

# Student Engagement Toward Academic Performance Among College Students in Santo Tomas

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DOI: <https://doi.org/10.47772/IJRISS.2026.100300328>

Received: 18 March 2026; Accepted: 23 March 2026; Published: 07 April 2026

## ABSTRACT

Academic performance refers to the extent to which a student, teacher, or institution has attained their short- or long-term educational goals. This study determined the relationship between student engagement and academic performance among college students in Santo Tomas. Data were gathered from the 309 college students. This study used stratified random sampling technique. This study utilized quantitative non-experimental research through a descriptive correlational design.

This study made use of specially designed tools that had undergone extensive testing for accuracy and relevance. The statistics used in this study were mean and Pearson r. Results revealed that student engagement got a descriptive level of high which was oftentimes observed while academic performance got a descriptive level of moderate which was satisfactory. A high level of student engagement significantly enhances academic performances by fostering motivation, focus, and active participation in learning. This engagement fosters deeper understanding, better retention information, and a greater commitment to learning goals.

**Keywords** - Student Engagement, Academic Performance, Correlational Design, Philippines.

## INTRODUCTION

Academic performance was the key factor in measuring students' success. A student's learning, accomplishment, and success in their educational path are all to be gauged by their academic performance. It shows how well a student has grasped the material, met the learning objectives, and developed critical thinking, problem-solving, and communication skills, among other critical abilities (Lazaro & Flores, 2023).

In Malaysia, students experiencing financial difficulties often face limited access to essential resources and are compelled to work, resulting in reduced study time and increased stress (Norazlan et al., 2020). These factors can negatively impact their mental health, ultimately affecting their academic performance. Moreover, external factors such as family life, finances, friends, and mental health may either provide a supporting role or an additional distraction to studying. In an ACHA-National College Health Assessment II Cedillo et. al (2023) cited that national research survey released in 2019, the majority of undergraduates reported stress and anxiety as the top major factors that affected their academic performance negatively.

In the Philippines, the 2018 PISA test showed that 71% of Filipino students lacked basic skills, making people question the quality of their schools. Unlike many other East Asian countries where students do very well, Filipino students struggled significantly (Alinsunurin, 2021). According to a survey that the Commission on Higher Education (CHED) gave to the House of Representatives, three out of ten Filipino college students who were supposed to graduate dropped out. Nearly 37% of pupils dropped out of school in 2021–2022. The college dropout rate peaked the following year at 41.03%, according to CHED data, and then bottomed down in 2024 at 29.4%.

In light of the aforementioned circumstances, the researchers have not come across any studies establishing the relation between student engagement and academic performance specifically in local settings. Hence, the researcher finds the urgency to conduct this study to fill the gap in the literature covering these subjects, especially in the local context. This research investigates the impact of student engagement on academic

performance. By understanding this crucial connection, educators can gain valuable insights to improve learning outcomes. This knowledge can then be used to develop effective strategies that encourage student participation and ultimately enhance academic achievement.

### **Statement of the Problem**

The primary purpose of this study was to determine the relationship between student engagement and academic performance among college students in Santo Tomas.

Specifically, this answers the following questions:

What is the level of student engagement in terms of:

- 1.1 liking for learning;
- 1.2 liking for school;
- 1.3 behavioral effort and persistence;
- 1.4 behavioral extracurricular activities; and
- 1.5 cognitive engagement?

What is the level of academic performance in terms of:

- 2.1 Mathematics in the Modern World (GE 4); and
- 2.2 Understanding the Self (GE 1)?

Is there a significant relationship between student engagement and academic performance among college students?

### **Hypothesis**

The following hypothesis was tested at/using a 0.05 level of significance and there was no significant relationship between student engagement and academic performance.

## **THEORETICAL FRAMEWORK**

This study was anchored on Interactionist Theory by Pascarella and Terenzini (1991) which states that the quality of interactions between students and those around them, faculty, teachers and peers – significantly influences their learning. Meaningful discussions and collaborative work foster deeper understanding and better cognitive development.

Moreover, this was supported by Balfanz et. al (2024) that the students' academic success, mental well-being, and future outcomes are strongly tied to how supported and involved they feel at school. Recognizing that many, especially marginalized students, lack this crucial connection, schools adopted strategies such as inclusive teaching and student-led activities to foster stronger relationships towards the students.

