Respondents Personal Information as Predictors to the Factors that Influence Academic Performance of Learners

Elvie M. Durog
Researcher

Abstract:- The purpose of the study was to determine which of the respondents profile information best predicts the academic performance among learners. A total of 100 learners were selected using the random sampling technique in Binugao National High School in Davao City, Region XI. The study utilized a descriptive-correlation design. An adapted survey questionnaires were utilized which centered on respondents personal information and academic performance. Percentage, Mean, Pearson r, and regression analysis were used as statistical tools of the study. Results revealed on the percentage of respondent profile information among learners in terms of gender, age and parental annual income is 100 percent. The extent of academic performance among learners in terms of student related factor is mostly extensive; in terms of school related factor is sometimes extensive; in terms of home related factor is sometimes extensive; and in terms of teacher related factor is sometimes extensive. Clearly, the findings inferred a strong significant relationship between the respondent profile information and academic performance among learners. Based on the result of the analysis, the respondent profile information namely: gender, age and parental annual income predicts academic performance of the learners by registering a p-value of .001 which is less than .05 in the level of significance. This leads to the rejection of the null hypothesis. Further, the result indicates that for every unit increase in three facets of respondent profile information, the academic performance among learners will also increase by 3.498 holding other factors constant.

Keywords:- Respondent profile information, academic performance student related factors, school related factors, home related factors, teacher related factors.

I. INTRODUCTION

Student's performance is a cornerstone in the journey of education, commitment to learning, intellect and its dedication to learning. It encompasses a wide array of aspects including grades, test scores, class participation and overall engagement. It is the key factor of determining future educational or career pathways of each student. Also, academic performances can secure a good opportunity in getting scholarships, internships and job opportunities. Therefore, a strong academic performance not only enhances one's chances of securing a covered position but also acts as a foundation to continuous professional growth.

According to Odumber et al, (2018) that the quality of learners' 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 learners' academic performance are both inside and outside the school.

According to Jamison et, al, (2018), in Sri Lanka, the policy makers are giving more attention to school quality. There are several explanations for low education quality in Sri Lanka and one of them is that many pupils come from disadvantaged backgrounds and that such learners often perform poorly in schools. Children from low-income families suffer inadequate nutrition including coming to school without breakfast, which could reduce their classroom performance. Sri Lanka has introduced several policies on improvement of feeding program which has started in poor rural areas including the war affected north-eastern province.

It is essential to recognize the academic performance for it shaping the future of individuals and society as a whole. It reflects the knowledge, determination, and personal growth. It instills a sense of confidence, empowering learners to tackle challenges and solve problems in various aspects of life. Additionally, academic achievement fosters a lifelong love for learning, encouraging individuals to explore diverse fields and expand their horizons. This is for this reason that the researcher would like to have empirical evidence on the perceived influence of different factors affecting academic performance.

The main purpose of this study was to determine which of the respondents profile information best predicts the academic performance among learners.

Specifically, this study aims to answer the following questions.
➤ What is the extent of respondent profile information in terms of:
• Gender

- Age
- Parental annual income

➢ What is the extent of academic performance of the learners in terms of:
- Student related factor
- School related factor
- Home related factor
- Teacher related factor

➢ Is there a significant difference between respondent profile information and academic performance among learners?
➢ Which of the respondent profile information significantly predict academic performance among learners?

➢ *Hypotheses*
    The null hypotheses of this study were formulated and tested at 0.05 alpha level of significance:
Ho1. There is no significant difference between respondent profile information and academic performance among learners.
Ho2. None of the respondent profile information significantly predict the academic performance among learners.

II. METHOD

This study used descriptive comparative as part of its quantitative research design. The systematic empirical investigation of observable phenomena using statistical, mathematical, or computer methods is known as quantitative design (Given, 2008). The development and application of mathematical models, theories, and hypotheses relevant to phenomena is the goal of quantitative research. Because it establishes the essential link between empirical observation and the mathematical articulation of quantitative connections, the measuring process is crucial to quantitative research.

The strength of the hypothesized impact between respondent profile information and academic performance were determined using a quantitative comparative research methodology. Comparative design was used when the researcher wants to measure the degree of association of two or more variables or sets of scores (Creswell, 2012). The dependent variable in this study was the respondent profile information tested with the independent variable; academic performance.

