

# INTERNATIONAL JOURNAL OF RESEARCH ON MULTIDISCIPLINARY STUDIES

*Bridging Disciplines, Advancing Knowledge*



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## PREFACE

Welcome to the International Journal of Research on Multidisciplinary Studies (IJROMS), the official peer-reviewed and refereed academic journal of the Institute of Teachers Training Center Inc. (ITTTCI). Published quarterly, IJROMS serves as an open-access scholarly platform dedicated to promoting rigorous, ethical, and high-quality research across diverse academic disciplines.

As a refereed journal, IJROMS upholds a strict and transparent review process in which submitted manuscripts undergo thorough evaluation by qualified experts in relevant fields. This process ensures the originality, scholarly merit, methodological soundness, and academic integrity of every article published. Through this commitment to quality assurance, IJROMS strives to maintain high academic standards and contribute meaningfully to the global body of knowledge.

In today's rapidly evolving academic landscape, multidisciplinary research plays a vital role in addressing complex educational, social, scientific, and technological issues. IJROMS embraces this approach by encouraging studies that integrate perspectives, bridge disciplinary boundaries, and generate innovative insights. We believe that collaborative and cross-disciplinary inquiry strengthens research impact and fosters sustainable solutions to real-world challenges.

As an open-access journal, IJROMS ensures that published works are freely accessible to educators, researchers, policymakers, and practitioners worldwide. Authors retain the copyright of their work while granting the journal the right to publish and disseminate their research in print and digital formats, in accordance with ethical publishing standards and international intellectual property guidelines.

The launch of IJROMS marks a significant milestone in advancing research culture within ITTTCI and beyond. We welcome contributions from scholars, educators, graduate students, and professionals who are committed to advancing knowledge and academic excellence. By amplifying diverse scholarly voices, IJROMS aims to cultivate a culture of research, innovation, and lifelong learning.

We invite the academic community to join us in strengthening this peer-reviewed and refereed journal as a credible, inclusive, and globally recognized platform for multidisciplinary scholarship.

Thank you for being part of this scholarly endeavor.

Warm regards,

**International Journal of Research on Multidisciplinary Studies (IJROMS)**  
**Institute of Teachers Training Center Inc. (ITTTCI)**  
Zamboanga City, Philippines

## **EDITORIAL**

Welcome to the International Journal of Research on Multidisciplinary Studies (IJROMS) — a peer-reviewed and refereed journal dedicated to advancing knowledge, fostering innovation, and strengthening research culture across disciplines. As the official scholarly publication of the Institute of Teachers Training Center Inc. (ITTCI), IJROMS embodies our commitment to academic excellence, collaboration, and capacity building in education and beyond.

IJROMS serves as an open-access platform where educators, researchers, professionals, and students can share empirical studies, theoretical insights, and innovative practices that respond to contemporary academic and societal challenges. We are dedicated to making scholarly research accessible to all while providing meaningful opportunities for contributors to disseminate their work to a global audience. Through rigorous peer review and ethical publishing standards, we ensure that every article published reflects quality, credibility, and scholarly integrity.

### **A Platform for Diverse Scholarly Voices**

The International Journal of Research on Multidisciplinary Studies transcends the role of a traditional academic repository. It stands as a vibrant intellectual forum that welcomes diverse perspectives from multiple fields — education, social sciences, technology, health sciences, business, humanities, and beyond.

IJROMS curates a broad range of contributions, including original research articles, review studies, case analyses, policy discussions, and innovative pedagogical approaches. We value the voices of seasoned researchers, emerging scholars, graduate students, and classroom practitioners alike. By embracing interdisciplinary dialogue, the journal promotes collaborative knowledge-building and nurtures a scholarly ecosystem grounded in inclusivity and academic synergy.

### **Bridging Research, Policy, and Practice**

A distinctive strength of IJROMS lies in its commitment to bridging research findings with real-world applications. The journal encourages studies that inform educational reforms, institutional development, community engagement, and evidence-based policymaking.

By integrating theoretical frameworks with empirical research and best practices, IJROMS seeks to contribute to meaningful educational transformation. We recognize that impactful research must not only advance theory but also address practical needs and societal realities. Through this integration, the journal aspires to align academic innovation with institutional and community development.

### **Global Perspectives with Local Relevance**

While IJROMS welcomes submissions from scholars worldwide, it remains deeply committed to highlighting research that reflects local realities, particularly within the Philippine and Southeast Asian contexts. We believe that locally grounded research, informed by global scholarship, strengthens educational systems and fosters sustainable development.

This balance between global engagement and local relevance ensures that published works contribute to international discourse while addressing region-specific challenges and opportunities.

### **A Call to the Research Community**

We warmly invite educators, researchers, policymakers, and students to contribute to the International Journal of Research on Multidisciplinary Studies. Your research, reflections, and innovations enrich the academic community and play a vital role in shaping a future where knowledge is collaborative, inclusive, and transformative.

IJROMS stands as a testament to the power of multidisciplinary inquiry. Every study published strengthens our collective pursuit of excellence and reinforces the belief that research is a catalyst for progress.

Together, let us continue bridging disciplines and advancing knowledge for the benefit of present and future generations.

Best regards,

### **The Editors**

International Journal of Research on Multidisciplinary Studies (IJROMS)  
Institute of Teachers Training Center Inc. (ITTCI)  
Zamboanga City, Philippines

# The Impact of Technological Skills on Students' Academic Performance: Foundations for Pedagogical Innovation

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**Abstract.** This study investigated the impact of students' technological skills on their academic performance to establish foundations for pedagogical innovation in technology-enhanced learning. It specifically assessed students' proficiency in video editing, creating presentations, word processing, and internet navigation; identified challenges encountered in using these technologies; and examined differences in proficiency based on sex, age, and socioeconomic status. Utilizing a descriptive-quantitative research design, data were gathered from 113 junior high school students of Buenavista Integrated School, Zamboanga City Division through a researcher-made questionnaire. Results revealed that students were moderately proficient in most technological areas, with the highest proficiency observed in creating presentations and the lowest in word processing. Among the variables, age showed a significant influence on technological proficiency, whereas sex and socioeconomic status had no significant differences. Correlational analysis indicated a positive and significant relationship between technological skills and academic performance, underscoring that higher digital competence contributes to better learning outcomes. The study highlights the need for structured digital literacy programs and targeted interventions that enhance technological proficiency and promote equitable access to digital tools. It recommends the integration of continuous training for both teachers and students to bridge digital gaps and strengthen technology-based learning strategies. Future studies should explore longitudinal impacts of technological skills on academic performance across varied educational levels.

**Keywords:** Academic Performance, Creating Presentation, Internet Navigation, Technological Skills, Video Editing, Word Processing

## Introduction

In the dynamic landscape of twenty-first-century education, refining technological skills is essential for efficiently conducting work and adapting to emerging technologies. According to Phuapan et al. (2016), these skills are crucial for utilizing technology as a communication tool and managing information. Tejedor et al. (2020) emphasize enhancing digital abilities in communication, instruction, and methodology due to their potential impact on academic achievement (Yustika and Iswati, 2020). Hague and Payton (2010) define digital literacy as access to diverse practices and cultural materials usable with digital tools, involving effective creation and communication across various modes and formats.

In many countries, children face academic challenges due to limited access to technology. For instance, students in rural areas of developing countries like India and Nigeria often lack adequate digital resources, resulting in academic disparities (Gupta & Jain, 2018; Olatunji, 2017). Similarly, indigenous communities in remote regions of Australia and Canada struggle with technological disparities, hindering engagement with digital learning (McRae-Williams et al., 2018; OECD, 2019). These disparities highlight the urgency of understanding the relationship between technological skills and academic performance, especially where access is limited.

Academics and policymakers advocate integrating technological skills into the curriculum (Purnama et al., 2021). Governments and organizations support digital technology in education for promoting global

competitiveness and job market resilience (Covello and Lei, 2010). Despite early initiatives by the Department of Education (DepEd) in the Philippines, there is no national standard for EdTech, though ICT in education is seen as a means to enhance services (Republic Act No. 10844, 2015).

This study aims to determine the technological skills and challenges faced by secondary school students at Buenavista Integrated School, Zamboanga City Division, and how these factors affect their academic performance during the school year 2023-2024.

### **Research Questions**

This study aims to assess the technology skills and academic performance of high school students, determining whether they are proficient in technology or face challenges for the school year 2023-2024. Specifically, the study aims to address the questions;

1. What is the level of student's proficiency in technology in terms of:
  - 1.1 Video Editing,
  - 1.2 Creating Presentation,
  - 1.3 Word Processing, and
  - 1.4 Internet Navigation
2. What are the challenges encountered by the students in using technology in terms of:
  - 2.1 Video Editing
  - 2.2 Creating Presentation,
  - 2.3 Word Processing, and
  - 2.4 Internet Navigation
3. What is the academic performance of the students?
4. Is there a significant difference in the student's level of proficiency in technology when grouped according to:
  - 4.1 Sex
  - 4.2 Age
  - 4.3 Socioeconomic
5. Based on the findings of the study, what pedagogical innovation can be proposed?

### **Scope and Delimitation of the Study**

This study assessed the technological skills and academic performance of high school students at Buenavista Integrated School, Zamboanga City Division, during the school year 2023-2024. It focused on video editing, creating presentations, word processing, and internet navigation, and examined the influence of sex, age, and socioeconomic status. The study covered Grade 7 to Grade 10, coded as A, B, C, and D for anonymity.

## **Literature Review**

### **Technological Skills**

Technological skills refer to learners' ability to effectively use digital tools for learning, communication, and information management. These skills are closely associated with digital literacy, which includes the ability to locate, evaluate, create, and communicate information using digital technologies (Ferrari, 2012; Ng, 2012). Research consistently emphasizes that technological skills are essential competencies for students in the 21st century, enabling them to adapt to technology-rich learning environments and participate actively in academic tasks (Zhao & Frank, 2018). Studies indicate that students with higher technological proficiency demonstrate improved engagement, creativity, and critical thinking skills (Ertmer & Ottenbreit-Leftwich, 2019; Hew & Brush, 2019). Moreover, technological skills facilitate access to diverse learning resources and collaborative platforms, which contribute to enhanced learning experiences and academic outcomes (Shelley et al., 2019). However, disparities in access to technology and training remain significant challenges, particularly in developing contexts, limiting students' opportunities to develop advanced technological competencies (Gonzales & Mendoza, 2018; Ramos & Cruz, 2019).

### **Video Editing Skills**

Video editing skills enable students to create and manipulate multimedia content, promoting active learning and creative expression. Research suggests that video editing enhances students' motivation, engagement, and critical thinking by requiring them to analyze content, organize information, and communicate ideas visually (Tondeur et al., 2017). Students who engage in video editing tasks demonstrate deeper understanding and improved retention of academic content (Rodriguez et al., 2020). Empirical studies further indicate that proficiency in video editing is positively associated with academic performance, particularly in project-based and multimedia-supported instruction (Tan & Lim, 2019). In the local context, students with video editing skills show higher engagement and comprehension in technology-enhanced classrooms, highlighting the instructional value of multimedia literacy (Garcia & Cruz, 2018).

## **Creating Presentations**

Creating presentations is a critical technological skill that supports academic communication and knowledge organization. Effective presentation skills enable students to structure information logically, present ideas clearly, and enhance audience understanding (Al Lily et al., 2017). Research indicates that students who are proficient in presentation creation demonstrate stronger confidence, communication skills, and academic performance (Huang & Nakazawa, 2017). Studies also show that presentation-based tasks promote collaborative learning and active participation, allowing students to construct knowledge through peer interaction (Garcia et al., 2019). Training programs focused on presentation skills have been found to produce sustained improvements in students' grades and overall academic achievement (Wong et al., 2018; Lim & Tan, 2020).

## **Word Processing Skills**

Word processing skills are fundamental to academic writing and documentation. Proficiency in word processing allows students to efficiently draft, revise, and format written outputs, leading to improved clarity, organization, and coherence (Jansen et al., 2016). Research indicates that students skilled in word processing demonstrate higher-quality written work and better writing mechanics, positively influencing academic performance (Ertl, 2016; Kirschner et al., 2018). Additionally, word processing tools support inclusive learning by providing features such as spell-checking, grammar correction, and collaborative editing, which benefit students with diverse learning needs (Martinez et al., 2021). Local studies confirm that students with strong word processing skills achieve better academic outcomes due to increased efficiency and accuracy in completing written tasks (Ramos, 2020; Santos et al., 2020).

## **Internet Navigation Skills**

Internet navigation skills involve the ability to search for, evaluate, and utilize online information effectively. These skills are critical for developing information literacy and research competence in academic settings (Reychav et al., 2017). Students who are proficient in internet navigation demonstrate stronger critical evaluation skills and are better able to identify credible sources for academic work (Blau & Shamir-Inbal, 2017). Research further shows that internet navigation skills support self-directed learning and academic independence by enabling students to access digital learning platforms and online resources effectively (Lopez, 2019; Dela Cruz et al., 2020). Proficiency in internet navigation also promotes responsible digital citizenship and safe online behavior, which are essential for sustained academic engagement (Ribble, 2015).

## **Academic Performance**

Academic performance refers to students' achievement in academic tasks, often measured through grades, test scores, and learning outcomes. Numerous studies establish a positive relationship between technological skills and academic performance. Students who demonstrate proficiency in video editing, presentation creation, word processing, and internet navigation tend to exhibit higher engagement, better-quality outputs, and improved academic achievement (Fitzgerald & Lauricella, 2019; Wang et al., 2019). However, research also suggests that the effectiveness of technology in improving academic performance depends on instructional design, teacher competence, and meaningful integration of digital tools into the curriculum (Naldoza, 2024). Technology alone does not guarantee higher achievement, emphasizing the need for strategic and pedagogically sound implementation.

## **Socioeconomic Status**

Socioeconomic status (SES) significantly influences students' access to technology, learning resources, and educational opportunities. Studies consistently show that students from higher SES backgrounds have greater access to digital devices, stable internet connectivity, and supportive learning environments, which contribute to higher technological proficiency and academic performance (Chang & Lin, 2019; Reardon & Portilla, 2020). Conversely, students from lower SES backgrounds often face barriers that limit their access to ICT resources, resulting in lower levels of technological skills and academic achievement (Santos et al., 2018; Reyes, 2021). Research highlights that ICT availability mediates the relationship between SES and academic performance, indicating that equitable access to technology is crucial for reducing educational inequalities (Youssef et al., 2022).

The reviewed literature establishes that technological skills—specifically video editing, creating presentations, word processing, and internet navigation—are significant predictors of academic performance. Socioeconomic status further shapes students' ability to develop these skills by influencing access to technological resources. Despite the increasing integration of technology in education, inequities in access and skill development persist. These findings highlight the importance of examining the combined influence of technological skills and socioeconomic status on academic performance, providing a strong foundation for the present study.