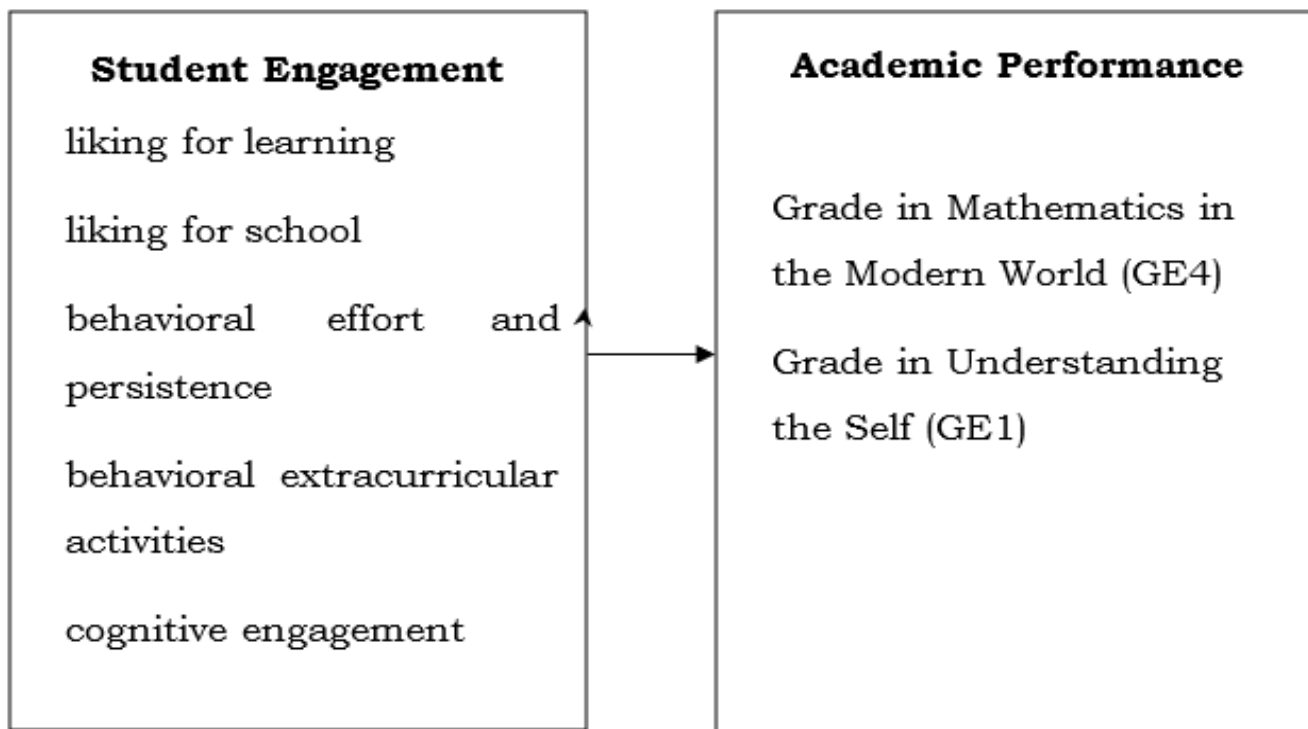
## **CONCEPTUAL FRAMEWORK**

The conceptual framework as shown in Figure 1, outlined the study's variables.

The independent variable, student engagement includes the following indicators: liking for Learning, liking for school, behavioral effort and persistence, behavioral extracurricular activities and cognitive engagement (Hart et. al, 2011). A dependent variable was academic performance of students in terms of the grades in the subjects Mathematics in the Modern World (GE 4) and Understanding the Self (GE 1).

**INDEPENDENT VARIABLE**

**DEPENDENT VARIABLE**



**Figure 1. The Conceptual Paradigm of the Study**

**METHODOLOGY**

**Research Design**

This study employed a quantitative non-experimental descriptive correlational research design that combines descriptive and correlational techniques. The descriptive studies allowed researchers to create a detailed and accurate picture of a specific group or issue by examining its characteristics and behaviors (Sirisilla & Sirisilla, 2023).

