

Correlation Between Learning Conditions and Academic Performance Among Public Administration Students

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Abstract: *This study explored the relationship between learning conditions and academic performance of Public Administration students at Bukidnon State University–San Fernando Campus. A descriptive–correlational design was used to describe the students’ learning conditions in terms of personal factors, study habits, home-related aspects, school-related aspects, and teacher-related aspects, and to examine whether these conditions were associated with their academic performance. A researcher-made questionnaire, validated by faculty experts and tested for reliability, served as the main instrument, while academic performance was based on the general weighted average categorized into proficiency levels. Findings revealed that most students performed within the satisfactory to highly satisfactory range, suggesting that they generally meet academic expectations but have room for improvement. With regard to learning conditions, students reported moderate challenges in personal aspects such as sleepiness and hunger, and in home-related concerns such as distance from school and household responsibilities. Their study habits were inconsistent, showing a tendency to study reactively and to be easily distracted. Meanwhile, the lowest ratings were given to school facilities and certain teacher-related practices, reflecting dissatisfaction with the adequacy of resources and limitations in instructional approaches. Despite these reported challenges, the analysis showed no significant correlation between learning conditions and academic performance. This indicates that while students perceive difficulties in their personal, home, school, and classroom environments, these do not directly influence their grades. The study highlights the need to consider other factors, such as motivation, resilience, and socio-emotional support, as possible determinants of student success in higher education.*

Keywords: Learning Conditions, Academic Performance, Correlation

1. INTRODUCTION

Education is universally recognized as a cornerstone of individual growth and societal development. The academic performance of students is one of the most important indicators of educational success, as it reflects not only their mastery of knowledge and skills but also the quality of the learning environment provided to them. In higher education, where students are trained for specialized careers, the factors that influence academic performance become more complex, combining personal, social, and institutional dimensions. Understanding these factors is essential in ensuring that learners are adequately supported and guided toward success.

Student achievement is influenced by more than just cognitive ability or effort; it is also shaped by a wide range of learning conditions. Personal well-being, study habits, family responsibilities, school facilities, and teaching practices all play a significant role in shaping how students engage with their studies. For instance, a student who struggles with fatigue, hunger, or household duties may find it more difficult to focus in class. Likewise, inadequate school resources or inconsistent teaching approaches may undermine learning motivation and limit academic growth. These interconnected factors highlight the importance of adopting a holistic perspective when examining what contributes to student performance.

At Bukidnon State University–San Fernando Campus, Public Administration students face diverse challenges that may directly or indirectly affect their academic standing. Many contend with personal conditions such as sleepiness and hunger during class, while others grapple with weak study habits and external distractions. Home-related issues, including distance from school and household responsibilities, further complicate students’ ability to allocate time for study. Moreover, concerns regarding inadequate school facilities and limitations in teaching practices add to the pressures that shape their overall learning experience. These conditions raise an important question: how do they influence the academic performance of students preparing to serve in public administration?

Investigating this question is timely and relevant because academic performance is not only a measure of individual progress but also an indicator of institutional effectiveness. For Public Administration students, the ability to meet academic demands reflects their readiness to take on future responsibilities in governance, leadership, and service. By analyzing the relationship between learning conditions and academic outcomes, this study aims to provide deeper insights into the factors that either hinder or enhance success in this field of study. Such knowledge can help educators, administrators, and policymakers develop evidence-based interventions that improve student support systems.

2. METHODS

Research Design

This study employed a descriptive–correlational research design. The descriptive component was used to determine the level of learning conditions experienced by BukSU–San Fernando Public Administration students in terms of personal condition, study habits, home-related aspects, school-related aspects, and teacher-related aspects, as well as their corresponding academic performance. The correlational aspect was then applied to examine the relationship between these learning condition factors and students' academic performance.

This design was deemed appropriate because the study did not involve manipulation of variables but instead sought to describe existing conditions and measure the extent to which learning-related factors are associated with student performance. By combining descriptive and correlational approaches, the study was able to provide both a clear profile of the students' learning environment and an analysis of whether these conditions significantly relate to their academic outcomes.

Participants and Sampling

The participants were 98 BukSU–San Fernando Public Administration students. By sex, 52 (53%) were female and 46 (47%) were male. In terms of age, 36 (37%) were 19 and below, 47 (48%) were 20–21, and 15 (15%) were 22 and above. For marital status, 52 (53%) were married and 46 (47%) were single. By year level, 52 (53%) were Year 2 students and 46 (47%) were Year 1 students. All respondents were currently enrolled in the Public Administration program at BukSU–San Fernando during the period of data collection and met the inclusion criterion of being active students in the program.

