Academic Persistence and Its Relationship with Academic Performance of Grade 7 Students in Science

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Abstract — This study primarily sought to determine the relationship with academic performance of Grade 7 students in Science during the School Year 2024-2025 at Cluster 7 of the Division of Pampanga towards an academic persistence improvement plan. To achieve its primary objective, the study used a quantitative research methodology. The researcher employed a descriptive-correlational strategy among the various quantitative approaches. There were 231 Grade 7students who were randomly selected as respondents. Questionnaire and documentary analysis were used to gather data for this study. Weighted mean, frequency and percentage were utilized for interpretation. Results tell that Grade 7 students rated academic persistence as always in terms of long term perspective purposes (M=3.39), current purposes pursuing (M=3.45) and recurrence of unattained purpose (M=3.46). Also, 34.20% of the students reached a satisfactory performance, 23.81% were very satisfactory, 22.08% were outstanding in their academic performance in Science. In addition, 18.61% of them were fairly satisfactory and 1.30% were on did not meet expectations. Furthermore, the relationship between academic persistence and academic performance in Science listed an r value of 0. 0.6537and p value of 0.0068. Lastly, an academic persistence improvement plan is proposed based on the findings of the study.

Keywords: academic persistence, academic performance, Science, correlational

I. THE PROBLEM AND ITS BACKGROUND

Introduction

Discussions between and among teachers have focused on pupils' academic performance. The type of education kids receive from their teachers and the school is reflected in their performance.

Unquestionably, as children advance in school, their learning should get easier and better. In order to learn more quickly as they advance, it is anticipated that they will gain prerequisite competences in a variety of subject areas at the lower grade levels.

Nonetheless, there are unavoidable variables that impair kids' academic achievement. They might encounter difficulties and barriers that could hinder their ability to learn. They must therefore possess a strong sense of intellectual perseverance.

According to Rieger et al. (2022), the issue of academic persistence is exacerbated. He said that a growing number of pupils are not being very persistent in their academics. When things get tough for them, they usually give up. According to early studies, a student's personal traits—such as their abilities, prior performance, and willingness—were thought to influence their academic persistence and dropout rate (Tenorio, 2019). Dropped students were held accountable and held entirely accountable for their failure. Due to educational models that emphasized the importance of the environment, especially the institution, in the persistence process, this perspective on persistence shifted in the 1970s (Alabed, 2023).

Rebelo (2018) cited that the attitudes of students have a huge impact on the academic performance of students around the world. These attitudes have the potential to change every element of the students' lives that pertains to education. These attitudes include the students' desire, aptitude, and motivation to learn. During the early to middle of the 20th century, there was a movement in education known as progressive education. This movement advocated for experiential learning and the concept that education should be centered on the student. Additionally, it emphasized the significance of student attitudes, particularly curiosity and intrinsic

motivation, as these were considered to be essential for meaningful learning in order to achieve improved academic performance (Awang, Ghani, & Ramalu, 2013). In the African context, education is highly valued as a means of achieving upward social mobility and improving one's life circumstances. As a consequence, there has been an increased emphasis placed on and the implementation of strategies aimed at improving student performance in the education sector. These strategies include enhancing student positive attitudes towards education, which are often instilled from a young age, emphasizing respect for teachers, dedication to studying, and perseverance through challenges (Godwin & Okoronka, 2015).

Scholars have been attempting to determine the characteristics that are shared by students who continue their study over an extended period of time. A disproportionate number of students have failed to complete their college degrees during the previous ten years, despite the fact that there has been a rise in the number of students who are pursuing college degrees (Chen, 2012).

According to Dean (2023), educational institutions are responsible for recruiting particular students and ensuring that they provide an environment that supports their performance. Students who are ill-prepared are frequently regarded as vulnerable. In addition to deficiencies in fundamental skills, at-risk pupils face other challenges. Many students who are at danger are not motivated to finish their degree. Additionally, others lack the study habits, time management abilities, and personality attributes necessary for success in the classroom (Roland et al., 2016).

