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Predictors of Academic Performance of Humanities and Social Sciences Students

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Abstract Intrinsic and extrinsic factors significantly influence academic performance, enhancing learners' motivation and drive for success. While various disciplines emphasize numeracy and literacy, Humanities and Social Science students concentrate on historical comprehension, promoting patriotism and leadership. This study investigates the relationship between intrinsic and extrinsic factors and the academic performance of Humanities and Social Sciences learners in the Understanding Culture, Society, and Politics subject. Utilizing a descriptive-correlational design with 72 purposively sampled respondents from Magsaysay National High School for the S.Y. 2024-2025, findings indicated that (1) most respondents were proficient according to the DepEd grading scale, (2) a significant relationship exists among students' interest, habits, teacher support, and peer support classified by GWA, and (3) a significant correlation was found between intrinsic factors (interest and habits) and extrinsic factors (teacher and peer support) regarding academic performance, though no correlation was noted with Parent and Child support. This implies that intrinsic and extrinsic factors are interrelated and statistically dependent, demonstrating a direct relationship among the studied variables. Consequently, the academic performance of respondents in UCSP was influenced by both intrinsic and extrinsic factors.

Keywords: *Academic Performance, Extrinsic Factors, Intrinsic Factors, HumSS, UCSP*

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1. Introduction

Intrinsic and extrinsic factors significantly impact academic performance through various mechanisms. Intrinsic factors like motivation, self-efficacy, and interest are essential for enhancing engagement and persistence. In contrast, extrinsic factors such as parental support, socioeconomic status, and study habits create an environment conducive to success. The interaction between these factors complicates the landscape influencing student performance.

Intrinsic motivation, particularly in areas such as mathematics, enhances academic outcomes. A strong interest in a subject foster's better performance through increased engagement and effort [1]. Parental involvement plays a crucial role in boosting academic performance by offering emotional and educational support [2]. While intrinsic factors are important for personal engagement, extrinsic factors lay the groundwork for academic achievement, necessitating a balanced understanding for effective educational strategies.

Furthermore, the academic performance of Humanities and Social Sciences (HUMSS) students is shaped by social pressures, learning styles, and educational methodologies. Research highlights the significant impact of these elements on students' motivation, coping mechanisms, and academic success. HUMSS students often contend with family, peer, and academic pressures, with familial expectations being particularly prominent. Effective communication between parents and students is vital for aligning aspirations with realistic expectations [3]. HUMSS students display diverse learning styles and achieve a mean academic performance of 91.00, classified as "Very Good". A moderate positive correlation exists between visual learning styles and academic performance, suggesting that customized instructional strategies could improve outcomes [4].

The transition to modular distance learning during the COVID-19 pandemic showed students found it generally acceptable, yet self-motivation posed a significant challenge. Despite these obstacles, students achieved satisfactory academic grades, indicating adaptability in

their learning approaches [5]. Conversely, while social pressures and learning styles are critical, some studies suggest academic self-regulation may not significantly predict performance outcomes, revealing the complexity of influences on HUMSS students' academic success [6].

The interaction between intrinsic and extrinsic factors is vital in education, affecting student engagement, performance, and well-being. Comprehending these motivational dynamics enables educators and parents to promote a balanced approach that cultivates a passion for learning while effectively utilizing external incentives.

Objectives

The goal of this study was to evaluate the correlation between intrinsic and extrinsic factors in relation to the academic performance of Humanities and Social Sciences Learners in Understanding Culture, Society, and Politics subject.

Research Questions

1. Is there a significant difference between the intrinsic and extrinsic factors when the respondents where group based on their GWA?
2. Is there a significant correlation between the intrinsic and extrinsic factors to the academic performance of the HumSS learners in UCSP?

2. Methodology

This study utilized a descriptive-correlational research design to systematically investigate the relationship between intrinsic and extrinsic predictors and the academic performance of learners. This design was selected to quantify the degree of association between the identified variables and describe existing academic conditions without experimental manipulation. The research was conducted at Magsaysay National High School, involving a population of 126 Humanities and Social Sciences (HumSS) students enrolled in the "Understanding Culture, Society, and Politics" (UCSP) subject during the S.Y. 2024-2025. Using a purposive sampling technique, 72 respondents were selected to participate, maintaining a 95% significance level and a 5% margin of error to ensure the statistical representativeness of the findings.

