

**PERCEIVED SOCIAL LEARNING-RELATED FACTORS AND ACADEMIC OUTCOMES OF
GRADE 9 LEARNERS IN EDUKASYON SA PAGPAPAKATAO (EsP) IN DEMOCRITO O.
PLAZA MEMORIAL NATIONAL HIGH SCHOOL, AGUSAN DEL SUR DIVISION: A
DESCRIPTIVE-CORRELATIONAL APPROACH**

EDEN G. SAPIO

CHAPTER 1

THE PROBLEM AND ITS SCOPE

Introduction

Edukasyon sa Pagkakatao (EsP) also known as Values Education is an educational approach that focuses on the development of moral, ethical, and social values among students. It aims to cultivate virtues such as empathy, respect, responsibility, and honesty, which are essential for personal development and social cohesion. This educational practice is increasingly recognized as crucial in addressing the moral and ethical challenges posed by modern society, particularly in the context of rapid technological advancements and societal changes (Walia, 2022).

As a subject that emphasizes values formation, its effectiveness is often reflected in the academic outcomes of students. These outcomes, however, are not solely determined by cognitive ability but are also influenced by various social learning-related variables such as study habits, attitude, interest, parental guidance, peer support, and teacher support (Fajar et al, 2023).

Poor study habits are a major contributor to low academic outcomes and increased dropout rates. For example, students who do not engage in consistent study routines or who procrastinate are more likely to underperform academically (Libed, 2022). Similarly, in a study of secondary school students, those with low study habits were found to have weak academic performance, thereby highlighting the need for interventions to improve study habits (John et al., 2020).

In Khyber Pakhtunkhwa, Pakistan, found a negative correlation between students' attitudes towards research and their academic outcomes. The study, which focused on health and physical education students, revealed that negative research attitudes adversely affected their academic success (Khan et al., 2023).

Research conducted in Indonesia showed a significant correlation between students' positive learning attitudes and their academic outcomes in geography. The study reported that students with good attitudes and high motivation achieved learning outcomes of up to 70.6%. Conversely, the remaining 29.4% of students who exhibited poor attitudes and low motivation demonstrated noticeably lower academic performance, highlighting how negative dispositions can substantially hinder learning success (Sari & Anwar, 2023).

Along with that, the relationship between a lack of interest and academic outcomes is a significant area of study, as it can have profound implications on students' educational trajectories ("Influence of Interest and Discipline on Student Learning Outcomes, 2022").

A study on Physical Education, Sports, and Health (PESH) found that 60% of students who lacked interest in sports failed to complete their learning outcomes, indicating a strong correlation between interest and academic success in this area (Aryanto, 2024). Similarly, in Pakistan, 23% of students who dropped out of school identified lack of interest in studies as the primary reason for leaving. These findings underscore the critical role that interest plays not only in achieving learning outcomes but also in student retention, highlighting the urgent need for targeted interventions to sustain learners' engagement and motivation (Rafi et al., 2022).

Equally, the absence of parental guidance can lead to significant deficits in students' academic outcomes. The absence of a parent, particularly a father, can lead to emotional and psychological challenges for students. For instance, a study on Jambi University students revealed that the lack of a father's presence resulted in difficulties in emotional regulation and increased stress levels, which can indirectly affect academic performance (Lubis et al., 2024).

A study conducted in Masaba South, Kenya, found that parental deprivation, including lack of necessities, safety, and educational resources, significantly impacted children's academic outcomes. For instance, 87.3% faced educational resource deficits, which negatively influenced their grades (Omwenga et al., 2024).

Likewise, the absence of peer support can lead to lower academic outcome. A study on nursing students revealed that those with low perceptions of peer support exhibited lower levels of academic engagement. A study conducted among nursing students at Ain Shams University found that 50% of first-

year students perceived low peer support, which correlated with 46.3% of them exhibiting low academic engagement. (Mahmoud & Mohamed, 2023).

Similarly, in the Philippines, a study conducted in Surigao City on engineering students demonstrated that a negative attitude towards physics was significantly associated with low academic achievement in the subject. The findings indicated that students' negative perceptions of physics contributed to their poor performance, underscoring how unfavorable attitudes toward a subject can directly hinder academic outcomes (Lumintac, 2014). Research at the National University of the Altiplano in Puno revealed that 66.2% of students with good study habits achieved high academic outcome. Conversely, the remaining 33.8% who did not demonstrate good study habits performed notably lower, with only 9.1% managing to attain even an average level of performance, underscoring the significant impact of inadequate study habits on academic outcomes (Soto & Rocha, 2020).

Although previous studies have examined study habits, attitude, interest, parental guidance, peer support, and teacher support in relation to academic outcomes, most were conducted in subjects like science or mathematics. Few have explored their combined influence on *Edukasyon sa Pagpapakatao* (ESP), a subject focused on values formation and moral development. This lack of specific research in ESP, especially for Grade 9 learners, leaves a gap in understanding how these social learning-related factors affect academic outcomes.

Review of Related Literature and Studies

Social Learning-Related Variables

Social learning-related variables such as study habits, attitude, interest, parental guidance, peer support, and teacher support play a significant role in shaping students' academic outcomes (Sengkulu, 2022).

Social learning-related variables, such as peer support and collaborative learning, have been shown to positively impact academic performance. For instance, peer support is significantly related to improved representation and estimation skills in mathematics (Magsino, 2021). In addition, collaborative learning contexts also increase students' persistence and dynamism in academic tasks (Lan & Repman, 1995).

Furthermore, the development of social and emotional skills through Social and Emotional Learning (SEL) programs—which are closely related to social learning—enhances students' self-awareness, self-regulation, and relationship skills. Consequently, these skills contribute to better academic outcomes and emotional well-being (Pratheesh & Francis, 2024).

Moreover, social learning contexts can motivate students by fostering a sense of community and belonging. This is particularly evident in higher education, where social learning spaces enhance student engagement and satisfaction (Wakeman, 2019). It encourages the use of effective learning strategies, such as help-seeking and task strategy, both of which are associated with better group performance in online learning environments (Li et al., 2021).

The successful implementation of social learning-related programs often faces obstacles like inadequate resources, poor teacher training, and the need for cultural adaptation (Pham, 2024). As a result, these challenges can hinder the effectiveness of such programs in improving academic outcomes.

In addition, the effectiveness of social learning can be highly dependent on the social context and the quality of interactions. For example, the presence of a supportive and collaborative environment is crucial for the benefits of social learning to manifest (Shahani, 2023).

Moreover, the impact of social learning-related variables on academic performance can be difficult to measure due to the interplay of various factors, such as motivation regulation and cognitive strategies, both of which may have varying levels of influence (Li et al., 2021).