Learners of Binugao National High School in Davao City, Region XI were the respondents of the study. A total of 100 learners were selected using the random sampling technique it allowed the researcher set out to find people who could and were willing to provide the information by knowledge or experience (Lewis & Shepperd, 2006). For this study, certain criteria were implemented in determining the student respondents of the study. The primary consideration of this study was to choose student

respondents who could provide information to achieve the purpose of this study. Hence, only those learners who had been in Binugao National High School in Davao City. Moreover, the study was delimited only to the nature of the problem based on the research questions and thus it did not consider the rank status and performance rating of the learners.

The researcher utilized adapted questionnaires pertaining to related factors namely: student related factor, school related factor, home related factor and teacher related factor. Factors questionnaire was adapted from the Macasojot, Jessamae, (2018) composed of 20 item statements.

In addition, the questionnaire was validated under the watchful eye of professionals. Once validated, pilot testing was administered at one of the schools in the nearby district with a score above .70, indicating the instrument's reliability. After the reliability testing criteria was achieved, the questionnaire was ready to be distributed or administered. The survey questionnaires were analyzed using a five-point Likert scale to establish the respondent personal information and academic performance of the learners.

The researcher sought permission from the Dean of Graduate School to conduct the study. After receiving approval, the researcher obtained a permit from the School Principal and class advisers. Once permitted, the researcher distributed questionnaires to respondents via Google Forms and Messenger, and collected responses through email or Messenger on the same day. The data were compiled from Google Forms, though some incomplete responses were rejected. Despite these rejections, the required number of respondents was still met, allowing the researcher to proceed with statistical analysis.

Due to learners' initial hesitance to disclose information, the researcher implemented several safeguards to promote trust and adhere to ethical principles, such as respect for persons, beneficence, justice, consent, and confidentiality, as outlined by Mack et al. (2005) and Creswell (2012). Permissions were secured, and informed consent was obtained before data collection. Anonymity and confidentiality were maintained to minimize risks and ensure respondents' safety. The researcher prioritized respondents' comfort, provided tokens of appreciation, and ensured their contributions were acknowledged, emphasizing the ethical responsibility to benefit participants and respect their privacy and autonomy.

Data were analyzed using a comprehensive statistical software package, SPSS for windows. Descriptive statistics was used to analyze the data gathered from survey. Descriptive statistics was used to summarize data across all respondents, and used to determine the demographic characteristics of respondents in this study. Also, correlation coefficients were conducted to examine the relationships between the variables under investigation. Research question was analyzed by using a descriptive statistics (e.g.,

mean, and percentages) including the indication of learners profile and the factors that predicts their academic performance.

Because the researcher examined the strength of the association between the respondent profile information and their academic performance the Pearson's r was employed for research question. The p-values of Pearson's r correlation statistic were used to evaluate whether the researcher had to reject or accept the null hypotheses. Multiple Linear Regression Analysis was applied to determine which respondent profile information predicts learners academic performance.

III. RESULTS AND DISCUSSIONS

➢ *Extent of Respondent Profile Information Among Learners in Terms of Gender*
Table 1 presented the data on the extent of respondent profile information among learners in terms of gender. The percentage scores of each indicator are shown in a tabular and textual format. The presentation was chronologically arranged from highest to lowest to convey meaning and clarity: Female (55%) and Male (45%). The overall percentage score of the Extent of respondent profile information among learners in terms of gender garnered a total of (100%).

Table 1. Extent of Respondent Profile Information Among Learners in Terms of Gender

No.	Indicators	Percentage
1	Male	45%
2	Female	55%
	Overall	100%

A study viewed gender as such females earn higher grades than males, and some possible explanations have been proposed by researchers. The reasons proposed are both biological and environmental. In carefully controlled studies of learning disabilities, males have been found to have more learning disabilities than females by a ratio of two to one. Males are classified as emotionally disturbed at four times the rate of female's researchers have estimated that males are 10 times more likely to exhibit stuttering, a language problem (Starkweather 2018).

➢ *Extent of Respondent Profile Information Among Learners in Terms of Age*
Table 2 presented the data on the Extent of respondent profile information among learners in terms of age. The percentage scores of each indicator are shown in a tabular and textual format. The presentation was chronologically arranged from highest to lowest to convey meaning and clarity: Ages from 16-20 (59%), ages from 11-15 (33%) and ages from 21-25 (8%). The overall percentage score of the Extent of respondent profile information among learners in terms of age garnered a total of (100%).

