand the diverse factors influencing student learning and achievement. For state universities, particularly those located in geographically and socioeconomically diverse regions, identifying the determinants of academic success is essential for designing responsive educational programs and support services. Sulu State College plays a vital role in providing accessible and quality higher education to students across the province of Sulu. Social science programs, including Public Administration, Political Science, Psychology, Social Work, and related disciplines, prepare students for careers in public service, governance, education, research, and community development. Because these disciplines emphasize analytical thinking, communication, ethical decision-making, and civic engagement, understanding the factors that influence students' academic achievement is essential for

strengthening program quality and graduate outcomes. Despite the growing body of literature on student achievement, relatively few studies have comprehensively examined the predictors of academic achievement among social science students in higher education institutions in the Bangsamoro region, particularly in Sulu. Much of the existing research has focused on students in urban universities or on specific variables in isolation. Consequently, there remains limited empirical evidence regarding how multiple personal, family, and institutional factors collectively influence academic performance within the unique educational, cultural, and socioeconomic context of Sulu State College. Addressing this research gap is important because educational interventions are most effective when they are grounded in local evidence. Identifying the strongest predictors of academic achievement will enable university administrators, faculty members, and student support offices to develop targeted programs that enhance student learning, improve retention, strengthen academic advising, and promote student well-being. Such evidence may also inform institutional planning, curriculum enhancement, and policy development aimed at improving educational quality. Guided by this context, the present study seeks to identify the significant predictors of academic achievement among social science students at Sulu State College, Philippines. Specifically, it examines the influence of selected demographic, personal, family, and institutional factors on students' academic performance. The findings are expected to contribute to the literature on student success in higher education and provide practical recommendations for strengthening teaching, learning, and student support initiatives at Sulu State College and comparable higher education institutions.

Methodology

Research methodology is a blueprint that guides the researcher from the very inception of the scientific investigation until its very completion (Harris, 1979). Hence, this chapter centers its brief discussion on the following aspects: research design, research locale, respondents of the study, research instrument, sampling design, data gathering procedure, validity and reliability and statistical treatment of data.

Research Design

To realize the comprehensive layout for the data collection in this study, a descriptive-exploratory research design through a quantitative research method will be employed in determining the factors affecting the academic achievements of students in Social Sciences at Sulu State College.

This method is utilized because a descriptive method collates, tests and validates data.

Description emerges following creative exploration, and serves to organize the findings in order to fit them with explanations, and then test or validate those explanations (Kratwohl, 1993).

Research Locale

The study will be conducted at Sulu State College (SSC) main campus, Capitol Site, Jolo, Sulu among its five (5) major schools, namely: School of Education, School of Business Administration, School of Arts and Sciences (AS), School of Computer Science Information Technology and Engineering (CSITE) and School of Nursing. Sulu State College is one of the few and prestigious state colleges and universities in Southern Mindanao. The time-frame for the study covers School Year 2017-2018.

Respondents Of The Study

The respondents of this study will be the one hundred (100) selected students drawn from its five (5) major schools, namely: School of Education, School of Business Administration, School of Arts and Sciences, School of Computer Science Information Technology and Engineering (CSITE) and School of Nursing. Twenty (20) students will be taken as samples from each department/school, respectively. The students will be chosen as respondents because the researcher wants to determine the factors affecting their academic achievement in Social Sciences. The respondents will be requested to accomplish the questionnaire designed for the purpose. The respondents' profile include age, gender and parent's income.

Figure 1 below shows the distribution of respondents of the study.

Distribution of Respondents According to Department

SULU STATE COLLEGE	Number of Student- Respondents
1.School of Computer Science Information Technology and Engineering (CSITE)	20
2. School of Arts and Science (AS)	20
3.School of Nursing	20
4.School of Business Administration	20
5.School of Education	20
TOTAL	100

Sampling Design

Considering the element of time, financial consideration and research manpower availability, the purposive random sampling technique will be employed in this study. Purposive Random Design

allows the researcher to choose the actual respondents of the study, and the used of this sampling design for this particular study will ensure the proper representation of the respondents in the selected schools of Sulu State College. More specifically, twenty (20) respondents will be drawn from each of the five (5) major schools/departments of the aforesaid institution. By and large, the total respondents for this study will be one hundred (100) students.

