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## Research Article

# Predictors of Academic Performance Among Senior High School Learners: Basis for An Academic Support Program

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## ABSTRACT

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This study investigated the predictors of academic performance among senior high school learners at Tabo-o Integrated School and Jimenez National Comprehensive High School, focusing on student-, family-, and school-related factors. Using a descriptive-correlational design, data were analyzed through weighted mean, standard deviation, test of difference, and Pearson correlation. Results showed that most learners achieved Outstanding performance based on their GWA. Student-related factors, particularly study habits, motivation, self-efficacy, and engagement—were positively correlated with performance, with study habits as the strongest predictor. Family-related factors such as parental support and home learning environment also showed significant influence, while family income was not significant. Teacher support emerged as a key school-related predictor, whereas learning resources had moderate impact. No significant differences were found across demographic variables. The study concludes that academic success is shaped by non-financial factors and recommends strengthened school-family collaboration and equitable learning support programs.

**Keywords:** *academic motivation, academic performance, learning resources, parental support, teacher support*

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## Introduction

Academic performance remains a critical indicator of educational quality and learner development worldwide. Internationally, education systems recognize that academic achievement is shaped by a combination of cognitive, socio-economic, and environmental factors. The Organization for Economic Co-operation and Development (OECD, 2022) reports that socio-economic background continues to be one of the strongest predictors of student achievement across countries, influencing access to learning resources, instructional support, and academic opportunities. Similarly, recent global research emphasizes that students from low-income families are more likely to experience learning gaps due to limited educational materials, unstable home environments, and reduced academic support (UNESCO, 2023). These findings highlight that academic performance is not solely determined by intellectual ability but is deeply interconnected with socio-economic conditions and contextual influences.

In the Philippine context, academic performance among Senior High School (SHS) learners is particularly significant, as this stage represents a crucial transition toward higher education, employment, and lifelong learning. Under the K to 12 Basic Education Program, the Department of Education (DepEd) aims to ensure equitable access to quality education; however, disparities persist among learners from economically disadvantaged families. Recent national assessments and studies reveal that socio-economic status, parental support, school environment, and learner motivation significantly influence academic outcomes among Filipino students (DepEd, 2022; Philippine Institute for Development Studies [PIDS], 2023). Despite government initiatives such as the Pantawid Pamilyang Pilipino Program (4Ps), many SHS learners from low-income households continue to face academic risks, underscoring the need to examine the predictors of their academic performance within specific local contexts.

Several contemporary scholars have examined the determinants of academic achievement among senior high school students. Budiongan et al. (2024) found that socio-economic status, parental expectations, and student motivation jointly predict academic performance among Grade 12 learners. Similarly, Wu et al. (2022) emphasized the role of non-cognitive factors such as intrinsic motivation, grit, and growth mindset in influencing achievement in core academic subjects. Moneva (2020) also highlighted the importance of parental financial support and involvement in sustaining learner motivation and academic success. Conversely, Casas (2023) argued that while income is a significant factor, resilience and strong personal motivation may mediate the effects of poverty on educational attainment. These studies collectively suggest that academic performance is influenced by a dynamic interaction of student-related, family-related, and school-related variables.

Despite the growing body of literature, data-driven evidence within specific Philippine secondary school settings remains limited. According to DepEd (2023) school performance reports in various public secondary schools, learners from low-income households consistently demonstrate lower mean percentage scores and higher risks of academic underperformance compared to their peers from more financially stable families. Local school records from public integrated and national high schools indicate recurring challenges such as absenteeism due to financial constraints, limited access to digital learning tools, and insufficient parental academic support. However, while these trends are observable, there is insufficient quantitative evidence identifying which specific factors most strongly predict academic performance among SHS learners from low-income families in these local settings. This lack of localized, data-driven analysis presents a significant research gap that needs systematic investigation.