The primary data collection tool was a structured survey questionnaire, which was adapted and modified from a validated instrument [7]. The instrument demonstrated high internal consistency and reliability, as evidenced by a Cronbach's alpha score of .93 in previous applications. The questionnaire was partitioned into two primary sections: the first facilitated the collection of the respondents' General Weighted Average (GWA) in UCSP, while the second utilized a Likert-style scale to measure levels of agreement across five dimensions, including Student's Interest, Study Habits, Parent-Student Relationship, Teacher's Support, and Peer Support.

Academic performance data were objectively retrieved from the students' official Form 138 (F-138) and categorized based on the official Department of Education (DepEd) grading scale and descriptors. Data were tabulated and processed using statistical software to perform rigorous analysis. Specifically, the Kruskal-Wallis H Test (ANOVA) was utilized to determine if significant differences existed in intrinsic and extrinsic factors when respondents were grouped according to their GWA. Additionally, the Spearman's Rank Correlation Coefficient (rho) was applied to establish the significance and strength of the correlation between the identified intrinsic and extrinsic factors and the students' academic performance in the UCSP subject.

3. Results and Discussion

Table 1 showed the frequency and percent distribution of the respondents based on their GWA. Most of the respondents falls under the proficient group (85-89) with a frequency of 37 comprising the 51.39% of the sample population, followed by approaching proficiency group (80-84) and Advance group (90 & above) with frequency of 21 and 14, and comprising the 29.17% and 19.44% respectively. This suggests that the respondents have good academic standing and perform well.

Table 1. Frequency and Percent Distribution of the Respondents GWA.

Profile	Specifics	Frequency	Percent
GWA	80-84 (Approaching Proficiency)	21	29.17 %
	85-89 (Proficient)	37	51.39 %
	90 and above (Advance)	14	19.44 %
Total		72	100%

Table 2. Level of agreement on student's interest as predictor of academic performance

Student's Interest	Mean	SD	Interpretation
I am interested in the topics under this subject.	3.11	1.78	Agree
I find all the lessons interesting as a whole.	2.96	1.96	Agree
I find it easy to understand the subject.	2.79	1.81	Agree
I enjoy learning the laws or theories described in the modules.	3.07	1.95	Agree
I like to study another similar topic.	3.10	1.87	Agree
GRAND MEAN	3.01		Agree

Moreover, several studies suggested that it demonstrates how current events knowledge can lead to active participation in social studies, which aids students in improving their academic performance. Understanding politics enables individuals to become more strategic and accountable as citizens aware of their rights [8]. The significance of academic resources in developing learners' intellectual talents and achieving learning objectives cannot be overstated. The students who are provided with the educational options compared with those taught without these resources produce exceptional results [9]. In addition, educational institutions should consider modern teaching aid to facilitate learning to achieve the goal of the 21st century and lesson objectives as well as the age, maturity, and ability of the learners, relevance of the materials and other considerations [10].

Presented in Table 2 is the level of agreement on student's interest as a predictor of academic performance. The computed grand mean 3.01 interpreted as "agree" denote that the respondents agree that having an interest

on the subject matter can improve their academic performance. Moreover, statement 3 “I find it easy to understand the subject” garnered the lowest mean of 2.79, while statement 1 “I am interested in the topics under this subject” posted the highest computed mean of 3.11 both interpreted as “agree”.

This entails the idea that the subject is somewhat easy to understand and still needs the guidance of more knowledgeable other. In addition, given the interestingness of the topic can impact the academic performance of the students, research indicates that higher topic interest correlates with increased autonomous motivation, which in turn enhances self-study time and persistence, ultimately leading to better performance in problem-based learning environment [11].

Table 3. Level of agreement on student’s study habits as predictor of academic performance

Study Habits	Mean	SD	Interpretation
I take down important notes during discussions.	3.10	1.02	Agree
I highlight important words or phrase in my module while studying.	3.03	.98	Agree
I can study up to three hours or more in a day.	2.58	1.27	Agree
I use my own words when taking down notes.	2.63	1.33	Agree
I enjoy studying with music.	2.86	1.01	Agree
GRAND MEAN	2.84		Agree

Presented in Table 3 is the level of agreement on student’s study habits as predictors of academic performance. The computed grand mean of 2.84 signifies an interpretation of “agree”. It entails that study habits can impact academic performance as perceived by the respondents. The highest computed mean falls on statement 1 “I take down important notes during discussions” with value of 3.10, while statement 3 “I can study up to three hours or more in a day” garnered the lowest mean value of 2.58. This implies that note taking during discussion can become a good study habit that can improve the academic performance of the learners while study hours can also be a predictor, but not all respondents have lower agreement on this predictor. Studies show that longer instructional periods can enhance student performance, especially in literacy and math, albeit with small effect sizes [12]. Research indicates that extended study time correlates with higher mathematics scores, particularly for low-performing students who benefit significantly from additional practice [13].