Table 2. Extent of Respondent Profile Information among Learners in Terms of Age

No.	Indicators	Percentage
1	11-15	33%
2	16-20	59%
3	21-25	8%
	Overall	100%

Age of the individual, as it increases usually affects the various developmental changes and subsequently affects every area of human performance (Ukueneze 2021). In addition, it is often said that, older learners, being more highly motivated and more experienced in many realms of life, should obtain higher grade point average. Dur (2019) reported that, there is no significant relationship between performance and age. Similarly, Morris (2020) reported that, younger learners obtain higher grades than older learners, because of their relative freedom from cares. He also observed that, age of the learners while he/she attended College might be of some importance about his/her academic success in college.

➢ *Extent of Respondent Profile Information Among Learners In Terms of Parental Annual Income*
Table 3 presented the data on the Extent of respondent profile information among learners in terms of parental annual income. The percentage scores of each indicator are shown in a tabular and textual format. The presentation was chronologically arranged from highest to lowest to convey meaning and clarity: Less than ₱ 10,000 (35%), Between ₱11,000 to ₱ 15,000 (33%) and Above ₱ 16,000 (32%). The overall percentage score of the Extent of respondent profile information among learners in terms of age garnered a total of (100%).

Table 3. Extent of Respondent Profile Information among Learners in Terms of Parental Annual Income

No.	Indicators	Percentage
1	Less than ₱ 10,000	35%
2	Between ₱11,000 to ₱ 15,000	33%
3	Above ₱ 16,000	32%
	Overall	100%

In another study on parental annual income conducted in Malaysia by Hassan and Rasiah (2021), it was concluded that parents with higher socio –economic status as reflected by higher income and educational attainment tend to spend more on their children's education. In addition, sufficient expenditure on education particularly on extra tuition and books matters as it would likely produce learners with better educational outcomes. In families with low socio-economic status, majority of illiterate parents do not understand the requirements of their children in studies and to do their home assignments, since they do not have enough resources to spend on extra tuition, the results is poor performance in academic achievement of their children. The finding of the study conducted by Okpala et al, (2021) also supports the view that economic circumstances are significantly correlated with academic achievement.

> *Summary on the Extent of Academic Performance Among Learners*

Reflected on table 4 is the summary on the extent of academic performance among learners which are measured by five indicators namely: (1) student related factor, (2) school related factor, (3) home related factor, and (4) teacher related factor. The mean ratings of these indicators are shown in a tabular and textual format. The presentation were chronologically arrange from highest to lowest to convey meaning and clarity: Student related factor (3.42) which was described as Mostly Extensive; Home related factor (3.11) which was described as Sometimes Extensive; Teacher related factor (3.09) which was described as Sometimes Extensive; and School related factor (3.02) which was described as Sometimes Extensive. The overall mean rating on the domain marked (3.16) which described as sometimes extensive. This means that the summary on the extent of of academic performance among learners was always extensive.

Table 4. Summary on the Extent of Academic Performance among Learners

No.	Indicators	Mean	Descriptive Interpretation
1	Student related factor	3.42	Mostly Extensive
2	Home related factor	3.11	Sometimes Extensive
3	Teacher related factor	3.09	Sometimes Extensive
4	School related factor	3.02	Sometimes Extensive
	Overall	3.16	Sometimes Extensive

The results above corroborate the idea of Lee (2018) pointed out that the school system such as examination system, announcement, credit completion system is set up for domestic learners, which impedes the academic adaptation of foreign learners. Dean (2018) also found that foreign learners are having difficulty understanding how the school administration system works and it challenges their academic performance. Previous studies also indicated the problem of school services for international learners. Lord and Dawson (2022) acknowledged that the pre-arrival services for international learners such as sharing information about the courses and allocation for accommodation was not timely made. Kang, Kim and Shin (2020) also affirmed that there were many cases where the international learners did not receive the information such as course registration or dormitory information because the administrative guidance for foreign learners in the university was not well systemized.

> *Significant Relationship Between Respondent Profile Information and Academic Performance Among Learners*

Presented in table 9 are the results of the test of relationship between the variables involved in the study. The Pearson Product Moment Correlation (Pearson r) was applied for the two (2) variables on their significant relationship. The results appeared a computed p-value of 0.001 which was lower than the .05 level of significance. Thus, the null hypothesis was rejected since the value denoted of having a significant relationship.