A study on social learning theory found that 85% of individuals were consistent with social learning theory, indicating a high prevalence of social learning behaviors among students (Ward et al., 2018). Social learning among fifth-year students at the Francisco Bolognesi School is influenced by the gender approach and social relations, with 20.8% of the variability in social learning attributed to these factors. Specifically, 88.73% of students reported achieving a level of success in understanding the gender approach, while 91.55% indicated having good social relations. Furthermore, 69.72% stated that their social learning was at a level of achievement, underscoring the positive link between these social factors and learning outcomes (Ricardi et al., 2020).

Study Habits. Study habits are influenced by psychological, social, and institutional factors. In particular, psychological factors include motivation and intelligence, while social factors encompass parental expectations and peer influence. Meanwhile, institutional factors involve the educational environment and teaching methods. Therefore, effective study habits are crucial for academic success, and they are shaped by

the interaction of these diverse influences, thereby highlighting the importance of a supportive learning environment (Sahu et al., 2022).

Research consistently shows a significant correlation between study habits and academic outcome. For instance, a study on medical students identified effective time management, goal-setting, and minimizing distractions as key habits linked to high academic achievement (Bin Abdulrahman et al., 2021). Similarly, another study found that poor study habits were associated with weak academic outcomes among secondary school science students, thereby emphasizing the need for guidance in developing effective study strategies (John et al., 2020).

A study conducted among Physiology students at the National University of the Northeast found that 54.5% of students felt relatively confident in their study skills, though they acknowledged room for improvement. Meanwhile, 38.3% were actively working on improving their study habits, and only 3.6% were fully satisfied with their current habits (Quiroga et al., 2025).

Similarly, in a study of elementary school students, 38% were found to have reasonably good study habits, which significantly affected their learning outcomes in Natural and Social Sciences (Febianti & Reznia, 2024). In addition, among undergraduate medical students, 51.69% scored above the cutoff for memory skills and 56.77% for concentration, yet only 5.93% excelled in note-taking, indicating a need for improvement in specific areas of study habits (Rajendran et al., 2019).

Attitude. Students' attitudes towards learning, particularly in subjects like mathematics, have been shown to significantly impact their academic outcome. Specifically, positive attitudes correlate with better problem-solving and estimation skills (Magsino, 2021). Moreover, interest in learning is a critical factor that contributes to students' learning independence. It not only enhances engagement and motivation but also leads to improved educational outcomes (Furqon et al., 2024).

A study conducted on junior high school students in Batanghari revealed that students generally have a positive attitude towards science education. The social implications of science were rated positively by 57.9% of students, while 45.4% expressed enjoyment in learning science. However, only 41.1% showed a positive attitude towards science investigation, indicating room for improvement in engaging students in scientific inquiry (Tanti et al., 2020).

Interest. Interest in academic pursuits is a multifaceted topic that has been explored across various studies, each providing insights into how interest impacts learning outcomes, academic performance, and career choices (Sharma, 2022).

In a study of students learning natural sciences, 14.81% of those with high interest achieved high learning outcomes, while 44.4% with moderate interest attained moderate outcomes, demonstrating a positive correlation between interest and academic success (Andira et al., 2022). Similarly, another study found that students' interest in learning history was rated at 76.75%, with a positive but weak correlation (0.124) between interest and achievement, thereby highlighting the importance of interest in promoting educational success (Pertiwi & Fahrudin, 2024).

Parental Guidance. Parental support is a significant predictor of students' academic self-competence and emotional well-being. It is negatively associated with anxiety and boredom, thereby fostering a positive learning environment (Hascoët & Audrin, 2023). The educational attainment of parents, particularly mothers, has been linked to students' academic achievements, indicating the role of parental guidance in shaping educational outcomes (Magsino, 2021).

A study conducted in Saudi Arabia found that parental involvement positively impacts students' academic outcomes by 42.1% (Cláudia & Paun, 2024). This significant percentage underscores the importance of parents actively participating in their children's education. Similarly, in Bangladesh, research revealed that parental guidance is positively and significantly correlated with students' academic achievement, suggesting that increased parental involvement could lead to better academic results (Akter & Biswas, 2022). In addition, another study in Indonesia showed that 36.1% of the variability in students' GPA could be explained by parental involvement, thereby highlighting the substantial influence parents have on academic outcomes (Nada et al., 2024).

Peer Support. Peer support is a vital component of social learning, influencing students' motivation and academic outcome. Specifically, it is positively associated with learning motivation and independence (Furqon et al., 2024). Moreover, the presence of supportive peers can enhance students' joy in learning and reduce negative emotions such as boredom and anxiety, thereby contributing to a more conducive learning atmosphere (Hascoët & Audrin, 2023).

Research on academic resilience showed that while peer support alone did not significantly predict resilience, it formed part of a combined effect with parental support that correlated with higher academic

resilience (Jumraeni et al., 2023). Similarly, another study confirmed a positive relationship between peer support and academic resilience, indicating that higher peer support leads to higher resilience (Yendi et al., 2023). In the context of flexible learning, peer support proved crucial in adapting to new educational delivery methods, involving the sharing of time and resources, which in turn helped build character and competence among students (Bongco & Ama, 2023).

Furthermore, a study among nursing students at Ain Shams University found that 93.8% of fourth-year students reported high perceptions of peer support, which correlated with 95.1% exhibiting high academic engagement levels. In contrast, only 50% of first-year students perceived high peer support, with 46.3% showing low academic engagement (Mahmoud & Mohamed, 2023).

Teacher Support. Teacher support is crucial for fostering a positive learning environment. It is particularly linked to students' joy and engagement in class, which are essential for developing academic self-competence (Hascoët & Audrin, 2023). Moreover, teachers play a pivotal role in modeling behaviors and attitudes that students can emulate, as suggested by social learning theory. This role involves planning lessons that capture students' attention, facilitate retention, and motivate learners (Saka, 2024).

A study involving 610 secondary school English learners, with 292 females representing 47.5% of the sample, found that teachers' academic support significantly influences academic outcomes, with academic buoyancy acting as a partial mediator. In particular, the research highlights the positive effects of both teacher support and academic buoyancy on students' academic achievement, thereby emphasizing the importance of these factors in the context of English as a foreign language learning (Jiang, 2024).

Academic Outcomes

The academic outcomes of students are significantly influenced by various social learning-related variables such as study habits, attitude, interest, parental guidance, peer support, and teacher support. These factors collectively contribute to shaping students' motivation, engagement, and ultimately their academic success (Basri & Anwar, 2020).