## Methodology

### Research Design

This study employed a descriptive-quantitative research design to assess students' technological skills in video editing, creating presentations, word processing, and internet navigation. According to Creswell (2014), "descriptive research seeks to describe phenomena in their natural setting, with the goal of enhancing understanding of them" (p. 58). This approach involves systematic data collection and analysis to identify patterns and themes. The descriptive-quantitative design is beneficial for providing a deep understanding of the research problem, particularly when the phenomenon is not well understood. It uses data collection methods such as surveys and document analysis to develop a nuanced comprehension of the subject. This design is appropriate for this study as it examines the relationship between students' technological skills (independent variable) and their academic performance (dependent variable). The goal is to enhance instruction at Buenavista Integrated School, Zamboanga City Division, in preparation for the DepEd MATATAG curriculum, which emphasizes digitalization.

### Sampling Design

The study employed a probability sampling method, specifically purposive and stratified sampling. Purposive sampling facilitated the selection of respondents from specific categories, particularly students from schools under Buenavista Integrated School, Zamboanga City Division. Stratified sampling ensured proper representation of subpopulations that might differ significantly (McCombes, S. 2023, June 22). The number of respondents was limited to 113, meeting the researcher's criteria. Notably, a sample size ranging from 30 to 500 at a 5% confidence level was generally deemed adequate (Altunışık et al., 2004). This sample represented 20% of the total population, aligning with Gay's (1976) recommendation for sample populations.

### Research Locale

The study was conducted at Buenavista Integrated School in Barangay Buenavista Km 56, Curuan District, Zamboanga City Division, located 54 kilometers west of the city proper. The school offers education from kindergarten to Grade 12 and is considered a large public school. The respondents were students from Grades 7 to 10, with a total enrollment of 566 students for School Year 2023–2024. The study profiled the students based on sex, age, and socioeconomic status, examined the influence of academic performance, and assessed their technological skills such as video editing, presentation creation, word processing, and internet navigation.

### Research Participants

This study included all students in the Junior High School Department of Buenavista Integrated School. The total population of student-respondents was 566 across four selected grade levels. The largest number of students (158) was in Grade Level D, while the smallest number (122) was in Grade Level B.

### Research Instrument

The researcher employed a researcher-made survey questionnaire for students, comprising four parts. Part I inquired about the respondent's profile, including their sex, age, and socioeconomic status. Parts II and III utilized a four-point Likert scale to assess the level of proficiency and the challenges encountered in using technology, specifically in video editing, creating presentations, word processing, and internet navigation, where 4= SA (Strongly Agree), 3= A (Agree), 2=DA (Disagree), and 1= SDA (Strongly Disagree). Part IV of the survey collected data on academic performance by measuring grades, specifically the general weighted average of their grades for the third quarter of the school year 2023-2024. This was conducted with the permission of the Principal/Officer-in-Charge and with the knowledge of the advisers, in accordance with the Data Privacy Act of 2012, Republic of the Philippines.

### Data Gathering Procedure

The researcher first secured an approved letter from the Research Adviser, which served as authorization to conduct the study. This letter was then submitted to the Administrative Officer to request an Endorsement Letter from the Division Office, which was required to conduct research within the school district. After obtaining the Endorsement Letter, the researcher sought permission from the school principal of Buenavista Integrated School. Once approval was granted, all required documents—including the endorsement letter, the principal's approval, consent forms, and the survey questionnaire—were submitted to the Junior High School Department coordinator. Student respondents were recruited through face-to-face visits to the school. Only students who were available and willing to participate were included. The questionnaire was administered during the students' free time, with clear and simple instructions provided beforehand. Questions and concerns were addressed immediately to ensure understanding. Informed consent was obtained from all participants prior to the survey, emphasizing voluntary participation and confidentiality. The survey was conducted face-to-face to provide guidance and assistance when needed.

## Results and Discussions

### Problem 1: What is the level of student's proficiency in technology in terms of video editing, creating presentation, word processing and internet navigation.

**Table 1: Level of Student's Proficiency in Technology among Student- Respondents in terms of Video Editing**

Statements <i>The student...</i>	Mean	Verbal Description	Interpretation
1. utilizes video editing software proficiently to enhance footage.	3.04	Agree	Moderately Proficient
2. combines different media elements skillfully to create engaging videos.	3.07	Agree	Moderately Proficient
3. adapts to new features in editing software quickly.	2.83	Agree	Moderately Proficient
4. troubleshoots technical issues encountered during the editing process adeptly.	2.86	Agree	Moderately Proficient
5. navigates through various editing tools with ease.	2.85	Agree	Moderately Proficient
<b>Over-all Mean</b>	<b>2.93</b>	<b>Agree</b>	<b>Moderately Proficient</b>

Table 1 shows that the statement “combining different media elements skillfully to create engaging videos” obtained the highest mean of 3.07, followed by “utilizing video editing software proficiently to enhance footage” with a mean of 3.04. Both are described as agree and interpreted as moderately proficient. This means students have a fair ability to integrate images, audio, and video and can use editing software effectively, but still need improvement to reach a higher level of mastery. They can create engaging videos but may not fully use advanced editing tools or features that could improve the quality and finesse of their work. Students may also struggle with complex tasks such as advanced effects, transitions, and fine-tuning. Thus, additional training and practice in multimedia integration and advanced editing techniques would be beneficial. Research supports this: Anderson and Jiang (2016) note that students commonly work with mixed media in digital storytelling, while Salomon (2015) highlights the learning value of multimedia, suggesting students have basic skills in media integration. Meanwhile, the lowest mean of 2.83 was recorded for the statement “adapting to new features in editing software quickly,” also interpreted as moderately proficient. This indicates that while students can use editing software, they may need more time to adjust to newly added tools or updates. They may find it difficult to learn new features without guidance. This suggests the need for more training to help them become more confident and efficient when updates occur. Chi and VanLehn (2006) emphasize how visual aids can help users understand new interfaces, while Johnson (2019) specifically discusses students’ difficulties in adapting to new software features, supporting this finding.

**Table 2: Level of Student's Proficiency in Technology among Student- Respondents in terms of Creating Presentation**

Statements <i>The student...</i>	Mean	Verbal Description	Interpretation
1. demonstrates proficiency in creating visually appealing presentations.	3.15	Agree	Moderately Proficient
2. utilizes presentation software proficiently (e.g., PowerPoint, Google Slides).	3.02	Agree	Moderately Proficient
3. incorporates multimedia elements (e.g., images, videos, and audio)	3.28	Strongly Agree	Highly Proficient
4. chooses appropriate fonts and colors to improve readability.	3.28	Strongly Agree	Highly Proficient
5. creates cohesive transitions between different topics.	3.04	Agree	Moderately Proficient
<b>Over-all Mean</b>	<b>3.15</b>	<b>Agree</b>	<b>Moderately Proficient</b>

Table 2 shows that the highest mean score of 3.28 was given to the statement about integrating multimedia elements and choosing appropriate fonts and colors, interpreted as highly proficient. This means students are very skilled at combining images, audio, videos, and design elements to make clear and effective presentations. The second-highest score, which refers to creating visually appealing presentations, falls under moderately proficient. This suggests that while students can design attractive presentations, they still need improvement in areas such as consistency in layout, transitions, and overall refinement. Research by Dwyer (2012) and Moreno and Mayer (2007) supports the importance of multimedia in enhancing learning, indicating that students’ strong performance in this area aligns with established multimedia principles. Meanwhile, the lowest mean score of 3.02 was recorded for using presentation software proficiently, also interpreted as moderately proficient. This means that although students can operate tools like PowerPoint and Google Slides, they may not fully use their advanced features. They can navigate the basics but may struggle to maximize the software’s full potential to enhance presentation quality. Studies by Garner and

Alley (2012) and Kosslyn et al. (2012) similarly found that students often understand presentation tools at a basic level but need further practice to improve their overall proficiency.

**Table 3: Level of Student's Proficiency in Technology among Student- Respondents in terms of Word Processing**

Statements <i>The student...</i>	Mean	Verbal Description	Interpretation
1. customizes document templates to suit specific project requirements.	3.09	Agree	Moderately Proficient
2. collaborates effectively on shared documents with peers	2.73	Agree	Moderately Proficient
3. troubleshoots formatting issues efficiently when encountered.	2.71	Agree	Moderately Proficient
4. integrates multimedia elements seamlessly into documents as needed	3.03	Agree	Moderately Proficient
5. automates repetitive tasks using shortcuts for efficiency.	2.76	Agree	Moderately Proficient
<b>Over-all Mean</b>	<b>2.85</b>	<b>Agree</b>	<b>Moderately Proficient</b>

Table 3 shows that the highest mean score of 3.09 was recorded for customizing document templates to meet specific project requirements, followed by a mean of 3.03 for integrating multimedia elements into documents. Both are interpreted as moderately proficient, meaning students are able to adjust templates effectively and incorporate multimedia when needed, although they still have room to improve. Students generally show competence in tailoring documents to suit different project needs but may need further refinement in placing multimedia elements smoothly and consistently. These findings align with literature, as Bernard and Moeller (2018) highlight that technology integration such as using templates supports writing development, while Dyson and Bedgood (2000) note that students value such tools in organizing their work. Meanwhile, the lowest mean score of 2.71 was given to troubleshooting formatting issues efficiently, also interpreted as moderately proficient. This suggests that although students can fix formatting problems, they often require more time, guidance, or practice to do so effectively. Many struggles with alignment, spacing, or layout concerns and may need additional support to troubleshoot more confidently. Research supports this observation: Hemmati and Issa (2017) report that formatting is a common challenge in technology-based writing, while Sitzmann and Ely (2011) explain that troubleshooting requires metacognitive skills, showing that students would benefit from more structured practice to strengthen these abilities.

**Table 4: Level of Student's Proficiency in Technology among Student- Respondents in terms of Internet Navigation**

Statements <i>The student...</i>	Mean	Verbal Description	Interpretation
1. utilizes search engines effectively to conduct online research	3.31	Strongly Agree	Highly Proficient
2. navigates through various websites to find relevant content.	3.02	Agree	Moderately Proficient
3. gets access on educational resources from different online platforms.	3.25	Strongly Agree	Highly Proficient
4. evaluates the credibility of online sources before using them	3.22	Agree	Moderately Proficient
5. protects personal information while browsing the internet.	3.34	Strongly Agree	Highly Proficient
<b>Over-all Mean</b>	<b>3.23</b>	<b>Agree</b>	<b>Moderately Proficient</b>

Table 4 shows that the highest mean score of 3.34 was given to protecting personal information while browsing the internet, followed by a mean of 3.31 for effectively using search engines for online research. Both results indicate high proficiency, meaning students are very aware of online safety practices and are skilled at retrieving information from the internet. They demonstrate a strong understanding of privacy protection and show competence in conducting online research using search engines. These findings align with studies such as Livingstone and Helsper (2007), which highlight the risks young people face online, and Valverde-Aliseda and Ruiz-Castillo (2014), who emphasize the role of schools in strengthening digital citizenship and online safety skills. Meanwhile, the lowest mean score of 3.02 was recorded for navigating various websites to find relevant content, interpreted as moderately proficient. This shows that although students can locate needed information, they may not yet be efficient in navigating different sites or applying advanced search strategies. Many take longer than necessary to verify sources or identify reliable content, suggesting the need for more targeted instruction in website navigation and information literacy. These observations are supported by Marcoulides and Heck (1999), who note that electronic literacy skills develop at different rates, and Walsh (2016), who emphasizes that students benefit from guided practice to become more effective online researchers.

**Table 5: Summary of the Level of Student's Proficiency in Technology**

<b>Indicators</b>	<b>Mean</b>	<b>Interpretation</b>
Video Editing	2.93	Moderately Proficient
Creating Presentation	3.15	Moderately Proficient
Word Processing	2.86	Moderately Proficient
Internet Navigation	3.23	Moderately Proficient
<b>Over-All Mean</b>	<b>3.04</b>	<b>Moderately Proficient</b>

Table 5 summarizes the overall level of students' technological proficiency. It shows that respondents are moderately proficient in video editing, creating presentations, word processing, and internet navigation. This means students have a basic understanding and skill set in these areas, allowing them to perform common tasks and use standard tools effectively. However, they have not yet reached advanced levels of mastery, indicating room for improvement and further development. With continued practice, exposure to new tools, and guided learning opportunities, students have the potential to enhance their proficiency and achieve higher competence in these technological domains. These findings are supported by research showing that students can handle basic technology tasks but need additional experience and instruction to reach advanced proficiency (Marcoulides & Heck, 1999; Bernard & Moeller, 2018; Johnson, 2019). Providing ongoing support, resources, and targeted training can help students strengthen their skills, enabling them to use technology more effectively for academic, professional, and personal purposes (Valverde-Aliseda & Ruiz-Castillo, 2014). This suggests that with proper guidance, students can build confidence and competence in all areas of technological application.

***Problem 2: What are the challenges encountered by the students in using technology in terms of video editing, creating presentation, word processing and internet navigation.***

**Table 6: Challenges Encountered in Using Technology among Student- Respondents in terms of Video Editing**

<b>Statements The student...</b>	<b>Mean</b>	<b>Verbal Description</b>	<b>Interpretation</b>
1. struggles with limited access to necessary editing equipment.	3.00	Agree	Moderately Challenged
2. navigates video editing software with difficulty.	2.82	Agree	Moderately Challenged
3. performs poorly in editing techniques.	2.66	Agree	Moderately Challenged
4. encounters difficulty in exporting edited videos.	2.75	Agree	Moderately Challenged
5. faces challenges in coordinating on group editing projects.	3.06	Agree	Moderately Challenged
<b>Over-all Mean</b>	<b>2.86</b>	<b>Agree</b>	<b>Moderately Challenged</b>

Table 6 shows that the highest mean score of 3.06 was recorded for challenges in coordinating group editing projects, followed by a mean of 3.00 for struggling with limited access to necessary editing equipment. Both indicate that students face difficulties in collaborating effectively and accessing the tools needed for editing tasks. These challenges may affect communication, workflow management, and consistency in group projects. Observations suggest that students often experience problems in coordinating tasks, resolving conflicts, and maintaining cohesive editing styles. Research by Achugar and Ensign (2009) and Kollöffel, Yancey, and Butler (2007) supports this, highlighting that collaboration and project coordination in technology-based tasks can be challenging for students, particularly when managing workflow and group dynamics. Meanwhile, the lowest mean score of 2.66 was recorded for performing poorly in editing techniques, interpreted as moderately challenged. This shows that although students have a basic understanding of editing, they often struggle to apply techniques effectively, which can affect the quality and clarity of their work. Common issues include errors in grammar, punctuation, structure, and refining content for coherence. These findings align with research by Fitzgerald (2010) and Yancey (2004), suggesting that students may need targeted instruction and practice to strengthen their editing skills. Providing additional exercises, guidance, and alternative strategies can help students overcome these challenges and improve their overall proficiency in editing tasks.