Further, the computed r-value of 0.731 denoted the highly evident related (Kim-Cohen, 2002) between the two variables with which the hypothesis on significant relationship was tested. Clearly, the findings inferred a strong significant relationship between the respondent's profile information and academic performance among learners. Consequently, it is expected the learners positive profile information would contribute to their academic performance, which in turn, exerts a positive influence on learners aggregated academic achievement

Table 5. Significant Relationship Between Respondent Profile Information and Academic Performance of Learners

Profile Information	Dependent Variable	r-value	p-value	Descriptive Interpretation
Gender	Academic performance	0.731	.000	Strong
Age		0.728	.001	Strong
Parental annual income		0.735	.000	Strong
Overall		0.731	.001	Strong

Doing a pairwise analysis among the measure of both variables, it can be glanced that gender, age and parental annual income, and academic performance revealed computed r-value of 0.731, 0.728 and 0.735 respectively with p-values which are less than 0.05 in the level of significance. This implies that gender, age and parent's annual income increases the academic performance of learners increases.

Consistent with Rosenzweig's (2021) definition, the measurement of academic performance can be divided into two sections, learner-specific measures and comprehensive measures. Learner-specific measures are focused on the term "student success" and provide a holistic perspective in regard to learners' performance. For example, student success is sometimes defined in terms of credit hours earned in consecutive terms, indicating overall progress made toward graduation. Kuh et al., (2018) defined student success in a broader context to include: (a) academic performance, (b) skills and competencies, (c) engagement in educationally purposeful activities, (d) knowledge satisfaction, (e) enrollment in graduate school and employment, and (f) the attainment of educational objectives. Although learner-specific views are focused on "academic performance," they encapsulate aspects that are

difficult to measure and quantify (for example, satisfaction of knowledge).

➢ *Unstandardized Regression Coefficients Results:*

Table 6 exemplified the regression test among the dimensions of the respondent profile information: gender, age, and parental annual income to academic performance of learners. It shows an F-value of 66.844 with a p-value of .001 which significant indicating a model fit. Meanwhile, it registers an R2 value of 0.534 which implies that 53.4 percent on the academic performance of learners has been explained by the predictors holding other percentages not accounted to the three domains.

Regression coefficients displays that the three dimensions of respondent profile information predicts the academic performance of learners. Fortunately, all the domains of respondent profile information were included in the analysis after passing the required p-value. In addition, unstandardized coefficients exhibit that among the domains of respondent profile information, age with a coefficient of (β=0.891) had the best significant predict on the academic performance of learners by displaying p-values which are lesser than .05. Hence, the null hypothesis is rejected.

Table 6. Respondent Profile Information Significantly Predict Academic Performance among Learners

Respondent profile information	Academic Performance					
	Unstandardized Coefficients		Standard Coefficients			
	B	Std. Error	Beta	t-value	p-value	Decision @= 0.05
Constant	3.498	.209		18.610	.000	Reject Ho
Gender	.321	.079	.408	2.918	.004	Reject Ho
Age	.891	.073	1.841	-11.212	.000	Reject Ho
Parental Annual Income	.398	.085	.981	4.565	.000	Reject Ho

Dependent Variable: Academic Performance
R= 0.731, R2= 0.534, F-ratio= 66.844, p-value= 0.000

Based on the result, the domains of respondent profile information, namely: gender, age and parental annual income significantly influences academic performance of the learners by registering a p-value of .001 which is less than .05 in the of significance. This leads to the rejection of the null hypothesis. Further, the result indicates that for every unit increase in the three domains of personal information, the academic performance among learners will increase by 3.498 holding other factors constant.

The result above was congruent to the idea (Greene & Forster, 2018), included respondent profile information. This index measured the material well-being of learners. Greater family wealth leads to higher levels of student teachability because learners from wealthier families will have fewer material challenges in their lives to hinder their learning and will receive more material support to aid their learning (in the form of academic supplies, tutoring, etc.).

IV. CONCLUSIONS

Based on the findings of this study, the following conclusion were offered:
- The percentage of respondent profile information among learners in terms of gender, age and parental annual income is 100 percent.
- The extent of academic performance among learners in terms of student related factor is mostly extensive; in terms of school related factor is sometimes extensive; in terms of home related factor is sometimes extensive; and in terms of teacher related factor is sometimes extensive.
- Clearly, the findings inferred a strong significant relationship between the respondent profile information and academic performance among learners.

- Based on the result of the analysis, the respondent profile information namely: gender, age and parental annual income predicted academic performance of the learners by registering a p-value of .001 which is less than .05 in the level of significance. This leads to the rejection of the null hypothesis. Further, the result indicates that for every unit increase in three domains of respondent profile information, the academic performance among learners will increase 3.498 holding other factors constant.