Because academic persistence is a huge problem in higher education, Hetzel and Laskey (2011) state that a number of researchers have attempted to uncover the features and characteristics of students who possess the motivation to persevere. This is because academic persistence is a significant problem. Through his research, Seidman (2013) found that persistence is affected by a variety of different elements. According to him, the endurance of a student was affected by a lot of things, such as the distance from home, the difficulties that first-generation students had to confront, the proximity to home, and classes that focused on careers. The fact that a proportion of students were unwilling to end their familial bonds, as stated by Seidman (2013), had a negative impact on the academic achievement of those students. According to him, children' academic performance improved when they were able to accept being away from their homes and were given opportunities to participate in school activities.

The most common use of persistence in the literature is the student's registration in the same field of study one year later. Persistence can be thought of as a process that takes place throughout the year and produces a variety of different behaviors (e.g., attendance at lectures and practicals, time spent studying during the week or on the weekend) (Neuville, Frenay, Noël & Wertz, 2013).

Academic study persistence is characterized by resilient task focus on the course of study in which a student is enrolled (Lakhal et al., 2021; Roland et al., 2018;), and is critical to successful completion (You, 2018). Some undergraduate students may struggle with the academic studies for various reasons (Jordaan, 2022) for which academic persistence would be an anti-dote. Studies have shown that academic persistence is associated with student success in the presence of social support, a sense of belonging, and intrinsic motivation (Brubacher & Silinda, 2019). Perceived social support is conceptualized as feelings of comfort and assistance that is available when required (Permatasari et al., 2021). It is defined as the resources provided through interacting with others socially, which contribute to perceptions of being valued and that one will be supported when the need arises.

In addition, the academic performance of the students is the primary focus of the study. This theory of student participation, which was developed by Astin in 1984 and defines involvement as "the quantity and quality of physical and psychological energy the student invests in the college experience," is one of the most enduring theories that has been developed to address the topic of academic achievement. Consequently, this indicates that the outcomes of a student's learning and personal development are closely associated with their level of engagement, which can be evaluated by qualitative and quantitative ways and takes place on a continuum (Astin, 1984).

According to Ajayi, Amosun, and Ige (2020), the goal of social studies is to instill in students the values and life skills necessary to succeed in a worldwide society. The principles of nation-building can be fostered via this social science subject. Academic performance, which is sometimes referred to as school outcome, is the consequence of the accomplishments that students achieve at a certain institution, over a particular length of time, and under the guidance of a particular leader for the appropriate reason because of the correct reason. According to Poropat

(2009), some of the most effective methods for assessing or evaluating the academic achievement of pupils based on their mental capacity are examinations, tests, and observations.

Both academic performance and academic result are records that are kept of students who are enrolled in educational institutions such as schools and other types of establishments. The purpose of examinations is to evaluate the student's performance when they are working under the supervision of a teacher in a certain place for a specific amount of time (Wolgast, 2009). This method is referred to as academic performance in the English language.

There is a connection between education, also known as academic accomplishment, and character education. When students are genuinely motivated to learn or when they identify the positive qualities of a subject, they find that they are able to become proficient in all facets of life. This is because they feel good about themselves. They have a greater sense of curiosity and a desire to achieve success; nevertheless, when they are confronted with anything that is difficult, they lose interest, feel anxious, and reluctant to accomplish their goals. Because of the uncertainties they were experiencing, they decided to stop the academic performance. On the other hand, it is also true that stress can sometimes be beneficial to students in terms of learning. There are instances in which students perceive challenges as opportunities for personal development and the acquisition of the courage to undertake difficult activities. However, there are also instances in which they experience stress and lose heart, which may manifest in their social behaviors and academic performance (Núñez et al. 2005).

Science is a fascinating and challenging subject. Science is a great subject and one of the three kings of school subjects in the world, claims dela-Cruz (2016). However, a number of problems are seen to be impeding the effectiveness of science teaching and learning in Philippine schools. Filipino pupils struggled with inadequate communication skills, limited reasoning and analytical abilities, and low idea memory.