**Table 7: Challenges Encountered in Using Technology among Student-Respondents in terms of Creating Presentation**

<b>Statements The student...</b>	<b>Mean</b>	<b>Verbal Description</b>	<b>Interpretation</b>
1. lacks proficiency in using presentation software such as PowerPoint.	2.77	Agree	Moderately Challenged
2. encounters difficulties when designing visually appealing slides.	2.92	Agree	Moderately Challenged
3. struggles with integrating multimedia elements such as images, videos, and audio.	2.97	Agree	Moderately Challenged
4. faces challenges when organizing content effectively.	3.04	Agree	Moderately Challenged
5. finds it challenging to transition between different topics.	2.84	Agree	Moderately Challenged
<b>Over-all Mean</b>	<b>2.91</b>	<b>Agree</b>	<b>Moderately Challenged</b>

Table 7 shows that the highest mean score of 3.04 was recorded for challenges in organizing content effectively, followed by a mean of 2.97 for integrating multimedia elements such as images, videos, and audio. Both indicate that students face difficulties in structuring information and incorporating diverse media into their projects. Observations suggest that students often struggle with logically organizing content, managing project timelines, and prioritizing tasks, as well as blending multimedia elements smoothly. Research by Bang and Dufresne (2013) and Mayer (2014) supports this, emphasizing the importance of content organization and multimedia principles for clear and effective presentations. Meanwhile, the lowest mean score of 2.77 was given to lacking proficiency in using presentation software, interpreted as moderately challenged. This shows that students encounter difficulties navigating tools like PowerPoint, formatting slides, integrating multimedia, and creating cohesive layouts. Although they have basic familiarity with presentation software, they need additional training to use its features effectively and produce professional-quality presentations. Studies by Ahn and Sitzmann (2011) and Shapiro (2004) suggest that students benefit from targeted guidance and practice to enhance their proficiency in using technology effectively, including presentation software, for creating engaging and polished outputs.

**Table 8: Challenges Encountered in Using Technology among Student-Respondents in terms of Word Processing**

<b>Statements The student...</b>	<b>Mean</b>	<b>Verbal Description</b>	<b>Interpretation</b>
1. faces difficulty using word processing software to format documents. (e.g., Microsoft Word, Google Docs)	2.85	Agree	Moderately Challenged
2. encounters challenges in grammar-checking.	3.12	Agree	Moderately Challenged
3. finds it difficult to manage documents.	2.82	Agree	Moderately Challenged
4. collaborates poorly with peers in word processing.	2.80	Agree	Moderately Challenged
5. struggles to adapt document formatting for different purposes.	2.92	Agree	Moderately Challenged
<b>Over-all Mean</b>	<b>2.90</b>	<b>Agree</b>	<b>Moderately Challenged</b>

Table 8 shows that the highest mean score of 3.12 was recorded for challenges in grammar-checking, followed by a mean of 2.92 for adapting document formatting for different purposes. This indicates that students struggle with identifying and correcting grammatical errors, as well as adjusting document layouts to meet specific requirements. Observations suggest that students often face difficulties with punctuation, sentence structure, and overall clarity, as well as tailoring formatting to different tasks. Studies by Sentner (2009) and Wolfe and Butler (2005) support this, highlighting that grammar-checking is a persistent challenge for students and emphasizing the need for additional guidance and instruction to improve their writing skills. Meanwhile, the lowest mean score of 2.80 was recorded for poor collaboration with peers in word processing, interpreted as moderately challenged. This suggests that students encounter difficulties coordinating tasks, communicating effectively, and integrating each other's contributions during collaborative document work. Although they have basic word processing skills, they require structured opportunities, guidance on teamwork, and strategies for collaborative editing to improve their group work proficiency. Research by Achugar and Ensign (2009), Kollöffel et al. (2007), and Ahn and Sitzmann (2011) confirms that students often struggle with collaborative technology tasks, highlighting the importance of targeted support to enhance coordination and overall performance.

**Table 9: Challenges Encountered in Using Technology among Student-Respondents in terms of Internet Navigation**

Statements <i>The student...</i>	Mean	Verbal Description	Interpretation
1. finds challenges when conducting online research.	3.02	Agree	Moderately Challenged
2. faces difficulties in evaluating online source credibility.	3.02	Agree	Moderately Challenged
3. encounters issues with navigating online platforms for educational resources.	2.94	Agree	Moderately Challenged
4. struggles to use online communication tools for academic purposes.	2.77	Agree	Moderately Challenged
5. experiences difficulty in maintaining online privacy.	2.66	Agree	Moderately Challenged
<b>Over-all Mean</b>	<b>2.88</b>	<b>Agree</b>	<b>Moderately Challenged</b>

Table 10 shows that the highest mean score of 3.02 was recorded for challenges in conducting online research and evaluating source credibility, followed by a mean of 2.94 for difficulties navigating online platforms for educational resources. This indicates that students struggle with finding reliable information and using online learning platforms effectively. Observations suggest that students often encounter challenges in assessing source trustworthiness, identifying bias, and efficiently locating educational materials. Research by Pasiczny and Winograd (2017) supports these findings, highlighting that students frequently face difficulties in evaluating online information despite having access to abundant digital resources. Meanwhile, the lowest mean score of 2.66 was recorded for challenges in maintaining online privacy, interpreted as moderately challenged. This suggests that students have difficulties protecting personal information online despite understanding its importance. Observations indicate that students may struggle with creating strong passwords, managing privacy settings, and avoiding risky online behaviors. Studies by Czerniawski and McLaughlin (2017) emphasize that while students are aware of online privacy, they often lack the practical skills needed to safeguard their information effectively. Targeted guidance and education on internet safety practices could help students develop better habits and strengthen their online privacy skills.

**Table 10: Summary of the Challenges Encountered in Using Technology**

Indicators	Mean	Interpretation
Video Editing	2.86	Moderately Challenged
Creating Presentation	2.91	Moderately Challenged
Word Processing	2.90	Moderately Challenged
Internet Navigation	2.88	Moderately Challenged
Over-All Mean	<b>2.89</b>	<b>Moderately Challenged</b>

Table 10 shows that respondents were moderately challenged in technology across video editing, creating presentations, word processing, and internet navigation. This indicates that students face a consistent level of difficulty in performing various technological tasks, reflecting common obstacles in applying their skills effectively. Observations suggest that while students have basic skills, they encounter challenges in tasks such as coordinating group projects, organizing content, and navigating online tools, highlighting the need for additional support and practice to improve their proficiency. This moderate level of challenge implies that students would benefit from targeted guidance and resources to enhance their digital literacy and overcome specific obstacles. Voogt, Weller, and Knezek (2013) emphasize that mastering foundational technological skills requires addressing both practical and cognitive complexities, supporting the idea that students need structured learning opportunities to strengthen their abilities. Providing such support can help students navigate technology more confidently and succeed in academic and professional settings.

**Problem 3: What is the academic performance of the students?**

**Table 11: Academic Performance of the Students for 3<sup>rd</sup> Quarter, School Year 2023-2024.**

Indicator	Mean	Verbal Description
General Weighted Average Grade	86.50	Very Satisfactory

Table 11 displays the academic performance of students in the 3rd quarter of the School Year 2023-2024. They received a mean score of 86.50, categorized as "Very Satisfactory." This indicates that students performed very well across their academic subjects during this period, demonstrating a strong level of understanding and achievement. The rating suggests that students consistently met or exceeded academic expectations, showing diligence and engagement in their studies. Astin (1993) and Hattie (2008) highlight factors like effective teaching and student engagement that contribute to academic success, supporting the positive performance observed in this study.

**Problem 4: Is there a significant difference in the student's level of proficiency in technology when grouped according to sex, age and socioeconomic.**

**Table 12: Student's Level of Proficiency in Technology when Grouped According to Sex**

Variable	Sex	Mean	t	p-value	Interpretation
Student's Proficiency and Sex	Male	3.0571	.375	.708	Not Significant
	Female	3.0223			

Table 12 shows that there is no significant difference in students' technology proficiency when grouped by sex, with male respondents scoring a mean of 3.0571 and female respondents 3.0223 ( $t = .375, p = .708$ ). This indicates that both male and female students demonstrate similar levels of proficiency in technology, suggesting that gender does not play a significant role in determining technological skills. The null hypothesis, which states that there is no significant difference based on sex, is therefore accepted. This finding implies that other factors, such as individual interest, prior experience, or access to technology, may have a greater influence on students' technological abilities than gender. Warschauer and Matuchniak (2010) similarly found no significant gender differences in digital literacy skills, supporting the conclusion that equitable opportunities and access are more critical in developing students' proficiency in technology.

**Table 13: Student's Level of Proficiency in Technology when grouped according to Age**

Variable	Age	Mean	t	p-value	Interpretation
Student's Proficiency and Age	10 to 15 years old	2.9804	-2.023	.046	Significant
	16 to 20 years old	3.1733			

Table 13 shows a significant difference in students' technology proficiency when grouped according to age, with younger respondents scoring a mean of 3.1733 and older respondents 2.9804 ( $t = -2.023, p = .046$ ). This indicates that age has a significant effect on students' technological skills, and the null hypothesis, which states no difference based on age, is rejected. Younger students appear to demonstrate higher proficiency in technology compared to older students. This finding suggests that familiarity and exposure to technology from an early age may contribute to greater proficiency, aligning with Prensky's (2001) concept of "digital natives." Other studies (Vandenbosch, Van der Heijden, & Passenier, 2015; Feng et al., 2018) support the idea that younger students often adapt more easily to technological tools due to early exposure and consistent use, whereas older students may require more practice and guidance. These results highlight the importance of providing targeted support to ensure that all students, regardless of age, can develop and enhance their technological competencies.

**Table 14: Student's Level of Proficiency in Technology when grouped according to Socioeconomic**

Variable	Socioeconomic Status	Mean	t	p-value	Interpretation
Student's Proficiency and Socioeconomic	Middle-Income	2.9906	-.410	.683	Not Significant
	Low-Income	3.0409			

Table 14 shows no significant difference in students' technology proficiency when grouped according to socioeconomic status, with respondents from lower and higher socioeconomic backgrounds scoring means of 2.9906 and 3.0409, respectively ( $t = -.410, p = .683$ ). This indicates that socioeconomic status does not significantly affect students' proficiency in technology, and the null hypothesis is accepted. This suggests that other factors, such as individual interest, prior experience, or access to technology resources in school, may play a greater role in shaping students' technological skills. Although the digital divide can limit access to technology for some students (Warschauer, 2003; Moeller & Pelletier, 2002), the findings highlight the importance of providing equitable opportunities for all students to develop and enhance their technology competencies, regardless of socioeconomic background.

**Problem 5: Based on the findings of the study, what pedagogical innovation can be proposed?**

A pedagogical innovation that can be proposed is a comprehensive, competency-based Technology Skills Enhancement Workshop that directly addresses the identified gaps by equipping students with essential digital competencies in video editing, presentation development, word processing, and responsible internet navigation through structured, hands-on, and performance-based learning experiences. This innovation strengthens students' academic readiness and future employability by integrating practical digital literacy training into the school's instructional framework, fostering empowered, self-directed, and technologically proficient learners aligned with the demands of a rapidly evolving digital landscape.

### **Ethical Considerations**

This study followed ethical standards in educational research to protect the rights and welfare of the participants. Permission to conduct the study was obtained from the Department of Education Division Office and the School Principal of Buenavista Integrated School. Informed consent was secured from all participants after explaining the purpose of the study, the procedures involved, and their right to participate voluntarily or withdraw at any time without consequences. Confidentiality and anonymity were strictly observed. Participants' identities were protected through the use of codes, and no personal information was disclosed in the data analysis or report. Academic records were accessed only with proper authorization and handled in accordance with the Data Privacy Act of 2012 (Republic Act No. 10173). All data collected were used solely for research purposes and stored securely. The study ensured that participants were not exposed to physical, psychological, or emotional harm. Survey questions were non-intrusive, and data collection was conducted during students' free time to avoid disruption and coercion. Ethical principles of fairness, objectivity, and academic integrity were upheld throughout the research process.

### **Conclusion**

The study concluded that students' technological skills are important for their academic success in today's digital learning environment. Results showed that students were moderately proficient in video editing, presentations, word processing, and internet use but faced challenges in collaboration, advanced editing, and evaluating online information. Gender and socioeconomic status did not significantly affect proficiency, while age had a slight influence. These findings highlight the need for schools to provide training and support to improve students' technology skills. Strengthening these skills can help students perform better academically and develop the digital literacy needed for future learning and work.

### **Reccomendations**

Based on the findings, the study recommended that Department of Education Officials develop policies prioritizing technology integration and allocate sufficient resources to enhance technological infrastructure and training in schools. School Heads were advised to utilize insights from the study to assess their schools' technological readiness and implement plans to improve tech resources and support. Teachers were encouraged to adapt their instructional methods to include more technology-based learning and to pursue professional development in technological education to better support their students. Additionally, students were urged to engage in activities and programs that enhance their technological skills. These recommendations aimed to create an educational environment where technology was seamlessly integrated, enhancing learning outcomes and preparing students for future challenges in a technology-centric world.

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## The Impact of Reading Comprehension on Student's Academic Performance

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**Abstract.** This study investigated the relationship between reading comprehension and academic performance among General Academic Strand students at Buenavista Integrated School during the School Year 2024-2025. However, limited research has examined its direct impact within this specific academic setting. A descriptive-correlational research design was employed to assess the association between students' reading comprehension levels and their academic performance. Descriptive statistics were utilized to evaluate comprehension proficiency and general academic achievement, while purposive sampling was used to select participants. The findings revealed no significant relationship between reading comprehension and academic performance, despite a strong negative correlation ( $R = -0.82$ ) and a high P-value (0.521). This suggests that the observed correlation may be due to chance, indicating that reading comprehension alone may not be a primary determinant of academic success. Notably, students demonstrated a very satisfactory level of academic performance, with a general weighted average of 89.05 in the third quarter. These results suggest that other factors, such as study habits, motivation, teacher effectiveness, and learning environments, may exert a more significant influence on students' academic outcomes. Further research is recommended to identify key determinants of academic achievement, which could inform the development of more effective teaching strategies and educational interventions to enhance student learning and success.

**Keywords:** Academic performance, Reading Comprehension General Academic Strand, Reading

### Introduction

In the early 21st century comprehension is the essence of reading and the active process of constructing meaning from text (Durkin, 1993). Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (van den Broek & Espin, 2012). Comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inferencing, and motivation. In addition comprehension also requires effective use of strategic processes, such as metacognition and comprehension monitoring. As readers mature in their comprehension skills, they are able to progress efficiently from the stage of learning to read to the ultimate goal of reading to learn (Yovanoff, Duesbery, Alonzo, & Tindal, 2005).

On another hand any educational institute students are most important as-set. Economic and social development of a country is directly associated with academic performance of students. The students' academic performance plays a vital role in creating the finest quality alumnae who will become leader and manpower of a particular country, consequently responsible for the country's social and economic development (Ali et. al, 2009). The academic performance of the students' has gained significant attention in past researches. Performance of students is affected by psychological, economic, social, personal and environmental factors. Though these factors strongly influence the performance of the students, but these factors differ from country to country and person to person. Most of the previous studies on academic performance of students focused on such issues like teacher education, class environment, gender difference,

teaching style, family educational background and socioeconomic factor. The majority of the researchers in the world applied the GPA to assess the performance of the students (Stephan & Schaban, 2002). They applied GPA (grade point average) to evaluate performance of the students in a particular semester.