Additionally, a non-experimental correlational approach, comprising looking at two variables, studying and evaluating their statistical relationship without integrating any extra elements, and then drawing conclusions according to Fleetwood (2023).

Furthermore, our study looks at the relationship between academic performance and student engagement, which is measured by factors like liking learning, liking school, behavioral effort and persistence, extracurricular activities, cognitive engagement, mathematics in the modern world, and self-awareness, among college students in Santo Tomas.

It determined which engagement factors have the biggest effects on students' academic performance. The findings can help teachers create focused interventions to improve performance and engagement in these important areas.

**Research Subject**

The respondents of this study were the 309 students out of 1570 total population of 1st year students studying in the local college in Santo Tomas Davao del Norte. The respondents were selected through stratified random

sampling technique. Stratified random sampling divides a population into smaller groups based on specific characteristics, then a random sample was selected from each group to ensure representation (Simkus, 2023). In addition, stratified random sampling allowed analysis of the overall population as well as specific subgroups within the population. This means researchers gained insights into both general trends and the unique characteristics of different groups (Nguyen et al., 2020).

**Table 1: Distribution of the Respondents**

| <b>COURSE</b> | <b>POPULATION (N)</b> | <b>Sample (n)</b> | <b>Percentage (%)</b> |
|---------------|-----------------------|-------------------|-----------------------|
| Department A  | 321                   | 63                | 20%                   |
| Department B  | 138                   | 27                | 9%                    |
| Department C  | 369                   | 73                | 24%                   |
| Department D  | 428                   | 84                | 27%                   |
| Department E  | 244                   | 48                | 15%                   |
| Department F  | 70                    | 14                | 5%                    |
| <b>TOTAL</b>  | <b>1570</b>           | <b>309</b>        | <b>100%</b>           |

**Research Instrument**

The researchers used one (1) adapted survey questionnaire for independent variable and grade for dependent variable. The questionnaires were validated by the panelist and an external validator to test its validity. *Students Engagement Questionnaire*. This questionnaire was adapted from “The Student Engagement in Schools Questionnaire (SESQ) and the Teacher Engagement Report Form-New (TERF-N): Examining the Preliminary Evidence” by Hart et al., (2011). The questionnaire consists of 6 items covering the following aspects: affective liking for learning (4 items), affective liking for school. (4 items), behavioral effort and persistence (11 items), behavioral extracurricular activities (3 items), and cognitive engagement (11 items). Respondents rated each item using a 5-point Likert scale, ranging from 5 for “Always” to 1 for “Never”.

| <b>Range of means</b> | <b>Descriptive Level</b> | <b>Interpretation</b>                           |
|-----------------------|--------------------------|---|
| 4.20 - 5.00           | Very High                | Student’s engagement was always manifested.     |
| 3.40 - 4.19           | High                     | Student’s engagement was oftentimes manifested. |
| 2.60 - 3.39           | Moderate                 | Student’s engagement was sometimes manifested.  |
| 1.80 - 2.59           | Low                      | Student’s engagement is seldom manifested.      |
| 1.0 - 1.79            | Very Low                 | Student’s engagement is least manifested.       |

*Academic Performance.* In determining the level of academic performance in Mathematics in the Modern World (GE 4) and Understanding the Self (GE 1), the researcher utilized the grades given by the subject instructor.

These grades were based on the different outcomes performed by the students in accordance with the syllabus set by the Commission on Higher Education. The scoring guide for the academic performance of students was categorized into five levels. The parameter was as follows:

| <b>Score Interval</b> | <b>Descriptive Equivalent</b> | <b>Interpretation</b>  |
|-----------------------|-------------------------------|--|
| 90 - 100              | Very high                     | This means that the academic performance was outstanding.                      |
| 85 - 89               | High                          | This means that the academic performance was very satisfactory.                |
| 80 - 84               | Moderate                      | This means that the academic performance was satisfactory.                     |
| 75 - 79               | Low                           | This means that the academic performance was fairly satisfactory.              |
| Below 75              | Very low                      | This means that the academic performance falls short of the expected standard. |

### Statistical Treatment of Data

*Mean.* The mean was a statistical measure that represents the average value of a data set. It's calculated by summing all the values and divided by the total number of values (Luis et al, 2023). It was used to determine the level of student engagement and academic performance.