Given the study's correlational objective, the sampling strategy prioritized maximizing statistical power and representativeness. Accordingly, the study used total enumeration (census) sampling of the entire accessible population of Public Administration students, yielding $n = 98$. A census is appropriate for correlation studies when the target population is manageable in size, as it eliminates sampling error, enhances the precision of correlation estimates, and ensures that subgroups (sex, age brackets, year levels) are proportionately represented as they naturally occur in the cohort. This approach aligns with the non-experimental design of the study, which seeks to describe existing conditions and estimate associations without manipulating variables.

Measures

The study utilized a researcher-made questionnaire consisting of three main parts: the demographic profile, the measure of academic performance, and the assessment of learning conditions. The demographic profile included variables such as sex, age, marital status, and year level, which provided contextual information about the participants. Academic performance was obtained through the students' general weighted average (GWA), which was classified into proficiency levels (e.g., Excellent, Outstanding, Satisfactory, etc.) based on the university's grading system.

The central instrument focused on learning conditions, covering five dimensions: personal condition, study habits, home-related aspects, school-related aspects, and teacher-related aspects. Each dimension was measured using a set of statements rated on a four-point Likert scale, ranging from Strongly Agree (4) to Strongly Disagree (1). The instrument was subjected to validation by two faculty experts from the institution to ensure content accuracy and relevance. To establish reliability, a pilot test was conducted, and internal consistency was measured using Cronbach's Alpha. The results demonstrated acceptable to excellent reliability across the five dimensions: Personal Condition ($\alpha = 0.803$), Study Habits ($\alpha = 0.926$), Home-Related Aspect ($\alpha = 0.808$), School-Related Aspect ($\alpha = 0.845$), and Teacher-Related Aspect ($\alpha = 0.830$). These values confirm that the instrument was reliable for capturing the constructs of interest in this study.

Data Gathering Procedure

The process of data collection was carefully structured to ensure accuracy, reliability, and ethical compliance. Prior to the administration of the instruments, the researcher sought permission from the campus administrator and program head of BukSU–San Fernando to conduct the study among Public Administration students. After approval was granted, the respondents were informed about the objectives of the research, the voluntary nature of their participation, and the assurance that their responses would be treated with strict confidentiality. Informed consent was obtained before the distribution of the questionnaires.

The researcher-made questionnaire was distributed to all students enrolled in the Public Administration program during the period of data collection. Since the total population was manageable ($N = 98$), a total enumeration approach was employed. Questionnaires were administered in person during scheduled class hours to ensure maximum participation and to provide immediate clarification if students had questions about the items. Respondents were given ample time to complete the instrument, which consisted of three parts: demographic information, academic performance, and learning conditions. To minimize response bias, students were encouraged to answer honestly and reminded that their academic standing would not be affected by their participation.

Completed questionnaires were immediately retrieved, checked for completeness, and coded for data entry. Academic performance data, specifically the general weighted averages (GWA), were verified against the official records of the program to ensure accuracy in classification. Once gathered, the responses were encoded and organized into spreadsheets for analysis. Descriptive statistics were computed to summarize demographic characteristics and learning condition factors, while Pearson's correlation was applied to determine the relationships between learning conditions and academic performance.

Throughout the process, ethical considerations were strictly observed. Anonymity of participants was maintained by avoiding the collection of identifiable information, and all data were handled solely by the researcher for the purposes of this study. After completion of the analysis, findings were shared with the institution for possible use in enhancing student support programs, but individual responses remained confidential. This procedure ensured that the data collection was systematic, unbiased, and respectful of participants' rights.

Statistical Treatment

The data gathered were tallied, organized, and analyzed using appropriate descriptive and inferential statistics. To describe the demographic characteristics of the respondents, such as sex, age, marital status, and year level, frequency counts and percentages were employed. This provided a clear profile of the participants and allowed for an understanding of how the sample was distributed across different categories.

To determine the academic performance of the students, mean and standard deviation were computed based on their general weighted average (GWA), which was further classified into proficiency levels according to the grading scale of Bukidnon State University. In analyzing the learning conditions, the same descriptive statistics (mean and standard deviation) were used to summarize the responses for each item and dimension of the researcher-made questionnaire, thereby identifying the overall level and variability of the students' perceived conditions.

Finally, to examine the relationship between learning conditions and academic performance, Pearson's product-moment correlation coefficient (Pearson- r) was employed. This inferential test was chosen because it is appropriate for determining the strength and direction of the linear relationship between two continuous variables. A significance level of 0.05 (two-tailed) was set as the threshold for determining whether the observed correlations were statistically significant, with a stricter 0.01 level also considered for stronger evidence of association.