RECOMMENDATIONS

The following suggestions were offered based from the conclusions of the study:

The department of education should promulgate new policies to enhance the academic performance of learners.

The learners should engage themselves to a more productive activity that enhance their academic performance through seminars, workshops, and extracurricular activities. In addition, learners should set clear goals, create a study schedule, must have active learning, healthy lifestyle, effective study technique, use resources, stay organized, seek help, review regularly and stay positive to enhance their academic performance.

To have another panoramic view on the study, future researchers may explore other avenues on the different social and moral aspects of the learners that was not included in this study.

REFERENCES

[1]. Awofala, A. O. A. & Lawani, A. O. (2020). Increasing Mathematics Achievement of Senior Secondary School Students through Differentiated Instruction. Journal of Educational Sciences, 4(1), 1-19.

[2]. Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.). Upper Saddle River, NJ: Merrill.

[3]. Dean, Aftab. (2018). "Improving the Learning Experience for International Learners," International Journal of Management Cases. 4(1), 207-222.

[4]. Dur, R. E. (2019). An examination of readiness for self- directed learning and personnel variable at a large Midwestern electronics development and manufacturing corporation. (Doctoral dissertation, Florida Abstracts online. Dialog file number 35 Accession number 167625.

[5]. Given, L. M. (2008). The Sage Encyclopedia of Qualitative Research Methods. Los Angeles, Calif.: Sage Publications.

[6]. Greene, J. P., & Forster, G. (2018). The Teachability Index: Can disadvantaged learners learn? Retrieved September 22, 2005, from http://www.manhattan institute.org/htmll/ewp_06.htm

[7]. Hassan, O.R. & Rasiah; (2021) Poverty and Student Performance in Malaysia; International Journal of Institution and Economics.Vol 3, No.1, pg. 61 -76

[8]. Jamison, Dean Barbara Searle, Klaus Galda and Stephen Heyneman (2018). Improving Elementary mathematics education in Nicaragua: An Experimental Study of the Impact of Textbooks and Radio on Achievement, Journal of Educational Psychology 100 (5 and 6)517-533.

[9]. Kang, Myounkoo, Kim, Miji and Shin, Eui Hang. (2020). "An Integrated Study on Academic Achievement and Adaptation to Life of Foreign Learners (외국인 학생 학업성취 및 생활적응에 관한 통합적 연구)," The Korean Association of General Education Conference Proceedings. 2014(6), 261-277.

[10]. Lee, Yoo Kyoung. (2018). "A Study about Acculturation of amongst Foreign Exchange Student's Korean Culture and Graduate School (외국인 유학생의 대학원 문화와 학업 적응에 대한 연구)," Bilingual Research. 55, 249-284.

[11]. Lewis, J. L., & Sheppard, S. R. J. (2006). Culture and Communication: Can Landscape Visualization Improve Forest Management Consultation with Indigenous Communities? Landscape and Urban Planning, 77, 291-313.http://dx.doi.org/10.1016/j.landurbplan.2005.04.00 4

[12]. Lord, Patricia A. and Dawson. Chris (2022). "The Induction Needs of International Learners at Postgraduate Level," Thames Valley University, London.

[13]. Morris, S. S. (2020). The relationship between self-directed learning readiness and academic performance in a nontraditional higher education program (Doctoral Dissertation), The University of Oklahoma, 1995). From DIALOG File: Dissertation Abstracts Online, DIALOG File Number 35 Accession Numbe1430028.

[14]. Odumber G A, Enose MWS and Ayedo TMO (2018).Factors Influencing Student Academic Performance in Day Secondary Schools in Kenya. Case Study of Magori Sub County. Greener Journal of Education Research, 5(3):078-097.

[15]. Okpala, C.O., Okpala, A.O. & Smith F.E. (2021).Parental Involvement, Instructional Expenditures, family, Socio – economic Attributes and Student achievement. The Journal of Educational research, 95 (2), 110 – 115.

[16]. Rosenzweig, C. (2021, April). A meta-analysis of parenting and school success: The role of parents in promoting learners academic performance. Paper presented at the American Educational Research Association, Seattle, WA

[17]. Starkweather, Woodruff. (2018). Fluency and Stuttering. Englewood Cliffs, NJ: PrenticeHall.

[18]. Ukueneze, A. C. (2021). Learner variables of academic performance and adjustment of J.S.S. The Counsellor, 23(2), 17-23.