*Pearson R.* A standardized linear correlation coefficient ranging from -1 to +1, measures the strength and direction of the relationship between two interval or ratio-level variables (David et al, 2020). It was used to determine the relationship between student engagement and academic performance.

## RESULTS AND DISCUSSIONS

### Level of Student Engagement in Terms of Liking for Learning

The outcome of students' engagement levels in relation to liking for learning content were displayed in Table 2. The overall average mean was 3.77 with a standard deviation of 0.79 which was described as high. This means that student's engagement in terms of liking for learning was oftentimes manifested.

The item 3, "I Enjoy learning new things in class" had the highest mean of 3.82, and was described as high. And the lowest mean was 3.72 for item 4, "I Think learning is exciting", which was described as high. According to the findings, most students enjoy learning, which has a beneficial impact on their levels of involvement.

Fresh and engaging educational experiences drive them, as evidenced by their delight in learning new things. Despite having the lowest mean, "thinking learning is exciting" nevertheless shows a consistently high level of positive involvement.

**Table 2**

*Level of Student Engagement in Terms of Liking for Learning*

| Items   | Mean        | SD          | Descriptive .Equivalent |
|---|-------------|-------------|-------------------------|
| 1. I think what we are learning in school is interesting. | 3.80        | 0.74        | High                    |
| 2. I like what I am learning in school.                   | 3.74        | 0.83        | High                    |
| 3. I enjoy learning new things in .class.                 | 3.82        | 0.78        | High                    |
| 4. I think learning is exciting.                          | 3.72        | 0.83        | High                    |
| <b>Average</b>  | <b>3.77</b> | <b>0.79</b> | <b>High</b>             |

In conformity with the data gathered, this was consistent with the findings of Wang et al. (2025), who discovered that pleasant emotions considerably improve life satisfaction, which in turn increases academic engagement among undergraduates. Similarly, Carmona Halty et al. (2024) found that study-related pleasant emotions and academic psychological capital regulates the association between teacher-student interactions and academic performance, implying that cultivating good emotions can lead to improved academic outcomes. Furthermore, Prananto (2025) systematic literature review stressed the relevance of perceived teacher support in promoting student engagement, pointing out that supportive teacher-student relationships can boost students' academic motivation and retention. These studies highlight the necessity of generating good emotions and supportive interactions in educational environments in order to increase student engagement and academic performance.

**Level of Student Engagement in Terms of Liking for School**

Reflected in Table 3, shows the level of student engagement in relation to liking for school. As indicated, the equivalent overall mean was 4.15 with a standard deviation of 0.82, illustrating that student engagement in terms of liking for school is oftentimes manifested. The highest mean 4.44 was recorded for item 4, "I am happy to be at this school". The lowest mean was for " I am proud to be at this school", which was item 2 registering a mean of 3.74, and described as high.

**Table 3**

*Level of Student Engagement in Terms of Liking for School*

| Items                               | Mean        | SD          | Descriptive Equivalent |
|-------------------------------------|-------------|-------------|------------------------|
| 1. I like my school.                | 4.06        | 0.79        | High                   |
| 2. I am proud to be at this school. | 3.74        | 0.90        | High                   |
| 3. I look forward going to school   | 4.37        | 0.88        | Very High              |
| 4. I am happy to be at this school. | 4.44        | 0.70        | Very High              |
| <b>Average</b>                      | <b>4.15</b> | <b>0.82</b> | <b>High</b>            |

In conformity with the data gathered, this coincides with Tali (2023) study, which found that emotional connections to school had a major impact on their overall involvement. According to research, positive peer interactions correspond with increased engagement, as kids who felt connected were more likely to participate actively in school activities. Furthermore, students who discovered personal meaning in their studies tend to engage more fully with the topic (Lu & Rameli, 2024). In addition, according to Saracosti et al., (2024) research shows that family and teacher support were crucial in increasing school involvement, especially among adolescents who were initially disengaged. Furthermore, the findings suggested that students' attitudes toward their school were generally very good. The high mean scores indicate that children are emotionally attached and content with their school environment, particularly when it comes to being happy at school. Even the lowest mean, which measures students' pride in their institution, is still high, indicating that they generally have a positive outlook.

