

RELATIONSHIP BETWEEN SOCIAL LEARNING-RELATED VARIABLES AND ACADEMIC OUTCOMES OF GRADE 9 ARLING PANLIPUNAN LEARNERS OF SALVACION NATIONAL HIGH SCHOOL, AGUSAN DEL SUR DIVISION: A DESCRIPTIVE-CORRELATIONAL APPROACH

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CHAPTER 1

THE PROBLEM AND ITS SCOPE

Introduction

Research on the negative academic outcomes of learners in Social Studies or Araling Panlipunan, through social learning-related variables such as study habits, attitude, interest, parental guidance, peer support, and teacher support reveals several key insights. These variables significantly influence students' academic outcomes, often acting as both risk and protective factors (Nicolas, 2022).

Araling Panlipunan, known as Social Studies in the, is a subject within the K-12 curriculum that aims to provide students with a comprehensive understanding of civic, cultural, and historical contexts. Despite its importance, Araling Panlipunan is often perceived as less engaging compared to other subjects, which has led to various educational interventions to enhance its teaching and learning experience (Roca, 2022).

Instructional methods and teacher behavior significantly influence learning outcomes in Araling Panlipunan. Effective teaching strategies are crucial for enhancing cognitive, behavioral, and attitudinal outcomes among students (Gonzales & Hermosa, 2023). The complexity of the Araling Panlipunan curriculum, particularly in promoting civic competence, poses a challenge. Teachers find it difficult to integrate civic education effectively due to the intricate nature of the topics, which can hinder students' understanding and engagement (Seludo & Murillo, 2023).

A study conducted in the Atwima-Nwabiagya District of Ghana found that learners' study habits significantly contributed to 64.1% of their academic outcomes. The study highlighted that students who did not study for at least three hours daily or attend extra classes performed poorly academically. It was recommended that both educators and parents encourage better study habits to improve academic outcomes (Saani et al., 2022). In a study of Peruvian university students, a strong inverse correlation was found between academic stress and study habits, with a correlation coefficient of $r^2 = 0.706$. This indicates that poor study habits, exacerbated by high academic stress, significantly affect students' academic outcomes (Pérez et al., 2024).

Poor academic outcomes among learners are significantly influenced by poor or low attitudes, as evidenced by a study conducted at SMKN 2 Pontianak. The study found that a negative attitude was the most dominant internal factor affecting students' low English learning achievement, with a strong influence percentage of 78.86% (Chairunnisa et al., 2017).

In Pakistan, a study found that nearly 23% of students who dropped out of school in 2017 did so because they were not interested in their studies. This lack of interest was more prevalent among students in lower educational levels, those who were orphaned, lived in urban areas, or belonged to households with older or female heads (Rafi et al., n.d.). Similarly, a meta-analysis of 29 studies involving over 19,000 students found a significant negative relationship between academic boredom and outcomes, with an overall effect size of $r = -0.24$. Boredom in class had a more substantial negative impact on academic outcomes than boredom experienced while studying, affecting motivation, study strategies, and performance (Tze et al., 2016).

A Masaba South, Kenya study found that parental deprivation significantly affects children's academic outcomes. The study involved 324 children and revealed that a high percentage of them faced deprivation in necessities such as clothing (95.1%), food (98.8%), and educational resources (87.3%). These deprivations were linked to poorer academic outcomes, with difficulties in affording shelter being a significant negative predictor of grades ($\beta = -2.7$, $p < .001$) (Omwenga & Anika, 2025).

A study involving data from 53 countries found that adolescents lacking peer support were more likely to experience mental distress and engage in unhealthy behaviors. The prevalence of having no peer support was significant, with 38.4% of adolescents lacking adequate peer support, which was associated with negative mental health outcomes and increased sedentary lifestyles (Li et al., 2022).

Many students in higher education report never receiving timely feedback or teachers' support outside of coursework, negatively impacting their learning outcomes. For example, 12.5% of first-year and 9.8% of third-year students reported never receiving timely feedback, and over 70% never worked with teaching staff outside coursework requirements (Guerrero, 2022).

A study at the University of Mindanao indicated that effective study habits, such as time management and exam preparation, were positively correlated with online engagement, suggesting that poor study habits could lead to negative academic outcomes (Cullantes et al., 2024). Another study on influence of Facebook use among Grade 7 learners at Mindanao State University found that frequent use of the application negatively affected study habits, leading to poorer academic performance. The study reported that 72% of respondents spent three to five hours on Facebook, which was associated with lower grades due to reduced study time (Imam & Samsodin, 2024).

This study examines the relationship between selected social learning-related variables and the academic outcomes of Grade 9 learners in Araling Panlipunan at Salvacion National High School. Specifically, it seeks to determine how factors such as study habits, attitude, interest, parental guidance, peer support, and teacher support influence students' academic outcomes in the subject. By employing a descriptive-correlational research design, the study provides empirical evidence on how these social learning components contribute to students' academic success.

Review of Related Literature and Studies

Social Learning-related Variables

Social learning-related variables, such as peer support and students' attitudes, have been linked to academic achievement in subjects like mathematics. For instance, peer support showed a significant relationship with students' performance in mathematical representation and estimation (Magsino, n.d.). Social cognition and competence directly predict cognitive competence and academic performance, highlighting the importance of social-emotional skills in learning (Hachem et al., 2022). Social and Emotional (SEL) skills are considered hybrid variables that vary across individuals and environments, influencing school readiness and academic success (Santibáñez & Solabarrieta, 2023).

A study involving 200 Grade 8 students in the Philippines found that only 11.5% of students achieved satisfactory performance in Mathematics, despite high manifestation of social learning-related variables ($WAM = 3.44$, $SD = 1.11$). The study identified significant relationships between students' attitudes and their performance in estimation ($r = 0.184$) and problem-solving ($r = 0.196$), as well as between peer support and performance in representation ($r = 0.167$) and estimation ($r = 0.159$) (Magsino, n.d.). In a systematic review, intelligence was found to explain between 1.21% and 43% of school achievement. At the same time, socio-emotional variables like self-regulation and satisfaction with the learning process had greater predictive power, explaining up to 90% and 79.21% of academic achievement, respectively (Costa & Fleith, 2019).

Study Habits. Several studies have demonstrated a significant correlation between study habits and academic performance. For instance, research involving medical students in Saudi Arabia found that effective study habits, such as time management and multiple learning resources, were strongly linked to academic success (Abdulrahman et al., 2021). Similarly, a study of nursing students revealed a statistically significant association between study habits and academic performance, emphasizing the importance of structured study routines (Alex et al., 2024). Conversely, some studies have reported no significant relationship between study habits and academic performance. A study involving Grade 11 students found that while study habits were at an average level, they did not significantly impact academic outcomes (Tus et al., 2020).