In response to this gap, the present study seeks to determine the predictors of academic performance among Senior High School learners from low-income families in selected public secondary schools. Specifically, the study aims to examine how student-related factors (such as motivation and study habits), family-related factors (such as parental support and household income), and school-related factors (such as learning environment and academic interventions) influence learners' academic performance. By identifying the most significant predictors, the study intends to provide empirical evidence that will guide the development of a responsive and evidence-based Academic Support Program tailored to the needs of economically disadvantaged learners.

The expected outcome of this study is the identification of key predictive factors that significantly influence the academic performance of SHS learners from low-income families. The findings are anticipated to serve as a foundation for designing targeted academic interventions, strengthening school-based support systems, and informing policy decisions aimed at reducing educational disparities. Ultimately, this research hopes to contribute to promoting equity, improving learner achievement, and enhancing the overall quality of education for

economically disadvantaged senior high school students.

## Methods

The study employed a quantitative descriptive-correlational research design to determine the predictors of academic performance among Senior High School learners from low-income families. It involved 67 Grade 11 and Grade 12 learners from Tabo-o Integrated School and Jimenez National Comprehensive High School, selected through stratified sampling. Data were gathered using a structured survey questionnaire covering student-related factors such as academic motivation, engagement, study habits, and self-efficacy; family-related factors such as parental support and home learning environment; and school-related factors such as teacher support, learning resources, and academic support services. Academic performance was measured using the learners' General Weighted Average (GWA) obtained from school records. The instrument underwent expert validation and pilot testing, obtaining a Cronbach's Alpha of 0.901, indicating high reliability. Data were analyzed using frequency and percentage, mean and standard deviation, Pearson Product-Moment Correlation, and regression analysis to determine the factors significantly associated with and predictive of academic performance. Ethical principles, including informed consent, voluntary participation, confidentiality, anonymity, and compliance with the Data Privacy Act of 2012, were observed throughout the study.

## Results and Discussions

**Table 1**

*The Predictors of Academic Performance Among Senior High School Learners in Terms of Student-Related Factors (Summary)*

| <b>Student-Related Factors</b> | <b>Weighted Mean</b> | <b>Standard Deviation</b> | <b>Description</b> |
|--------------------------------|----------------------|---------------------------|--------------------|
| Academic Motivation            | 4.37                 | 0.857                     | Agree              |
| Academic Engagement            | 3.93                 | 1.069                     | Agree              |
| Study Habits                   | 3.87                 | 0.796                     | Agree              |
| Self-Efficacy                  | 3.90                 | 0.836                     | Agree              |
| <b>Grand Mean</b>              | <b>4.02</b>          | <b>0.890</b>              | <b>Agree</b>       |

Table 1 presents the predictors of academic performance among senior high school learners in terms of student-related factors, such as academic motivation, academic engagement, study habits, and self-efficacy. The overall grand mean of 4.02 with a standard deviation of 0.890 is descriptively interpreted as "Agree," indicating that respondents generally perceive these student-related factors as influential to their academic performance.

Among the indicators, academic motivation obtained the highest weighted mean of 4.37 (SD, 0.857), suggesting that learners strongly recognize motivation as a key driver of their academic success. This implies that students who are goal-oriented, persistent, and willing to exert effort are more likely to perform better academically. The relatively low standard deviation further indicates consistency in the responses, showing that most learners share similar views regarding the importance of motivation.

Academic engagement got a weighted mean of 3.93 (SD, 1.069), also interpreted as "Agree." This result implies that students' active participation in class activities, attentiveness, and involvement in learning tasks contribute positively to their academic outcomes. However, the higher standard deviation compared to other variables suggests greater variability in students' levels of engagement, indicating that not all learners are equally involved in their academic tasks.

Similarly, self-efficacy yielded a weighted mean of 3.90 (SD = 0.836), reflecting those learners believe in their ability to accomplish academic tasks and overcome challenges. This finding highlights the role of confidence and self-belief in shaping academic performance. Students with higher self-efficacy are more likely to take initiative, persist in difficult tasks, and achieve better results.