A recall of the results of the 2018 PISA released in December 2019 will tell us that overall, the country ranks second to the last in each of the Mathematical and Scientific literacies, and last in Reading literacy among the 79 high- and middle-income countries that participated. Fifteen-year-old students in the Philippines scored lower in reading, mathematics and science than those

in most of the countries and economies that participated in PISA 2018. The country's average score in reading was 340 score points, on a par with that of the Dominican Republic. No country scored lower than the Philippines and the Dominican Republic. In mathematics and science, students in the Philippines scored 353 and 357 points, respectively, on apar with performance in Panama. The Philippines outperformed the Dominican Republic in mathematics and science. Over 80%of students in the Philippines did not reach a minimum level of proficiency in reading, which is one of the largest shares of low performers amongst all PISA- participating countries and economies (OECD, 2019).

Recent research by Lee et al. (2019) delved into the role of assessment for learning in enhancing students' comprehension of fundamental science concepts. Their study revealed that educators who incorporated assessment for learning strategies witnessed notable enhancements in students' academic performance indicators. Similarly, Chen et al. (2020) conducted a longitudinal investigation into the influence of the teacher-student relationship on students' academic achievement in basic science throughout an academic year. Their research uncovered a positive association between the quality of teacher-student interactions and students' performance in basic science. Furthermore, Wang and Liu (2021) conducted a meta-analysis synthesizing findings from various studies to examine the impact of classroom management on students' academic performance in basic science. The meta-analysis concluded that effective classroom management significantly contributed to student achievement in basic science. However, contrasting findings were reported in a study by Dadzie et al. (2024), which explored the influence of assessment quality and assessment literacy on students' academic performance. Their results indicated that neither assessment quality nor assessment literacy significantly predicted student academic performance. Specifically, factors such as pedagogical expertise, subject-matter knowledge, classroom management skills, test construction understanding, and assessment feedback practice did not demonstrate a statistically significant impact on student academic performance.

Academic persistence has been extensively studied in the literature and many researchers have tried to understand this phenomenon by identifying its determinants (Burrus et al., 2013).

In the study of Purdie (2016), he explored academic persistence for 10 nontraditional students pursuing business degrees at for-profit universities in southern Georgia and northern

Virginia. The literature review provides a theoretical framework based on Tinto's (1975) theory of persistence and Bandura's (1993) self-efficacy theory. Data was collected through a demographic survey, timeline of significant events, in- depth survey, and a letter of advice. Data analysis included identifying significant statements, utilizing participant feedback to create structural and textural descriptions and ultimately describing the participant essences of their experiences. The decision to pursue a degree themes that emerged were career progression, family security, transferability, and convenience. The academic integration themes were engagement, personal relations, and encouragement. The social integration themes were positive student experiences, confidence building, and positive team interactions. Finally, the characteristics of persistent student themes were self-efficacy and faith.

The breadth and depth of literature and studies show that academic persistence has been a problem that the students are facing especially in the college level. Students tend to leave the school and stop continuing their studies. In addition, the research on academic performance are also vast in different learning areas. However, there is scarcity in available data regarding the relationship of academic persistence and academic performance. This opened the path for the researcher to conceptualize this study that investigated the academic persistence and its relationship with academic performance of Grade 7 students in Science during the School Year 2024-2025 at Cluster 7 of the Division of Pampanga towards an academic persistence improvement plan.

Conceptual Framework

The study was anchored on the theory of academic performance (ToP) that emanates from Elger (2007), and the author described 'perform' as an ability to produce a valued result and 'performer' as an individual or a group that engages in collaboration while the level of performance as the location in an academic journey.

The study adopted the IV-DV model of presentation. The independent variable was the academic persistence of the Grade 7 students. The dependent variable was the academic performance of the students in Science.

The arrow in the middle is hypothesized influence of IV on DV.