Academic outcomes, such as grades and standardized test scores, are primary indicators of the quality of education provided by institutions. They serve as essential tools for evaluating and ensuring the effectiveness of educational programs and teaching methods (Tian & Sun, 2018). Furthermore, academic outcomes indicate students' readiness for the workforce by documenting their learning and skills, which are increasingly aligned with modern workforce demands (Liu, 2023).

In addition, institutions use academic outcomes to make data-driven decisions, implementing targeted interventions to support student success and address areas needing improvement. By doing so, these outcomes help in identifying trends and patterns in student performance, thereby allowing educators to tailor educational strategies to meet students' unique needs (Pandit et al., 2023).

A systematic review found that 57.3% of studies assessed academic achievement through GPA, subject scores, or standardized tests. Notably, positive associations with academic achievement were reported in 78.6% of these studies, indicating a strong link between physical activity and improved academic outcomes (Zhang et al., 2024).

Similarly, in the context of children's mental health treatments, 64.2% of studies focused on academic achievement as a primary educational outcome. The findings revealed a significant association between improvements in educational and mental health outcomes, suggesting that mental health interventions can positively influence academic outcomes (Becker et al., 2014).

Social Learning-Related Variables and Academic Outcomes

Social Learning programs are designed to develop students' social and emotional skills, which are essential for academic success. These include self-awareness, self-regulation, social awareness, responsible decision-making, and relationship skills (Pham, 2024). Moreover, research indicates that Social Learning positively affects students' academic outcomes by improving their emotional well-being, motivation, and focus on learning (Nisa & Abdullah, 2023).

In fact, in Jordanian public universities, Social Learning dimensions—particularly self-management—have been found to significantly enhance academic outcomes (Abuameerh et al., 2024). Furthermore, teachers play a crucial role in integrating Social Learning into classroom interactions, thereby helping to bridge the attainment gap between different learners (Pratheesh & Francis, 2024).

Research evidence suggests that social learning factors exert varying degrees of influence on students' academic outcomes. For instance, Purwanti et al. (2019) reported that social intelligence accounted for 44.22% of the variance in learning outcomes in social science subjects, making it a substantial predictor

of academic success. In the same study, interpersonal skills contributed 1.64% and interest in learning accounted for 6.15% of the variance in achievement. These findings collectively underscore that while all social learning factors play a role in shaping educational outcomes, social intelligence emerges as the most influential, highlighting its critical importance in enhancing students' overall academic performance.

Theoretical Framework

This study is grounded in Albert Bandura's Social Learning Theory (1977) for its independent variables and Herbert Walberg's Theory of Educational Productivity (1981) for its dependent variable.

Bandura's theory explains that learning takes place through observation, imitation, and modeling, shaped by the interaction of personal, behavioral, and environmental factors. This perspective is relevant to the independent variables—study habits, attitude, interest, parental guidance, peer support, and teacher support—as these are developed and reinforced through social interactions and modeled behaviors from parents, peers, and teachers.

Bandura's Social Learning Theory (1977) has been applied in various educational settings, such as teaching academic writing. For instance, by observing and analyzing model texts, students can learn to structure and organize their writing effectively, which in turn enhances their confidence and writing skills (Samsudin et al., 2017). In addition, the theory has been widely utilized in language learning, where learners observe and imitate language models to acquire new linguistic skills. This application underscores the importance of a rich language environment and the use of dialogues and idioms as tools for effective learning (Adi, 2020).

On the other hand, Walberg's Theory of Educational Productivity provides a framework for understanding the dependent variable, academic outcomes, by identifying three primary determinants of achievement: aptitude, instruction, and environment. Study habits, attitude, and interest align with aptitude; teacher support relates to instructional quality; and parental guidance and peer support contribute to the learning environment.

Walberg's Theory of Educational Productivity (1981) identifies nine factors that influence educational productivity: student ability, motivation, age, prior achievement, home environment, peer environment, classroom environment, quality of instruction, and quantity of instruction (Bruinsma & Jansen, 2007; Benbow et al., 1991). Moreover, the theory adopts a broad definition of learning, encompassing not only knowledge but also critical thinking, creativity, skills, attitudes, and long-term outcomes such as career success. In addition, educational productivity is concerned with maximizing learning while minimizing costs—where costs refer not only to financial resources but also to the time and effort required to implement educational improvements (Walberg, n.d.).

Together, these theories present a comprehensive explanation of how social learning-related factors influence students' performance in *Edukasyon sa Pagpapakatao*, integrating both the process of learning and the resulting academic achievements.