Presented in Table 4 is the level of agreement on parent’s support as predictor of academic performance, a grand mean value of 3.05 was established with interpretation of “agree” which entails the idea that the support coming from their parents can help them perform well in academics. The lowest computed mean value is 2.78 “agree” under statement 1 “My parents monitor my studies at home” which connotes the idea that some of them where not being or less monitored or assist by their parents at home, while statement 3 had the highest mean of 3.28 “strongly agree” which implies that when they were being encourage by their parents, they strive more and took their studies seriously. Parental encouragement plays a pivotal role in enhancing academic performance among students. Research indicates that positive parental involvement fosters a supportive learning environment, which significantly influences students' motivation, self-esteem, and overall academic success. Parents who actively participate in their child's education, such as attending school events and communicating with teachers, positively affect academic outcomes [14,15]. Moreover, constructive communication between parents and children enhances students' confidence and academic motivation [16,17].

Table 4. Level of agreement on parent’s support as predictor of academic performance

Parent’s Support	Mean	SD	Interpretation
My parents monitor my studies at home.	2.78	1.10	Agree
My parents monitor my school performance.	3.06	1.35	Agree
My parents encourage me to take my studies seriously.	3.28	1.21	Strongly Agree
My parents provide me with material support.	3.22	.98	Agree
My parents allot time for me to do my homework.	2.89	1.56	Agree
GRAND MEAN	3.05		Agree

Table 5. Level of agreement on teacher’s support as predictor of academic performance

Teacher’s Support	Mean	Interpretation
My teachers take the time to help me get better grades.	3.11	Agree
My teachers are helpful when I have questions.	3.08	Agree
My teachers help me understand my strength.	3.17	Agree
My teachers enjoy having me in their classes.	2.89	Agree
My teachers care about what happens to me.	2.78	Agree
GRAND MEAN	3.01	Agree

Presented in the foregoing table is the level of agreement on teacher’s support as a predictor of academic performance. The computed grand mean value of 3.01 falls on the description of “agree” emphasizing the responses of the respondents that teacher’s support can impact their academic performance. This was supported by statement 3 “My teachers help me understand my strength” which garnered the highest computed mean of 3.17 “agree” which revolves around the idea that teachers help the students discover their strengths that can be used to improve their performances. Moreover, statement 5 “My teachers care about what happens to me” garnered the lowest agreement with mean value of 2.78 “agree”, this underscores the idea of teacher’s concern on the possible outcome of the students.

The effect of teacher support on academic performance is significant and multifaceted, influencing students through various mediating factors such as academic buoyancy, self-efficacy, and emotional responses. Research indicates that teacher support not only directly enhances academic achievement but also fosters psychological resilience and motivation among students, which are crucial for their success. Teacher support has been shown to have a direct positive effect on students'

academic performance across different educational contexts [18,19]. For instance, a study found that a one-unit increase in teacher support correlates with a 13% increase in high-stakes exam performance [20]. Emotional responses to teacher support also play a critical role, as positive academic emotions can further mediate this relationship.

Table 6. Level of agreement on peer support as predictor of academic performance

Peer Support	Mean	SD	Interpretation
I find it easier to provide feedback through peer learning.	2.78	1.37	Agree
I am more likely to participate in peer learning.	2.93	1.49	Agree
I am motivated during conversation w/ classmates	2.89	1.06	Agree
I ask peers/classmates first before my teacher.	2.82	1.54	Agree
I trust what I learned from my peers about certain topics.	2.90	1.95	Agree
GRAND MEAN	2.86		Agree