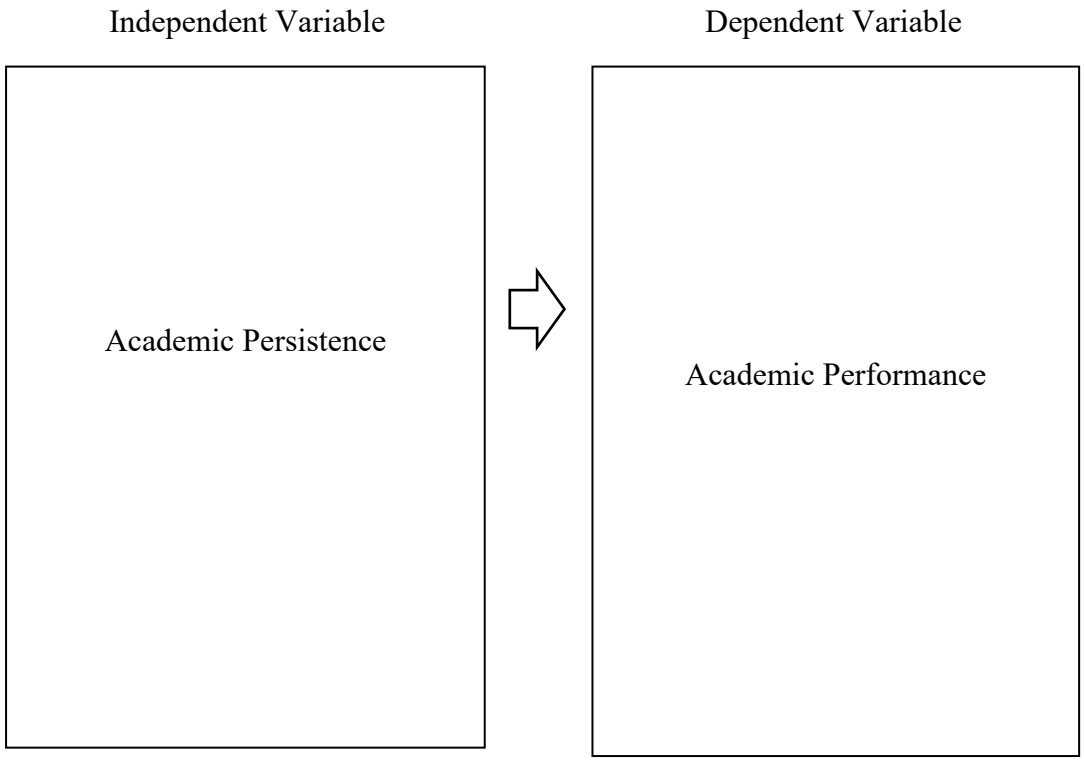

Figure 1
Paradigm of the Study

Statement of the Problem

This study primarily sought to determine the relationship with academic performance of Grade 7 students in Science during the School Year 2024-2025 at Cluster 7 of the Division of Pampanga towards an academic persistence improvement plan.

Specifically, this aimed to answer the following questions;

1. How may the academic persistence of the Grade 7 students be assessed?

2. How may the academic performance of the Grade 7 students in Science be described based on their report card?

3. Is there a significant relationship between the academic persistence and academic performance of Grade 7 students in Science?

4. Based on the findings of the study, how may an academic persistence sustainability plan be proposed?

Hypothesis

There is no significant relationship between the academic persistence and academic performance of Grade 7 students in Science.

Significance of the Study

The following will benefit from the study after its completion:

School Heads. The study will give them idea on the kind of students that they have in school as well as their situation. When school heads know the academic status of the students, they may provide better technical assistance to their teachers as part of their instructional supervision functions to teachers.

Teachers. The benefits of the teachers will directly come from the findings of the study. Teachers will be able to learn from the instructional supervision that the school heads can provide. In addition, knowing what factors that affect academic performance of the students will be of great help for teachers in planning their lessons.

Students. The study will be of great help to them as the recipient of curriculum. An improvement in the instructions, may mean improvement in their learning experiences which affect their academic performance.

Future Researchers. The study will be added to the existing body of knowledge related to academic persistence and academic performance may be used as reference. In addition, the study may provide future direction to researchers which will be found in recommendation section.

Scope and Delimitation

The study was conducted in one of the divisions of Region III, the Division of Pampanga. As a division, it is under the leadership and supervision of Schools Division Superintendent. Precisely, Cluster 7 was the main locale. This study was implemented during the School Year 2024-2025.

The main goal of this research was to determine the relationship with academic performance of Grade 7 students in Science during the School Year 2024-2025 at Cluster 7 of the Division of Pampanga towards an academic persistence sustainability plan.

Definition of Terms

The following terms are defined for better understanding:

Academic Persistence. It is the persistence rates that show a student's ability to continue on to the next term. In this study, it centers on measurement of the desire of the students to continue their learning journey in school.