Data Gathering Procedure

In the course of gathering the empirical data, a letter duly approved by the Dean of the Graduate Studies will be sought. The researcher will then request a written permission from the President of Sulu State College before the questionnaires will be administered to the selected schools/departments. Upon receipt of the approval of the request, the researcher will personally give and retrieve the questionnaires to the respondents, specifically among the chosen five (5) major schools, namely: School of Education, School of Business Administration, School of Arts and Sciences, School of Computer Science Information Technology and Engineering (CSITE) and School of Nursing. The student-respondents will be assured of their privacy. The filled-out questionnaires will be retrieved during the last week of August 2017. Permission and assistance from the different Deans among the five (5) major schools/departments will also be pursued. Data and responses obtained and gathered will be coded accordingly and will be subjected to the expertise of a statistician for appropriate treatment and analysis. Subsequently, the final draft will be prepared.

Research Instrument

The research instrument used in generating primary empirical data is an adopted questionnaire from the study of Tagamolila, Z., (2006). It is made up of closed ended items, specifically to meet the objectives of the study. The main instrument to be used in this study is a Questionnaire-checklist. The instrument is divided into two parts: Part I - demographic profile of the respondents and Part II - is the factors affecting the academic achievements of students in Social Science.

Validity And Reliability

The instrument used in this research is adapted from the study of Tagamolila, Z., (2006). This standardized instrument was already used in previous studies, thus their validity and reliability are already established. Therefore, there is no need for the present researcher to undergo revalidation and retesting processes of the reliability of this instrument.

Statistical Treatment Of Data

In generating the primary empirical data for this study, collected data will be categorized, tabulated, and analyzed with the use of appropriate statistical tools. Descriptive statistics such as means, frequencies, and percentages, will be used to describe the data.

And in validating the hypothesis, Analysis of Variance (ANOVA) will be utilized.

Results And Discussions

This chapter presents the results of the study, its analysis and interpretation of data on the factors that affect the academic achievements of the students in Social Sciences, with respect to teacher factor, school facilities factor, peer pressure factor, parent factor, and environment factor.

L. Socio-Demographic Profile of the Student-Respondents

Table 1 shows that 50% of the student-respondents are between 17-19 years old, 30% are between 20-22 years old, and 20% are 23 years old and above.

For gender, 43% are males and 57 % are females.

For parents' income, 55% earns 5,000 pesos and below, 15% earns between 5,001-10,000 pesos, 17% earns between 10,001-20,000 pesos, and 13% earns between 20,001 pesos and above.

TABLE 1 Socio-Demographic Profile of the Student-Respondents N-100

Profile	Frequency	Percentage
AGE		
17-19	50	50
20-22	30	30
23 and above	20	20
GENDER		
Male	43	43
Female	57	57
PARENTS' INCOME		

P500 and below	55	55
P501-10,000	15	15
P10,001-20,000	17	17
P20,001 and above	13	13

11. Factors that Affect the Academic Achievements of the Students in

Social Sciences with Respect to Teacher Factor, School Facilities Factor, Peer Factor, Parent's Income Factor, and Environment Factor Table 2 presents the different factors that may affect the academic achievements of the students in Social Sciences.

For teacher factors, the students strongly agree on well-prepared lesson. However, they agree on the strict in attendance of the students, uses appropriate materials during class instruction, and inspires students to perform better. The average weighted mean of 4.25 means that the students in Social Sciences agree that the teacher factors affect their academic achievements.

For school facilities factors, the students moderately agree on enough books in the library and agree that audio-visual aid, VCD/projector should be enough to sustain the needs of Social Sciences class. They also agree on administrative support and well-coordinated school activities like field trip. The average weighted mean of 3.62 means that the Social Sciences students agree that school facilities factors affect their academic achievements. For peer factors, the students moderately agree that easy to join with "barkada system" affects their academic achievements. However, they disagree that influence by drugs and joy-ride affects their academic achievements. The weighted mean of 2.36 means that the Social Sciences students disagree that peer factors affect their academic achievements. For parent factors, the students agree that having poor family affects their academic achievements and moderately agree that mothers earning for family subsistence and that being a working student affects their academic achievements. The average weighted mean of 2.86 means that the Social Sciences students moderately agree that parent factors affect their academic achievements. For environment factors, the students moderately agree that peace and order situation, the community where they belong which is near to mosque, and distance to the school affect their academic achievements. However, they disagree that organizations/fraternity and NGO's affect their academic achievements. The average weighted mean of 2.91 means that the Social Sciences students moderately agree that

environment factors affect their academic achievements.