Presented in Table 6 is the level of peer support as predictor of academic performance. A grand mean value of 2.86 “agree” was posted implying the agreement of the respondents that receiving support form peers which includes their friends and other people around them can help improve their academic performance. The highest mean was posted in statement 2 “I am more likely to participate in peer learning” underscore the idea that a conversation with their friends can motivate them in their studies, while statement 1 “I find it easier to provide feedback through peer learning” with mean value of 2.78 “agree” which focus on the effect of feed backing in peer learning posted the lowest mean, this implies that learning feed backing in peer is agreeable among respondents but in the least extent. The effect of peer support on academic performance is significant across various educational contexts, demonstrating that positive peer interactions can enhance student engagement and achievement. Research indicates that peer support mechanisms, such as tutoring and mentoring, foster academic motivation and reduce dropout rates, ultimately leading to improved academic outcomes. Based on recent study, peer support positively predicts academic engagement, with a correlation coefficient of r = .755, indicating a strong relationship. Academic motivation mediates the relationship between peer support and engagement, suggesting that supportive peers can enhance students' intrinsic motivation to learn [21].

Table 7. Level of agreement on peer support as predictor of academic performance

Model	R	R^2
Student’s Interest	0.622	0.387
Students’ Study Habits	0.627	0.393
Parent’s Support	0.634	0.402
Teacher’s Support	0.668	0.446
Peer Support	0.673	0.452

The statistical data presented in Table 7 highlights the predictive capacity of various intrinsic and extrinsic factors on academic performance, utilizing correlation coefficients (R) and coefficients of determination (R^2) to quantify these relationships. Peer support emerged as the most substantial predictor (R = 0.673, R^2 = 0.452), accounting for approximately 45.2% of the variance in academic outcomes, which aligns with research suggesting that positive peer interactions significantly enhance student engagement and achievement [22].

This is closely followed by teacher support (R = 0.668, R^2 = 0.446), suggesting that 44.6% of academic success is influenced by pedagogical guidance, a finding supported by literature indicating that teacher support fosters the psychological resilience and self-efficacy necessary for high-stakes exam performance. Parental support also showed a strong correlation (R = 0.634, R^2 = 0.402), reinforcing the role of constructive parental communication and involvement in bolstering student motivation and academic self-concept. Regarding intrinsic factors, students' study habits (R = 0.627, R^2 = 0.393) and student interest (R = 0.622, R^2 = 0.387) proved to be significant predictors, with the data suggesting that note-taking and high topic interest correlate with increased autonomous motivation and improved problem-solving abilities. Collectively, the narrow range of R^2 values across all models demonstrates that academic performance is a multifaceted result of a balanced, interrelated system of both internal drives and external incentives.

Table 8. Multivariate Regression Analysis of the Predictors of Academic Performance

Predictor	Estimate	SE	t-value	p-value
Intercept	74.042	2.585	28.639	< .001
Interest	3.581	0.670	5.344	< .001
Study Habits	-0.235	0.852	-0.275	0.784
Parent-Child Support	-0.971	0.643	-1.509	0.136
Teacher's Support	1.616	0.782	2.067	0.043
Peer Support	0.601	0.710	0.846	0.400

Presented in the foregoing table is the multivariate regression analysis of the predictors of academic performance. The coefficient correlation falls between 0.633 to 0.673, and the computed p-value in student’s interest (p-value <.001; t-value 5.344) posted a significant relationship between the academic performance of the respondents, same result also was seen in teacher’s support with the computed statistics (p-value = 0.043; t-value = 2.067) having significant relationship. On the other hand, no significant relationship was posted among the other predictors. Thus, teacher’s support and student’s support have significant relationship on the academic performance of the respondents, this implies that a positive increase on these predictors can significantly increase their academic performance.

This result suggests that a relationship has been established, signifying that increases in predictors concomitant with enhancements in academic performance. The relationship between predictors concerning students' academic performance represents a complex interplay that varies across diverse contexts and populations. Existing research indicates that both the predictors exert significant influence on academic outcomes, often in either complementary or contrasting manners [23]. This direct relationship is crucial in informing and designing more effective teaching and learning processes, as it facilitates the integration of strategies and pedagogical styles that

align with the needs of learners [24].

4. Conclusion

The study concludes that intrinsic and extrinsic factors are statistically dependent and interrelated. However, the primary drivers of success in the UCSP subject are intrinsic interest and teacher support. While external supports like peer and family involvement contribute to a holistic learning environment, they may not directly translate to higher grades without the presence of high student engagement and effective teaching. Educators should focus on fostering subject-specific interest and identifying student strengths to maximize academic potential in the Humanities.

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