Academic Performance. It refers to the grades that the students have in their report. It is the combination of grades that they have in written work, performance tasks and quarterly assessment.

II. METHODOLOGY

This chapter deals with research design, respondents and sampling technique, instrumentation, data collection and statistical treatment.

Research Design

To achieve its primary objective, the study used a quantitative research methodology. The goal of this approach is to collect and analyze data that can be expressed as numerical values. Because the sample size will be suitable, this kind of approach is suitable for studies with a large number of respondents (Adedoyin, 2020).

The researcher employed a descriptive-correlational strategy among the various quantitative approaches. Determining the existence and extent of change between two or more variables is the goal of the descriptive correlational method. According to Tan (2014), the goal of descriptive research is to determine what is dominant in the current environment. To further illustrate, its main interests are the circumstances and objects that were present at the time of the investigation. Because correlational analysis explains the current relationship between variables, it is also occasionally referred to as a type of descriptive study.

The rationale for choosing the descriptive correlational design was it suited the purpose of the study which was to determine the relationship with academic performance of Grade 7 students in Science during the School Year 2024-2025 at Cluster 7 of the Division of Pampanga towards an academic persistence sustainability plan.

Respondents of the Study

The Division of Pampanga was the locale of the study. Specifically, it focused on Cluster 7 where the researcher is currently assigned. Grade 7 students in the aforementioned cluster were the respondents of the study.

The researcher used G power to have a sample size of the population of the Grade 7 students. After knowing the sample size, selection was next. Grade 7 students were selected using stratified sampling technique. It is a type of selection that puts premium on randomization in terms of getting the respondents. There were 12 schools who agreed to be part of the study.

Table 1 reflects that there were 231 Grade 7students in the Cluster 7, Division of Pampanga who became the respondents for the quantitative part. The same table shows that School C was represented by 9.96% of the respondents, while School K was represented by 7.36% of the students.

TABLE 1

RESPONDENTS OF THE STUDY

Schools	Frequency	Percentage
School A	19	8.23
School B	20	8.66
School C	23	9.96
School D	18	7.79
School E	19	8.23
School F	19	8.23
School G	18	7.79
School H	19	8.23
School I	20	8.66
School J	18	7.79
School K	17	7.36
School L	21	9.09
Total	**231**	**100.00**

Research Instruments

The study had two survey questionnaires to be used to gather the needed data to answer the questions.

The first instrument was the questionnaire of Thalib et al. (2018), which is the academic persistence scale. The tool centers on assessing academic persistence of the students which is divided into 45 indicators.

The second tool was documentary analysis to gather data on the academic performance of Grade 7 students in Science.

Data Collection

In the data collection, it started with the securing of necessary permit from the Schools Division Superintendent. The researcher wrote a letter to be signed by the adviser before it was sent to the division office.

After securing the approval, the researcher proceeded with the creation of google form to be used. The researcher virtually administered the questionnaire to the respondents. The data collection was done online and personally depending on the need of the situation.

Ethical Considerations

In every research, ethical consideration is one of the paramount considerations. Even Resnik (2008) highlighted that it has a huge effect on the outcome of the study if it will be set aside. To ensure, therefore, the researcher conformance with the ethical norms, the researcher, from the initial engagement with the respondents and participants, observed the ethical norms.

The conformance was confirmed during the engagement with the respondents. This showed that the respondents are very much aware about the purpose of the study and they were willing to participate. In addition, the parents were informed about the study and helped their children to decide.

Lastly, data were treated with utmost secrecy and confidentiality.

Statistical Treatment of Data

The following statistical treatment were used to interpret the data.

1. Weighted mean, to measure the academic persistence using this scale

Scale	Descriptive Equivalent	Numerical Rating
4	Always	3.26 - 4.00
3	Often	2.51 – 3.25
2	Sometimes	1.76 – 2.50
1	Never	1.00 – 1.75

2. Frequency and percentage, to summarize the academic performance
3. Pearson r, to measure the relationship of academic persistence and academic performance

III. RESULTS AND DISCUSSIONS

This chapter deals with presentation of the results of application of statistical treatment using tables and discussion.