A study involving 205 grade 6 pupils found that a high level of study habits correlated significantly with very satisfactory academic performance, suggesting that enhancing study habits can improve academic outcomes (Dagoc & Oco, 2024). Also, in a study of 77 nursing students, 66.2% of students with good study habits were associated with good academic performance, while 9.1% with inadequate habits had average performance (Soto & Rocha, 2020).

Research on Islamic religious education students showed that study habits contributed to 43.5% of their learning outcomes, indicating a substantial impact on academic performance (Harahap et al., 2023). Similarly, among basic school learners in Ghana, study habits contributed 64.1% to academic outcomes, emphasizing the critical role of study habits in educational success (Saani et al., 2022).

Attitude. In the context of science education, a positive correlation was observed between students' learning attitudes and their academic performance in a blended learning environment. Affective attitudes were particularly influential, highlighting the importance of emotional engagement in learning (Taghap & Addani, 2024). Conversely, research on health and physical education students revealed a negative correlation between research attitudes and academic achievement, indicating that certain attitudes might hinder academic success (Khan et al., 2023).

In Chile, attitudes toward academic and non-academic performance indicators were found to influence the enactment of educational reforms. While attitudes toward non-academic indicators consistently drove behavior, alignment with academic standards was often disrupted by subjective norms (Marfán, 2024). The academic optimism of schools, which encompasses collective attitudes and beliefs, was linked to students' mathematical achievement, highlighting the indirect influence of institutional attitudes on student performance (Straková et al., 2018).

A study conducted among undergraduate students of Allied Health Sciences revealed that 71.3% of participants were aware of research, and 81% recognized its utility for professional development. However, 65% found research stressful, and 69.7% perceived it as complex, indicating a mixed attitude towards academic research (Hanif et al., 2024). Likewise, a study on students' attitudes towards learning Physics at SMAN 08 Batanghari showed that 47.3% of students enjoyed learning Physics, and 62% were interested in spending more time studying the subject. This indicates a generally positive attitude towards Physics, which could be leveraged to improve learning outcomes (Mirawati, 2023).

Interest. Interest has been shown to positively correlate with academic performance. For instance, a study on undergraduate students in a HyFlex course found a significant positive correlation between learning interest and academic performance, suggesting that fostering interest can enhance educational outcomes (TEH et al., 2024). In a cross-sectional study in China, academic interest was found to have a significant positive impact on academic outcomes across various disciplines, with notable effect sizes in natural sciences and engineering (Wu et al., 2019).

A study on 10th-grade students at SMA X found a significant negative relationship between learning interest and academic procrastination, with an R Square of 5.4%, indicating that higher interest in learning correlates with lower procrastination levels (Sukmayanthi et al., 2024). Equally, a study of students learning natural sciences, 14.81% of students with high interest achieved high learning outcomes, while 44.4% with moderate interest had moderate outcomes, and 11.11% with low interest had low outcomes (Andira et al., 2022). Likewise, a study on history learning found that interest in learning history was rated at 76.75% (good), and the learning environment at 83.20% (excellent), with a weak positive correlation (0.124) between interest and achievement (Pertwi & Fahrudin, 2024).

Parental Guidance. Studies consistently show a positive correlation between parental guidance and students' academic performance. For instance, in Bangladesh, parental guidance was found to be significantly correlated with higher academic performance among secondary students, suggesting that increased parental involvement can lead to better academic outcomes (Akteer & Biswas, 2022). In an Indonesian English as a Foreign Language (EFL) context, parental involvement was linked to improved vocabulary achievement in elementary students, highlighting the role of parents' educational background in supporting language acquisition (Bani et al., 2022). Parental involvement is particularly crucial for at-risk learners, where active engagement can improve behavior, attendance, and grades, thereby mitigating educational challenges (Dungca et al., 2024).

Research in a primary school setting showed that indulgent and democratic parental styles were more prevalent, with indulgent parents making up 36.5% of the sample. However, the study found no significant relationship between parental style and academic performance, suggesting that other factors might play a more critical role in academic success (Caro & Carella, 2018). Also, a meta-analysis of 40 studies found a significant correlation between parental involvement and academic achievement, with a correlation coefficient of 0.251. This finding aligns with previous research, reinforcing the positive impact of parental involvement on academic outcomes (Fatimaningrum, 2022).

Peer Support. Peer support has positively influenced academic outcomes by providing practical, emotional, and informational assistance. This support can enhance motivation and productivity, although over-reliance on peers may hinder the development of independent academic skills (Siska & Hanif, 2024). In a study involving Chinese college students, peer support significantly predicted academic engagement, with academic motivation mediating this relationship. However, academic anxiety weakened the correlation between peer support and academic motivation (Yang & Xiang, 2024). Among nursing students, peer support was correlated with higher levels of academic engagement, particularly in later years of study, suggesting

that peer support becomes more effective as students progress through their academic programs (Mahmoud & Mohamed, 2023).

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A study conducted in Dumuria Upazila, Bangladesh, found that more than half of the students reported moderate levels of parental guidance, motivation, support, and involvement, while parental monitoring and supervision were low. The study concluded that parental guidance was positively and significantly correlated with students' academic achievement, suggesting that increased parental involvement could enhance students' performance (Akter & Biswas, 2022). Another study in Indonesia found a significant correlation between parental involvement and students' GPA, with a correlation coefficient of 0.601, indicating that 36.1% of GPA variability could be explained by parental involvement. This study highlighted the role of financial and emotional support, monitoring, and providing learning facilities as key forms of parental involvement (Nada et al., 2024).

Teacher Support. Teacher support, characterized by investment of effort, positive regard, and accessibility, has been shown to significantly enhance students' academic resilience. This resilience is reflected in students' perseverance, help-seeking behavior, and positive affect, which are crucial for overcoming academic challenges (Nansamba et al., 2024). In the context of English as a Foreign Language (EFL) learning, teacher support positively influences academic performance by enhancing students' academic buoyancy, which serves as a partial mediator in this relationship (Jiang, 2024). Teacher support in higher vocational colleges is a predictor of academic achievement, with academic self-efficacy and learning engagement acting as mediators. This suggests that teacher support can indirectly boost academic outcomes by enhancing students' confidence and engagement in learning activities (Zhou, 2023).