On the other hand, study habits have the lowest weighted mean of 3.87 (SD, 0.796), though still interpreted as "Agree." This indicates that while learners acknowledge the importance of effective study practices such as time management, regular review, and organization. These behaviors may not be as strongly practiced or prioritized compared to other factors. Nonetheless, the relatively low standard deviation suggests that students

generally share similar perceptions regarding their study habits.

The findings imply that student-related factors significantly contribute to academic performance, with academic motivation emerging as the most influential predictor among the variables. The consistent “Agree” ratings across all indicators suggest that enhancing motivation, engagement, study habits, and self-efficacy could collectively improve learners’ academic outcomes. These results underscore the importance of developing *learner-centered interventions and support programs* that foster positive attitudes, active participation, effective study strategies, and strong self-belief among senior high school learners.

**Table 2**

*The Predictors of Academic Performance Among Senior High School Learners in Terms of Family-Related Factors*

| <b>Family-Related Factors</b>            | <b>Weighted Mean</b> | <b>Standard Deviation</b> | <b>Description</b> |
|------------------------------------------|----------------------|---------------------------|--------------------|
| Family Income                            | 3.23                 | 1.008                     | Neutral            |
| Parental Education Influence on Learning | 3.56                 | 1.004                     | Agree              |
| Parental Support                         | 4.05                 | 0.990                     | Agree              |
| Home Learning Environment                | 4.05                 | 0.825                     | Agree              |
| <b>Grand Mean</b>                        | <b>3.72</b>          | <b>0.957</b>              | <b>Agree</b>       |

Table 2 presents the summary of family-related factors influencing the academic performance of senior high school learners. It indicates that learners agreed that family-related factors generally have a significant and positive influence on students’ academic performance, with the overall grand mean of 3.72 (Standard Deviation of 0.957).

Among the variables, Parental Support and Home Learning Environment both obtained the highest weighted mean of 4.05 (SD of 0.990 and 0.825, respectively), interpreted as Agree. This suggests that emotional support, encouragement, and a conducive learning environment at home are the strongest predictors of academic success among the learners. Parental involvement such as motivating children, assisting with school concerns, and providing a supportive atmosphere enhances students’ confidence and engagement in learning. This finding supports the framework of Joyce Epstein (2011), who emphasized that family support and home environment are critical components of learners’ academic development.

Parental Education Influence on Learning also yielded a mean of 3.56 (Standard Deviation of 1.004), interpreted as Agree, indicating that parents’ educational background and involvement in monitoring academic progress contribute positively to learners’ performance. Parents with higher educational attainment are often better equipped to guide and support their children’s academic needs. This is consistent with the findings of Paul Davis-Kean (2005), who highlighted that parental education significantly influences children’s academic achievement through both direct and indirect support mechanisms.

In contrast, Family Income received the lowest mean of 3.23 (Standard Deviation of 1.008), interpreted as Neutral. This suggests that while financial resources may affect certain aspects of learning, they are not perceived as the most critical factor influencing academic performance among the respondents. Learners may still perform well academically despite financial constraints, especially when supported by strong parental involvement and a positive home environment. This aligns with the perspective of Annette Lareau (2003), who noted that social and cultural support within the family can sometimes outweigh economic limitations in shaping educational outcomes. The findings imply that intangible forms of family support such as encouragement, guidance, and a conducive home learning environment play a more influential role than financial capacity alone. These results highlight the importance of strengthening parental involvement and fostering supportive home conditions to enhance students’ academic success. In addition, a conducive home learning environment characterized by emotional support, open communication, and structured routines which serves as a foundation for effective learning. Even in households with limited financial means, parents who prioritize education by encouraging study habits and minimizing distractions can significantly enhance their children’s academic outcomes. This suggests that supportive parenting practices can compensate, to some extent, for financial constraints, reinforcing the notion that family influence extends beyond economic capacity.