1. Assessment of Academic Persistence of Grade 7 Students

Using the data taken from the questionnaire, the researcher was able to get data regarding the academic persistence of Grade 7 students.

Table 2 reveals that students assess long term perspective purposes of academic persistence with a mean of 3.39 (SD=0.64) or always. In addition, seventh indicator that reads “I always remember the ideals that have I specify” recorded a mean of 3.57 (SD=0.52) with a verbal rating of always. On the other hand, first indicator that reads “I have not had a careful plan after graduating from school” has a mean of 2.24 (SD=0.84) or sometimes.

According to the data, Grade 7 students are still considering long-term academic goals and targets. However, the high standard deviation suggests that the students' responses differ from one another, showing that they do not have common ideas.

Some judgments require a strong concentration on the here and now, while others are driven by long-term objectives (Rieger et al., 2022). judgments are influenced by one's temporal orientations to the circumstance, with some decisions demanding significant emphasis on the present. Students need to ensure that their actions are carefully planned so they will benefit the most from them in the future.

TABLE 2

ASSESSMENT OF LONG TERM PERSPECTIVE PURPOSES

Long Term Perspective Purposes	Mean	Std. Dev	Verbal Description
1. I have not had a careful plan after graduating from school	2.24	0.84	Sometimes
2. I already have a target at what age will be a successful person	3.27	0.61	Always
3. I prefer to live by flowing without having a goal	3.19	0.54	Often
4. I have planned a profession to be undertaken	3.38	0.54	Always
5. I determine whether to work or continue study after graduating	3.27	0.57	Always
6 I am worried if I cannot achieve my goals	3.56	0.52	Always
7 I always remember the ideals that have I specify	3.57	0.53	Always
General Weighted Mean	**3.39**	**0.64**	**Always**

Another dimension of academic persistence that is rated as always based on its mean of 3.45 and standard deviation of 0.49 is the current purposes pursuing. The same illustration highlights that the highest mean of 3.54 (SD=0.57) or always is found on “Every time I have a school assignment, I finish it immediately development goals”. The lowest mean of 3.41 (SD=0.53) is given to third indicator I have a study schedule outside of school hours”.

These results indicate that Grade 7 students are focused on their current situations and find ways to always accomplish the tasks given to them that will affect their schedule in the near future.

Content purposes pursuing incorporates the volitional aspect of everyday persistence, which refers to the ability to keep one's concentration on the goals at hand and to continue exerting effort despite the presence of boredom, annoyance, or stress. Also included in this idea is the ability to sustain concentrate on the goals at hand.

For the purpose of achieving the objectives that are currently being pursued, it is essential to possess a behavioral orientation for challenging work, as well as the ability to maintain one's concentration and energy levels on a consistent basis for extended periods of time, despite the presence of distractions, frustration, and failures.

The requirement to fulfill objectives that have been started or to release the tension that is related with goals that have been thwarted is one of the components of content purposes pursuing(Thalib et al, 2018; Viray, 2016). There are many other components that make up content purposes pursuing. Regardless of the circumstances, the objective is to finish the goals that have already been started. The concept of flow can be compared to the combination of sustained attention, complete involvement, and focused energy. This connection can be made since flow is a state of being. This is analogous to the qualities that are associated with the actional mentality approach. The characteristics that are included in this category include a resistance to disturbances and an immersion in the accomplishment of the goals for which they were created. Both of these characteristics are included in this group.

TABLE 3

ASSESSMENT OF CURRENT PURPOSES PURSUING

Current Purposes Pursuing	Mean	Std. Dev	Verbal Description
1. I design daily activities so that my goals are achieved	3.54	0.57	Always
2. I always follow activities that will support the achievement of my ideals	3.42	0.47	Always
3. I have a study schedule outside of school hours	3.41	0.53	Always
4. Every time I have a school assignment, I finish it immediately development goals	3.44	0.51	Always
5. I complete daily targets every day	3.43	0.52	Always
General Weighted Mean	**3.45**	**0.49**	**Always**

Table 4 presents that Grade 12 students' academic persistence on recurrence of unattained purpose accumulated a general weighted mean of 3.46 (SD=0.54) with verbal rating of always. A closer look on the table tells that third indicator "I keep working a matter of counts until the results are right" has a mean of 3.57 (SD=0.51), which is considered the highest. On the other hand, first indicator "I am determined to complete the task until it is finished" got the lowest mean of 3.42 (SD=0.43) or always.