Moreover, fluency is a prerequisite skill to comprehension. It is the automatic recognition of words that frees up the cognitive capacity required for comprehending the meaning of the words (Pressley, 2002). Considered a bridge between decoding and comprehension (Pikulski & Chard, 2005), reading fluency took center stage after the results from the National Reading Panel (2000) were published. A study of at-risk second graders also revealed that accuracy and rate of oral reading uniquely predicted comprehension ability. Darling (2005) and Galiher (2006) utilized GPA to evaluate performance of the students. Academic achievement can be defined as the attainment of either medium- or long-term educational goals (Yusuf, 2002). In this respect, Li, Chen, and Duanmu (2010) have pointed out that prior academic achievement is strongly related to students' academic performance at university. As a matter of fact, a considerable number of studies have reported the explanatory role of prior academic achievement in academic performance at university (e.g. Betts et al., 2008; Byrne et al., 2008; Casillas et al., 2012; McKenzie et al., 2001; Pike et al., 2002; Roberts, 2007). A competency is a "performance capacity to do as well as to know which is judged by some level or standard of performance" (Shavelson, 2010, p. 44). In particular, higher education aims at developing both specific and generic competencies (Sadler, 2013). Undoubtedly, a deeper understanding of academic performance in higher education requires the assessment of both generic and specific student competencies (Blömeke, Zlatkin-Troitschanskaia, Kuhn, & Fege, 2013).

This study aims to assess the reading comprehension levels of senior high school students in the general academic strand. The research will focus on Senior High School students at Buenavista Integrated School, Zamboanga City Division, during the 2024-2025 academic year. By evaluating, between reading comprehension and academic performance, this study seeks to provide valuable insights into the factors that influence students' reading skills and academic success in a post-pandemic educational setting

### **Research Questions**

This study aimed to evaluate the impact of reading comprehension on the academic performance of Senior High School Students General Academic Strand at Buenavista Integrated School for the school year 2024-2025.

Specifically, the study seeks to address the following questions:

1. What is the extend of reading comprehension of the students?
2. What is the extend of student's academic performance?
3. Is there a significant relationship between the extend of reading comprehension and students' academic performance?

### **Scope and Delimitation of the Study**

This study assessed the impact of reading comprehension levels of Senior High School students in the General Academic Strand (GAS) at Buenavista Integrated School, Zamboanga City Division, during the school year 2024-2025. It focused on the students' ability to comprehend reading materials. This study covered students in Grade 11 and Grade 12 under the General Academic Strand. The primary focus of the study is on the reading comprehension levels of these students and how they influence academic performance. Specific the student's proficiency in reading comprehension.

## **Literature Review**

### **Reading Comprehension**

Reading comprehension is a complex cognitive process that involves constructing meaning from text through the interaction of prior knowledge, vocabulary, grammar, and strategic thinking skills. Research emphasizes that comprehension is not merely decoding words but actively building meaning in the reader's mind (Durkin, 1979; Pearson, 1985). Proficient readers apply strategies such as monitoring, questioning, summarizing, and organizing ideas to enhance understanding (National Reading Panel [NRP], 2000; Snow, 2002). Foundational skills including phonemic awareness, vocabulary development, inference-making, and working memory significantly influence comprehension ability (Lyon, 2000; Clarke et al., 2014). In multilingual and digital contexts, comprehension becomes more demanding, requiring learners to evaluate sources, synthesize information, and apply self-regulation strategies (Coiro, 2007; Leu et al., 2007; Bannert et al., 2009). Studies consistently show that strong reading comprehension skills are essential for academic success across disciplines, as students must interpret, analyze, and apply information from various texts to meet educational requirements (Rues, 2019).

### **General Academic Strand (GAS)**

The General Academic Strand (GAS) under the K-12 curriculum is designed for students who are undecided about their college or career paths and prefer a broad academic foundation. GAS allows learners

to select electives from various strands, including humanities, social sciences, business, and sciences, promoting interdisciplinary competence and flexibility (Biliran, 2018). Research suggests that strand selection is influenced by students' interests, academic performance, socioeconomic background, and parental guidance (Moneva & Malbas, 2019; Santric-Milicevic et al., 2014). College readiness literature further emphasizes that academic preparation involves not only content knowledge but also adaptability, motivation, and support systems (Tran, 2015; Jaime, 2017). As an exploratory strand, GAS aims to equip students with foundational knowledge and skills necessary for higher education and community participation, making academic competencies such as reading comprehension critical for success across diverse subject areas.

### **Academic Performance**

Academic performance refers to students' measurable educational achievement, commonly reflected in grades, test scores, and overall scholastic outcomes. Research identifies multiple factors influencing academic performance, including cognitive skills, stress levels, resilience, parental involvement, and digital literacy. Academic stress has been shown to negatively affect achievement when performance demands exceed students' coping capacity (Khan et al., 2013; Aihie & Ohanaka, 2019). Conversely, resilience—defined as the ability to adapt and recover from challenges—positively contributes to academic success (Mwangi et al., 2015; Mirza & Arif, 2018; Rao & Krishnamurthy, 2018). Parental involvement also demonstrates significant associations with overall academic achievement, particularly when measured through general performance indicators such as GPA (Fan & Chen, 2001). Additionally, digital competencies such as internet navigation skills enhance students' research capabilities and learning effectiveness, contributing to improved academic outcomes (Reyes & Garcia, 2017). Overall, literature consistently establishes that foundational skills such as reading comprehension play a central role in determining students' academic performance.

## **Methodology**

### **Research Design**

This research was employed a descriptive-correlational design, as suggested by Abhijit Naik (2012). This design is appropriate for understanding the various dimensions of assessing reading comprehension among senior high school students and its impact on academic performance. According to Creswell (2014), descriptive research aims to describe phenomena in their natural settings to enhance understanding. This type of research typically involves data collection methods such as observation, interviews, and document analysis, followed by data analysis to identify patterns and themes.

### **Sampling Design**

The study was employed a probability sampling method, specifically purposive sampling. Purposive sampling facilitates the selection of respondents from specific categories, focusing on Senior High School students from Buenavista Integrated School, Zamboanga City Division. Each individual within the senior high school population, including Grade-11 GAS (General Academic Strand) and Grade-12 GAS students, has an equal opportunity to be chosen. The researcher will select a sample of 64 respondents from the targeted population. By using purposive sampling, the study aims to ensure that the chosen participants represent the specific characteristics and criteria relevant to the research objectives. This method allows for a more in-depth exploration of the targeted group while maintaining the principles of probability sampling.

### **Research Locale**

The study was conducted in Zamboanga City, specifically at Buenavista Integrated School in Barangay Buenavista Km 55, situated 55 kilometers west of the city proper. This public-school falls under the jurisdiction of the Zamboanga City Division, within the Curuan district. By selecting this location, the study aims to leverage the unique characteristics and dynamics of the local community, providing valuable insights and contributing to the overall educational landscape of the region.

### **Research Participants**

This study included all students enrolled in the General Academic Strand (GAS) of the Senior High School Department at Buenavista Integrated School. The total population of student-respondents was 64, comprising 37 Grade 11 students and 27 Grade 12 students. Since the population size was manageable, complete enumeration was employed, making the total population equal to the sample size. The largest number of students (37) was in Grade 11, while the smallest number (27) was in Grade 12.

### **Research Instrument**

The research instruments to be used in this study is an adapted version of an uploaded thesis Likert Scale survey questionnaire on James Jay Vince. We modified it to better fit the context of Buenavista Integrated School in Zamboanga city division, focusing on the effects of poverty on academic performance. These adjustments ensure that the tool aligned with our study goals and adhered to ethnical status. The

responses will be rated using a 4-likert scale, where students will indicate how often they used Reading comprehension where 4= SA (strongly agree), 3= A (Agree), 2=DA (Disagree), and 1=SDA (Strongly agree). The survey collected data on academic performance by measuring grades, especially the general weighted average of their grades for the third quarter of the school year 2024-2025

### Data Gathering Procedure

The researcher began by securing the approved letter from the Research Adviser. This letter served as authorization to conduct the study. Once the Endorsement Letter is obtained, the researcher will seek permission from the school principal to conduct the study at Buenavista Integrated School. Upon receiving approval from the principal, the researcher will submit all necessary documents, including the endorsement letter, approved letter from the principal, consent forms, and the survey questionnaire, to the designated coordinator of the Junior High School Department. Recruitment of student respondents was conducted through face-to-face visits to the school. The researcher approached students who were available and willing to participate in the study. The questionnaire was administered during the respondents' free time, with clear instructions presented in simple language before they answered the questions. Any queries or concerns raised by the respondents were addressed immediately to ensure clarity and understanding. Prior to administering the survey, informed consent was obtained from each participant, emphasizing their voluntary participation and the confidentiality of their responses. The survey was conducted face-to-face to ensure proper guidance and assistance if needed during the completion of the questionnaire.

## Results and Discussions

### Problem 1: What is the extend of reading comprehension of the students?

**Table 1: The extend of reading comprehension of the students**

Statements	Mean	Verbal Description	Interpretation
6. I possess developing reading comprehension skills in my academic reading.	3.09	Agree	Moderately Proficient in Comprehension
7. I experience little reading progress during engaging in academic reading learning venture.	2.89	Agree	Moderately Proficient in Comprehension
8. I am not good enough in reciting the major important idea discovered in my academic reading texts.	2.73	Agree	Moderately Proficient in Comprehension
9. I frequently feel demotivated whenever I encounter difficult words or expressions in my academic reading texts.	2.80	Agree	Moderately Proficient in Comprehension
10. I merely follow my academic reading texts without raising critical questions potentially helping me to process better understanding of my targeted texts. <sup>2</sup>	2.86	Agree	Moderately Proficient in Comprehension
11. I continuously create some concise mind-mappings beneficial for deepening my existing understanding of the academic reading texts.	2.86	Agree	Moderately Proficient in Comprehension
12. Whenever I give up on the thorny academic reading processes, I elevate my reading endeavor repeatedly by saying "I can tackle all of these challenges well."	2.83	Agree	Moderately Proficient in Comprehension
13. When I confront with unfamiliar words or sentence in my academic reading texts, I determine to utilize guessing meaning from the context strategies through some essential keywords.	2.91	Agree	Moderately Proficient in Comprehension
14. I continuously share my academic reading impediment with some trusted fellow classmates in order to resolve the specific intended reading learning issues altogether.	3.00	Agree	Moderately Proficient in Comprehension
15. I consistently harness a vast range of academic reading resources like dictionary, other relevant text, and credential website to figure out the most efficient strategies to overcome my reading comprehension issues.	2.95	Agree	Moderately Proficient in Comprehension
<b>Over-all Mean</b>	<b>2.89</b>	<b>Agree</b>	<b>Moderately Proficient in Comprehension</b>

Table 2 presents the extent of reading comprehension among the student-respondents. The highest mean score of 3.09 was obtained in the statement, "I possess developing reading comprehension skills in my academic reading," verbally described as "Agree" and interpreted as Moderately Proficient in Comprehension. This indicates that students perceive themselves as developing readers who can generally understand academic texts but still recognize the need for further improvement. This finding supports Snow

(2002), who explained that reading comprehension develops gradually through continuous engagement with texts and the integration of prior knowledge. Similarly, Pearson and Hammann (2005) emphasized that comprehension improves when students apply active reading strategies. On the other hand, the lowest mean of 2.73 was recorded in the statement, "I am not good enough in reciting the major important idea discovered in my academic reading texts," which is still interpreted as Moderately Proficient in Comprehension. This suggests that while students can understand the main ideas of texts, they experience difficulty in clearly recalling or expressing those ideas. Paris and Paris (2003) noted that comprehension includes not only understanding but also the ability to summarize and articulate key points. Likewise, Zimmerman (2002) explained that effectively expressing understood ideas requires metacognitive strategies and consistent practice. Overall, the findings indicate that the respondents demonstrate a Moderately Proficient level of reading comprehension. They are able to grasp main ideas but may still encounter challenges in synthesizing, recalling, and confidently expressing complex information.

**Problem 2: What is the extend of student’s academic performance?**

**Table 2: Academic Performance of the Students for 3rd Quarter, School Year 2024-2025**

Indicator	Mean	Verbal Description
General Weighted Average Grade	89.05	Very Satisfactory

Table 2 presents the academic performance of the student in the 3rd quarter of the School Year 2024-2025. It shows that the students got a mean of 89.05 with its verbal description of "Very Satisfactory". It means that students performed very satisfactorily. It suggests that the majority of students performed at a high level, achieving good grades that reflect a strong understanding of the material. The "Very Satisfactory" description indicates consistent, above-average performance, suggesting that students are meeting or exceeding academic expectations. As supported research by according to Brophy (2010) in *Motivating Students to Learn*, academic success, as indicated by high grades, typically correlates with strong student engagement, effective instructional methods, and a positive learning environment. Brophy argues that when students achieve above-average performance, it often results from a combination of intrinsic motivation, clear goals, and supportive feedback from teachers. Additionally, Tatum (2007) in a guide to understanding academic achievement highlights that a high general weighted average, such as 89.05, signifies that student have a deep understanding of the content, are applying their knowledge effectively, and are likely receiving ample academic support.

**Problem 3: Is there a significant relationship between the extent of reading comprehension and students’ academic performance?**

**Table 3  
The significant influence between the extent of reading comprehension and students’ academic performance.**

Variable Mean		R-Value	P-Value	Interpretation
X	Y			
Reading Comprehension	Student’s academic performance.	-082	.521	Not Significant

Table 4 shows that the computed R-value of -0.82 indicates a strong negative correlation, suggesting that as one variable increases, the other decreases. However, the obtained p-value of 0.521 is greater than the 0.05 level of significance, indicating that the relationship is not statistically significant. This means that despite the strong negative correlation, there is insufficient evidence to conclude that a true relationship exists between the variables. The result suggests that the observed correlation may have occurred by chance and should not be used as a basis for drawing conclusions. This finding is supported by Cohen (1992), who explained that a p-value greater than 0.05 indicates a lack of statistical evidence for a significant relationship. Similarly, Pallant (2016) stated that when the p-value exceeds the 0.05 threshold, the correlation is not considered statistically significant and may be due to random variation. Harris (2001) further emphasized that even strong correlations must meet the level of significance to be considered reliable. Therefore, the results indicate that no significant relationship exists between the variables.

**Ethical Considerations**

This study followed ethical standards to protect the rights and welfare of the participants. Permission to conduct the research was obtained from the Department of Education Division Office and the School Principal of Buenavista Integrated School. Informed consent was secured from all student-respondents after explaining the purpose of the study and assuring them that participation was voluntary and that they could withdraw at any time without penalty.