**Table 3**

*The Predictors of Academic Performance Among Senior High School Learners in Terms of School-Related Factors*

| School-Related Factors | Weighted Mean | Standard Deviation | Description  |
|------------------------|---------------|--------------------|--------------|
| Teacher Support        | 4.24          | 0.752              | Agree        |
| Learning Resources     | 3.40          | 0.981              | Neutral      |
| <b>Grand Mean</b>      | <b>3.82</b>   | <b>0.867</b>       | <b>Agree</b> |

Table 3 presents the summary of predictors of academic performance among senior high school learners in terms of school-related factors, specifically focusing on teacher support and learning resources. The overall grand mean of 3.82, interpreted as “Agree,” indicates that school-related factors generally have a significant influence on students’ academic performance.

Among the indicators, teacher support obtained the highest weighted mean of 4.24 (SD = 0.752), described as “Agree.” This suggests that respondents perceive teacher support as a strong and consistent contributor to their academic success. The relatively low standard deviation implies that students have similar positive perceptions regarding the role of teachers. This finding aligns with previous studies which emphasize that supportive teacher-student relationships enhance student motivation, engagement, and achievement (Hattie, 2009; Stronge, 2018). Teachers who provide guidance, encouragement, and feedback create a conducive learning environment that fosters better academic outcomes.

Learning resources yielded a weighted mean of 3 and SD = 0.981), interpreted as “Neutral.” It means that students have mixed perceptions about the adequacy and effectiveness of learning resources in supporting their academic performance. The higher standard deviation suggests variability in responses, implying that access to or quality of resources may differ among learners. This result is consistent with research highlighting that while learning materials and facilities are important, their impact may depend on accessibility and proper utilization (OECD, 2019). The findings imply that while both teacher support and learning resources are relevant, teacher support plays a more influential role in shaping learners’ academic performance. The study underscores the importance of strengthening teacher engagement while also improving access to and quality of learning resources to ensure a more balanced and effective learning environment.

**Table 4**

***Level of Academic Performance of Senior High School Learners***

| General Weighted Average | Frequency (f) | Percentage (%) | Description         |
|--------------------------|---------------|----------------|---------------------|
| 75 – 80                  | 4             | 6.0%           | Fairly Satisfactory |
| 81 – 85                  | 12            | 17.9%          | Satisfactory        |
| 86 – 90                  | 9             | 13.4%          | Very Satisfactory   |
| 91 – 95                  | 30            | 44.8%          | Outstanding         |
| 96 – 100                 | 12            | 17.9%          | Outstanding         |
| Total                    | 67            | 100.0%         |                     |

Table 4 shows the level of academic performance of senior high school learners based on their general weighted average (GWA). The data reveal that a large proportion of learners achieved is high academic performance, with the majority falling under the “Outstanding” category. Specifically, 30 students (44.8%) obtained a GWA of 91–95, while an additional 12 students (17.9%) achieved a GWA of 96–100. This indicates that more than half of the respondents (62.7%) demonstrated high academic achievement, suggesting a generally high level of scholastic performance among the learners.

Meanwhile, 9 learners (13.4%) were classified as “Very Satisfactory” (86–90), and 12 students (17.9%) as “Satisfactory” (81–85). Only a small proportion, 4 learners (6.0%), fell under the “Fairly Satisfactory” category (75–80). This distribution suggests that while a few learners perform at an average level, the majority are achieving above average to high performance.

The findings imply that most senior high school learners are academically competent and capable of meeting or exceeding expected learning standards. This result supports the idea that effective instructional practices, student motivation, and supportive learning environments contribute to higher academic achievement. According to Benjamin Bloom (1984), learners can achieve high levels of learning when provided with appropriate instruction and sufficient support, emphasizing the role of teaching quality and feedback in academic success. Furthermore, John Hattie (2009) highlighted those factors such as teacher effectiveness, feedback, and student engagement significantly influence academic performance, which may explain the high percentage of outstanding learners in the study.

The results suggesting a positive academic performance trend among respondents point to a combination of individual effort and supportive school-related factors as contributing influences. Learners' personal attributes such as motivation, self-efficacy, study habits, and engagement which play a central role in determining academic outcomes. Research indicates that students who demonstrate higher levels of self-regulation, goal-setting, and consistent study practices are more likely to achieve favorable results, regardless of other external conditions (Zimmerman, 2002).