A study conducted at SMPN-1 Sipoholon in Indonesia found a significant influence of teacher guidance on students' learning motivation. The research involved 42 students and used a quantitative approach, revealing that the F-value (14.87) was significantly higher than the tabulated value (4.08), indicating a strong positive impact of teacher guidance on motivation (Hulu, 2020). Likewise, in Nigeria, guidance was identified as a critical tool for enhancing learning motivation among secondary school students. The study emphasized the role of academic, career, and personal-social guidance in boosting students' motivation and academic performance (Isah & Abdullah, 2023).

Academic Outcomes of Learners

Study habits have been shown to influence learning outcomes significantly. A study found that effective study habits positively impact students' performance in integrated social studies, indicating that structured and consistent study routines can enhance academic achievement (Vishwanath, 2023).

Attitude towards learning, particularly in subjects like mathematics, has a significant relationship with academic performance. Positive attitudes correlate with better problem-solving and estimation skills (Magsino, n.d.). Learning interest also plays a crucial role, with studies indicating that it has a positive and significant effect on learning outcomes. For instance, interest in social studies was found to contribute 8.80% to learning outcomes (Dwisavitri & Retnowati, 2019).

Parental involvement and guidance are critical in shaping academic outcomes. Research shows that parental support contributes significantly to academic resilience, with family support accounting for 42.4% of the variance in resilience during online learning (Permatasari et al., 2021). Additionally, parental involvement has been linked to improved social-emotional outcomes, which in turn enhance academic performance (Niehaus & Adelson, 2014).

Peer support is another vital factor, contributing to academic resilience and engagement. It was found to have a significant relationship with academic outcomes, particularly in enhancing students' representation and estimation skills in mathematics (Magsino, n.d.). Peer attachment also predicts student engagement, which is crucial for academic success (Qudysi et al., 2020).

Teacher support is essential for fostering a conducive learning environment. It has been shown to significantly contribute to academic resilience and engagement, with a 16.6% contribution to resilience during online learning (Permatasari et al., 2021). Teachers' role in scaffolding classroom interactions and

integrating social-emotional learning can bridge the attainment gap between different learner groups (P & Francis, 2024).

Social Learning-related Variables and Academic Outcomes of Learners

Collaborative learning environments that emphasize social interaction and connection can enhance student participation and learning outcomes. Social factors, including the use of social media and peer collaboration, have been shown to improve active learning and educational performance in higher education settings. The constructivism theory supports the idea that social interactions in learning environments can mediate the relationship between social factors and academic outcomes, highlighting the importance of fostering collaborative learning spaces (Shahani, 2023).

A meta-analysis of collaborative learning approaches revealed a strong positive effect on student academic performance, with a mean effect size of 0.819. This effect was particularly pronounced in subjects requiring higher-order thinking skills, such as science and mathematics, and in settings where collaborative learning was systematically supported by institutional management (Karim et al., 2024). Research conducted in Rwandan secondary schools found that 92.4% of students reported improved grades due to cooperative learning, with a significant correlation between positive interdependence and improved academic performance ("Effect of Cooperative Learning on Studen...", 2023). A study on technology-rich collaborative environments reported an 11.8% improvement in final examination scores for students engaged in active learning compared to traditional classroom settings (Donkin & Kynn, 2021).

Theoretical Framework

This study is anchored on two key theoretical foundations: Albert Bandura's Social Learning Theory (1977) and Bloom's Mastery Learning Theory (1968).

For the independent variable—social learning-related variables—the guiding theory is Albert Bandura's Social Learning Theory (1977). Bandura's theory has been effectively applied in teaching academic writing. By observing and analyzing model texts, students can learn structural and linguistic features, which they can then reproduce in their writing. This approach has been shown to improve students' writing skills and confidence (Samsudin et al., 2017) (Samsudin et al., 2017).

Human learning occurs in a social context, where individuals acquire knowledge, attitudes, and behaviors through observation, imitation, and interaction with others. In the classroom setting, students are influenced by role models such as teachers and peers, while parental involvement and social reinforcement shape their engagement and motivation. These social learning-related variables are essential in understanding the external and internal influences that contribute to student behavior and academic development.

For the dependent variable—academic outcomes of learners—the study is guided by Bloom's Mastery Learning Theory (1968), which asserts that all students can achieve a high level of academic success given appropriate instruction, sufficient time, and enabling conditions. Bloom emphasized that differences in academic performance are not due to inherent ability, but to variations in the learning environment and the support systems available to the learner. Bloom's