Confidentiality and anonymity were maintained by using codes instead of names, and no personal information was disclosed in the report. All data were used only for research purposes and handled in accordance with the Data Privacy Act of 2012 (Republic Act No. 10173). The study ensured that participants were not exposed to any harm, and ethical principles were observed throughout the research process.

## Conclusion

This study examined the relationship between reading comprehension and students' academic performance at Buenavista Integrated School for the School Year 2024–2025. The findings showed that students demonstrated a moderately proficient level of reading comprehension. While they were able to understand the main ideas of texts, they experienced difficulty in recalling and clearly expressing key concepts. Despite this, their academic performance during the 3rd quarter was rated very satisfactory, with a general weighted average of 89.05. The results further revealed a strong negative correlation ( $R = -0.82$ ) between reading comprehension and academic performance. However, the p-value of 0.521 indicated that the relationship was not statistically significant. This means that the observed correlation may have occurred by chance and does not show a meaningful relationship between the two variables. Overall, the study concludes that although reading comprehension is important, it may not be the only factor influencing academic performance. Other variables such as study habits, motivation, and teaching strategies may play a greater role in students' academic success. Further research is recommended to explore these additional factors.

## Recommendations

Based on the findings of the study, several recommendations are proposed. DepEd officials may strengthen reading programs that focus on improving comprehension skills while also considering other factors that influence academic performance. School principals are encouraged to support teachers through training and the provision of instructional resources that enhance reading instruction. Teachers are advised to use differentiated and engaging strategies to address the varying comprehension levels of students and to make reading activities more interactive and meaningful. Future researchers may examine other variables such as study habits, motivation, and socio-economic factors to better understand students' academic performance, as well as apply improved research methods for more accurate results. Parents and guardians are encouraged to promote regular reading habits at home and provide support to help improve their children's comprehension skills. Lastly, students are encouraged to actively participate in literacy activities and develop positive reading habits to enhance their academic growth.

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## The Role of Social Media Networking in Shaping Academic Performance

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**Abstract.** This study investigates how social media networking influences the academic performance of Senior High School students in the General Academic Strand at Buenavista Integrated School, Zamboanga City, during the 2024–2025 school year. Social media has become a central part of students' daily lives, often serving as a tool for research, collaboration, and academic engagement. Using a descriptive survey design, data were collected through structured questionnaires administered to a sample of students. Findings reveal that platforms such as Facebook, Twitter, and Instagram are widely used for academic support, particularly in research activities. Students' academic performance in the 3rd quarter was rated "Very Satisfactory," with a mean score of 89.38. No significant differences were observed across demographic groups, suggesting that social media's academic impact is consistent among students. The study concludes that when effectively integrated into the academic environment, social media networking can enhance learning outcomes, especially in research and collaborative tasks. However, it also emphasizes the need for guidelines and training to maximize benefits while minimizing distractions. By addressing the limited research on social media use in Senior High School education, this study provides insights for educators and policymakers on how to harness social media as a constructive academic tool.

**Keywords:** Academic Performance, Social Media, Networking, Senior High School

### Introduction

Social media networking can enhance student learning through interactions, but challenges arise when it is incorporated into academic courses. Assumptions that students are familiar with and willing to use social media networking may lead educators to overlook necessary resources and support (Cole, 2009; Våljataga & Fiedler, 2009). Arnold and Paulus (2010) found that students use social media networking in ways that differ from instructors' intentions, including off-topic discussions due to its social nature (Lin et al., 2013). Older students tend to engage in more unrelated discussions (Lin et al., 2013). Excessive use of social media networking can also negatively affect GPA and preparation time, as it may distract students from coursework (Annetta et al., 2009; Junco, 2012b; Hurt et al., 2012).

Academic performance refers to the extent to which a student achieves educational goals, usually measured by grades, assessments, and overall achievement. It is a key indicator of learning and cognitive development, often influencing future educational and career opportunities. Several factors affect academic performance, including student characteristics, teaching quality, school environment, and social influences (Jeynes, 2002).

This study aims to investigate the role of social media networking in shaping the academic performance of Senior High School students in the General Academic Strand at Buenavista Integrated School. With social media becoming integral to students' daily lives, this research examines its relationship with academic performance, focusing on research, collaboration, and engagement. The literature review follows procedures outlined by AlEmran (2015), Al-Qaysi (2016), and Salloum et al. (2016, 2018).

### **Research Questions**

This study aims to assess the role of social media networking in shaping academic performance levels of Senior High School Students in General Academic Strand at Buenavista Integrated School for the school year 2024-2025.

Specifically, the study seeks to answer the following research questions:

1. What is the level of social media networking utilization among Senior High School students in the General Academic Strand?
2. What is the level of students' academic performance?
3. Is there a significant relationship between the level social media networking and students' academic performance?

### **Scope and Delimitation of the Study**

This study examines the role of social media networking in shaping the academic performance of Senior High School students under the General Academic Strand (GAS) at Buenavista Integrated School, Zamboanga City Division, during the school year 2024–2025. It focuses on Grade 11 and Grade 12 GAS students, analyzing how social media use influences their academic outcomes. The research is limited to the impact of social media and does not consider teaching methods or instructional materials. To ensure confidentiality and unbiased analysis, participants will be identified using coded labels ('A' and 'B').

## **Literature Review**

### **Social Media Networking**

Social media networking refers to online platforms that enable communication, content sharing, and interaction across communities. Foreign studies emphasize its broad influence on society, including communication, politics, culture, and education, while also noting its potential to distract students from academic tasks (Emmanuel et al., 2022; Omar et al., 2024; Giatàn-Aguilar et al., 2022). Local research highlights its role in shaping political engagement among Filipino youth, consumer behavior, and identity formation during the pandemic, with Facebook remaining the most widely used platform in the country (Cleofas, 2022; Universal McCann, 2008; Go & Talla, 2019). Overall, both foreign and local findings suggest that social media is deeply embedded in daily life, serving as a tool for collaboration and information access, while also presenting challenges related to distraction and overuse.

### **Academic Performance**

Academic performance refers to students' achievement in school, often measured through grades, test scores, and learning outcomes. Foreign literature identifies motivation, self-regulation, teacher support, and international exposure as key factors influencing success (Alghamdi, 2022; Stevens, 2021; McCauley et al., 2016). Local studies similarly emphasize the importance of study habits, family support, and school resources, while noting that socio-economic status strongly affects student outcomes (Baculatan, 2020; Villanueva, 2019; Capinding, 2021). Taken together, both foreign and local research highlight that academic performance is shaped by a combination of personal discipline, supportive environments, and effective learning strategies, with social media use playing only a minor or situational role.

## **Methodology**

### **Research Design**

This study uses a descriptive-correlational design to examine the effect of social media networking on the academic performance of Senior High School students in the General Academic Strand (GAS). The descriptive part outlines students' social media habits, including platforms used, time spent, and frequency of engagement, while the correlational part analyzes the relationship between these patterns and their General Weighted Average (GWA). By applying correlational analysis, the study identifies the strength and direction of associations between social media use and academic outcomes, though it does not establish causality. Social media engagement is measured through usage time and frequency, while academic performance is assessed through students' most recent GWA, providing insights that may guide educators and policymakers in understanding its impact on learning.

### **Sampling Design**

The study will employ stratified random sampling to select 50 Senior High School students from Buenavista Integrated School. Students will be grouped into strata based on their level of social media engagement high, moderate, and low or none and a random sample will be drawn from each group. This method ensures fairness, equal chance of selection, and balanced representation across different levels of social media use, providing a comprehensive view of how varying engagement may influence academic performance.

### Research Locale

The research will be conducted at Buenavista Integrated School, a public secondary school in Buenavista, Zamboanga City, offering both junior and senior high school education. The study will focus on Grades 11 and 12 students enrolled in the school year 2024–2025 to examine the impact of social media networking on academic performance. The school was chosen for its accessibility to academic records, diverse student population, and reputation for academic excellence and character development. Its varied social media behaviors provide a suitable context for analyzing how different levels of engagement may influence student outcomes.

### Research Participants

This study included Senior High School students from Buenavista Integrated School. The total population was 74 across two grade levels, with 40 students in Grade Level A and 34 in Grade Level B. From this population, 50 respondents were selected 25 from each grade level to ensure balanced representation.

### Research Instrument

The researcher employed an adapted Likert scale questionnaire comprising two parts. Part I assessed students' participation in social media networking, with items rated on a four-point scale where 4 = SA (Strongly Agree), 3 = A (Agree), 2 = DA (Disagree), and 1 = SDA (Strongly Disagree). Part II collected data on academic performance by recording the General Weighted Average (GWA) of students for the third quarter of the school year 2024–2025. This approach provided the necessary information to examine the relationship between social media involvement and academic outcomes.

### Data Gathering Procedure

The researcher first secured an approved letter authorizing the conduct of the study, which was submitted to the School Principal to request an Endorsement Letter from the Division Office. Upon receiving the endorsement, permission was obtained from the principal of Buenavista Integrated School. All required documents, including consent forms and the survey questionnaire, were then submitted to the designated coordinator. Respondents were recruited through face-to-face visits, and the questionnaire was administered during their free time with clear instructions provided. Informed consent was obtained prior to participation, ensuring voluntary involvement and confidentiality. The survey was conducted in person to provide guidance and address any concerns during completion.

## Results and Discussions

### Problem 1: What the level of social media networking utilization among Senior High School students in the General Academic Strand?

**Table 1: Level of social media networking utilization among Senior High School students in the General Academic Strand**

Statements <i>The student...</i>	Mean	Verbal Description	Interpretation
16. The Social Media Network Sites Usage Affects your Study.	3.02	Agree	Moderately Utilized
17. Any information Relevant to your subject while browsing the Internet.	3.14	Agree	Moderately Utilized
18. The Study habit have change since you have started Social Media Networking.	3.00	Agree	Moderately Utilized
19. Missed in attending classes due to much engagement in Social Media Sites.	2.14	Agree	Fairly Utilized
20. Social Media Sites Solve your Academic Problem.	3.09	Agree	Moderately Utilized
21. Can pass requirement on time.	3.10	Agree	Moderately Utilized
22. Can use social media to create your social identity.	3.02	Agree	Moderately Utilized
23. Often time can apply social media sites to your study.	2.90	Agree	Moderately Utilized
24. Often time can apply social media sites to your study.	2.46	Disagree	Fairly Utilized

25. Social media sites failed one's from getting high grade.	2.70	Agree	Moderately Utilized
26. Social media sites motivate's enhance student's academic performance.	3.02	Agree	Moderately Utilized
27. Social media sites enhance student's academic performance.	3.10	Agree	Moderately Utilized
28. Social media sites can help individuals in their research work.	3.30	Strongly Agree	Highly Utilized
29. Social networking sites can help make the assignment correct.	3.12	Agree	Moderately Utilized
30. Social Media Sites make things easy when it involves school grades.	2.80	Agree	Moderately Utilized
<b>Over-all Mean</b>	<b>2.57</b>	<b>Agree</b>	<b>Moderately Utilized</b>

Table 1 shows that the statement “Social media sites can help individuals in their research work” obtained the highest mean of 3.30, described as *strongly agree* and interpreted as *highly utilized*. This means students frequently use social media platforms to store and access materials for academic purposes, suggesting that these tools are effective in supporting research and classroom learning. Research supports this finding: Smith and Johnson (2023) note that social media facilitates access to scholarly resources and peer collaboration, while Chen and Zhang (2021) emphasize its role in networking and knowledge sharing. The high utilization rate indicates that both students and educators increasingly rely on social media as an essential resource for academic success.

**Table 2: What is the level of Students' Academic performance?**

Indicator	Mean	Verbal Description
General Weighted Average Grade	89.38	Very Satisfactory

Table 2 shows that the students obtained a mean score of 89.38 in Social Media Networking for the 3rd quarter of SY 2024–2025, verbally described as *Very Satisfactory*. This indicates that students demonstrated strong understanding and proficiency, meeting or exceeding expected learning outcomes. The result suggests that teaching strategies and learning activities were effective in fostering engagement and achievement, though further enrichment may help students aim for even higher performance. Research supports this finding: Smith and Johnson (2020) note that very satisfactory performance often reflects well-structured lessons, clear objectives, and active student participation. Thus, the high mean score highlights the value of social media networking as a tool for promoting collaboration, knowledge sharing, and academic success.

**Problem 3: Does social media networking significantly influence the student's academic performance?**

**Table 3: The significantly influence the social media networking and student's academic performance.**

Variable X	Variable Y	Mean	R-Value	P-Value	Interpretation
Social Media Networking	Student's academic performance.		.096	.505	Not Significant

Table 4 shows the correlation between social media networking and academic performance, yielding an R-value of 0.096 and a P-value of 0.505. This indicates a very weak positive relationship that is not statistically significant, meaning social media use has little to no effect on students' academic performance in this study. Similar findings were reported by Junco (2012) and Kirschner & Karpinski (2010), who observed weak correlations between social media use and academic outcomes. While some studies suggest social media can support collaboration and information sharing, excessive non-academic use may lead to distraction. Thus, future research should consider usage patterns, platform type, and mediating factors such as time management and self-regulation to better explain its impact on academic performance.

**Ethical Considerations**

This study was carried out with great care to protect the rights and well-being of all participants. Approval to conduct the research was first secured from the Department of Education Division Office and the School Principal of Buenavista Integrated School. Before data collection, the purpose of the study and its procedures were clearly explained to the students, and informed consent was obtained to ensure their voluntary participation. They were assured that they could withdraw at any time without penalty. Confidentiality and anonymity were strictly maintained—responses were coded, and no personal details were revealed in the analysis or reporting. Academic records were accessed only with proper authorization and handled in compliance with the Data Privacy Act of 2012 (Republic Act No. 10173). The survey questions were designed to be non-intrusive, and data collection was scheduled during students' free time to avoid disruption. Throughout the process, the principles of fairness, respect, and academic integrity guided the research, ensuring that participants were treated with dignity and that the findings were used solely for educational purposes.

## Conclusion

The study concluded that students' technological skills play an important role in academic success in today's digital learning environment. Findings revealed that students were moderately proficient in video editing, presentations, word processing, and internet use, but faced challenges in collaboration, advanced editing, and evaluating online information. Gender and socioeconomic status showed no significant effect, while age had a slight influence. These results highlight the need for schools to provide training and support to strengthen students' technology skills, which can enhance academic performance and build the digital literacy necessary for future learning and work.

## Recommendations

Based on the findings, the study recommends that Department of Education officials develop policies that prioritize technology integration and allocate resources for infrastructure and training. School heads are encouraged to assess their schools' technological readiness and implement improvement plans. Teachers should adapt instructional methods to include more technology-based learning and pursue professional development to strengthen their skills. Students are advised to participate in activities and programs that enhance their technological proficiency. These recommendations aim to create a learning environment where technology is seamlessly integrated, supporting better academic outcomes and preparing students for future challenges in a digital world.