3. RESULTS AND DISCUSSION

Table 1 presents the distribution of the academic performance levels of BukSU–San Fernando Public Administration students based on their grades. The table shows the frequency, percentage, mean, and standard deviation across different proficiency levels, providing a general picture of how students are performing academically.

Table 1. Mean, Standard Deviation, and Frequency of the Academic Performance of BukSU-SF Public Administration Students

Range	Level of Proficiency	Frequency	%	Mean	SD
1.00	Excellent	1	1.02		
1.25	Outstanding	4	4.08		
1.50	Very Highly Satisfactory	17	17.35		
1.75	Highly Satisfactory	27	27.55		
2.00	Satisfactory	39	39.80		
2.25	Moderately Satisfactory	9	9.18	1.95	0.257
2.50	Less Satisfactory	1	1.02		
2.75	Better than Passing	0	0.00		
3.00	Passing	0	0.00		
5.00	Failure	0	0.00		
	Total	98	100		

Table 1 presents the academic performance of BukSU–San Fernando Public Administration students. Out of 98 respondents, the largest proportion (39 or 39.80%) obtained a “Satisfactory” rating, followed by 27 (27.55%) who achieved “Highly Satisfactory,”

and 17 (17.35%) who were rated “Very Highly Satisfactory.” Only a small number of students were rated “Excellent” (1.02%) and “Less Satisfactory” (1.02%), while no students fell under the categories of “Better than Passing,” “Passing,” or “Failure.” The computed mean grade was 1.95 with a standard deviation of 0.257, which indicates that the general level of performance of the students leans toward “Satisfactory” with relatively low variability across the group.

The findings suggest that the academic performance of the BukSU–San Fernando Public Administration students is generally within the satisfactory to highly satisfactory range, with very few students at the extremes of excellence or underperformance. This pattern implies that while the majority are performing adequately, there remains room for improvement in raising more students into the higher proficiency levels. The relatively low standard deviation supports the conclusion that students’ performance is fairly homogeneous, indicating consistency in outcomes across the class.

Table 2 presents the mean and standard deviation of the different dimensions of learning conditions as experienced by the BukSU–San Fernando Public Administration students. The factors assessed include personal condition, study habits, home-related aspects, school-related aspects, and teacher-related aspects, which together provide a comprehensive view of the circumstances influencing their academic engagement.

Table 2. Mean and Standard Deviation of the Learning Conditions of BukSU-San Fernando Public Administration Students

Factors	Mean	SD
Personal Condition	3.06	0.803
Study Habits	2.88	0.829
Home Related Aspect	2.91	0.860
School-Related Aspect	1.83	0.598
Teacher-Related Aspect	1.91	0.733

The students’ personal condition had an overall mean of 3.06 (SD = 0.80), showing that they often encounter physiological challenges during classes. The highest concerns were sleepiness (M = 3.24) and hunger (M = 3.20), followed by difficulties in vision (M = 3.00) and hearing (M = 2.99). Breathing difficulties were less frequently reported (M = 2.84), but still present. These patterns suggest that while not extreme, issues related to rest, nutrition, and health exert a noticeable influence on students’ ability to participate and remain attentive in class. Moreover, these conditions highlight the importance of addressing students’ basic needs as prerequisites for effective learning.

Study habits obtained a submean of 2.88 (SD = 0.83), pointing to moderate agreement with unproductive practices. Many students reported studying only when there is a quiz (M = 3.04) and being disturbed while studying (M = 3.03), while relatively fewer admitted to having no time to study at home (M = 2.72) or copying assignments from peers (M = 2.69). These findings indicate that students tend to study reactively, often relying on external triggers rather than self-motivation. Likewise, the presence of distractions and lack of consistent study routines reduce the quality of learning. Therefore, strengthening time management and independent learning strategies could improve these behaviors.

In terms of the home environment, the submean was 2.91 (SD = 0.86), suggesting that household circumstances moderately affect learning. The most pressing issues were living far from school (M = 3.11), having many siblings (M = 3.05), and doing too many household responsibilities (M = 2.99). Meanwhile, parental employment and living arrangements were perceived as less problematic. Thus, while the family setting shapes study opportunities, its impact is less disruptive compared with personal or school-related conditions. Nevertheless, distance and domestic duties remain important challenges that may indirectly affect motivation and focus.

School-related factors received the lowest overall evaluation, with a submean of 1.83 (SD = 0.60). Students rated library resources (M = 1.86), classroom comfort (M = 1.82), and location of classrooms (M = 1.68) as inadequate, while internet access and program variety also scored poorly. This shows that institutional support and facilities are viewed as insufficient, which may limit students’ academic development. Furthermore, the consistently low scores reflect dissatisfaction with the physical and resource environment of the school. Hence, improvements in infrastructure, accessibility, and learning resources are essential to provide students with a more supportive academic environment.