Independent Variable

Dependent Variable

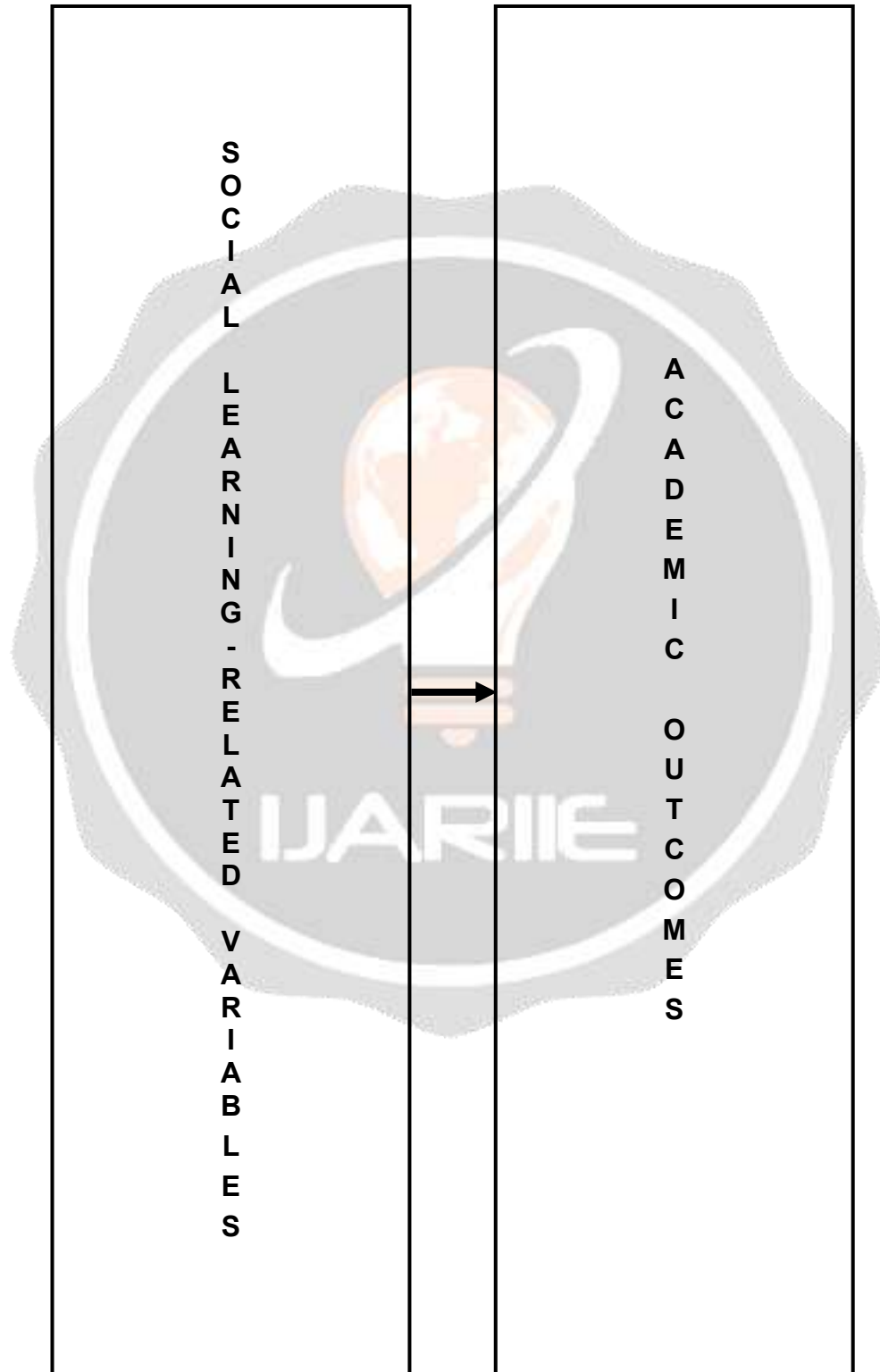


Figure 1. The Schematic Diagram of the Study

Statement of the Problem

This study aims to determine the effect of perceived social learning-related variables on the academic outcomes of Grade 9 students in Edukasyon sa Pagpapakatao at Democrito O. Plaza Memorial National High School in Borbon, San Francisco, Agusan del Sur for the School Year 2025-2026. Specifically, it seeks to answer the following questions:

1. What is the level of social learning-related variables as perceived by the respondents in terms of:
 - 1.1 Study Habits;
 - 1.2 Attitude;
 - 1.3 Interest;
 - 1.4 Parental Guidance;
 - 1.5 Peer Support; and
 - 1.6 Teacher Support
2. What is the status of the students' academic outcomes in Edukasyon sa Pagpapakatao during the first quarter?
3. Is there a significant relationship between the perceived social learning-related variables and the academic outcomes of the students in Edukasyon sa Pagpapakatao?

Hypotheses

HO1: There is no significant relationship between social learning-related variables and the academic outcomes of Grade 9 students in Edukasyon sa Pagpapakatao.

HO2: There is a significant relationship between social learning-related variables and the academic outcomes of Grade 9 students in Edukasyon sa Pagpapakatao.

Significance of the Study

The findings of this study will be beneficial to the following stakeholders:

Department of Education (DepEd). The results may provide empirical evidence on how social learning-related variables influence academic outcomes in Edukasyon sa Pagpapakatao. This can guide DepEd in formulating or enhancing policies, programs, and teacher training initiatives to strengthen values education and improve student performance.

Principal. The findings can help Democrito O. Plaza Memorial National High School and other similar institutions develop targeted interventions that address weaknesses in study habits, attitudes, interest, parental guidance, peer support, and teacher support, thereby fostering an environment conducive to learning.

Teachers. The study can assist teachers in identifying which social learning-related factors most significantly influence students' academic outcomes. This understanding can inform teaching strategies, classroom management practices, and approaches to student engagement in Edukasyon sa Pagpapakatao.

Parents. The research may highlight the importance of parental guidance in supporting student learning, thereby encouraging parents to take a more active role in monitoring and motivating their children's academic and personal development.

Students. The findings can help students become more aware of the social and behavioral factors that affect their academic outcomes. By recognizing the importance of good study habits, positive attitudes, genuine interest, and healthy relationships with peers and teachers, students may be encouraged to adopt more effective learning behaviors.

Future Researchers. The study can serve as a reference for future research exploring the relationship between social learning-related factors and academic performance, particularly in values-based subjects like Edukasyon sa Pagpapakatao. It may also provide a framework for similar studies in other contexts and grade levels.

Scope and Limitation of the Study

This study focuses on the perceived social learning-related factors—specifically study habits, attitude, interest, parental guidance, peer support, and teacher support—and their effect on the academic outcomes of Grade 9 students in Edukasyon sa Pagpapakatao.

The research is confined to Grade 9 Edukasyon sa Pagpapakatao teachers who have at least one year of teaching experience, ensuring that respondents have sufficient exposure to classroom instruction and student interactions.

The study will be conducted at Democrito O. Plaza Memorial National High School in Borbon, San Francisco, Agusan del Sur. Data will be gathered during the School Year 2025–2026, covering the students' first-quarter academic outcomes in Edukasyon sa Pagpapakatao. As such, the results will be limited to the

said locale, subject area, and academic period, and may not be generalized to other subjects, grade levels, or schools with different contexts.

Definition of Terms

To ensure clarity and uniform understanding, the following terms are defined as they are used in this study:

Academic Outcome. It refers to the measurable results of learning, often expressed through grades, scores, or demonstrated competencies, which indicate the extent to which educational objectives have been achieved.

Attitude. It pertains to a person's established way of thinking or feeling toward something, often reflected in their behavior and level of engagement in learning activities.

Interest. It refers to a state of curiosity or motivation that draws a person's attention to a particular subject, activity, or field, influencing their willingness to learn and participate.

Parental Guidance. It refers to the direction, support, and supervision provided by parents or guardians to promote a child's learning, development, and responsible behavior.

Peer Support. It refers to the emotional, social, or academic assistance given by individuals of the same age group or status, often contributing to motivation, confidence, and collaborative learning.

Study Habits. It refers to the regular practices and routines that individuals adopt in order to acquire, organize, and retain knowledge effectively, including time management, note-taking, and review strategies.

Teacher Support. It refers to the academic, emotional, and motivational assistance provided by educators to help students succeed, including instructional guidance, feedback, and encouragement.

CHAPTER 2 RESEARCH METHODOLOGY

This chapter provides information on the research design, location of the study, the study respondents, the research instrument, the data collection procedure, and the statistical treatment.

Research Design

This study employed a quantitative research design, which focuses on the collection and statistical analysis of numerical data to describe patterns, relationships, and trends.