### Level of Student Engagement in Terms of Behavioral Effort and Persistence

Displayed in Table 4, the level of student engagement in relation to behavioral effort and persistence. As indicated, the equivalent overall mean was 3.90 with a standard deviation of 0.80, illustrating that student engagement in terms of behavioral effort and persistence was oftentimes manifested. The highest mean 3.98 was recorded for item 3, "I participate in class activities ". While, the lowest mean was for " I put in effort to do well," which was item 6 registered a mean of 3.81, which was described as high. According to the findings, students frequently exhibited a high level of behavioral effort and perseverance during their educational endeavors. Active participation and a willingness to participate during classes are indicated by the highest mean for class activity participation. Even though the mean for trying hard to perform well was the lowest, it is still in the high range, indicating that students constantly aim for success. In conformity with the data collected, this was consistent with the findings of Cents-Boonstra et al. (2020). Behavioral effort refers to a student's willingness to spend time and energy on learning activities such as attending classes, completing projects, and studying for exams. This consistent effort was directly associated with higher academic accomplishment because it promotes discipline, content mastery, and endurance in the face of academic challenges. Additionally, Wong and Liem (2021) noted that students actively participate in a learning activity in various ways, including behaviorally, intellectually, emotionally, and agentially.

**Table 4**

*Level of Student Engagement in Terms of Behavioral Effort and Persistence*

| Items   | Mean        | SD          | Descriptive Equivalent |
|---|-------------|-------------|------------------------|
| 1. I try to do well in school.  | 3.88        | 0.72        | High                   |
| 2. I work hard in class.  | 3.96        | 0.68        | High                   |
| 3. I participate in class activities.   | 3.98        | 0.70        | High                   |
| 4. I pay attention in class.  | 3.96        | 0.72        | High                   |
| 5. I stay focused on my work.   | 3.89        | 0.81        | High                   |
| 6. I put in effort to do well.  | 3.81        | 0.89        | High                   |
| 7. I just act like I'm working.   | 3.86        | 0.92        | High                   |
| 8. I do just enough to get by.  | 3.89        | 0.83        | High                   |
| 9. I stay engaged in the lesson.  | 3.88        | 0.83        | High                   |
| 10. I go over it again until I understand, if I have trouble understanding.       | 3.91        | 0.78        | High                   |
| 11. I keep working on difficult homework problems until I think I've solved them. | 3.93        | 0.89        | High                   |
| <b>Average</b>  | <b>3.90</b> | <b>0.80</b> | <b>High</b>            |

### Level of Student Engagement in Terms of Behavioral Extracurricular Activities

Extracurricular activities were oftentimes manifested. The highest mean 4.05 was recorded for item 2 and 3, "I volunteer to help with school activities such as sports day and club day and I take an active role in extracurricular activities in my school". While, the lowest mean for "I am an active participant of school activities such as sport day and school picnic.," was item 1 registering a mean of 3.82, which was described as high.

**Table 5**

*Level of Student Engagement in Terms of Behavioral Extracurricular activities*

| Items   | Mean        | SD          | Descriptive Equivalent |
|---|-------------|-------------|------------------------|
| 1. I am an active participant in school activities such as sport day and school picnic. | 3.82        | 0.70        | High                   |
| 2. I volunteer to help with school activities such as sports day and club day.          | 4.05        | 0.77        | High                   |
| 3. I take an active role in extracurricular activities in my school.                    | 4.05        | 0.80        | High                   |
| <b>Average</b>  | <b>3.97</b> | <b>0.76</b> | <b>High</b>            |

According to the results, most students were dedicated to working hard and being persistent in their academic assignments. Strong involvement and a desire to learn are demonstrated by their enthusiastic participation in class activities. Despite having the lowest mean, the effort to perform well was highly rated, indicating that students are consistently motivated to succeed.