**Table 5**

*Test of Difference on the Academic Performance of Senior High School Learners When Grouped According to Profile*

| Profile Variables       | Test Used | Computed Value | p-value | Decision          | Interpretation  |
|-------------------------|-----------|----------------|---------|-------------------|-----------------|
| Age                     | ANOVA     | 1.215          | 0.305   | Fail to Reject Ho | Not Significant |
| Gender                  | t-test    | 0.842          | 0.403   | Fail to Reject Ho | Not Significant |
| Grade Level             | t-test    | 0.956          | 0.343   | Fail to Reject Ho | Not Significant |
| Daily Allowance         | ANOVA     | 1.332          | 0.271   | Fail to Reject Ho | Not Significant |
| Parent's Occupation     | ANOVA     | 1.487          | 0.232   | Fail to Reject Ho | Not Significant |
| Parent's Monthly Income | ANOVA     | 1.102          | 0.355   | Fail to Reject Ho | Not Significant |
| 4Ps Recipient           | t-test    | 0.774          | 0.441   | Fail to Reject Ho | Not Significant |

Table 5 presents the test of difference in the academic performance of senior high school learners when grouped according to selected profile variables. The results show that all computed p-values are greater than the standard level of significance ( $\alpha = 0.05$ ), leading to the decision to "Fail to Reject the Null Hypothesis" in all cases. This means that there are no statistically significant differences in academic performance when respondents are grouped according to age, gender, grade level, daily allowance, parents' occupation, parents' monthly income, and 4Ps recipient status.

Specifically, the variables age ( $p = 0.305$ ), gender ( $p = 0.403$ ), and grade level ( $p = 0.343$ ) all yielded non-significant results, suggesting that demographic characteristics do not significantly influence learners' academic performance. This implies that learners, regardless of these personal attributes, tend to perform at comparable academic levels. This finding supports the argument of John Hattie (2009), who emphasized that learner's achievement is less dependent on fixed characteristics and more influenced by instructional quality and learning experiences.

Similarly, socio-economic indicators such as daily allowance ( $p = 0.271$ ), parents' occupation ( $p = 0.232$ ), parents' monthly income ( $p = 0.355$ ), and 4Ps recipient status ( $p = 0.441$ ) were also found to have no significant differences in academic performance. These results suggest that, within the context of the study, economic background does not create disparities in learners' academic outcomes. It means that the school provides a relatively equitable learning environment where learners are given similar opportunities to succeed. According to the Organization for Economic Co-operation and Development (2018), while socio-economic status can influence academic achievement, its impact may be minimized in contexts where schools provide inclusive support systems and equal access to learning opportunities.

The findings indicating that academic performance among respondents is relatively uniform across different profile groups suggest that demographic or socio-economic characteristics, such as age, gender, or family income, may not be the primary determinants of student achievement. This aligns with research showing that while socio-economic status can influence access to resources and opportunities, its impact on learning outcomes is often mediated by more proximal factors, including student motivation, teacher support, and the overall school environment (Sirin, 2005).

**Table 6**

*Significant Relationship Between the Predictors of Academic Performance and the Academic Performance of Senior High School Learners*

| <b>Variables</b>          | <b>r-value</b> | <b>p-value</b> | <b>Decision</b>   | <b>Interpretation</b> |
|---------------------------|----------------|----------------|-------------------|-----------------------|
| Academic Motivation       | 0.46           | 0.001          | Reject Ho         | Significant           |
| Academic Engagement       | 0.39           | 0.003          | Reject Ho         | Significant           |
| Study Habits              | 0.52           | 0.000          | Reject Ho         | Significant           |
| Self-Efficacy             | 0.41           | 0.002          | Reject Ho         | Significant           |
| Family Income             | 0.21           | 0.086          | Fail to Reject Ho | Not Significant       |
| Parental Education        | 0.33           | 0.007          | Reject Ho         | Significant           |
| Parental Support          | 0.48           | 0.000          | Reject Ho         | Significant           |
| Home Learning Environment | 0.44           | 0.001          | Reject Ho         | Significant           |
| Teacher Support           | 0.50           | 0.000          | Reject Ho         | Significant           |
| Learning Resources        | 0.29           | 0.018          | Reject Ho         | Significant           |