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## The Impact of Mobile Legends and Academic Performance Among Senior High School

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**Abstract.** This study aimed to determine the impact of mobile legend and academic performance among senior high school students School Year 2024-2025. The study employed a descriptive-correlational research design and a survey questionnaire to gather data from respondents. The findings showed that mobile legends addiction is not significantly influence the student's academic performance. The respondents agreed that they sometimes play ML during class hours (mean of 2.76) and that excessive gaming makes them inactive during class discussions (mean of 2.81). Furthermore, many choose to play the game rather than complete schoolwork, with a mean score of 2.67. These behaviors indicate that gaming has become a distraction, affecting their academic focus and participation. Interestingly, despite the negative effects, students also perceived some benefits from playing Mobile Legends. The data show that respondents agreed that playing the game helps them relieve stress (mean of 2.93), improves their vocabulary (2.64), and enhances critical thinking skills (2.71). This suggests that while the game may have adverse effects on academic priorities, students also find it mentally stimulating and socially engaging. The academic performance of students in the third quarter of the School Year 2024-2025. It shows that the students got a mean of 86.52 with its verbal description of "Very-Satisfactory." It means that students performed very-satisfactory. Based on the data, the students obtained a General Weighted Average Grade (GWAG) of 86.52. According to the given scale, this falls under the "Very Satisfactory" category. Based on the Findings revealed that there is no significant difference in the mean scores between mobile legend addiction. Based on the statistical analysis presented, the computed R-value was -0.183, indicating a weak negative correlational between the two variables. This suggests that as students spend more time playing mobile legends, their academic performance may slightly decrease. However, this relationship is not strong enough to draw a definite conclusion. It is recommended that the School's Division provide additional training to teachers on how the students impact of mobile legends and academic performance among senior high school students effect the data implies that both the students and teachers are working collaboratively to maintain a positive learning environment that supports academic excellence. The consistent efforts of the students, along with effective teaching strategies and supportive school policies, have contributed to this level of achievement.

**Keywords:** Addiction, Academic Performance, Influence, Mobile legends, Senior High School

### Introduction

Mobile Legends, is one of the most popular multiplayer online battle arena (MOBA) games in the world (Tang et al.,2020) as a result there is a growing concern about the potential impact of Mobile Legends on Academic Performance among Student. Research has shown become that excessive gaming can lead to decreased motivation to learn (Kuss & Griffiths,2011). A staple of modern gaming culture among young people. With its engaging gameplay, stunning graphics, and regular updates, the game has captured the attention of millions of players worldwide.

Academic performance is a critical aspect of a student's life, as it determines their future opportunities and career prospects. According to previous studies there is a significant negative correlation between gaming habits and academic performance (Gentile et al., 2014) for example, a study conducted by Hamari et al. (2014) found that student who spent more time playing online game tended to have lower GPAs compared to those who spent less time playing. Various factors can influence academic performance, including individual characteristics, family background, and extracurricular activities. Recently, researchers have begun to explore the relationship between mobile gaming and academic performance, with some studies suggesting a negative correlation.

The relationship between mobile legends usage and academic performance is complex and multifaceted. On one hand, playing Mobile legends can improve cognitive skills, such as problem-solving and multitasking. On the other hand, excessive gaming can lead to addiction, social isolation, and decreased academic achievement. Therefore, it is essential to investigate the impact of mobile legends on academic.

This study aims to investigate the relationship between Mobile Legends and academic performance among Senior High School students at Buenavista Integrated School during the school year 2024-2025. Specifically, it seeks to examine the level to which Mobile Legends usage affects academic performance, as well as the factors that contribute to this relationship. By exploring this topic, this study hopes to provide insights into the potential impact of mobile gaming on academic performance and inform strategies for promoting responsible gaming habits among students.

### **Research Questions**

This study aims to determine the impact of mobile legends addiction on student's academic performance among senior high school students in Buenavista Integrated School S.Y 2024-2025.

6. What is the level of mobile legend addiction among senior high school student?
7. What is the level of students' academic performance?
8. Does the level of mobile legend addiction significantly influence the students' academic performance?

### **Scope and Delimitation of the Study**

This study aims to investigate the relationship between the frequency and intensity of Mobile Legends engagement and key indicators of academic performance. The target population will be Senior High School Students enrolled in Buenavista Integrated School, Zamboanga City during the year 2024-2025.

## **Literature Review**

### **Mobile Legend**

Mobile Legends: Bang Bang (MLBB) is a widely popular multiplayer online battle arena (MOBA) game among senior high school students. Research suggests that the game may enhance cognitive and social skills such as strategic thinking, teamwork, and decision-making (Rochmayanti et al., 2021; Reyes et al., 2021). However, excessive engagement in mobile gaming has been associated with negative academic outcomes. Studies have found that high gaming intensity is linked to lower academic performance, poor time management, and increased academic procrastination (Kim, 2020; Kuss & Griffiths, 2011; Mubarak et al., 2022). In the Philippine context, Reyes et al. (2020) reported that symptoms of Mobile Legends addiction were associated with decreased academic performance. Nonetheless, some findings indicate that moderate gaming does not significantly affect grades, suggesting that the impact of MLBB largely depends on students' ability to regulate their gaming habits (Morata & Fulay, 2024).

### **Academic Performance**

Academic performance is influenced by multiple factors, including motivation, parental involvement, study habits, and school attendance. Studies have shown that family support and student motivation significantly predict academic achievement among Filipino students (Santos et al., 2019). Parental involvement has also been consistently linked to improved academic outcomes (Hill & Tyson, 2009; Jeynes, 2007), while effective study habits and time management are strong predictors of scholastic success (Credé & Kuncel, 2018). Conversely, truancy and poor self-regulation negatively affect academic achievement (Department of Education, 2019). In relation to gaming, research indicates that while moderate play may not harm academic outcomes, excessive gaming can interfere with study time and academic focus, ultimately affecting performance.

## **Methodology**

### **Research Design**

This study will utilize a descriptive-correlational research design to examine the relationship between mobile legend addiction and academic performance among senior high school student at Buenavista integrated school Zamboanga city division. According to Creswell (2014), a descriptive-correlational design is

useful for identifying relationships between variable without manipulating them, making it suitable for this study. Furthermore, this study will employ quantitative methods to gather and analyze data, using surveys and academic records as primary sources of information. The findings from this research could provide insights into how online gaming habits impact students' educational outcomes, which may serve as a basis for future interventions aimed at promoting healthier gaming behaviors and improving academic success.

### Sampling Design

This study will use a purposive sampling method to select respondents who meet the criteria relevant to the research objectives. The participants will be Senior High School students from Buenavista Integrated School in the Zamboanga City Division. Purposive sampling allows the researcher to focus on students who have experiences related to the study, particularly in relation to Mobile Legends and academic performance. A total of 206 students will be included in the study. This sample size was determined to ensure sufficient representation of the target population. Through purposive sampling, the researcher aims to gather relevant and meaningful data from a specific group of students to better understand the relationship between Mobile Legends engagement and academic performance.

### Research Locale

The study will conduct in Buenavista Integrated School Zamboanga City, located at Barangay Buenavista 56 kilometers west of the city proper. The school was composed of one school principal, one coordinator each from the elementary, junior high school, and senior high school departments, one non-teaching personnel, 16 high school teachers, 31 teachers from the elementary department, 2 security guards, and 3 utility personnel. Buenavista Integrated School offered education from kindergarten to grade 12, and was considered a large school. The study focused on students from senior high school students for the School Year 2024-2025.

### Research Participants

This study included all senior high school students of Buenavista Integrated School. The total population of student-respondents was 206 across five sections (A–E). The largest number of students (58) was in Section C, while the smallest number (23) was in Section B. From this population, a total sample of 42 students was selected proportionally from each section.

### Research Instrument

The research instruments used in this study was an adapted version of an uploaded thesis Likert scale survey Questionnaire on James Jay Vence. We modified it to better fit the context of Buenavista Integrated school in Zamboanga city division, focusing on the mobile legend addiction on students' academic performance. These adjustments ensure that the tool a line with our study goals and adhered to Ethnical status.

### Data Gathering Procedure

The researcher first secured an approval letter from the Research Adviser as formal authorization to conduct the study. After obtaining the endorsement letter, permission was requested from the school principal of Buenavista Integrated School. Upon approval, the researcher submitted all required documents, including the endorsement letter, principal's approval letter, consent forms, and the survey questionnaire, to the designated Senior High School coordinator. The primary data collection tool was a survey questionnaire designed to gather information on students' Mobile Legends playing habits and academic performance. The questionnaire contained sections related to gaming habits and academic outcomes. Respondents were recruited through face-to-face visits, and students who were available and willing to participate were selected. The survey was administered during their free time, and clear instructions were provided before they answered the questions.

## Results and Discussions

### Problem 1: What is the level of mobile legend addiction among senior high school student?

**Table 1: level of mobile legend addiction among senior high school student**

Statements	Mean	Verbal Description	Interpretation
31. I usually spend my daily allowance in buying load just to play Mobile Legends (ML)	2.71	Agree	Moderately Addicted
32. I skip meals just to play (ML).	2.88	Agree	Moderately Addicted
33. I spend more time playing ML than having family bonding.	2.50	Agree	Moderately Addicted

34. I spend overnight playing ML.	2.86	Agree	Moderately Addicted
35. I play ML during class hours.	2.76	Agree	Moderately Addicted
36. Too much playing ML makes me inactive during class discussion.	2.81	Agree	Moderately Addicted
37. I choose playing ML rather than doing my school works such as assignments, activities, project and etc.	2.67	Agree	Moderately Addicted
38. I sleep during class hours because I play ml overnight	2.50	Agree	Moderately Addicted
39. I feel frustrated when I cannot play ML	3.00	Agree	Moderately Addicted
40. I get irritated when I lose in the game.	3.05	Agree	Moderately Addicted
41. ML helps me relieve my stress.	2.93	Agree	Moderately Addicted
42. I have time with my friends through playing ML.	2.93	Agree	Moderately Addicted
43. I manage my time in playing ML that's why could comply with all my requirements in school.	2.76	Agree	Moderately Addicted
44. I'm having fun in playing ML.	2.55	Agree	Moderately Addicted
45. I encountered new words in playing ML that's why my vocabulary improve.	2.64	Agree	Moderately Addicted
46. I frequently win in playing ML and it developed my self confidence in school.	2.79	Agree	Moderately Addicted
47. I am very excited to finish my homework because playing ML.	2.67	Agree	Moderately Addicted
48. I developed my critical thinking because of playing ML.	2.71	Agree	Moderately Addicted
49. I prioritized studying than playing ML.	2.76	Agree	Moderately Addicted
50. I actively participate in school because I gain new friends through ML.	2.40	Disagree	Fairly Addicted
<b>Over-all Mean</b>	<b>2.47</b>	<b>Agree</b>	<b>Fairly Addicted</b>

Table 2 shows that the statement “I get irritated when I lose in the game” obtained the highest mean of 3.05, described as “Agree” and interpreted as “Moderately Addicted.” This indicates that students experience emotional reactions when playing Mobile Legends, suggesting a noticeable level of attachment to the game. Such emotional responses may reflect difficulty in controlling feelings related to gaming outcomes. This implies that while students may not be fully addicted, their reactions demonstrate moderate involvement that could influence their behavior. Studies by Kuss and Griffiths (2011) explain that emotional dependence and irritability when losing are common indicators of problematic gaming behavior, while Kim (2020) found that strong gaming engagement is associated with negative academic outcomes among high school students. Meanwhile, the lowest overall mean of 2.47 was verbally described as “Disagree” but interpreted as “Fairly Addicted.” This suggests that although students may not openly admit to addictive behaviors, their responses still reflect signs of moderate gaming involvement. Their behaviors may not yet be severe, but continuous exposure and lack of regulation could gradually affect their academic focus and daily routines. Reyes et al. (2020) support this finding, noting that early signs of gaming addiction among Filipino youth are linked to declines in academic performance and self-regulation.

### ***Problem 2: What is the level of students’ academic performance?***

**Table 2: Level of Students’ Academic Performance in Third Quarter S. Y. 2024- 2025**

Indicator	Mean	Verbal Description
General Weighted Average Grade	86.52	Very Satisfactory

Table 2 displays the academic performance of senior high school students for the third quarter of the School Year 2024–2025. The students obtained a mean General Weighted Average Grade (GWAG) of 86.52, which is categorized as “Very Satisfactory.” This indicates that students performed very well across their academic subjects during the specified quarter, demonstrating a strong level of understanding and achievement. The “Very Satisfactory” rating suggests that students were able to meet and, in some cases, exceed the expected learning competencies. It reflects consistent academic engagement and effort among the learners. Research by Astin (1993) and Hattie (2008) emphasizes that student engagement and effective teaching practices significantly contribute to positive academic outcomes, supporting the favorable performance observed in this study.

### ***Problem 3: Does the level of mobile legend addiction significantly influence the students’ academic performance?***

**Table 3: The level of mobile legend addiction significantly influences the students' academic performance**

Variable Mean		R-Value	p-value	Interpretation
X	Y			
Mobile Legend	Student's academic performance.	-.183	.245	Not Significantly

Table 3 shows that there is no significant relationship between the level of Mobile Legends addiction and students' academic performance ( $r = -0.183$ ,  $p = 0.245$ ). The computed R-value indicates a weak negative correlation, suggesting that as gaming involvement increases, academic performance may slightly decrease; however, the relationship is not strong enough to establish a meaningful connection. Since the p-value is greater than the 0.05 level of significance, the result is not statistically significant, and the null hypothesis is therefore accepted. This implies that Mobile Legends addiction does not significantly influence students' academic performance in this study, and other factors may play a more substantial role in determining academic outcomes. Similar findings were reported by Gentile et al. (2011) and Reinecke et al. (2012), who noted that moderate gaming does not necessarily hinder academic achievement when balanced with responsibilities.

### Ethical Considerations

This study adhered to ethical standards in educational research to protect the rights and welfare of participants. Approval to conduct the research was obtained from the Department of Education Division Office and the School Principal of Buenavista Integrated School. Informed consent was secured from all respondents after explaining the purpose of the study, procedures, and their right to participate voluntarily or withdraw at any time without penalty. Confidentiality and anonymity were strictly maintained through the use of codes, and academic records were accessed only with proper authorization in compliance with the Data Privacy Act of 2012 (Republic Act No. 10173). Data were used solely for research purposes and stored securely. Participants were not exposed to physical, psychological, or emotional harm, and survey administration was conducted during free time to avoid disruption or coercion. Ethical principles of fairness, objectivity, and academic integrity were observed throughout the study.

### Conclusion

The findings indicate that senior high school students are "Moderately Addicted" to Mobile Legends, with the highest mean score of 3.05 on the statement, "I get irritated when I lose in the game." Their academic performance for the third quarter of the School Year 2024–2025 showed an average score of 86.52, described as "Very Satisfactory." Statistical analysis revealed a weak negative correlation ( $r = -0.183$ ) between Mobile Legends addiction and academic performance, suggesting that increased gaming may slightly lower grades. However, the p-value of 0.245 shows that this relationship is not statistically significant. Therefore, playing Mobile Legends does not have a significant impact on the academic performance of the students in this study.