Quantitative research designs guide the data collection mechanism and are crucial for verifying the credibility of research findings, influencing policy decisions, and guiding resource allocation (Nwabuko, 2024).

Specifically, it utilized the descriptive–correlational approach to examine the relationship between perceived social learning-related variables—namely study habits, attitude, interest, parental guidance, peer support, and teacher support—and the academic outcomes of Grade 9 students in Edukasyon sa Pagpapakatao at Democrito O. Plaza Memorial National High School, Borbon, San Francisco, Agusan del Sur, for the School Year 2025–2026.

The descriptive component outlines the current state or characteristics of the variables, answering through methods such as surveys and observations to gather data on experiences, beliefs, and attitudes. The correlational component examines how variables are related, addressing how things are related by using statistical tools like Pearson's correlation coefficient or Kendall's tau to measure the strength and direction of relationships ("Quantitative Descriptive and Correlation...", 2023).

Research Locale

This study was conducted in Caraga Region, Philippines. As part of Mindanao's educational framework, Caraga's schools follow the K to 12 Basic Education Curriculum, which includes Edukasyon sa Pagpapakatao as a core subject aimed at developing values, moral reasoning, and citizenship among learners.

Within Caraga, this study is situated in the province of Agusan del Sur with emphasis on developing socially responsible and academically competent learners makes it a relevant setting for examining how social learning-related factors affect the academic outcomes of Grade 9 students in Edukasyon sa Pagpapakatao.

The municipality of San Francisco serves as one of the progressive centers of Agusan del Sur, is known for its commitment to values-based education provides a conducive environment for analyzing the relationship between social learning-related variables and academic outcomes.

This research was specifically conducted at Democrito O. Plaza Memorial National High School, located in Barangay Borbon, San Francisco, Agusan del Sur. The school offers complete junior and senior

high school programs and adheres to the Department of Education’s curriculum standards. As a public secondary school, it serves students from diverse socio-economic backgrounds, making it an ideal locale for the study.



Figure 2. Maps of the Philippines and Municipality of San Francisco

The Respondents of the Study

The respondents of this study are the Grade 9 Edukasyon sa Pagpapakatao students enrolled at Democrito O. Plaza Memorial National High School in Borbon, San Francisco, Agusan del Sur for the School

Year 2025–2026. These students were selected as respondents because they are the direct beneficiaries of the instructional delivery in Edukasyon sa Pagpapakatao and can provide relevant perceptions on the social learning-related variables.

Table 1.

Respondents of the Study

Grade 9 Learners	Population	Sample Size
Male	38	38
Female	32	32
Total	70	70

The Instrument of the Study

The primary data-gathering tool for this study is an adapted questionnaire designed to measure the perceived level of social learning-related variables.

Part I was adapted from the study *The Effect of Social Learning-Related Variables on Academic Achievement* by Edilberto A. Magsino Jr., with modifications made to suit the context of Grade 9 Edukasyon sa Pagpapakatao learners at Democrito O. Plaza Memorial National High School. The adapted questionnaire underwent expert validation by professionals in the field of education to ensure content relevance, clarity, and appropriateness for the target respondents.

Range of Means	Description	Interpretation
4.20 – 5.00	Very High	Social learning-related variables is always demonstrated.
3.40 – 4.19	High	Social learning-related variables is oftentimes demonstrated.
2.60 – 3.39	Moderate	Social learning-related variables is sometimes demonstrated.
1.80 – 2.59	Low	Social learning-related variables is rarely demonstrated.
1.00 – 1.79	Very Low	Social learning-related variables is never demonstrated.

The questionnaire employed a five-point Likert scale to assess the respondents' level of agreement with each statement. The scale is structured as follows: 5 – Strongly Agree, 4 – Agree, 3 – Neutral, 2 – Disagree, and 1 – Strongly Disagree.

Part II was addressed by collecting data on the students' academic outcomes in Edukasyon sa Pagpapakatao during the first quarter, based on their actual grades as provided by the school records.

Data Collection Procedure

The data collection for this study was conducted following a systematic and ethical process.

Prior to the conduct of the study, the researcher sought and secured formal approval from the Office of the School Principal of Democrito O. Plaza Memorial National High School, Borbon, San Francisco, Agusan del Sur. Upon approval, coordination was undertaken with the Grade 9 Edukasyon sa Pagpapakatao teachers to determine the appropriate schedule for the administration of the validated and adapted research questionnaire.

Before the distribution of the research instrument, the Informed Consent Form (ICF) was presented and explained to the respondents. The purpose of the study, the nature of their participation, their rights as participants—including voluntary participation and the right to withdraw—and the assurance of confidentiality and anonymity of their responses were clearly discussed. Only those students who voluntarily agreed and signed the Informed Consent Form were allowed to participate in the study.

After obtaining informed consent, the researcher administered the validated adapted questionnaire, which consisted of two parts. Part I contained items measuring the six social learning-related variables, while Part II recorded the students' first-semester academic outcomes in Edukasyon sa Pagpapakatao based on official school records.

Following the administration, the researcher immediately retrieved the accomplished questionnaires. Data on students' academic outcomes were obtained from the class records with the necessary permission from the school. All collected data were then properly organized, encoded, and subjected to appropriate statistical treatments to answer the research questions of the study.

Statistical Treatment

The data gathered from the respondents were tallied, tabulated, and analyzed using appropriate statistical tools.

To address Problem No. 1, which measured the level of social learning-related variables, the weighted mean was computed. The resulting means were interpreted using a predetermined Likert scale with corresponding verbal descriptions.

For Problem No. 2, which determined the academic outcomes of students in Edukasyon sa Pagpapakatao during the first quarter, the students' grades were recorded, and the mean was computed to determine the general academic outcome of the group.

To address Problem No. 3, which sought to determine the relationship between the social learning-related variables and the academic outcomes, Pearson's Product-Moment Correlation Coefficient (Pearson r) was used to measure the strength and direction of the relationship. The computed correlation coefficients were tested for significance at the 0.05 level.

CHAPTER 3 PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the data, analysis, and interpretation of the overall study.

Sub-problem No. 1: What is the level of the social learning-related variables of Grade 9 learners in terms of:

- 1.1. Study Habits
- 1.2. Attitude
- 1.3. Interest
- 1.4. Parental Guidance
- 1.5. Peer Support
- 1.6. Teacher Support

Table 2.1 presents the level of social learning-related variables of Grade 9 learners in terms of study habits, which refer to the learners' routines, behaviors, and practices related to studying and completing academic tasks in Edukasyon sa Pagpapakatao.