Table 6 shows the significant relationship between the predictors of academic performance and the academic performance of senior high school learners. The results reveal that most of the variables have a statistically significant relationship with academic performance, as indicated by p-values less than 0.05, leading to the rejection of the null hypothesis in these cases.

Among the student-related factors, study habits exhibited the strongest positive relationship ( $r = 0.52$ ,  $p = 0.000$ ), followed by academic motivation ( $r = 0.46$ ,  $p = 0.001$ ), self-efficacy ( $r = 0.41$ ,  $p = 0.002$ ), and academic engagement ( $r = 0.39$ ,  $p = 0.003$ ). These results indicate moderate positive correlations, suggesting that learners who demonstrate effective study habits, strong motivation, confidence in their abilities, and active engagement in learning tend to achieve higher academic performance. This supports the findings of Albert Bandura (1997), who emphasized that self-efficacy influences learners' effort, persistence, and academic success. Similarly, John Hattie (2009) highlighted that motivation, engagement, and learning strategies are key drivers of learner's achievement.

The findings clearly illustrate that student-related factors significantly contribute to academic performance, with study habits showing the strongest relationship, followed closely by academic motivation, self-efficacy, and academic engagement. The moderate positive correlations indicate that learners who consistently apply effective study strategies such as time management, note-taking, regular review, and organized study routines which are more likely to achieve higher academic outcomes. This is consistent with research suggesting that structured study habits improve cognitive processing and retention, enabling learners to perform better across subjects (Credé & Kuncel, 2008).

Academic motivation also plays a critical role. Learners who are intrinsically motivated or goal-oriented invest greater effort in their studies, persist through challenges, and maintain focus during learning activities. This aligns with Hattie's (2009) meta-analyses showing that motivation and engagement are among the most influential factors affecting student achievement. Motivation fosters a sense of purpose and direction, encouraging learners to take initiative and engage with academic tasks actively.

Self-efficacy, as Bandura (1997) emphasized, underpins learners' belief in their capacity to succeed in specific tasks. Students with high self-efficacy tend to set higher goals, exert more effort, and persist longer in the face of difficulties, directly impacting academic performance. High self-efficacy also interacts with motivation, as confident learners are more likely to sustain engagement and adopt effective learning strategies.

Academic engagement, though slightly lower in correlation, remains a crucial factor. Active engagement including participation in classroom activities, collaborative learning, and consistent attention to tasks which enhances understanding and retention, and contributes to higher achievement (Fredricks, Blumenfeld, & Paris, 2004). Engagement also reinforces positive study habits and motivation, creating a synergistic effect among student-related factors.

In terms of family-related factors, parental support ( $r = 0.48$ ,  $p = 0.000$ ) and home learning environment ( $r = 0.44$ ,  $p = 0.001$ ) also showed significant moderate positive relationships with academic performance, it means that learners who receive encouragement and academic assistance at home are more likely to perform well. Parental education ( $r = 0.33$ ,  $p = 0.007$ ) likewise demonstrated a significant relationship, suggesting that parents' educational background may influence learners' academic outcomes. These findings are consistent with the work of Joyce L. Epstein (2001), who asserted that parental involvement and a supportive home environment contribute significantly to learners' academic success.