The data tells that Grade 7 students are able to always be inspired from their mistakes and challenges. They draw inspiration from both their own setbacks and the stimuli that come from the outside world. The recurrence of automatic cognitions referring to unaccomplished goals protects past intentions and is indicative of active motivational adherence to them; transcending the present prevents premature disengagement in the face of tempting alternatives while also aiding in the detection of opportunities serving those valued goals.

Individuals are able to evaluate their success and rebuild their dedication to their treasured self-views when they review their earlier goals and evaluate how far they have come. An

individual's behavioral predisposition for self-consistency can be defined by the underlying drive of self-verification, as stated by Ertem and Ari (2022). The method of rediscovering and idealizing goals that were accomplished in the past is one cognitive approach that can be applied to ensure a sense of continuity and derogate activities that are more expensive and less self-defining at the present time.

TABLE 4

ASSESSMENT OF RECURRENCE OF UNATTAINED PURPOSE

Recurrence of Unattained Purpose	Mean	Std. Dev	Verbal Description
1. I am determined to complete the task until it is finished	3.42	0.43	Always
2. Failures often made me more inspired to attain my dreams	3.44	0.54	Always
3. I keep working a matter of counts until the results are right	3.57	0.51	Always
4. I often get inspiration from books or videos	3.49	0.57	Always
5. I get new ideals in the course of my life	3.53	0.52	Always
General Weighted Mean	**3.46**	**0.54**	**Always**

2. Assessment of Performance of Grade 7 Students

The performance of Grade 7 students in Science were collected in their report card.

As seen in Table 5, 34.20% of the students reached a satisfactory performance, 23.81% were very satisfactory, 22.08% were outstanding in their academic performance in Science. In addition, 18.61% of them were fairly satisfactory and 1.30% were on did not meet expectations. The figures indicate that respondents are able to learn most of the target competencies but it cannot

be denied that there are still learners who needs further attention on their studies. Alzabidi et al. (2024) argued that performance is more than just a statistic. It narrates the story of how the students advance from one period to another. It indicates if the students are struggling or not. Furthermore, it reflects the type of instruction that pupils receive at school. Better grades indicate better instruction or learning experiences.

TABLE 5
SUMMARY OF ACADEMIC PERFORMANCE

Performance	Frequency	Percentage
Outstanding	51	22.08
Very Satisfactory	55	23.81
Satisfactory	79	34.20
Fairly Satisfactory	43	18.61
Did Not Meet Expectations	3	1.30
Total	**231**	**100.00**

3. Relationship between Academic Persistence and Academic Performance in Science

Using the data on academic persistence and performance, the researcher subjected the data on another statistical treatment.

Table 6 reflects that academic persistence and academic performance in Science listed an r value of 0. 0.6537and p value of 0.0068. This data is enough to claim that academic persistence is significantly related with the academic performance of Grade 7 students in Science. This means that when their academic persistence declines, their performance will be affected negatively.

Persistence is demonstrated by the willingness to persevere in the face of adversity. This tenacity can serve as a motivational force for pupils, helping them achieve not just academic but

also personal goals (Mtshweni, 2024). Perseverance in the face of adversity is typically defined as the result of a high level of motivation.

TABLE 6

PEARSON ANALYSIS OF VARIABLES OF ACADEMIC PERSISTENCE AND ACADEMIC PERFORMANCE

Variables	r-value	p-value	Decision
Academic persistence and performance	0.6537	0.0068	Reject Null

4. Proposed Academic Persistence Sustainability Plan

After careful analysis of data and getting results, the researcher proposed this sustainability plan. To strengthen and sustain learners' academic persistence by enhancing long-term goal orientation, supporting ongoing academic tasks, and addressing repeated unmet goals through targeted strategies.

1. Long-Term Perspective Purposes

Objective: Enhance learners' ability to visualize, plan, and commit to long-term academic and career goals.

