Student Engagement and Academic Performance in Senior High School of Mati Central District

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Abstract

This study examined the relationship between student engagement and academic performance among Senior High School students in the Mati Central District, Division of Mati City. Student engagement was described in terms of affective, cognitive, and behavioral dimensions, while academic performance was measured using the students' General Weighted Average (GWA) based on the Department of Education grading system. A quantitative research approach employing a descriptive-correlational design was used in the study. The respondents consisted of 348 Grade 11 and Grade 12 students selected through simple random sampling during the second semester of School Year 2022–2023. Data were collected using a validated survey questionnaire, and academic records were utilized to determine students' performance. Statistical tools such as mean, standard deviation, and Pearson product-moment correlation coefficient were applied in the analysis of data. Findings revealed that the levels of student engagement and academic performance were generally high. However, the results indicated that there was no significant relationship between student engagement and academic performance. Based on the findings, the study recommends the implementation of student-centered programs and instructional strategies to further support student engagement and enhance learning experiences in senior high schools.

Keywords: Student Engagement; Academic Performance; Senior High School Students; Learning Outcomes; Mati Central District