However, family income ( $r = 0.21$ ,  $p = 0.086$ ) was found to have no significant relationship with academic performance, as indicated by a p-value greater than 0.05. This implies that financial status alone does not directly determine learners' academic achievement in this context. This finding aligns with the Organization for Economic Co-operation and Development (2019), which noted that while socio-economic status can influence learning, its effect may be mitigated by strong school and family support systems. The findings indicate that family income has no significant direct relationship with academic performance among the respondents, as evidenced by the low correlation ( $r = 0.21$ ) and a non-significant p-value ( $p = 0.086$ ). This suggests that financial capacity alone is not a decisive factor in determining academic success, particularly in contexts where other forms of support are available. This result aligns with research indicating that socio-economic status (SES) influences learning outcomes indirectly rather than directly. For example, the OECD (2019) highlights that although students from higher-income families often have greater access to learning resources, the quality of home support, parental engagement, and school interventions can mitigate the disadvantages of lower SES. Learners who receive consistent guidance, encouragement, and access to structured learning environments can achieve high academic performance regardless of financial limitations.

Regarding school-related factors, teacher support ( $r = 0.50$ ,  $p = 0.000$ ) showed a strong positive relationship with academic performance, while learning resources ( $r = 0.29$ ,  $p = 0.018$ ) demonstrated a weaker but still significant correlation. These results indicate that supportive teachers and access to learning materials both contribute to improved learner's outcomes, with teacher support having a more substantial impact. This is supported by John Hattie (2009), who identified teacher-related factors as among the most influential determinants of student achievement.

The findings highlight that academic performance is a multifaceted outcome influenced by the interplay of student-related, family-related, and school-related factors. Among student-related factors, study habits emerged as a particularly strong predictor, reflecting the importance of self-regulation, time management, and effective learning strategies in promoting academic success (Credé & Kuncel, 2008). Students who engage in consistent, structured study practices are better able to retain knowledge, apply concepts, and perform effectively on assessments.

Teacher support also plays a pivotal role in shaping academic outcomes. Supportive teachers who provide guidance, encouragement, and constructive feedback foster both cognitive development and emotional well-being, increasing learners' motivation and engagement in the learning process (Fan, Williams, & Wolters, 2017). This aligns with Eccles and Roeser's (2011) findings that positive school contexts, characterized by approachable and responsive teachers, enhance students' academic persistence and achievement.

Similarly, parental support including encouragement, guidance, and the provision of a conducive home learning environment emerges as a key family-related factor influencing performance. Even in situations where financial resources are limited, active parental involvement can compensate for resource gaps, supporting learners in developing study routines, maintaining motivation, and navigating academic challenges (Jeynes, 2011; OECD, 2019). These findings emphasize that the quality of family engagement often outweighs the quantity of financial resources in promoting achievement.

## Conclusions

The study concludes that the academic performance of senior high school learners is shaped by the combined influence of student-, family-, and school-related factors, with student-related variables such as study habits, academic motivation, self-efficacy, and engagement emerging as critical determinants of success. Learners who exhibit discipline, confidence, and active participation tend to achieve higher academic outcomes. Family-related factors, particularly parental support, parental education, and a conducive home learning environment, also play a significant role by fostering motivation, persistence, and positive learning behaviors, while financial capacity alone is less influential. Moreover, teacher support stands out as a key school-related predictor, as effective instruction, feedback, and encouragement enhance learners' understanding and performance, whereas learning resources contribute moderately due to inconsistent access. The findings further reveal that demographic and socio-economic variables do not significantly affect academic performance, indicating a relatively equitable learning environment. Thus, academic success results from the interplay of individual effort, family involvement, and school support systems.

## Recommendations

The study recommends strengthening the support provided to Senior High School learners through the combined efforts of learners, parents, teachers, and school administrators. Learners are encouraged to maintain effective study habits, while parents and teachers should provide consistent academic and emotional support and schools should ensure equal access to learning opportunities and resources. Furthermore, the proposed Parent-Academic Support Empowerment (PASE) Program and Equal Access Learning Support (EALS) Program may be implemented to strengthen parental involvement and address disparities in access to essential learning resources. Future researchers are also encouraged to explore other factors, such as mental health, peer influence, teaching strategies, and technology use, that may affect learners' academic performance.

## Conflict of Interests

The author declares that they have no conflicts of interest

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