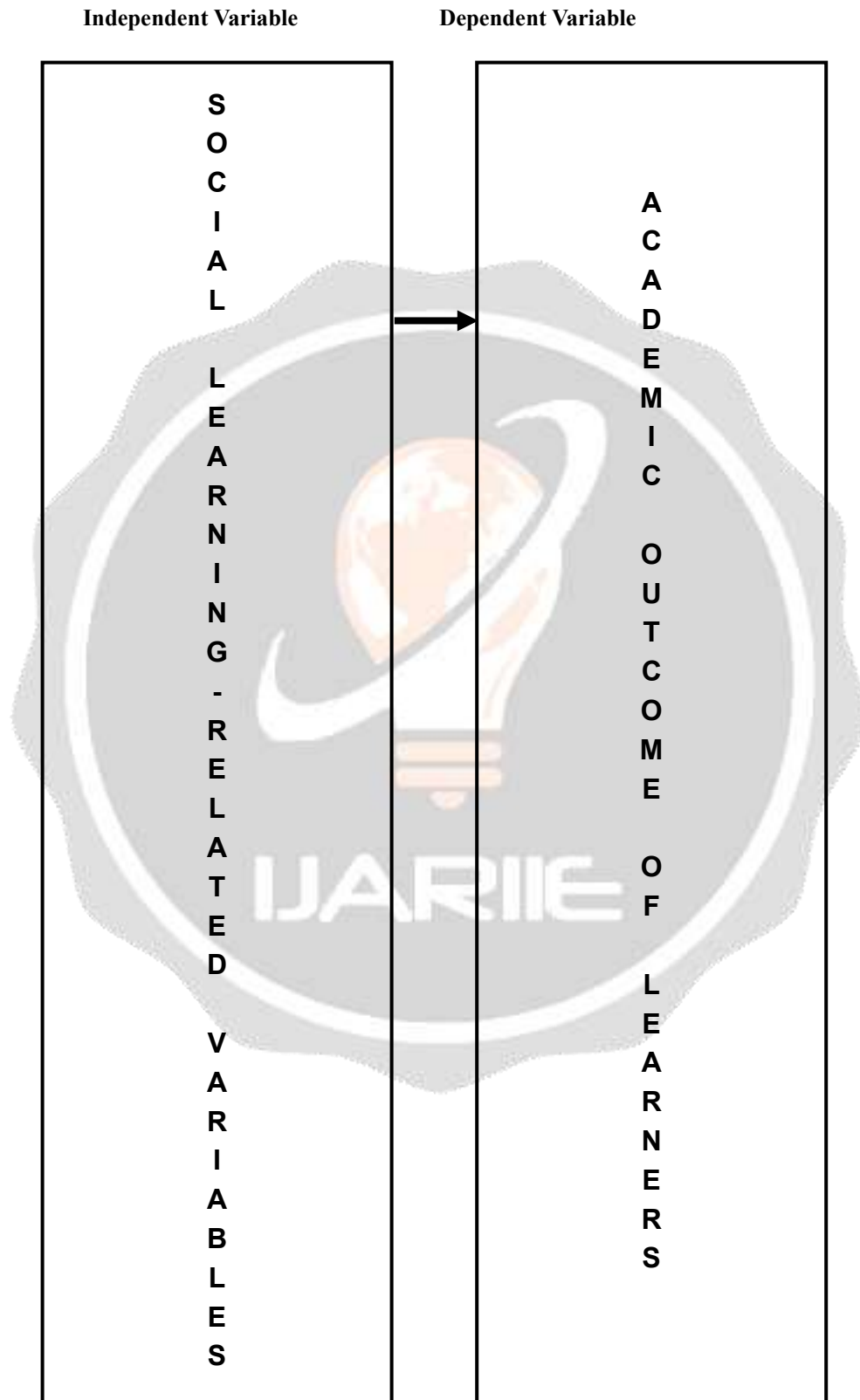


Figure 1. *The Schematic Diagram of the Study*

theory advocates for teaching strategies that cater to individual learning styles and aptitudes, recognizing that students learn at different paces and in different ways. The approach involves providing personalized feedback and corrective measures to address learning difficulties, ensuring that each student has the opportunity to achieve mastery (López, 2014).

In this study, academic outcomes in Araling Panlipunan are viewed as the result of both social learning influences and the educational conditions that support mastery. Together, these theories provide a solid conceptual foundation for examining how social and personal learning factors relate to students' academic performance, helping to frame a holistic understanding of the learning process among Grade 9 learners of Salvacion National High School.

Statement of the Problem

This study aims to determine the relationship between social learning-related variables and the academic outcomes of Grade 9 learners in Araling Panlipunan at Salvacion National High School during the first quarter of the academic year. Specifically, it seeks to answer the following questions:

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
2. What is the academic outcome of Grade 9 learners in Araling Panlipunan based on their first quarter performance?
3. Is there a significant relationship between the social learning-related variables and the academic outcomes of Grade 9 learners in Araling Panlipunan?

Hypotheses

Ho1: There is no significant relationship between the overall social learning-related variables and the academic outcomes of Grade 9 learners in Araling Panlipunan.

Ho2: There is a significant relationship between the overall social learning-related variables and the academic outcomes of Grade 9 learners in Araling Panlipunan.

Significance of the Study

The findings of this study on the relationship between social learning-related variables and the academic outcomes of Grade 9 Araling Panlipunan learners at Salvacion National High School are expected to provide valuable insights to the following stakeholders:

Department of Education (DepEd). As the primary government agency overseeing basic education, the DepEd Division Office may use the results of this study to inform localized policy decisions, such as designing programs that promote social learning environments and improve subject-specific performance. The findings can support data-driven initiatives in Araling Panlipunan and other social science areas.

School Principal. utilize the insights from this study to identify which social factors most significantly impact student performance. This can help implement relevant interventions such as peer tutoring, parental involvement programs, and enhanced classroom management strategies.

Guidance Counselors. School guidance counselors may use the study's results to develop student-centered programs that focus on improving attitudes, study habits, and peer relationships. They can also provide workshops and counseling sessions that engage both learners and their families.

Araling Panlipunan Teachers. Teachers will gain a deeper understanding of how variables such as student interest, attitude, peer and teacher support, and home guidance influence academic achievement. This can guide them in modifying instructional approaches and classroom dynamics to better cater to students' social and motivational needs.

Parents and Guardians. The study underscores the critical role of parental guidance in shaping academic outcomes. Parents and guardians will be better informed on how their involvement at home contributes to their children's academic performance, especially in Araling Panlipunan.

Students. The learners themselves can benefit from the study by gaining awareness of how their personal habits, attitudes, and social relationships influence their learning. This may encourage them to adopt more effective study strategies and seek support when needed.

Future Researchers. The study can serve as a reference for future researchers who wish to explore academic performance factors in the context of social learning theory, particularly in specific subject areas like Araling Panlipunan. It can also serve as a springboard for comparative studies across schools, grade levels, or learning areas.

Scope and Limitation of the Study

This study is limited to Grade 9 learners enrolled in Araling Panlipunan at Salvacion National High School. Learners from other grade levels were not included, as the focus of the study is to examine academic outcomes within the specific developmental stage and curricular context of Grade 9.

The respondents of the study are exclusively the Grade 9 learners of Salvacion National High School. The study does not include other groups of respondents, as it aims to capture students' perceptions and academic outcomes related to social learning variables within the defined population.

The study was conducted at Salvacion National High School, a public secondary school located in Trento, Agusan del Sur. Consequently, the findings may not be generalized to other schools with different student populations, institutional contexts, or instructional practices.

Furthermore, the data gathered were limited to the first quarter of the current academic year. As such, the academic outcomes reflected in this study represent the learners' performance during this specific grading period and may not necessarily indicate their performance throughout the entire school year.

Definition of Terms

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

Academic Outcome. This refers to the measurable performance of learners in their academic subjects, specifically in Araling Panlipunan for this study. It is expressed through their first-quarter grades as officially recorded by the school.

Attitude. This refers to the learner's positive or negative disposition toward studying, participating in class, and completing academic tasks. In this study, it is one of the variables considered to influence academic performance.

Interest. This refers to the degree of attention, enthusiasm, and curiosity that a learner demonstrates toward the Araling Panlipunan subject, affecting their motivation to engage in academic tasks.

Parental Guidance. This refers to the support and supervision provided by parents or guardians that influence a learner's academic development. It includes assisting with schoolwork, setting study routines, and encouraging school involvement.

Peer Support. This refers to the academic or emotional assistance received by learners from their classmates or friends, which may impact their motivation, confidence, and learning outcomes.

Social Learning-Related Variables. This refers to the set of independent variables in this study believed to influence academic outcomes. These include study habits, attitude, interest, parental guidance, peer support, and teacher support.