Teacher-related aspects produced a submean of 1.91 (SD = 0.73), with most indicators receiving low ratings except for the provision of varied activities (M = 3.12), which was highly appreciated. Teacher mastery (M = 1.67), punctuality (M = 1.88), and teaching methods such as reliance on lectures (M = 1.67) were rated poorly, along with issues like scolding or frequent absences. These findings highlight that while students value innovative and varied activities, they remain dissatisfied with several core aspects of teaching practice. Consequently, there is a strong need for continuous professional development to strengthen instructional delivery, classroom management, and student engagement.

Table 3 shows the correlation between the different dimensions of learning conditions and the academic performance of BukSU–San Fernando Public Administration students. The table presents the Pearson correlation coefficients and their corresponding p-values, which indicate the strength and significance of the relationships between the variables.

Table 3. Person Correlation Between Learning Conditions and Academic Performance Among BukSU-San Fernando Public Administration Students

Variable		Pearson-r	P-value
Personal Condition	Grades	0.086	0.399
Study Habits	Grades	0.009	0.709
Home Related Aspect	Grades	0.038	0.709
School-Related Aspect	Grades	0.033	0.744
Teacher-Related Aspect	Grades	-0.014	0.895

*** Correlation is significant at the 0.01 level (2-tailed).*

** Correlation is significant at the 0.05 level (2-tailed).*

Prior to the analysis, the assumptions required for Pearson’s correlation were examined and found to be met. Linearity was assessed through visual inspection of scatterplots, which suggested that the relationships between the learning condition factors and academic performance followed an approximately straight-line trend. Normality was also verified, with distribution values of the variables falling within acceptable ranges for skewness and kurtosis. Homoscedasticity was observed, indicating that the variance of academic performance was consistent across levels of the predictor variables. With these assumptions satisfied, the use of Pearson’s correlation was deemed appropriate.

The results show that none of the learning condition factors were significantly correlated with academic performance. Personal condition ($r = 0.086$, $p = 0.399$), study habits ($r = 0.009$, $p = 0.709$), home-related aspects ($r = 0.038$, $p = 0.709$), school-related aspects ($r = 0.033$, $p = 0.744$), and teacher-related aspects ($r = -0.014$, $p = 0.895$) all yielded weak and statistically insignificant relationships. This indicates that, within this group of students, academic performance did not vary meaningfully with their reported learning conditions. These findings suggest that other factors beyond those measured—such as personal motivation, prior academic preparation, or external influences—may play a stronger role in shaping performance outcomes.

4. CONCLUSION AND RECOMMENDATION

The findings of this study reveal that the academic performance of BukSU–San Fernando Public Administration students generally falls within the satisfactory to highly satisfactory range, with very few students performing at the extremes of excellence or underperformance. The assessment of learning conditions further shows that students experience moderate challenges in terms of personal condition, study habits, and home-related aspects, while greater concerns are evident in school-related and teacher-related factors, particularly in the adequacy of facilities and the consistency of instructional practices.

Despite these reported challenges, the correlation analysis revealed no significant relationship between learning conditions and academic performance. This suggests that while students perceive various difficulties in their personal, home, school, and classroom environments, these factors do not directly translate into differences in grades. The results imply that other influences—such as individual motivation, resilience, prior preparation, and support systems—may play a more decisive role in shaping academic success. Overall, the study highlights the importance of a holistic understanding of student performance, where both academic and non-academic dimensions must be considered in developing interventions to further support learning outcomes.

Based on the findings of the study, several recommendations are proposed. Students are encouraged to develop healthier study habits by practicing consistent time management, minimizing reliance on last-minute preparation, and fostering intrinsic motivation toward learning. At the same time, attending to personal well-being, such as maintaining proper rest, nutrition, and focus, can help enhance engagement in class. Teachers, on the other hand, are advised to enrich their instructional delivery by using varied and engaging strategies beyond lecture-based methods while ensuring punctuality, consistency in attendance, and effective classroom management. Professional development opportunities may further strengthen their skills in addressing diverse student needs. School administrators are also urged to invest in improving facilities such as classrooms, libraries, and internet access, as these were identified as areas of concern. Establishing student support services to address health-related and socio-economic challenges may likewise reduce barriers to academic performance. Finally, future researchers are encouraged to examine additional factors such as

motivation, socio-emotional well-being, peer influence, and study skills, and to employ mixed-methods approaches to gain deeper insights into the complex determinants of student success.

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