In conformity with the data collected, this was consistent with a study published in the European Journal of Education in November 2024 that examined the complex relationships between students' participation in extracurricular activities (ECAs), their sense of school belonging, and the cumulative effects on their psychological well-being and academic performance. Furthermore, ECAs were characterized as extracurricular activities outside of the curriculum, and the benefits they provided were not limited to grades or academic outcomes but also included a non-academic benefit (Buckley & Lee, 2021). Moreover, Wang and Hofkens (2020) defined school engagement as the quality of a student's participation or involvement in school activities, which includes both academic and extracurricular activities such as clubs, sports, and government.

### Level of Student Engagement in Terms of Cognitive Engagement

Table 6 reflected the level of student engagement in terms of cognitive engagement. As indicated, the equivalent overall mean was 3.85 with a standard deviation of 0.80, illustrating that student engagement in terms of cognitive engagement was oftentimes manifested. The highest mean was 4.03 and was recorded for item 11 "When studying, I try to combine different pieces of information from course material in new ways". The lowest mean was for "When I study, I try to understand the material better by relating it to things I already know", which was item 1 registered a mean of 3.67, described as high.

According to the findings, students usually exhibit a high degree of cognitive involvement during their educational activities. The highest mean suggests that pupils frequently creatively combine disparate pieces of knowledge, demonstrating deep processing abilities. Even while connecting new information to existing

knowledge has the lowest mean, it is still high, indicating that students typically use useful techniques to improve their comprehension.

**Table 6**

*Level of student engagement in terms of cognitive engagement*

| Items   | Mean        | SD          | Descriptive Equivalent |
|---|-------------|-------------|------------------------|
| 1. When I study, I try to understand the material better by relating it to things I already know.   | 3.67        | 0.69        | High                   |
| 2. When I study, I figure out how the information might be useful in the real world.  | 3.86        | 0.83        | High                   |
| 3. When learning new information, I try to put the ideas in my own words.   | 4.00        | 0.64        | High                   |
| 4. When I study, I try to connect what I am learning with my own experiences.   | 3.73        | 0.91        | High                   |
| 5. I make up my own examples to help me understand the important concepts I learned from school.  | 3.80        | 0.91        | High                   |
| 6. When I am learning things for school, I try to associate them with what I learned in other classes about the same or similar things.   | 3.72        | 0.99        | High                   |
| 7. I try to see the similarities and differences between things I am learning for school and things I know already.                       | 3.70        | 0.97        | High                   |
| 8. I try to understand how the things I learn in school fit together with each other.   | 3.90        | 0.79        | High                   |
| 9. I try to match what I already know with things I am trying to learn for school.  | 4.02        | 0.70        | High                   |
| 10. I try to think through topics and decide what I'm supposed to learn from them, rather than studying topics by just reading them over. | 3.98        | 0.68        | High                   |
| 11. When studying, I try to combine different pieces of information from course material in new ways                                      | 4.03        | 0.63        | High                   |
| <b>Average</b>  | <b>3.85</b> | <b>0.80</b> | <b>High</b>            |

Cognitive engagement in learning includes both deep and surface cognitive involvement. Deep cognitive involvement entails processing material thoroughly and employing self-regulated learning mechanisms. Furthermore, using Bloom's Taxonomy of Educational Objectives, scientists have divided cognitive involvement into six components ranging from tangible to abstract: recall, understand, apply, analyze, evaluate, and create (Arievitch, 2020). In addition, Acosta-Gonzaga and Ramirez-Arellano (2021) created a cognitive engagement measure that allows students to self-report their level of participation on four dimensions: emotional, resource management, cognitive, and metacognitive.

**Summary on the level of student engagement**

Reflected in Table 7 was a summary of the level of student engagement. As shown, the equivalent overall mean was 3.93 with a standard deviation of 0.79, quantitatively described as high. This means that student engagement was oftentimes manifested. The highest mean was 4.15, described as "high" for indicator 2 "Liking for school". While, the lowest mean was 3.77 for indicator 1 "liking for learning", described as high.

According to the results, students generally exhibited a high degree of engagement. The highest mean score for "liking school" indicates that students feel a deep emotional bond with their educational setting. Despite having the lowest mean, "liking for learning" nevertheless indicates a high degree of involvement and suggests that students are generally driven and enthusiastic about their academic experiences.