Study Habits. This refers to the practices and routines that learners follow in their academic preparation, such as time management, note-taking, and review strategies.

Teacher Support. This refers to the academic and emotional assistance given by teachers to students, which includes clear instruction, feedback, motivation, and fostering a positive learning environment.

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 utilized a quantitative research design, which involves the collection and analysis of numerical data to examine patterns, relationships, and trends among variables. Quantitative research follows a structured process, starting with the formulation of research questions or hypotheses, followed by data collection, analysis, and interpretation (Mweshi & Muhyila, 2024).

Specifically, the study employed a descriptive-correlational design to investigate the relationship between selected social learning-related variables and the academic outcomes of Grade 9 learners in Araling Panlipunan. The descriptive aspect of the design focused on identifying the level of each variable—namely

study habits, attitude, interest, parental guidance, peer support, and teacher support—while the correlational aspect determined the extent of association between these variables and learners' first-quarter academic performance.

The descriptive-correlational design allows researchers to describe the current state of variables and explore their interrelationships simultaneously, providing a comprehensive view of the research context ("Quantitative Descriptive and Correlation...", 2023). This design is particularly useful in observational studies where manipulation of variables is not possible, such as in epidemiological research or studies involving vulnerable populations (Mao & Huo, 2023). By combining descriptive and correlational elements, researchers can generate hypotheses about potential causal relationships, which can be tested in future experimental studies (Aggarwal & Ranganathan, 2019).

Research Locale

The study was conducted in Caraga Region, Region XIII, in the northeastern part of Mindanao, Philippines. As a region composed of several provinces, Caraga is known for its growing commitment to education, particularly in promoting inclusive and values-based learning across urban and rural communities.

The province of Agusan del Sur lies in Caraga, a landlocked area rich in cultural and socioeconomic diversity. It serves as a strategic location for assessing how social learning-related variables influence academic performance, particularly in core subjects like Araling Panlipunan.

The Municipality of Trento, one of the municipalities of Agusan del Sur, is a 1st class municipality with a mix of rural and semi-urban communities. It actively supports public education through its partnership with the Department of Education in ensuring access to quality basic education.

The specific locale this study is Salvacion National High School, a public secondary school that serves a diverse population of junior and senior high school students, many of whom come from modest socioeconomic backgrounds. Given its community-centered nature and the emphasis on Araling Panlipunan as a subject promoting civic awareness, the school provides a fitting context for inves-



Figure 2. Maps of the Philippines and Municipality of Trento

tingating the relationship between social learning-related variables and the academic outcomes of Grade 9 learners during the first quarter of the school year.

The Respondents of the Study

This study's respondents were selected Araling Panlipunan students at Salvacion National High School in Trento, Agusan del Sur, during the academic year 2025–2026. These teachers served as key informants in assessing the level of social learning-related variables—such as study habits, attitude, interest, parental guidance, peer support, and teacher support—observe among their Grade 9 learners.

Table 1.

Respondents of the study.

Grade Level Section	Population	Sample Size
Saturn	25	25
Venus	25	25
Total	50	50

The Instrument of the Study

The main instrument used in this study was an adapted questionnaire designed to gather data from Araling Panlipunan teachers regarding their observations on the social learning-related variables of Grade 9 learners. The questionnaire comprised items aligned with the six indicators: study habits, attitude, interest, parental guidance, peer support, and teacher support. Each item was rated using a five-point Likert scale to determine the extent to which each variable was observed among students. The learners' official first-quarter grades in Araling Panlipunan, as recorded by their teachers, were used as secondary data to measure academic outcomes. Education experts reviewed and validated the instrument to ensure its relevance, clarity, and alignment with the study's objectives.

The ratings were described as follows.

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

Data Collection Procedure

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

Prior to data collection, the researcher secured approval from the school head of Salvacion National High School to conduct the study.

Upon approval, the validated questionnaire was personally administered to selected Araling Panlipunan teachers who met the qualification of having at least one year of teaching experience. The purpose of the study was explained, and respondents were assured of the confidentiality and voluntary nature of their participation. The teachers were then asked to rate their observations of Grade 9 learners based on the social learning-related variables.

The researcher obtained the academic outcomes by requesting the learners' official first-quarter grades in Araling Panlipunan from the teachers' class records.

After completion, the accomplished questionnaires were collected immediately to ensure a high retrieval rate and completeness of responses.

Statistical Treatment

The data gathered in this study were analyzed using appropriate statistical tools based on the nature of each research question.

To address Problem 1, which focused on determining the level of social learning-related variables—namely study habits, attitude, interest, parental guidance, peer support, and teacher support—the weighted mean was used. This helped quantify the teachers' observations and allowed for the classification of each variable using a descriptive interpretation scale.

For Problem 2, which sought to describe the academic outcomes of Grade 9 learners in Araling Panlipunan based on their first-quarter performance, descriptive statistics, specifically the mean and standard deviation, were employed to summarize the learners' grades.

To answer Problem 3, which examined the relationship between social learning-related variables and academic outcomes, the Pearson Product-Moment Correlation Coefficient (Pearson r) was utilized to determine the strength and direction of correlation. A significance level of 0.05 was used to test the null hypothesis and assess whether the relationships were statistically significant.

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 learners' routines, behaviors, and practices related to studying and completing academic tasks in Araling Panlipunan.

Among the indicators, "When there are confusing ideas or lessons in Araling Panlipunan, I ask for help" obtained the highest mean of 3.92 (SD = 0.80), described as High, indicating that learners frequently seek assistance when they encounter difficulty. This was followed by "I spend time doing my homework or assignments in Araling Panlipunan" with a mean of 3.78 (SD = 0.93), and "Watching television and playing in internet cafés are my usual hobbies after school" with a mean of 3.62 (SD = 1.10), both interpreted as High.

Next, "Playing games with my friends is part of my daily routine after class" registered a mean of 3.58 (SD = 1.11), while "I do my homework because I receive support and assistance from home" obtained 3.54 (SD = 0.73). "I clarify vague concepts about the lesson by asking my classmates" followed with a mean of 3.46 (SD = 0.79), and "I read my notes after class as part of my regular routine" recorded 3.40 (SD = 0.97). All these indicators were described as High.

On the other hand, "Homework in Araling Panlipunan is interesting and mind-boggling for me" obtained a mean of 3.26 (SD = 0.75), followed by "I attend group study sessions related to Araling Panlipunan" with 3.18 (SD = 1.00), and "I study Araling Panlipunan and do related practice drills during vacant times" with 3.12 (SD = 1.00). These indicators were interpreted as Moderate.