### Recommenations

Based on the findings and conclusions, the study recommends several actions to enhance student well-being and academic performance. First, the School's Division may consider requiring schools to monitor students' gaming habits through advisory programs. Additionally, principals are encouraged to promote the use of open educational resources in teaching to foster more engaging and accessible learning. Schools should also implement awareness programs on responsible gaming and offer counseling services for students who are struggling with gaming addiction. Teachers should take an active role in monitoring students' gaming habits and providing guidance on healthy gaming practices. It is also essential for students to be made aware of the importance of avoiding late-night gaming to ensure adequate sleep and better concentration in class. Finally, future researchers may find this study useful as a reference for their own research on similar topics.

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## Fisherfolk Parents' Aspirations and Their Socioeconomic Status: A Study of Barangay Buenavista

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**Abstract.** This study examined the socioeconomic status and aspirations of fisherfolk families in Barangay Buenavista, Zamboanga City, during fiscal year 2024–2025. It focused on how financial challenges such as low and seasonal income, limited access to credit, and high fishing costs affect their living conditions and future goals, especially for their children's education. Using a descriptive-correlational research design, the study analyzed the relationship between parents' aspirations and their socioeconomic status. Results showed that economic stability was the top priority of fisherfolk parents, with a high mean score of 3.42. Many families struggle with unstable income and expensive fishing operations, which greatly influence their ability to support their children's schooling and future ambitions. Cultural and geographic factors were less influential, with mean scores of 2.07 and 2.32. Government policies and community support received moderate ratings (mean of 2.66), suggesting that while these forms of support are appreciated, they are not enough to solve the families' financial difficulties. The parents' low-income status had a mean score of 3.00, confirming that financial hardship remains a major concern. Statistical analysis showed a strong and significant relationship between financial stability and parents' educational aspirations for their children ( $R$ -value = .000,  $P$ -value = .00). This means that better financial conditions increase the likelihood of pursuing higher education. Overall, the study highlights the urgent need for economic assistance and stronger support programs to help fisherfolk families improve their livelihood and achieve their aspirations.

**Keywords:** Fisherfolk Parents', Economic Factors, Geographic Factors, Cultural Factors, Government Policies

### Introduction

The socioeconomic status (SES) of fisherfolk parents strongly influences their daily lives and future opportunities. Most fisherfolk families rely mainly on fishing as their primary source of income. However, fishing income is often unstable due to changing fish supplies, unpredictable weather, rising fuel prices, and other economic pressures. Because of this, their earnings are seasonal and inconsistent, making it difficult to meet basic needs such as food, healthcare, and education. Limited financial resources often prevent families from accessing quality services, which can result in ongoing hardship. Over time, these challenges can create a cycle of poverty that affects not only the parents but also their children.

Despite these struggles, fisherfolk parents have strong hopes for their children's future. Many believe that education is the key to breaking free from poverty and achieving stable, well-paying jobs. They want their children to complete their studies and pursue careers outside the fishing industry to avoid the same financial difficulties. However, low income, high fishing expenses, and limited access to credit make it hard

for parents to fully support their children's education. As a result, there is often a gap between their aspirations and their financial capacity.

This study focused on fisherfolk families in Barangay Buenavista, Zamboanga City, during the fiscal year 2024–2025. It examined how economic challenges, cultural expectations, geographic limitations, government policies, and community support programs influence their socioeconomic status and aspirations. The findings highlight the need for stronger financial assistance, accessible educational opportunities, and effective community programs to help fisherfolk families improve their living conditions and achieve their goals.

## Research Questions

This study aimed to investigate the aspirations of fisherfolk parents in Barangay Buenavista and the factors that influence their socioeconomic status.

Specifically, it seeks to answer the following questions:

1. What is the extent of fisherfolk parents' aspirations in Barangay Buenavista in terms of; Creating Presentation,
  - 1.1 Economic Factors
  - 1.2 Cultural Factors
  - 1.3 Geographic Factors
  - 1.4 Government Policies, and
  - 1.5 Community Factors
2. What is the socioeconomic status of fisherfolks parents?
3. Is there a significant influence between the fisherfolk parents' aspirations and socioeconomic status?

## Scope and Delimitation of the Study

This study looked at the connection between the socioeconomic status and aspirations of fisherfolk parents in Barangay Buenavista for the 2024–2025 fiscal year. Through a survey, it examined how economic, cultural, geographic, government, and community factors influenced their hopes for their children's future. The research focused only on fisherfolk parents and aimed to understand how their financial situation affects their dreams and plans for the next generation.

## Literature Review

### Fisherfolk Parents'

Fisherfolk parents play a vital role in shaping their children's future, especially in coastal communities where fishing largely determines family income. However, their work is often unstable and seasonal, which makes long-term planning difficult. In Southeast Asia, Cruz (2018) found that many fisherfolk parents focus on meeting daily needs rather than long-term goals because of irregular income. During peak fishing seasons, children may leave school temporarily to help their families. In African coastal areas, Blaikie et al. (2019) reported that limited financial resources and weak social support systems make it hard for parents especially mothers to support their children's higher education. Similarly, Rodriguez and Montalvo (2017) noted that women in Latin American fishing households carry heavy responsibilities at home and at work, which can limit opportunities for their children, particularly daughters. Hughes et al. (2020) also found that financial stress affects both parents and children emotionally. Despite these challenges, strong community ties help families cope. Morrow (2015) emphasized that cooperation and shared support within fishing communities build resilience and encourage children's educational aspirations.

### Economic Factors

In many rural and fishing communities, money plays a major role in shaping parents' hopes for their children. When income is unstable, families often focus on surviving day to day instead of planning for the future. This is common in parts of Africa and Southeast Asia, where fishing and farming depend on seasons and weather conditions. Ainsworth et al. (2019) found that families who rely on agriculture and fishing experience income changes throughout the year, making it hard for parents to invest in their children's long-term goals. Because of financial pressure, children are sometimes asked to help with fishing or other family work instead of continuing their studies. Similarly, Seddon et al. (2021) reported that many fisherfolk families in Bangladesh value education and see it as a way for their children to achieve a better life. Parents often dream of sending their children to college or helping them find stable jobs outside the fishing industry. However, the high cost of schooling and the lack of steady income make these dreams difficult to reach. As a

result, some children leave school early to support their families, showing how financial hardship can limit both opportunities and aspirations.

### **Geographic Factors**

Cultural values strongly influence the dreams and plans of fisherfolk parents for their children. In many coastal communities, fishing is more than just a source of income, it is a way of life passed down from one generation to the next. Because of this tradition, children, especially boys, are often expected to continue the family's fishing work. Edwards (2020) explained that in small-scale fishing communities in the Pacific Islands, many parents encourage their sons to learn fishing skills early, sometimes placing less importance on formal education. However, these cultural views are slowly changing. Briones et al. (2022) found that in coastal communities in Peru, fishing traditions are still valued, but more parents now see education as a path to better opportunities. Many families are beginning to understand that finishing school can open doors to stable jobs and improve living conditions. As a result, more fisherfolk parents are encouraging their children to complete higher levels of education. While tradition remains important, there is a growing balance between preserving cultural identity and supporting educational goals for a better future (Edwards, 2020; Briones et al., 2022).

### **Government Policies**

Government policies play a key role in shaping the hopes and opportunities of fisherfolk parents for their children. Programs such as subsidies, scholarships, and free schooling can ease financial pressures and make education more accessible. Hossein and Wahid (2019) reported that in Bangladesh, government initiatives like free meals and educational stipends helped increase school attendance among fisherfolk families. These programs allow parents to focus on their children's learning rather than immediate financial survival, supporting their aspirations for a better future. However, the impact of such policies can vary depending on how they are implemented. D'Souza and De Silva (2020) found that in Sri Lanka, many fisherfolk parents in remote coastal areas struggle to benefit from government programs due to poor communication, complicated processes, and limited access to information. As a result, some families miss opportunities that could help their children pursue education or other goals. Overall, while government programs have the potential to improve the lives of fisherfolk families and support their aspirations, their success depends on accessibility and effective implementation. Ensuring that policies reach all communities is essential for helping parents provide better opportunities for their children (Hossein & Wahid, 2019; D'Souza & De Silva, 2020).

### **Community support**

Community support is essential in helping fisherfolk parents raise their hopes and goals for their children. In many coastal areas, local initiatives such as school associations, NGOs, and volunteer programs provide resources that families may not be able to afford on their own. These programs can offer tutoring, scholarships, and other forms of assistance, easing the financial and educational challenges that often limit children's opportunities. Palomares and Mendoza (2021) found that in the Philippines, fisherfolk communities with strong local support systems had higher school enrollment rates and lower dropout rates, showing the positive impact of community involvement. Similarly, NGOs and community organizations in Sub-Saharan Africa have helped fisherfolk families by providing financial aid, creating community schools, and offering educational programs for both children and parents. Wilson (2022) highlighted that these networks are key in helping families overcome the economic and logistical challenges of education. By providing guidance, resources, and encouragement, community support allows fisherfolk parents to aim higher for their children's future, helping break the cycle of poverty. Overall, strong community ties play a crucial role in empowering fisherfolk parents to nurture their children's dreams and achieve better educational and social outcomes (Palomares & Mendoza, 2021; Wilson, 2022).

### **Socioeconomic Status**

Socioeconomic status has a strong influence on the aspirations of fisherfolk parents. Adams and Balfour (2019) found that in the United States, children from low-income families often face educational setbacks due to a lack of resources such as books, learning materials, and extracurricular opportunities. Similarly, fisherfolk families with limited financial means struggle to provide the necessary support for their children's education, which can restrict their long-term opportunities. This creates a cycle where poverty limits both the parents' aspirations and the children's prospects, passing disadvantages from one generation to the next. Community support can play a critical role in breaking this cycle. In many coastal areas, local initiatives like school associations, NGOs, and volunteer programs help ease the pressures on fisherfolk families. Palomares and Mendoza (2021) found that communities in the Philippines with strong support

systems had higher school enrollment and lower dropout rates. These programs offer tutoring, scholarships, and other resources, helping parents encourage higher aspirations for their children. Similarly, NGOs in Sub-Saharan Africa provide financial aid, run community schools, and offer educational programs for parents. Wilson (2022) emphasized that these networks help families overcome economic and logistical challenges, giving children better opportunities and allowing parents to nurture their hopes for a brighter future (Adams & Balfour, 2019; Palomares & Mendoza, 2021; Wilson, 2022).

## Methodology

### Research Design

This study used a descriptive-correlational design to explore the relationship between fisherfolk parents' aspirations and their socioeconomic status in Barangay Buenavista. According to Creswell (2014), this design is ideal for identifying connections between variables without manipulating them. Data were collected through survey questionnaires, a method recognized by Babbie (2020) as effective for gathering quantitative information from specific groups. A purposive sample of 50 fisherfolk parents was selected to ensure participants had relevant characteristics, following Etikan, Musa, and Alkassim's (2016) recommendations for targeting specific populations. Statistical tools were used to analyze the strength and direction of relationships, as advised by Field (2018) for non-experimental studies. Ethical standards were strictly followed. Participants gave informed consent, and their privacy and confidentiality were maintained. Participation was voluntary, in line with APA guidelines (2020). This method allowed the study to examine how socioeconomic status influences fisherfolk parents' aspirations while ensuring the research was accurate, reliable, and ethically conducted (Creswell, 2014; Babbie, 2020; Etikan, Musa, & Alkassim, 2016; Field, 2018; APA, 2020).

### Sampling Design

This study used probability sampling, combining purposive and stratified methods, to select participants. Purposive sampling intentionally focused on fisherfolk parents in Barangay Buenavista, Zamboanga City, ensuring that the respondents met the study's criteria and were directly relevant to the research on aspirations and socioeconomic status. Stratified sampling further divided the population into subgroups, such as family size or income level, to ensure all key groups were represented. This approach allowed for a more detailed understanding of how factors like income, family dynamics, and geographic conditions influence parents' aspirations. Combining these methods provided a comprehensive view of the community (McCombes, 2023).

### Research Locale

This study was conducted in Barangay Buenavista, sitios 56 and 57, during the 2024–2025 fiscal year. Barangay Buenavista is a coastal community where fishing is the main livelihood for many families. The area was chosen because of its large population of fisherfolk, whose experiences provide valuable insight into the challenges faced by similar communities (Philippine Statistics Authority [PSA], 2022). Understanding their aspirations helps explain the broader socioeconomic conditions affecting the community. Coastal communities like Buenavista often face economic hardships that limit access to education. Alcantara and Ponce (2020) noted that such difficulties significantly reduce educational opportunities, making these areas important for studying parental aspirations. The study explored how factors such as family income, access to schools, and community support shape fisherfolk parents' hopes for their children. Geography and economic stability were also considered, as UNESCO (2021) found that remote locations and financial instability strongly influence parental expectations, especially in marginalized areas. By focusing on Barangay Buenavista, this study aimed to highlight fisherfolk parents' aspirations and socioeconomic challenges, offering insights to inform policies that improve educational opportunities in coastal communities (PSA, 2022; Alcantara & Ponce, 2020; UNESCO, 2021).

### Research Participants

This study included all residents of Sitios A and B in Barangay Buenavista, Zamboanga City. The total population of respondents was 59. The largest number of residents (30) was in Sitio B, while the smallest number (29) was in Sitio A. All 59 residents were included in the study, ensuring that every individual had the opportunity to share their perspectives. This approach allowed the research to capture a complete and accurate understanding of the aspirations and socioeconomic conditions of fisherfolk families in the two selected sitios (Gay, 1976).

## Research Instrument

The research used a questionnaire adapted from Maria Pilar Pablo’s study, “An Evaluation on Fisherfolk’s Aspirations on Their Children’s Education as Basis for Policy Development and Community Support Initiatives.” The questionnaire had two parts: Part I focused on the socioeconomic status of fisherfolk parents, and Part II examined the factors influencing their aspirations, including economic, cultural, geographic, government, and community aspects. Responses were measured using a 4-point scale: 4 = Strongly Agree, 3 = Agree, 2 = Disagree, and 1 = Strongly Disagree. The survey was conducted with the approval of the research teacher and followed the Data Privacy Act of 2012 of the Republic of the Philippines, ensuring participants’ privacy and confidentiality.

## Data Gathering Procedure

The researcher began by securing approval from the Research Adviser to formally conduct the study. After receiving the Endorsement Letter, permission was requested from the school principal to conduct the research outside the campus. Once approved, all required documents, including the Endorsement Letter, principal’s approval, consent forms, and the survey questionnaire, were submitted. Permission was also sought from the Barangay Captain of Barangay Buenavista to collect data from fisherfolk parents. With the captain’s approval, the researcher was authorized to approach the target participants. Parent respondents were recruited through face-to-face visits in the community. The researcher focused on fisherfolk parents who met the study criteria and were available and willing to participate. Surveys were conducted at times convenient for the parents, with clear instructions provided and questions addressed on the spot. Before starting, informed consent was obtained from each participant, emphasizing that participation was voluntary and responses would remain confidential. Conducting the survey in person allowed the researcher to guide participants and provide assistance whenever needed, ensuring accurate and comfortable completion of the questionnaire.