Among the indicators, "Attend group studies related to the subject" and "Ask for help if there are confusing ideas or lessons" both obtained the highest mean of 3.59, described as High, indicating that learners actively seek collaborative and academic assistance when necessary. These were followed by "Spend time doing my homework/assignment" with a mean of 3.39, and "Do my homework because I get support and assistance from home" with 3.34, both interpreted as Moderate.

Next, "Play games with my friends as part of my daily routine after class" and "Find homework interesting and mind-boggling" each recorded a mean of 3.29, followed by "Clarify vague concepts about the lesson from my classmates" with 3.26, "Study and do practice drills during vacant times" with 3.20, "Read notes after class as part of my regular routine" with 3.17, and "Watch television and play in internet cafés after school" with 3.13, all interpreted as Moderate. Overall, study habits yielded a weighted mean of 3.31 with a standard deviation of 1.08, interpreted as Sometimes Demonstrated, suggesting that learners occasionally exhibit productive study behaviors but with room for improvement.

Table 2.1
Level of the Social Learning-related Variables

	Study Habits	Mean	SD	Description
1.	Read notes after class is included in my regular routine.	3.17	0.92	Moderate
2.	Play any games with my friends is my daily routine after class.	3.29	1.22	Moderate
3.	Watch television and playing on the internet café are my hobbies after school.	3.13	1.23	Moderate
4.	Find homework interesting and mind-boggling.	3.29	0.94	Moderate
5.	Study as well as do practice drills during vacant times is my option.	3.20	1.00	Moderate
6.	Clarify vague concepts about the lesson from my classmate is an option to me.	3.26	0.97	Moderate
7.	Attend group studies related to the subject.	3.59	1.36	High
8.	Do my homework because I do get support and assistance from home.	3.34	0.96	Moderate
9.	Ask for help if there are confusing ideas or lesson.	3.59	1.06	High
10.	Spend time doing my homework/assignment in.	3.39	1.13	Moderate

Weighted Mean	3.31
Standard Deviation	1.08
Interpretation	Sometimes Demonstrated

Table 2.2 shows the level of social learning-related variables in terms of attitude, which refers to learners' feelings, dispositions, and behavioral tendencies toward learning Edukasyon sa Pagpapakatao.

The indicator "Respect my classmates, teachers, and others" obtained the highest mean of 4.16, described as High, reflecting strong respectful behavior among learners. This was followed by "Am excited to receive incentives for good work" with a mean of 3.66, "Feel confident every time I attend my class" with 3.50, "Accept suggestions and criticisms when my answers are wrong" with 3.41, and "Obey the rules and regulations set by my teacher" with 3.40, all interpreted as High.

Next, "Interact with my classmates with proper tone and volume" obtained 3.36, "Feel excited and anxious during examinations" with 3.30, "Perform exercises on my own or with a friend" with 3.15, "Am well-provided with textbooks and learning resources" with 3.13, and "Enjoy doing tasks with or without teacher instruction" with 2.89, all interpreted as Moderate.

Overall, attitude registered a weighted mean of 3.43 and a standard deviation of 1.04, interpreted as Oftentimes Demonstrated, indicating generally positive learner attitudes toward the subject.

Table 2.2

Level of the Social Learning-related Variables

Attitude	Mean	SD	Description
1. Enjoy doing task in with or without the instruction of the teacher.	2.89	1.07	Moderate
2. Am excited to receive incentive for the good work I have done in.	3.66	0.88	High
3. Obey the rules and regulations set by my teacher.	3.40	1.04	High
4. Interact with my classmates with proper tone and volume.	3.36	1.10	Moderate
5. Feel confident every time I attend my class.	3.50	1.05	High
6. Accept suggestions and criticisms when my answer/s is/are wrong.	3.41	0.96	High
7. Respect my classmates/teachers/others.	4.16	1.10	High
8. Perform exercises on my own or with a friend.	3.15	1.15	Moderate
9. Feel excited and anxious during examinations.	3.30	0.98	Moderate
10. Am well-provided with textbooks and other learning resources in school and at home.	3.13	1.12	Moderate
Weighted Mean	3.43		
Standard Deviation	1.04		
Interpretation	Oftentimes Demonstrated		

Table 2.3 presents the level of social learning-related variables in terms of interest, referring to learners' enthusiasm, engagement, and motivation toward Edukasyon sa Pagpapakatao.

The highest mean was obtained by "Find EsP familiar and relatable to real-life situations" with 3.91, described as High. This was followed by "Believe that EsP learning materials and readings are interesting" with 3.77, "Find that working on EsP assignments helps me reflect" with 3.66, "Find that EsP appeals to me the most" and "Understand that EsP helps develop values useful for future work" both with 3.60, all interpreted as High.

Next, "Can understand the concepts and values discussed in EsP" recorded 3.47, "Am willing to participate and share my thoughts" with 3.43, and "Try to complete tasks even when I need help" with 3.41, also described as High. The lowest means were obtained by "Can understand lessons when given sufficient time to study" and "Can adapt to tools and strategies for learning", both with 3.36, interpreted as Moderate.

Overall, interest yielded a weighted mean of 3.56 with a standard deviation of 1.04, interpreted as Oftentimes Demonstrated, indicating strong learner engagement in the subject.

Table 2.3

Level of the Social Learning-related Variables

Interest	Mean	SD	Description
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1. Find that EsP appeal to me the most.	3.60	1.01	High
2. Find EsP familiar and relatable to real-life situations.	3.91	0.85	High
3. Can understand the concepts and values discussed in EsP.	3.47	1.14	High
4. Find that working on EsP assignments helps me reflect on myself and others.	3.66	0.96	High
5. Can understand EsP lessons well when given sufficient time to study.	3.36	0.99	Moderate
6. Believe that EsP learning materials and readings are interesting to me.	3.77	0.82	High
7. Understand that EsP helps me develop values and skills that are useful for future work.	3.60	1.27	High
8. Try to complete my EsP tasks even when I need help or clarification.	3.41	1.03	High
9. Am willing to participate and share my thoughts during EsP activities.	3.43	1.28	High
10. Can adapt to tools and strategies that help me understand EsP lessons better.	3.36	1.08	Moderate
Weighted Mean		3.56	
Standard Deviation		1.04	
Interpretation		Oftentimes Demonstrated	

Table 2.4 presents the level of social learning-related variables in terms of parental guidance, which refers to parental involvement and support in learners' academic activities.

The indicator "Explain to me the importance of education" obtained the highest mean of 3.84, followed by "Are supportive in my studies" with 3.74, "My parents and siblings encourage me to learn" with 3.61, "Prepare and save for my studies" with 3.53, and "Keep motivating me to study well" with 3.50, all described as High.