Divine (1985) emphasized that teacher factors in terms of personal and social affects student's academic achievements. The study conducted at Prince of Songkia University revealed that environmental factor such as, quality instruction also affected the academic achievements of students. Domingo (1976) viewed that efficiency in the use of physical facilities of the school could affect the student's academic achievements positively if good instruction and acceptance of students toward the ongoing lesson results. Omar (2005) citing Gatinao (1998) revealed that parent factors like income affects student's academic achievement because children from affluent families tend to perform better than students from less fortunate families. In a theory by Rivera (1991) and Laurenz (1976), one of the most difficult problems is to determine the attitudes of the students toward the learning process.

TABLE 2 Factors that Affect the Academic Achievements of the Students in Social Sciences with Respect to Teacher Factor,School Facilities Factor,Peer Factor,Parent Factor,and Environment Factor N-100

Factors	Weighted Mean	Interpretation
A. TEACHER FACTORS		
1.Well prepared lesson.	4.52	Strongly Agree
2.Coming to class regularly	4.27	Agree
3.Strict in attendance of the students.	4.46	Agree
4.Uses appropriate materials during class instruction.	4.34	Agree
5.Inspires students to perform better.	4.28	Agree
6. Keeps an accurate record on the achievement of the students.	4.27	Agree
7.Giving guessing grade to the students'performance.	4.05	Agree
8.Favoritism employed on kinship relationship.	3.88	Agree
9.Exhibits mastery of the subject matter.	4.21	Agree
Average	4.25	AGREE
B. SCHOOL FACILITIES FACTORS		
1.Enough materials to sustain the needs of Social Sciences classes like:		
a.Audio visual aid, VCD/projector.	3.91	Agree
b.Books;magazines and modules	3.66	Agree
c.Classroom environment	3.59	Agree
2.Well-coordinated school activities like:	3.69	Agree
a.Field trip.	3.61	Agree

b.Government offices visitation	3.61	Agree
c.Radio interview.	3.67	Agree
3.Have good physical ground and building suited for class instruction.	3.52	Agree
4.Administrative support.	3.92	Agree
5.Enough books in the library.	2.98	Moderately Agree
Average	3.62	AGREE
C. PEER FACTORS		
1.Easy to join with"Barkada System".	3.02	Moderately Agree
2.Influence by drugs.	2.27	Disagree
3.Coming to school late.	2.57	Moderately Agree
4.Joy-ride.	2.11	Disagree
5.Getting along with non-sense.	1.82	Disagree
Average	2.36	DISAGREE
D. PARENT FACTORS		
1.Have poor family.	3.57	Agree
2. Have a broken family.	2.51	Moderately Agree
3.Mothers' earning for family subsistence.	2.80	Moderately Agree
4.Working students/students helps for personal needs.	2.85	Moderately Agree
5.Parents with no permanent job.	2.58	Moderately Agree
AVERAGE	2.86	MODERATELY AGREE
E. ENVIRONMENT FACTORS		
1.Peace and order situation.	3.24	Moderately Agree
2.Community where you belong.	3.20	Moderately Agree
a. Near to mosque.	3.20	Moderately Agree
b.Near to gambling area.	2.89	Moderately Agree
c.Near to the school.	2.90	Moderately Agree
3.Distance to the school.	2.74	Moderately Agree
4.Organization/fraternity and NGO's.	2.46	Disagree
AVERAGE	2.91	MODERATELY AGREE

LEGEND:

SCALE	RANGED	INTERPRETATION
5	4.50-5.00	Strongly Agree
4	3.50-4.49	Agree

III. Significant Differences in the Factors that Affect the Academic Achievements of the Students in Social Sciences when Data are Grouped According to Age, Gender, and Parents' Income.