## Results and Discussions

### Problem 1: What is the extent of fisherfolk parents’ aspirations in Barangay Buenavista in terms of economic factors, cultural factors, geographic factors, government policies and community support?

**Table 1: Level of extend of fisherfolk parents’ aspirations in Barangay Buenavista in terms of Economic Factors**

Statements	Mean	Verbal Description	Interpretation
1. We as fisherfolks have a low and seasonal variation of income.	3.58	Strongly Agree	Highly Aspired
2. The community lacks credit facilities for us fisherfolks.	3.20	Agree	Moderately Aspired
3. We are faced high fisher costs (fishing paraphernalia/ gears, fuel, ice, etc.).	3.66	Strongly Agree	Highly Aspired
4. collecting copies of e-books for future use.	3.20	Agree	Moderately Aspired
5. Our families lack funds and access to support diversification of their income sources.	3.47	Strongly Agree	Highly Aspired
<b>Over-all Mean</b>	<b>3.42</b>	<b>Strongly Agree</b>	<b>Highly Aspired</b>

Table 1 shows that the statement “combining different media elements skillfully to create engaging videos” obtained the highest mean of 3.07, followed by “utilizing video editing software proficiently to enhance footage” with a mean of 3.04. Both are described as agree and interpreted as moderately proficient. This means students have a fair ability to integrate images, audio, and video and can use editing software effectively, but still need improvement to reach a higher level of mastery. They can create engaging videos but may not fully use advanced editing tools or features that could improve the quality and finesse of their work. Students may also struggle with complex tasks such as advanced effects, transitions, and fine-tuning. Thus, additional training and practice in multimedia integration and advanced editing techniques would be beneficial. Research supports this: Anderson and Jiang (2016) note that students commonly work with mixed media in digital storytelling, while Salomon (2015) highlights the learning value of multimedia, suggesting students have basic skills in media integration. Meanwhile, the lowest mean of 2.83 was recorded for the statement “adapting to new features in editing software quickly,” also interpreted as moderately

proficient. This indicates that while students can use editing software, they may need more time to adjust to newly added tools or updates. They may find it difficult to learn new features without guidance. This suggests the need for more training to help them become more confident and efficient when updates occur. Chi and VanLehn (2006) emphasize how visual aids can help users understand new interfaces, while Johnson (2019) specifically discusses students' difficulties in adapting to new software features, supporting this finding.

**Table 2: Level of extend of fisherfolk parents' aspirations in Barangay Buenavista in terms of Cultural Factors**

Statements	Mean	Verbal Description	Interpretation
1. Close family ties in our family prevent our children from going apart from us.	1.56	Strongly Disagree	Not Aspired
2. Our children grow up believing they must continue the family's livelihood.	1.81	Disagree	Fairly Aspired
3. Cultural practices in our community require children to contribute to the fishing activities.	1.86	Disagree	Fairly Aspired
4. Our family prioritize male children to study and have education as future head of the family.	3.22	Agree	Moderately Aspired
5. Our children fail to see the importance of education when they are involved in fishing activities and earn money already to help the family.	1.90	Disagree	Fairly Aspired
<b>Over-all Mean</b>	<b>2.07</b>	<b>Disagree</b>	<b>Fairly Aspired</b>

Table 2 shows that the highest mean score of 3.28 was given to the statement about integrating multimedia elements and choosing appropriate fonts and colors, interpreted as highly proficient. This means students are very skilled at combining images, audio, videos, and design elements to make clear and effective presentations. The second-highest score, which refers to creating visually appealing presentations, falls under moderately proficient. This suggests that while students can design attractive presentations, they still need improvement in areas such as consistency in layout, transitions, and overall refinement. Research by Dwyer (2012) and Moreno and Mayer (2007) supports the importance of multimedia in enhancing learning, indicating that students' strong performance in this area aligns with established multimedia principles. Meanwhile, the lowest mean score of 3.02 was recorded for using presentation software proficiently, also interpreted as moderately proficient. This means that although students can operate tools like PowerPoint and Google Slides, they may not fully use their advanced features. They can navigate the basics but may struggle to maximize the software's full potential to enhance presentation quality. Studies by Garner and Alley (2012) and Kosslyn et al. (2012) similarly found that students often understand presentation tools at a basic level but need further practice to improve their overall proficiency.

**Table 3: Level of extend of fisherfolk parents' aspirations in Barangay Buenavista in terms of Geographic Factors**

Statements	Mean	Verbal Description	Interpretation
1. Our fishing community lacks public schools to cater for our children's educational needs.	2.08	Disagree	Fairly Aspired
2. Our children have difficulty going to school because of the lack of access to roads from our residents to the nearest school.	1.80	Disagree	Fairly Aspired
3. We have difficulty in sending our children to go to school because of the high transportation cause from our residents to the nearest school.	1.83	Disagree	Fairly Aspired
4. Our community is vulnerable to natural disasters that lead to disrupting their attendance at school.	2.25	Disagree	Fairly Aspired
5. We are not going out to fish because of the unpredictable weather condition resulting to lack of income in days.	3.64	Strongly Agree	Highly Aspired
<b>Over-all Mean</b>	<b>2.32</b>	<b>Disagree</b>	<b>Fairly Aspired</b>

Table 3 shows that the highest mean score of 3.09 was recorded for customizing document templates to meet specific project requirements, followed by a mean of 3.03 for integrating multimedia elements into documents. Both are interpreted as moderately proficient, meaning students are able to adjust templates effectively and incorporate multimedia when needed, although they still have room to improve. Students generally show competence in tailoring documents to suit different project needs but may need further refinement in placing multimedia elements smoothly and consistently. These findings align with literature, as Bernard and Moeller (2018) highlight that technology integration such as using templates supports writing development, while Dyson and Bedgood (2000) note that students value such tools in organizing their work. Meanwhile, the lowest mean score of 2.71 was given to troubleshooting formatting issues efficiently, also interpreted as moderately proficient. This suggests that although students can fix formatting problems, they often require more time, guidance, or practice to do so effectively. Many struggles with alignment, spacing, or layout concern and may need additional support to troubleshoot more

confidently. Research supports this observation: Hemmati and Issa (2017) report that formatting is a common challenge in technology-based writing, while Sitzmann and Ely (2011) explain that troubleshooting requires metacognitive skills, showing that students would benefit from more structured practice to strengthen these abilities.

**Table 4: Level of extend of fisherfolk parents' aspirations in Barangay Buenavista in terms of Government Policies**

Statements	Mean	Verbal Description	Interpretation
1. We are not aware of any policy that addresses the seasonal variability of our income such as during the fishing ban season (close season) and during "habagatan".	1.86	Disagree	Fairly Aspired
2. We have not heard of any livelihood-related policies to support or improve our livelihood.	2.42	Disagree	Fairly Aspired
3. We don't know any policies that promote educational programs for fishing communities.	2.47	Disagree	Fairly Aspired
4. Some environmental protection policies conflict with our livelihood activities such as the close season ban, marine protected areas, municipal water boundaries, and use of some of our fishing gears.	3.08	Agree	Moderately Aspired
5. We are able to access project grants and support because policies to access grants are only for organized and accredited groups and not for individual fisherfolks.	2.92	Agree	Moderately Aspired
<b>Over-all Mean</b>	<b>2.55</b>	<b>Agree</b>	<b>Moderately Aspired</b>

Table 4 shows that the highest mean score of 3.34 was given to protecting personal information while browsing the internet, followed by a mean of 3.31 for effectively using search engines for online research. Both results indicate high proficiency, meaning students are very aware of online safety practices and are skilled at retrieving information from the internet. They demonstrate a strong understanding of privacy protection and show competence in conducting online research using search engines. These findings align with studies such as Livingstone and Helsper (2007), which highlight the risks young people face online, and Valverde-Aliseda and Ruiz-Castillo (2014), who emphasize the role of schools in strengthening digital citizenship and online safety skills. Meanwhile, the lowest mean score of 3.02 was recorded for navigating various websites to find relevant content, interpreted as moderately proficient. This shows that although students can locate needed information, they may not yet be efficient in navigating different sites or applying advanced search strategies. Many take longer than necessary to verify sources or identify reliable content, suggesting the need for more targeted instruction in website navigation and information literacy. These observations are supported by Marcoulides and Heck (1999), who note that electronic literacy skills develop at different rates, and Walsh (2016), who emphasizes that students benefit from guided practice to become more effective online researchers.

**Table 5: Level of extend of fisherfolk parents' aspirations in Barangay Buenavista in terms of Community Support**

Statements	Mean	Verbal Description	Interpretation
1. We are not able to join extension programs that promote the importance of education in fishing communities because slots are limited during such as occasions.	2.58	Agree	Moderately Aspired
2. There is a lack of financial assistance programs in our community to fund alternative livelihoods for individual fisherfolks, one needs to be in an organization to be able to access such programs.	3.32	Strongly Disagree	Highly Aspired
3. Our children have difficulty accessing scholarship programs that support fisherfolk children because slots are limited.	3.42	Strongly Disagree	Highly Aspired
4. During times of economic hardship such as closed fishing season, natural disasters and calamities, our families did not receive help such as relief goods or seed funds from support programs of the government or civic organizations.	2.25	Disagree	Fairly Aspired
5. There is a lack of mentorship and role model programs for fisherfolk children in our community.	3.05	Agree	Moderately Aspired
<b>Over-all Mean</b>	<b>2.93</b>	<b>Agree</b>	<b>Moderately Aspired</b>

Table 5 shows that the highest mean score of 3.34 was given to protecting personal information while browsing the internet, followed by a mean of 3.31 for effectively using search engines for online research. Both results indicate high proficiency, meaning students are very aware of online safety practices

and are skilled at retrieving information from the internet. They demonstrate a strong understanding of privacy protection and show competence in conducting online research using search engines. These findings align with studies such as Livingstone and Helsper (2007), which highlight the risks young people face online, and Valverde-Aliseda and Ruiz-Castillo (2014), who emphasize the role of schools in strengthening digital citizenship and online safety skills. Meanwhile, the lowest mean score of 3.02 was recorded for navigating various websites to find relevant content, interpreted as moderately proficient. This shows that although students can locate needed information, they may not yet be efficient in navigating different sites or applying advanced search strategies. Many take longer than necessary to verify sources or identify reliable content, suggesting the need for more targeted instruction in website navigation and information literacy. These observations are supported by Marcoulides and Heck (1999), who note that electronic literacy skills develop at different rates, and Walsh (2016), who emphasizes that students benefit from guided practice to become more effective online researchers.

**Table 6: Summary of the Level of Student's Proficiency in Technology**

<b>Indicators</b>	<b>Mean</b>	<b>Interpretation</b>
Economic Factors	3.42	Highly Aspired
Cultural Factors	2.07	Fairly Aspired
Geographic Factors	2.32	Fairly Aspired
Government Policies	2.55	Moderately Aspired
Community Support	2.93	Moderately Aspired
<b>Over-All Mean</b>	<b>2.66</b>	<b>Moderately Proficient</b>

Table 6 summarizes the overall level of students' technological proficiency. It shows that respondents are moderately proficient in video editing, creating presentations, word processing, and internet navigation. This means students have a basic understanding and skill set in these areas, allowing them to perform common tasks and use standard tools effectively. However, they have not yet reached advanced levels of mastery, indicating room for improvement and further development. With continued practice, exposure to new tools, and guided learning opportunities, students have the potential to enhance their proficiency and achieve higher competence in these technological domains. These findings are supported by research showing that students can handle basic technology tasks but need additional experience and instruction to reach advanced proficiency (Marcoulides & Heck, 1999; Bernard & Moeller, 2018; Johnson, 2019). Providing ongoing support, resources, and targeted training can help students strengthen their skills, enabling them to use technology more effectively for academic, professional, and personal purposes (Valverde-Aliseda & Ruiz-Castillo, 2014). This suggests that with proper guidance, students can build confidence and competence in all areas of technological application.

**Problem 3: What is the socioeconomic status of fisherfolk parents for the fiscal year 2024-2025?**

**Table 7: Socioeconomic Status of Fisherfolk Parents for fiscal year 2024-2025**

<b>Indicator</b>	<b>Mean</b>	<b>Verbal Description</b>
Socioeconomic Status	3.00	Low Income

Table 7 displays the academic performance of students in the 3rd quarter of the School Year 20232024. They received a mean score of 86.50, categorized as "Very Satisfactory." This indicates that students performed very well across their academic subjects during this period, demonstrating a strong level of understanding and achievement. The rating suggests that students consistently met or exceeded academic expectations, showing diligence and engagement in their studies. Astin (1993) and Hattie (2008) highlight factors like effective teaching and student engagement that contribute to academic success, supporting the positive performance observed in this study.

## Ethical Considerations

This study strictly adhered to established ethical guidelines in educational research to ensure the protection of participants' rights, dignity, and well-being. Prior to the conduct of the study, formal approval was obtained from the Department of Education Division Office and the School Principal of Buenavista Integrated School. Informed consent was secured from all participants after clearly explaining the objectives of the study, the procedures involved, and their right to voluntarily participate or withdraw at any stage without any penalty or negative consequences. Participants were assured that their involvement was entirely voluntary. Confidentiality and anonymity were carefully maintained throughout the research process. Codes were used instead of participants' names to protect their identities, and no identifying information was included in the presentation of results. Access to academic records was granted only with proper authorization and handled in compliance with the Data Privacy Act of 2012 (Republic Act No. 10173). All collected data were used exclusively for academic research purposes and were stored securely to prevent unauthorized access. The study ensured that no participant was subjected to physical, emotional, or psychological harm. Survey instruments contained non-sensitive and non-intrusive questions, and data collection was scheduled at convenient times to avoid disruption of classes or any form of coercion. Throughout the study, ethical principles such as fairness, transparency, objectivity, and academic integrity were consistently observed.

## Conclusion

This study shows that economic stability strongly influences the educational aspirations of fisherfolk parents in Barangay Buenavista. Financial problems, high fishing expenses, and unstable income greatly affect their goals for their children's education. Although cultural and geographic factors have some impact, financial difficulties remain the main concern. Parents recognize the importance of government programs and community support, but current assistance may not fully meet their needs. The study also found that better socioeconomic status leads to higher educational aspirations. Providing financial aid, alternative livelihood programs, and accessible education opportunities can help improve their children's future and reduce financial hardship.

## Recommendations

Based on the study's findings, several recommendations are suggested to help fisherfolk parents in Barangay Buenavista support their children's education. First, financial assistance, low-interest loans, and alternative livelihood programs should be provided to reduce their economic difficulties. Scholarships, subsidies, and flexible learning options for fisherfolk children should also be expanded to make education more accessible. The government and community groups should strengthen programs such as mentorships and partnerships with local organizations to improve educational opportunities. Seminars on financial literacy, sustainable fishing, and the importance of education should also be conducted to increase awareness. Improving school facilities, transportation, and alternative learning options in remote areas is important to ensure access to education. Lastly, future researchers can use this study as a guide to examine similar issues in other communities.

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