Overall, the study habits of the learners yielded a weighted mean of 3.49 with a standard deviation of 0.92, interpreted as Oftentimes Observed, indicating that learners generally demonstrate positive study habits in Araling Panlipunan.

Table 2.1

Level of the Social Learning-related Variables

	Study Habits	Mean	SD	Description
1.	I read my notes after class as part of my regular routine.	3.40	0.97	High
2.	Playing games with my friends is part of my daily routine after class.	3.58	1.11	High
3.	Watching television and playing in internet cafés are my usual hobbies after school.	3.62	1.10	High
4.	Homework in Araling Panlipunan is interesting and mind-boggling for me.	3.26	0.75	Moderate
5.	I study Araling Panlipunan and do related practice drills during vacant times.	3.12	1.00	Moderate
6.	I clarify vague concepts about the lesson by asking my classmates.	3.46	0.79	High

7. I attend group study sessions related to Araling Panlipunan.	3.18	1.00	Moderate
8. I do my homework because I receive support and assistance from home.	3.54	0.73	High
9. When there are confusing ideas or lessons in Araling Panlipunan, I ask for help.	3.92	0.80	High
10. I spend time doing my homework or assignments in Araling Panlipunan.	3.78	0.93	High
Weighted Mean		3.49	
Standard Deviation		0.92	
Interpretation		Oftentimes Observed	

Table 2.2 shows the level of social learning-related variables of Grade 9 learners in terms of attitude, which refers to learners' feelings, dispositions, and behavioral tendencies toward Araling Panlipunan.

The indicator "I obey the rules and regulations set by my Araling Panlipunan teacher" obtained the highest mean of 4.02 (SD = 0.94), described as High, suggesting strong compliance with classroom rules. This was followed by "I feel confident whenever I attend my Araling Panlipunan class" with a mean of 3.94 (SD = 0.89), and "I show respect to my classmates, teachers, and others" with 3.90 (SD = 0.86).

Next, "I accept suggestions and criticisms when my answers are wrong" recorded a mean of 3.78 (SD = 0.95), followed by "I am well-provided with Araling Panlipunan textbooks and other learning resources at school and at home" with 3.60 (SD = 0.97), and "I feel excited to receive incentives for good work in Araling Panlipunan" with 3.54 (SD = 0.73). "I interact with my classmates using a proper tone and volume" followed with 3.52 (SD = 0.79), and "I perform Araling Panlipunan exercises on my own or with a classmate or friend" with 3.44 (SD = 0.88).

Meanwhile, "I feel excitement or anxiety during Araling Panlipunan examinations" obtained a mean of 3.18 (SD = 0.69), while "I enjoy doing tasks in Araling Panlipunan with or without my teacher's instruction" registered the lowest mean of 3.04 (SD = 0.64). Both were interpreted as Moderate.

The overall attitude of the learners yielded a weighted mean of 3.60 with a standard deviation of 0.83, interpreted as Oftentimes Observed, indicating generally positive learner attitudes toward Araling Panlipunan.

Table 2.2
Level of the Social Learning-related Variables

Attitude	Mean	SD	Description
1. I enjoy doing tasks in Araling Panlipunan with or without my teacher's instruction.	3.04	0.64	Moderate
2. I feel excited to receive incentives for good work in Araling Panlipunan.	3.54	0.73	High
3. I obey the rules and regulations set by my Araling Panlipunan teacher.	4.02	0.94	High
4. I interact with my classmates using a proper tone and volume.	3.52	0.79	High
5. I feel confident whenever I attend my Araling Panlipunan class.	3.94	0.89	High
6. I accept suggestions and criticisms when my answers are wrong.	3.78	0.95	High
7. I show respect to my classmates, teachers, and others.	3.90	0.86	High
8. I perform Araling Panlipunan exercises on my own or with a classmate or friend.	3.44	0.88	High
9. I feel excitement or anxiety during Araling Panlipunan examinations.	3.18	0.69	Moderate
10. I am well-provided with Araling Panlipunan textbooks and other learning resources at school and at home.	3.60	0.97	High

Weighted Mean	3.60
Standard Deviation	0.83
Interpretation	Ofentimes Observed

Table 2.3 presents the level of social learning-related variables in terms of interest, referring to learners' enthusiasm, curiosity, and engagement in Araling Panlipunan.

The indicator "I show little interest in reading Araling Panlipunan books" obtained the highest mean of 2.88 (SD = 0.92), described as Moderate. This was followed by "I consider certain Araling Panlipunan topics difficult or unfamiliar" and "I feel pressured by limited time, which results in poor comprehension", both with a mean of 2.82, and "I believe that limited knowledge in Araling Panlipunan may hinder job opportunities" with 2.82 (SD = 0.96).

Next, "I find symbols or terminologies in Araling Panlipunan challenging" registered 2.78 (SD = 0.88), followed by "I find working on Araling Panlipunan homework stressful" with 2.74 (SD = 0.89). These indicators were all interpreted as Moderate.

However, "I tend to leave my homework undone when I do not know how to do it" obtained 2.58 (SD = 1.01), "I find Araling Panlipunan concepts the least appealing" with 2.54 (SD = 0.86), "I find certain tools or applications used in Araling Panlipunan complicated and difficult to use" with 2.52 (SD = 1.01), and "I avoid answering Araling Panlipunan questions unless required" with the lowest mean of 2.46 (SD = 0.69), all interpreted as Low.

Overall, the interest variable yielded a weighted mean of 2.70 with a standard deviation of 0.86, interpreted as Sometimes Observed, indicating relatively lower learner interest compared to other variables.

Table 2.3

Level of the Social Learning-related Variables

Interest	Mean	SD	Description
1. I find Araling Panlipunan concepts the least appealing.	2.54	0.86	Low
2. I consider certain Araling Panlipunan topics difficult or unfamiliar.	2.82	0.85	Moderate
3. I find symbols or terminologies in Araling Panlipunan challenging.	2.78	0.88	Moderate
4. I find working on Araling Panlipunan homework stressful.	2.74	0.89	Moderate
5. I feel pressured by limited time, which results in poor comprehension.	2.82	0.55	Moderate
6. I show little interest in reading Araling Panlipunan books.	2.88	0.92	Moderate
7. I believe that limited knowledge in Araling Panlipunan may hinder job opportunities.	2.82	0.96	Moderate
8. I tend to leave my homework undone when I do not know how to do it.	2.58	1.01	Low
9. I avoid answering Araling Panlipunan questions unless required.	2.46	0.69	Low
10. I find certain tools or applications used in Araling Panlipunan complicated and difficult to use.	2.52	1.01	Low
Weighted Mean	2.70		
Standard Deviation	0.86		
Interpretation	Sometimes Observed		

Table 2.4 shows the level of social learning-related variables in terms of parental guidance, which refers to the support and involvement of parents in learners' academic activities. The highest mean was obtained by "My parents prepare and save for my studies" with 4.32 (SD = 1.04), followed by "My parents explain to me the importance of education" with 4.30 (SD = 0.81), and "My parents are supportive of my studies" with 4.24 (SD = 1.04), all described as Very High.