Meanwhile, "Regularly attend school conferences" obtained 3.33, "Are aware of my ability in EsP" with 3.23, "Help me with my assignments" with 3.13, "Regularly browse my notes" with 3.00, and "Cannot afford to support my studies" with 2.60, all interpreted as Moderate.

Overall, parental guidance registered a weighted mean of 3.35 with a standard deviation of 1.31, interpreted as Sometimes Demonstrated, indicating moderate parental involvement.

Table 2.4

Level of the Social Learning-related Variables

Parental Guidance	Mean	SD	Description
1. are supportive in my studies.	3.74	1.44	High
2. help me in my assignments.	3.13	1.26	Moderate
3. explain to me the importance of education.	3.84	1.24	High
4. prepare and save for my studies.	3.53	1.47	High
5. and siblings encourage me to learn.	3.61	1.23	High
6. keep motivating me to study well.	3.50	1.46	High
7. cannot afford to support my studies.	2.60	1.21	Moderate
8. are aware of my ability in EsP.	3.23	1.34	Moderate
9. regularly attend school conferences to monitor my studies.	3.33	1.19	Moderate
10. regularly browse my notes to check whether I am doing my assignments.	3.00	1.22	Moderate
Weighted Mean		3.35	
Standard Deviation		1.31	
Interpretation		Sometimes Demonstrated	

Table 2.5 presents the level of social learning-related variables in terms of peer support, referring to assistance and encouragement provided by classmates and friends.

The highest means were obtained by “Motivate me to study well” and “Keep motivating me to study well”, both with 3.46, described as High. These were followed by “Encourage me to learn” with 3.40, “Give me additional references” with 3.39, and “Inspire me in my studies” with 3.31, all interpreted as Moderate to High.

Next, “Are considerate while I am studying” recorded 3.24, “Help me with my assignments” with 3.21, “Are aware of my ability in EsP” with 3.23, “Regularly visit me to play” with 3.16, and “Give me money to support my studies” with 2.60, mostly interpreted as Moderate.

Overall, peer support yielded a weighted mean of 3.25 with a standard deviation of 1.21, interpreted as Sometimes Demonstrated.

Table 2.5*Level of the Social Learning-related Variables*

Peer Support	Mean	SD	Description
1. motivate me to study well.	3.46	1.18	High
2. help me in my assignments.	3.21	1.24	Moderate
3. are considerate while I’m studying.	3.24	1.08	Moderate
4. give me additional references.	3.39	1.22	Moderate
5. encourage me to learn.	3.40	1.26	High
6. keep motivating me to study well.	3.46	1.20	High
7. give me money to support my studies.	2.60	1.33	High
8. are aware of my ability in EsP.	3.23	1.14	Moderate
9. regularly visit me to play.	3.16	1.29	Moderate
10. inspire me in my studies.	3.31	1.20	Moderate
Weighted Mean		3.25	
Standard Deviation		1.21	
Interpretation			Sometimes Demonstrated

Table 2.6 presents the level of social learning-related variables in terms of teacher support, referring to academic guidance, motivation, and monitoring provided by teachers.

The highest mean was obtained by “Give me advice regarding EsP” with 3.84, followed by “Explain to me the importance of education” with 3.83, “Encourage me to learn” with 3.60, “Are supportive of my studies” and “Are aware of my ability in EsP” both with 3.56, all interpreted as High.

Next, “Regularly monitor my progress” obtained 3.56, “Regularly browse my notes” with 3.54, “Keep motivating me to study well” with 3.43, “Help me with my assignments” with 3.10, and “Give me money to support my studies” with 2.63, interpreted as Moderate.

Overall, teacher support registered a weighted mean of 3.46 with a standard deviation of 1.24, interpreted as Oftentimes Demonstrated.

Table 2.6*Level of the Social Learning-related Variables*

Teacher Support	Mean	SD	Description
1. explain to me the importance of education.	3.83	1.29	High
2. help me in my assignments.	3.10	1.21	Moderate
3. are supportive of my studies.	3.56	1.26	High
4. give me advice regarding EsP.	3.84	1.21	High
5. encourage me to learn.	3.60	1.20	High
6. keep motivating me to study well.	3.43	1.36	High
7. give me money to support my studies.	2.63	1.37	Moderate
8. are aware of my ability in EsP.	3.56	1.11	High
9. regularly monitor my progress in EsP.	3.56	1.16	High
10. regularly browse my notes to check whether I am doing my assignments.	3.54	1.27	High
Weighted Mean		3.46	
Standard Deviation		1.24	
Interpretation			Oftentimes Demonstrated

Table 2.7 summarizes the level of the six social learning-related variables. Interest obtained the highest weighted mean (3.56), followed by Teacher Support (3.46), Attitude (3.43), Parental Guidance (3.35), Study Habits (3.31), and Peer Support (3.25).

The overall mean of 3.39, interpreted as Sometimes Demonstrated, indicates that social learning-related variables are generally present among learners but vary in strength across indicators.

Table 2.7

Summary of the Level of the Social Learning-related Variables

Social Learning-related Variables	Weighted Mean	Standard Deviation	Interpretation
Study Habits	3.31	1.08	Sometimes Demonstrated
Attitude	3.43	1.04	Oftentimes Demonstrated
Interest	3.56	1.04	Oftentimes Demonstrated
Parental Guidance	3.35	1.31	Sometimes Demonstrated
Peer Support	3.25	1.21	Sometimes Demonstrated
Teacher Support	3.46	1.24	Oftentimes Demonstrated
Overall Mean		3.39	
Interpretation			Sometimes Demonstrated

Sub-problem No. 2: What is the academic outcome of Grade 9 learners in Edukasyon sa Pagkakatao based on their first quarter performance?

Table 3 presents the academic outcomes of Grade 9 learners in Edukasyon sa Pagpapakatao based on their first and second quarter grades.

For the first quarter, the majority of the learners obtained grades within the 82–87 range (Satisfactory), with 36 students or 51.43%, representing the largest proportion of the respondents. This was followed by 26 students or 37.14% who obtained grades within the 76–81 range (Fair). Meanwhile, 8 learners or 11.43% achieved grades within the 88–94 range (Very Satisfactory). No learners obtained grades within the 95 and above (Excellent) category nor within the 70–75 (Poor) category.

For the second quarter, the distribution slightly improved. The highest proportion of learners remained within the 82–87 range (Satisfactory), with 34 students or 48.57%. This was followed by 26 learners or 37.14% who achieved grades within the 88–94 range (Very Satisfactory). Meanwhile, 10 students or 14.29% obtained grades within the 76–81 range (Fair). Similar to the first quarter, there were no learners who obtained grades within the Excellent (95 and above) and Poor (70–75) categories.