**Table 7**

*Summary on the Level of Student Engagement*

| Indicator                                | Mean        | SD          | Descriptive Equivalent |
|--|-------------|-------------|------------------------|
| 1. Liking for learning                   | 3.77        | 0.79        | High                   |
| 2. Liking for school                     | 4.15        | 0.82        | High                   |
| 3. Behavioral effort and persistence     | 3.90        | 0.80        | High                   |
| 4. Behavioral extracurricular activities | 3.97        | 0.76        | High                   |
| 5. Cognitive engagement                  | 3.85        | 0.80        | High                   |
| <b>Overall</b>                           | <b>3.93</b> | <b>0.79</b> | <b>High</b>            |

In conformity with the data collected, this was consistent with the study of Wong et al. (2023). Student involvement, a notion in education first introduced in the early twentieth century, a critical phenomenon that was supported by students' time and effort, as well as university resources for improving learning activities. Furthermore, as stated by Chiu (2021) that engagement is about more than just involvement, it incorporates all aspects of behavior, emotions, and cognition, all of which had a significant impact on academic success.

**Summary on the Level of Academic Performance**

Reflected in Table 8, which was the summary of the level of academic performance. As shown, the equivalent overall mean was 89.22 with a standard deviation of 3.32, quantitatively described as high. And this means that academic performance was very satisfactory. The highest mean was 90.55, described as "high" for indicator 1", Understanding the Self (GE1)". The lowest mean was 87.90 for indicator 2 "Mathematics in the Modern World (GE 4)", described as moderate. According to the findings, students generally performed well academically, indicating satisfactory accomplishment across the board. Strong performance and comprehension in this area are indicated by the highest mean for "Understanding the Self (GE1)." Nonetheless, the modest mean for "Mathematics in the Modern World (GE4)" indicates that students can struggle with this topic and that there may be room for development.

**Table 8**

*Summary on the Level of Academic Performance*

| Indicators                                | Mean         | SD          | Descriptive Equivalent |
|---|--------------|-------------|------------------------|
| 1. Understanding the Self (GE1))          | 90.55        | 3.75        | High                   |
| 2. Mathematics in the Modern World (GE 4) | 87.90        | 2.88        | Moderate               |
| <b>Overall</b>                            | <b>89.22</b> | <b>3.32</b> | <b>Moderate</b>        |

In conformity with the data collected, which aligns in the study of Lattanze (2025), when students are actively engaged emotionally, behaviorally, and cognitively they are more likely to participate in class activities, finish assignments, and take responsibility for their learning, all of which improved academic attainment. Moreover, when students participate in activities such as blogging, talks, and group sharing, they digest topics more effectively, resulting in better academic performance and personal insight (Dinç et al., 2023). Additionally, behavioral engagement (attending courses, submitting assignments, and participating in evaluations) aids in the development of consistent study routines, resulting in improved performance in a topic that frequently requires regular practice (Gomes et al., 2023).

### Correlation Between Student Engagement and Academic Performance

Reflected in Table 9, which demonstrated a significant association between student engagement and academic performance, an overall r-value of 0.208 and a p-value of 0.001, which was below the 0.05 significance threshold. This indicated a weak, positive, and statistically significant correlation, suggesting that student engagement improves academic performance.

The results indicated that student engagement and academic performance have a weak but statistically significant correlation, indicating that while higher levels of engagement are linked to better academic outcomes, engagement by itself is not a reliable indicator of success. This suggests that while encouraging student involvement helped students succeed academically, other elements also need to be taken into account in order to maximize student progress.

**Table 9**

*Significance of the Relationship Between Student Engagement and Academic Performance*

| <b>Variables Correlated</b>                 | <b>Mean</b>   | <b>r</b> | <b>p-value</b> | <b>Decision on H<sub>0</sub></b> | <b>Decision Relationship</b> |
|---|---------------|----------|----------------|----------------------------------|------------------------------|
| student engagement and academic performance | 3.93<br>89.22 | 0.208    | >0.001         | Rejected                         | Significant                  |

This study was based on Pascarella and Terenzini's (1991) Interactionist Theory, which emphasized the quality of interactions between students and their academic environment, including faculty, teachers, and peers, had a significant impact on their learning results. Meaningful participation through talks and joint efforts promotes deeper comprehension and cognitive development. Balfanz et al. (2024) stated that how students feel supported, appreciated, and involved within the school community had a significant impact on their academic achievement, mental health, and long-term success. The approach emphasized that student involvement was more than just a result of academic interest, and it was a vital aspect directly related to performance. As a result, these ideas explained the considerable association between student engagement and academic accomplishment.