Next, “My parents keep motivating me to study well” recorded 4.14 (SD = 1.14), followed by “My parents sometimes struggle to afford supporting my studies” with 3.84 (SD = 1.00), and “My parents and siblings encourage me to learn” with 3.74 (SD = 1.19), all interpreted as High.

The remaining indicators—“My parents are aware of my ability in Araling Panlipunan” (3.38), “My parents regularly attend school conferences to monitor my studies” (3.18), “My parents help me with my assignments” (3.08), and “My parents regularly check my notes to see if my assignments are completed” (3.04)—were interpreted as Moderate.

Overall, parental guidance obtained a weighted mean of 3.73 with a standard deviation of 1.07, interpreted as Oftentimes Observed.

Table 2.4*Level of the Social Learning-related Variables*

	Parental Guidance	Mean	SD	Description
1.	My parents are supportive of my studies.	4.24	1.04	Very High
2.	My parents help me with my assignments.	3.08	1.08	Moderate
3.	My parents explain to me the importance of education.	4.30	0.81	Very High
4.	My parents prepare and save for my studies.	4.32	1.04	Very High
5.	My parents and siblings encourage me to learn.	3.74	1.19	High
6.	My parents keep motivating me to study well.	4.14	1.14	High
7.	My parents sometimes struggle to afford supporting my studies.	3.84	1.00	High
8.	My parents are aware of my ability in Araling Panlipunan.	3.38	0.97	Moderate
9.	My parents regularly attend school conferences to monitor my studies.	3.18	1.19	Moderate
10.	My parents regularly check my notes to see if my assignments are completed.	3.04	1.19	Moderate
Weighted Mean		3.73		
Standard Deviation		1.07		
Interpretation		Oftentimes Observed		

Table 2.5 presents the level of social learning-related variables in terms of peer support, which refers to assistance and encouragement learners receive from classmates and friends. The highest mean was obtained by “My peers help me with my assignments” with 3.72 (SD = 0.95), followed by “My peers provide me with additional learning references” with 3.70 (SD = 0.99), and “My peers are aware of my ability in Araling Panlipunan” with 3.62 (SD = 0.95), all interpreted as High.

This was followed by “My peers sometimes give me small financial support when needed” (3.54), “My peers encourage me to learn” (3.46), and “My peers regularly visit me to play” (3.44), also described as High.

Meanwhile, “My peers are considerate when I am studying” (3.28), “My peers motivate me to study well” (3.26), “My peers inspire me to do well in my studies” (3.22), and “My peers keep motivating me to study well” (3.00) were interpreted as Moderate.

The overall peer support yielded a weighted mean of 3.42 with a standard deviation of 0.99, interpreted as Oftentimes Observed.

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

	Peer Support	Mean	SD	Description
1.	My peers motivate me to study well.	3.26	0.96	Moderate
2.	My peers help me with my assignments.	3.72	0.95	High
3.	My peers are considerate when I am studying.	3.28	0.95	Moderate
4.	My peers provide me with additional learning references.	3.70	0.99	High
5.	My peers encourage me to learn.	3.46	0.99	High
6.	My peers keep motivating me to study well.	3.00	0.99	Moderate

7. My peers sometimes give me small financial support when needed.	3.54	0.95	High
8. My peers are aware of my ability in Araling Panlipunan.	3.62	0.95	High
9. My peers regularly visit me to play.	3.44	1.13	High
10. My peers inspire me to do well in my studies.	3.22	1.04	Moderate
Weighted Mean		3.42	
Standard Deviation		0.99	
Interpretation		Oftentimes Observed	

Table 2.6 presents the level of social learning-related variables of Grade 9 learners in terms of teacher support, which refers to the assistance, encouragement, monitoring, and guidance provided by teachers to support learners' academic performance in Araling Panlipunan.

Among the indicators, "My Araling Panlipunan teacher explains to me the importance of education" obtained the highest mean of 1.06 (SD = 0.24), described as Very Low, indicating that learners seldom perceive explicit emphasis on the value of education from their teacher. This was followed by "My Araling Panlipunan teacher is supportive of my studies" with a mean of 1.04 (SD = 0.20), and "My Araling Panlipunan teacher encourages me to learn" with 1.04 (SD = 0.20), both interpreted as Very Low.

Next, "My Araling Panlipunan teacher gives me advice related to the subject" obtained a mean of 1.02 (SD = 0.14), followed by "My Araling Panlipunan teacher helps me with my assignments" with 1.02 (SD = 0.14). Similarly, "My Araling Panlipunan teacher keeps motivating me to study well" registered a mean of 1.02 (SD = 0.14). These indicators suggest that direct academic guidance and motivation from the teacher are minimally perceived by the learners.

Moreover, "My Araling Panlipunan teacher is aware of my ability in the subject" and "My Araling Panlipunan teacher regularly monitors my academic progress" both recorded a mean of 1.00 (SD = 0.00), indicating that learners rarely observe individualized monitoring or recognition of their academic abilities. Likewise, "My Araling Panlipunan teacher regularly checks my work to ensure assignments are completed" and "My Araling Panlipunan teacher sometimes provides assistance when I am in need" both obtained the lowest mean of 1.00 (SD = 0.00), described as Very Low.

Overall, teacher support yielded a weighted mean of 1.01 with a standard deviation of 0.07, interpreted as Never Observed. This finding indicates that, from the learners' perspective, teacher-initiated academic support and monitoring in Araling Panlipunan are minimally evident compared to other social learning-related variables.