Overall, the results indicate that the academic outcomes of the Grade 9 learners are predominantly within the Satisfactory level, suggesting that most learners demonstrate an acceptable level of academic performance in Edukasyon sa Pagpapakatao, with some showing improvement toward the Very Satisfactory level during the second quarter.

Table 3

Status of Academic Outcomes in Edukasyon sa Pagkakatao

Rating	Quarter 1		Quarter 2		Interpretation
	F	%	F	%	
95 and above	0	0%	0	0%	Excellent
88-94	8	11.43%	26	37.14%	Very Satisfactory
82-87	36	51.43%	34	48.57%	Satisfactory
76-81	26	37.14%	10	14.29%	Fair
70-75	0	0%	0	0%	Poor

Sub-problem No. 3: Is there a significant relationship between the social learning-related variables and the academic outcomes of Grade 9 learners in Edukasyon sa Pagkakatao?

Table 4 presents the correlation analysis between the social learning-related variables and the academic outcomes of Grade 9 learners in Edukasyon sa Pagpapakatao.

The computed Pearson correlation coefficient (r) of 0.41 indicates a moderate positive relationship between the social learning-related variables—namely study habits, attitude, interest, parental guidance, peer support, and teacher support—and the academic outcomes of the learners. This suggests that as the level of these social learning-related factors increases, the academic outcomes of the learners also tend to improve.

Furthermore, the obtained p -value of 0.001 is lower than the level of significance set at 0.05, indicating that the relationship between the variables is statistically significant. This result implies that the observed association is unlikely to have occurred by chance.

Consequently, the null hypothesis stating that there is no significant relationship between social learning-related variables and the academic outcomes of Grade 9 learners is rejected. The findings therefore support the alternative hypothesis that social learning-related variables are significantly related to the academic outcomes of the students.

These results suggest that learners' academic performance in Edukasyon sa Pagpapakatao is influenced not only by cognitive ability but also by social learning factors such as supportive teachers, encouraging peers, parental guidance, positive attitudes, interest in the subject, and effective study habits. Hence, strengthening these social learning-related factors may contribute to improving students' academic outcomes.

Table 4

Correlation Analysis Between the Social Learning-Related Variables and The Academic Outcomes of Grade 9 Learners

Correlated Variables	Pearson r	p -value	Interpretation
<i>Social Learning-Related Variables and Academic Outcomes</i>	0.41	0.001	<i>Significant</i>

Legend: Significant at p -value < 0.05

CHAPTER 4

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter provides the study's summary, findings, conclusions, and recommendations.

Summary

This study aimed to determine the perceived social learning-related variables and their relationship to the academic outcomes of Grade 9 learners in Edukasyon sa Pagpapakatao at Democrito O. Plaza Memorial National High School, Borbon, San Francisco, Agusan del Sur, for the School Year 2025–2026. Specifically, it examined the level of social learning-related variables in terms of study habits, attitude, interest, parental guidance, peer support, and teacher support; the academic outcomes of the learners based on their first-quarter performance; and the significant relationship between the social learning-related variables and the students' academic outcomes. The study employed a quantitative research design using the descriptive–correlational approach. The respondents were 70 Grade 9 learners who were selected through complete enumeration. Data were gathered using an adapted questionnaire validated by experts, and students' academic outcomes were obtained from official school records. The collected data were analyzed using weighted mean, percentage, and Pearson Product-Moment Correlation Coefficient at the 0.05 level of significance. The findings revealed that the overall level of social learning-related variables was 3.39, interpreted as sometimes demonstrated. In terms of academic outcomes, the majority of learners obtained grades within the 82–87 range (Satisfactory). Furthermore, the results indicated a moderate positive and statistically significant relationship ($r = 0.41$, $p = 0.001$) between the perceived social learning-related variables and the academic outcomes of the learners.

Findings

Based on the analysis and interpretation of the data, the following findings were obtained:

1. The level of social learning-related variables among Grade 9 learners was generally moderate, with an overall weighted mean of 3.39, interpreted as sometimes demonstrated. Among the variables, interest (3.56) obtained the highest mean, followed by teacher support (3.46) and attitude (3.43), which were interpreted as oftentimes demonstrated, while parental guidance (3.35), study habits (3.31), and peer support (3.25) were interpreted as sometimes demonstrated.

2. The academic outcomes of the Grade 9 learners in Edukasyon sa Pagpapakatao were predominantly within the Satisfactory level (82–87) during the first quarter, with 36 students or 51.43% obtaining grades within this range. This was followed by 26 students or 37.14% who obtained grades within the Fair level (76–81), while 8 students or 11.43% achieved the Very Satisfactory level (88–94).
3. There was a moderate positive and statistically significant relationship between the social learning-related variables and the academic outcomes of the learners, with a computed Pearson correlation coefficient (r) of 0.41 and a p -value of 0.001, which is lower than the 0.05 level of significance.

Conclusions

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

1. The social learning-related variables of Grade 9 learners, including study habits, attitude, interest, parental guidance, peer support, and teacher support, are generally present but not consistently practiced, indicating that these factors are only sometimes demonstrated among the respondents.
2. The academic outcomes of Grade 9 learners in Edukasyon sa Pagpapakatao are generally satisfactory, suggesting that learners demonstrate an acceptable level of academic performance in the subject.
3. Social learning-related variables have a significant influence on the academic outcomes of learners, implying that improvements in students' study habits, attitudes, interests, and support systems from parents, peers, and teachers may contribute to better academic performance.

Recommendations

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

1. Teachers may strengthen instructional strategies in Edukasyon sa Pagpapakatao by integrating collaborative learning activities, reflective exercises, and values-based discussions that can further enhance learners' interest, attitudes, and study habits.
2. School administrators may develop programs or interventions that promote stronger collaboration among teachers, parents, and students in order to enhance parental guidance and peer support in students' learning.
3. Parents may be encouraged to actively participate in their children's academic activities by providing guidance, monitoring their academic progress, and motivating them to perform better in school.
4. Students may be encouraged to cultivate positive study habits, maintain a favorable attitude toward learning, and actively engage in classroom activities to improve their academic outcomes.

Avenues for Further Research

Future researchers may consider the following areas for further investigation:

1. Conduct a similar study in other grade levels or subject areas to determine whether social learning-related variables have similar effects on academic outcomes in different educational contexts.
2. Explore additional variables that may influence students' academic outcomes, such as motivation, self-efficacy, emotional intelligence, and learning environment.
3. Utilize other research designs, such as experimental or mixed-method approaches, to further examine the causal relationships between social learning-related variables and academic performance.
4. Replicate the study in other schools or divisions to validate the findings and determine whether the results are consistent across different educational settings.

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