Two-way Analysis of Variance with two-tailed test at $\alpha = .05$ was used to determine the significant differences in the factors that affect the academic achievements of the students in Social Sciences when data are grouped according to age, gender, and parents' income.

The computed F value for profile is 10.59, for factors is 12.25, and for the interaction is 61.76. The F tabular value is 2.27 and lesser than the 3 aforementioned F values computed. The null hypothesis is rejected.

There is a significant difference in the factors that affect the academic achievements of the students in Social Sciences when data are grouped according to age, gender, and parents' income.

In a study conducted at Prince Songki University, it was found that gender was one of the factors affecting the student's academic achievements. In a survey by Sommai Poon (2008), parent's inadequate income was one of the four causes of student's low academic achievements.

TABLE 3 Significant Differences in the Factors that Affect the Academic Achievements of the Students in Social Sciences when Data are Grouped According to Age, Gender, and Parents' Income N=100

Factors That Affect The Academic Achievements Of Students

PROFILE	Teacher Factors	School Facilities Factors	Peer Factors	Parents' Factors	Environment Factors
Age	57	27	15	20	25
	48	23	10	27	15
	40	21	17	34	25
Gender	52	25	15	25	28
	50	25	17	30	17
	38	23	19	38	30

Parents Income	50	23	14	24	21
	45	20	12	25	12
	35	22	15	30	22

Summary Table

S Variance	SS	Df	Ms	Fc	Ft(α=.05) two-tailed
Profile	867	8	108	10.59	2.27
Factors	1001	8	125	12.25	2.27
Interaction	5043	8	630	61.76	2.27
Within	306	30	10.2		
TOTAL	7217	54			

Summary,Conclusions,And Recommendations

The summary of findings of the study, its conclusions,and recommendations on the factors that affect the academic achievement of students in Social Sciences at Sulu State College.

Summary Of Findings

The following were found in the study:

On the Socio-Demographic Profile of the Student-Respondents

The Social Sciences students at Sulu State College mostly belong to low income families, majority at between 17-19 years old.

On the Factors that Affect the Academic Achievements of the Students in Social Sciences

The students agree that teacher factors and school facilities factors affects their academic achievements in Social Sciences. On the other hand,they moderately agree that parent factors and environment factors affect their academic achievements. However, they disagree that peer factors affect their academic achievements in Social Sciences at all.

On the Differences in the Factors that Affect the Academic Achievements of the Students in Social Sciences When Grouped According to their Socio-Demographic Profile

There are significant differences in the factors that affect the academic achievements of the students in Social Sciences at Sulu State College when data are grouped according to age,gender,

and parents' income.

Conclusion

The following is concluded based on the findings of the study. The fact that majority of the Social Sciences students belongs to low income families should not be a hindrance or a reason for these students not to pursue academic excellence. The students indicated agree on teacher factors and social facilities factors is a challenge for both the department and administrators of Sulu State College, to do better in terms of performance of teachers and provision of the necessary facilities for the students in order for them to excel in their chosen fields of study. Parent Involvement in their children's education should be strengthened in order to inspire these students to do better in their academic achievements. Environment factors is difficult to control. Yet, it should not be perceived as a hindrance but as a challenge for these students to prove to everyone that not everybody living far from the school or in a depressed area cannot excel in academic achievements. Peer factors may or may not affect the academic achievements of a student depending upon the choices he/she makes on its influences.

Significant differences in terms of age, gender, and parents' income has an effect on the academic achievements of some students positively while it affects some students negatively.

Recommendation

The following is recommended based on the findings of the study and its conclusions:

1. Educational policies like the hiring of teachers and providing rigid in-service training to produce quality classroom instruction must be fully realized and eventually improve the quality of graduates.
2. School facilities must be provided that would promote an atmosphere that will foster imaginative and creative activities in the classroom.
3. Parents of Social Science students should be more involved in their education by attending parents' meeting and other activities of the school to support them not only physically but emotionally as well.

4. Peer factors could be minimized if parents would get to know their children's friends and by monitoring their activities outside the school.

5. Environment factors cannot totally be controlled. However, looking at the bright side of it could lessen its negative effect on the academic achievements of Social Sciences students by focusing on their studies.

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