Table 2.6

Level of the Social Learning-related Variables

Teacher Support	Mean	SD	Description
1. My Araling Panlipunan teacher explains to me the importance of education.	1	0	Very Low
2. My Araling Panlipunan teacher helps me with my assignments.	1.04	0.28	Very Low
3. My Araling Panlipunan teacher is supportive of my studies.	1.06	0.42	Very Low
4. My Araling Panlipunan teacher gives me advice related to the subject.	1	0	Very Low
5. My Araling Panlipunan teacher encourages me to learn.	1	0	Very Low
6. My Araling Panlipunan teacher keeps motivating me to study well.	1	0	Very Low
7. My Araling Panlipunan teacher sometimes provides assistance when I am in need.	1	0	Very Low
8. My Araling Panlipunan teacher is aware of my ability in the subject.	1	0	Very Low
9. My Araling Panlipunan teacher regularly monitors my academic progress.	1	0	Very Low

10. My Araling Panlipunan teacher regularly checks my work to ensure assignments are completed.	1	0	Very Low
Weighted Mean	1.01		
Standard Deviation	0.07		
Interpretation	Never Observed		

Table 2.7 summarizes the level of social learning-related variables. Among the variables, Parental Guidance obtained the highest weighted mean (3.73), followed by Attitude (3.60), Study Habits (3.49), Peer Support (3.42), Interest (2.70), and Teacher Support (1.01).

The overall mean of 2.99, interpreted as Sometimes Observed, indicates that social learning-related variables are generally present among learners, though unevenly manifested 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	3.49	0.92	Oftentimes Observed
Attitude	3.60	0.83	Oftentimes Observed
Interest	2.70	0.86	Sometimes Observed
Parental Guidance	3.73	1.07	Oftentimes Observed
Peer Support	3.42	0.99	Oftentimes Observed
Teacher Support	1.01	0.07	Never Observed
Overall Mean	2.99		
Interpretation	Sometimes Observed		

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

Table 3 presents the status of the academic outcomes of Grade 9 learners in Araling Panlipunan based on their first and second quarter performance. For the first quarter, a considerable proportion of learners (28.00%) obtained grades ranging from 88–94, interpreted as Very Satisfactory, followed by those in the Satisfactory category (82–87) at 24.00%. Meanwhile, 16.00% of the learners achieved Excellent performance with grades of 95 and above. Learners who obtained Fair (76–81) and Poor (70–75) ratings accounted for 20.00% and 12.00%, respectively.

In the second quarter, results show a slight improvement in overall performance. The highest proportion of learners (30.00%) remained in the Very Satisfactory category, while the percentage of learners with Satisfactory performance increased to 26.00%. Although the proportion of Excellent learners slightly declined to 12.00%, a reduction in the Fair category was observed at 18.00%. However, learners in the Poor category slightly increased to 14.00%. Overall, the distribution of grades across both quarters indicates that most Grade 9 learners demonstrated Satisfactory to Very Satisfactory academic performance in Araling Panlipunan, suggesting generally acceptable learning outcomes during the observed grading periods.

Table 3

Status of Academic Outcomes in Araling Panlipunan

Rating	Quarter 1		Quarter 2		Interpretation
	F	%	F	%	
95 and above	8	16%	6	12%	Excellent
88-94	14	28%	15	30%	Very Satisfactory
82-87	12	24%	13	26%	Satisfactory
76-81	10	20%	9	18%	Fair
70-75	6	12%	7	14%	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 Araling Panlipunan?

Table 4 shows the correlation between the social learning-related variables and the academic outcomes of Grade 9 learners in Araling Panlipunan. The computed Pearson correlation coefficient ($r = 0.46$, $p = 0.001$) indicates a moderate and statistically significant positive relationship between the variables. This implies that higher levels of social learning-related variables are associated with better academic performance in Araling Panlipunan. Since the p -value is less than 0.05, the null hypothesis is rejected, confirming a significant relationship between social learning-related variables and 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>	0.46	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 investigated the relationship between social learning-related variables and the academic outcomes of Grade 9 learners in Araling Panlipunan at Salvacion National High School, Trento, Agusan del Sur, using a descriptive-correlational research design. The social learning-related variables examined included study habits, attitude, interest, parental guidance, peer support, and teacher support, while academic outcomes were measured using the learners' first-quarter grades in Araling Panlipunan. Data were gathered through an adapted questionnaire administered to teachers and official class records of learners' grades. Descriptive statistics were used to determine the level of each social learning-related variable and the status of academic outcomes, while Pearson Product-Moment Correlation Coefficient was employed to determine the relationship between the variables. Findings revealed varying levels of manifestation of social learning-related variables among learners and generally satisfactory academic performance. The correlation analysis showed a statistically significant relationship between social learning-related variables and academic outcomes, indicating that social learning factors play an important role in learners' academic performance in Araling Panlipunan.

Findings

Based on the statement of the problem, the following findings were drawn:

1. On the level of social learning-related variables, study habits, attitude, parental guidance, and peer support were found to be oftentimes observed among Grade 9 learners, while interest was sometimes observed. Teacher support was found to be never observed, indicating minimal perceived teacher-initiated academic support in Araling Panlipunan.
2. On the academic outcomes of Grade 9 learners, the majority of learners obtained satisfactory to very satisfactory grades in Araling Panlipunan during the first quarter, indicating generally acceptable academic performance.
3. On the relationship between social learning-related variables and academic outcomes, a moderate and statistically significant positive relationship was found between the two variables, leading to the rejection of the null hypothesis.

Conclusions

In light of the findings of the study, the following conclusions were drawn:

1. Social learning-related variables are present among Grade 9 learners but are unevenly manifested, with parental guidance and learner attitude emerging as stronger factors compared to interest and teacher support.
2. The academic outcomes of Grade 9 learners in Araling Panlipunan reflect satisfactory overall performance, suggesting that learners are able to meet the subject's academic demands despite variations in social learning support.

3. Social learning-related variables significantly influence the academic outcomes of learners in Araling Panlipunan, confirming that learners' academic performance is closely linked to their social learning environment.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are offered:

1. School administrators may develop intervention programs that strengthen teacher support mechanisms, such as mentoring, feedback systems, and learner monitoring, particularly in Araling Panlipunan.
2. Araling Panlipunan teachers may enhance instructional practices by providing more consistent academic guidance, motivation, and individualized support to learners.
3. Parents and guardians may be encouraged to sustain and strengthen their involvement in learners' academic activities, as parental guidance emerged as a strong social learning factor.
4. Learners may be guided to improve their interest in Araling Panlipunan by adopting effective study habits and actively engaging in classroom activities.
5. Guidance offices may design programs that address learners' motivation, attitudes, and peer interactions to further enhance academic outcomes.

Avenues for Further Research

Future researchers may consider the following areas for further investigation:

1. Conducting similar studies involving other grade levels or subject areas to validate the findings of this study.
2. Employing qualitative or mixed-method approaches to explore learners' perceptions of teacher support in greater depth.
3. Examining the individual contribution of each social learning-related variable to academic outcomes using regression analysis.
4. Extending the study across multiple schools or divisions to improve the generalizability of the results.

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