Strategy	Activities	Persons Involved	Timeline	Success Indicators
1.1 Strengthen Goal-Setting Skills	Conduct seminars on academic and career goal setting	Guidance Office, Teachers	Quarterly	Students articulate long-term academic goals
1.2 Establish Consistent Mentoring Support	Pair students with teacher-advisers for long-term academic guidance	School Heads, Teachers	Monthly	Improved student clarity and alignment to long-term goals
1.3 Integrate Purpose-Driven Tasks in Lessons	Include reflective tasks on how each subject supports future careers	Teachers	Weekly	Increased meaningful engagement in activities
1.4 Provide Exposure to Career Pathways	Hold Career Fairs, Alumni Talks, and Industry Immersions	School Heads, Guidance Office	Semi-Annual	Students connect learning to future aspirations

2. Current Purposes Pursuing

Objective: Sustain students' motivation to pursue and complete ongoing academic tasks and purposes.

Strategy	Activities	Persons Involved	Timeline	Success Indicators
2.1 Strengthen Daily Academic Routines	Create structured study schedules and classroom routines	Teachers, Students	Daily	Improved task completion rate
2.2 Use Positive Reinforcement	Implement recognition for consistent academic efforts	Teachers, School Heads	Monthly	Increased student motivation
2.3 Provide Academic Support Interventions	Offer tutoring, remedial classes, peer-to-peer learning	Teachers	Weekly	Higher passing rates and reduced academic backlogs
2.4 Monitor Student Progress	Use progress checklists, formative assessments, and feedback loops	Teachers, Students	Ongoing	Increased academic accountability

3, Recurrence of Unattained Purposes

Objective: Identify and address recurring academic challenges or unmet goals so students can overcome barriers and maintain persistence.

Strategy	Activities	Persons Involved	Timeline	Success Indicators
3.1 Conduct Root Cause Analysis	Use simple forms (Why-Why Diagram, learning logs) to find reasons for unattained tasks	Teachers, Students	Every Quarter	Clear identification of academic barriers
3.2 Implement Targeted Interventions	Provide personalized learning plans for students repeating difficulties	Teachers, Guidance Office	Quarterly	Reduction in repeated non-achievements
3.3 Strengthen Emotional and Behavioral Support	Teach resilience, self-regulation, and coping strategies	Guidance Office	Monthly	Increased confidence and emotional readiness
3.4 Engage Parents as Support Partners	Conduct parent orientations on supporting learning routines at home	School Heads, Teachers	Quarterly	Improved home-school collaboration

IV. CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with presentation of summary of findings, conclusions and recommendations offered.

Summary of Findings

Based on the findings, the following were the summary:

1. Grade 7 students rated academic persistence as always in terms of long term perspective purposes (M=3.39), current purposes pursuing (M=3.45) and recurrence of unattained purpose (M=3.46).

2. 34.20% of the students reached a satisfactory performance, 23.81% were very satisfactory, 22.08% were outstanding in their academic performance in Science. In addition, 18.61% of them were fairly satisfactory and 1.30% were on did not meet expectations.

3. The relationship between academic persistence and academic performance in Science listed an r value of 0. 0.6537and p value of 0.0068.

4. An academic persistence improvement plan is proposed based on the findings of the study.

Conclusions

The following were the conclusions drawn from the findings:

1. Grade 7 students have the desire to persevere and have a plan of their own to be always productive in their class, lessons and academic journey in their respective schools.

2. Respondents are able to learn most of the target competencies but it cannot be denied that there are still learners who needs further attention on their studies.

3. There is a significant relationship between academic persistence and academic performance of Grade 7 students in Science. When academic persistence improves, performance will also improve.

4. The proposed academic persistence sustainability plan aims to help Grade 12 students improve their performance.

Recommendations

The following are the recommendations offered:

1. The strong academic persistence of the students may be maximized by the teachers by giving the students challenging activities that will address their needs to

learn more complex skills like higher order thinking skills.

2. Teachers may provide enrichment activities that will address the least learned competencies of students.

3. Importance of academic persistence may be included in homeroom guidance program of the students since it really affects their performance in school.

4. The proposed academic persistence improvement plan may be included in activities of students for improvement of their academic persistence and academic performance.

5. Future researchers may conduct study among secondary school students to have a better perspective and enrich the findings of the study.

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