Additionally, conforming with Saunders and Wong (2020), students who are interested, motivated, and actively participating in their learning were more likely to understand topics and perform well on examinations. This connection emphasized that engagement was more than just showing up but was also about actively participating in the learning process. Moreover, students who were disengaged were more likely to skip tasks, lack desire, and fail to retain material, all of which had a detrimental impact on their performance. Thus, increasing student

involvement can be used to boost academic performance while avoiding failure or dropout Reyes-De-Cózar et al. (2023).

## SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

### Summary of Findings

The major findings of the study were the following:

1. The level of student engagement had an overall mean of 3.93 described as high. It obtained the highest mean of 4.15 and standard deviation of 0.82 with the indicator “liking for school” described as high and the lowest mean of 3.77 and a standard deviation of 0.79 with the indicator of “liking for learning” which is described as high.
2. The level of academic performance had an overall mean of 89.22 and the description was high. It obtained an overall standard deviation of 3.32. The highest indicator was Understanding the Self (GE 1) with a total mean of 90.55 while the lowest indicator was Mathematics in the Modern World (GE 4) with a total mean of 87.90.
3. The relationship between student engagement and academic performance showed a positive, weak correlation with an r-value of 0.208 and p-value of 0.001 which was lower than the level of significant 0.05. In the end, the null hypothesis was found to be rejected.

### Conclusions

Based on the findings of this study, the following statements were constructed:

1. Student engagement respondents reported high levels of student engagement, which means oftentimes manifested. Which concluded that while students were positive about the school environment, they are very enthusiastic about the learning process.
2. Academic performance was determined as very satisfactory. Which concluded that the relationship between academic achievement and student involvement, indicating that more engaged students typically attain noticeably higher academic results. This emphasizes how crucial it is to encourage student participation as a means of improving academic achievement.
3. This study found out that excellent academic achievement is frequently the result of student participation. Students' academic performance is enhanced when they are motivated to participate actively and show enthusiasm in their studies. As a result, schools should concentrate on engagement-boosting tactics since they improve learning and kids' general development.

### Recommendations

1. It was recommended that the Commission on Higher Education continue to promote and support educational policies and curriculum frameworks that encourage active student participation in all disciplines. Integrating engagement-focused practices like learner-centered teaching, blended learning, and outcome-based education that boost academic achievement in higher education.
2. Administrators may continue to foster a student-centered learning environment by investing in faculty training programs, increasing extracurricular activities, and improving student support services. Fostering an involvement culture inside the institution is likely to boost academic achievement.
3. Educators may continue to use interactive, student-centered teaching strategies to spark curiosity and encourage engagement. Collaborative learning, real-world applications, and continuous feedback methods can dramatically increase student engagement, which in turn improves academic performance.

4. Students were encouraged to continue to take an active role in their education by participating in class activities, communicating with peers and instructors, and properly managing their time. Developing excellent study habits and staying motivated can lead to better academic performance.
5. Future researchers may look into the exact types of engagement (emotional, behavioral, and cognitive) that have the greatest impact on academic success, as well as how they differ amongst programs and student demographics. Expanding this field of study can help influence the creation of more tailored educational initiatives.
6. Teachers should provide options, foster a supportive environment, and tie learning to students' interests in order to boost student engagement. Lessons are more fun when they incorporate active learning techniques like projects and discussions. Strong teacher-student bonds also promote a healthy emotional bond, which in turn promotes a lifelong love of learning and increased engagement.
7. Immediate action is required in response to the low grades in Mathematics in the Modern World (GE 4). The course should emphasize practical applications, simplify complex concepts, and incorporate active learning. Stronger academic support and initiatives to reduce math anxiety are crucial to improving student comprehension, engagement, and overall performance

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