DIMENSIONS OF WELL-BEING AND ACADEMIC PERFORMANCE OF GRADE EIGHT PUBLIC SCHOOL STUDENTS IN MENDEZ, CAVITE

Thesis Manuscript Submitted to the
Teacher Education Department
Graduate School and Open Learning College
Cavite State University
Indang, Cavite, Philippines

In Partial Fulfillment
of the Requirements for the degree
Master of Arts in Education

THANKGOD AMUKELE MAHEL
December, 2017

Republic of the Philippines
CAVITE STATE UNIVERSITY
(CvSU)
Don Severino De Las Alas Campus
Indang, Cavite
www.cvsu.edu.ph

GRADUATE SCHOOL AND OPEN LEARNINGCOLLEGE

Teacher Education Department

Author: **MAHEL THANKGOD AMUKELE**

Title **DIMENSIONS OF WELL-BEING AND ACADEMIC PERFORMANCE OF GRADE EIGHT PUBLIC SCHOOL STUDENTS IN MENDEZ, CAVITE**

APPROVED:

SEP 2 6 2018

RHODORA S. CRIZALDO, PhD 12/12/17
Chairman, Advisory Committee Date

MYLEEN P. LEGASPI, PhD 12/12/17
Member, Guidance Committee Date

JASON A. MANIACOP, 12/12/17
Member, Guidance Committee Date

LUMINE R. CRISOSTOMO, EdD 12/12/17
Department Chairman Date

MA. AGNES P. NUESTRO, PhD 12/12/17
Dean, Graduate School Date

ABSTRACT

MAHEL, THANKGOD AMUKELE, Dimensions of Well-Being and Academic Performance of Grade Eight Public School Students in Mendez, Cavite, Philippines. Graduate Thesis Master of Arts in Education, Cavite State University December 2017. Thesis Adviser: Dr. Crizaldo S. Rhodora

This study aimed to determine how dimensions of well-being influence the academic performance of grade eight public school students in Mendez, Cavite.

The study used descriptive correlational method design to describe how dimensions of well-being influenced participants' academic performances. Also, stratified random sampling technique was used to identify the participants. Sources of data for this study were gathered among 274 participants using dimensions of well-being questionnaires. While academic performance was measured using the grade average point (GPA) for 1st and 2nd grading period of academic year 2016-2017 which is the first and second semester of the school year quarterly grading period.

Descriptive statistics was used as method of analyzing sets of data. Likewise, mean, standard deviation, frequency, and percentage distribution were used as well as Spearman rank correlation coefficient to determine if there was any significant relationship between students' dimensions of well-being and their academic performance, while t-test was used to determine if there was any significant difference between demographic profile of participants and their academic performance.

The result showed that the participant got a high score in cognitive well-being, behavioral well-being, and subjective school well-being. On the other hand, the participants had average scores in emotional well-being, physical well-being, and social

well-being. Furthermore, the result showed positive and significant correlation between students' dimensions of well-being in cognitive well-being, emotional well-being, behavioral well-being, social well-being, and subjective school well-being except for physical well-being which showed no significant correlation. Therefore, it implied that the null hypothesis should be rejected and consequently accept the alternative hypothesis.

Furthermore, the result showed that there was significant difference between gender, age, family estimated monthly income, and parental occupation except for number of siblings which showed no significant correlation of the demographic profile subscales and academic performance of the participants. Subsequently, this implies that the null hypothesis should be rejected in favor of the alternative hypothesis except for number of siblings which the null hypothesis should be accepted and accordingly reject the alternative hypothesis. The implication of the results highlights the need for the school authorities to collaborate with participants' family in order to device best methods that may help to promote students' emotional well-being, social well-being and physical well-being. In turn, that will help to enhance students' overall well-being thereby leading to their high academic performance.

TABLE OF CONTENTS

	Page
MANUSCRIPT APPROVAL	ii
BIOGRAPHICAL DATA	iii
ACKNOWLEDGMENT	iv
ABSTRACT	v
LIST OF TABLES	vii
LIST OF APPENDICES	viii
LIST OF APPENDIX TABLES	x
INTRODUCTION	1
Statement of Problem	5
Objectives of the Study	7
Hypotheses	9
Significance of Study	9
Scope and Limitations	12
Theoretical Framework	13
Conceptual Framework	19
Definition of Terms	22
REVIEW OF RELATED LITERATURE AND STUDIES	24
Demographic Profile	24
Dimensions of Well-being	29
Cognitive Well-being	30
Emotional Well-being	33

Behavioral Well-being..... 35

Physical Well-being..... 39

Social Well-being..... 40

Subjective School Well-being..... 49

Academic Performance..... 53

Synthesis..... 54

METHODOLOGY..... 57

Research Design 57

Sources of Data..... 57

Procedure of the Study..... 59

Participants of Study..... 61

Sampling Technique..... 61

Time and Place of the Study..... 63

Research Instruments..... 64

Instruments Validation..... 71

Statistical Analysis..... 72

Ethical Considerations..... 72

RESULTS AND DISCUSSION..... 74

SUMMARY, CONCLUSION, AND RECOMMENDATIONS..... 147

Summary..... 147

Conclusion..... 148

Recommendation..... 151

REFERENCES..... 153

APPENDICES..... 191

LIST OF TABLES

Table		Page
1	Frequency distribution of demographic profile variable sex, age and no of siblings	75
2	Frequency distribution of demographic profile variable fathers and mother occupation level	78
3	Frequency distribution of demographic profile variable estimated family income.....	80
4	Satisfaction with life scale items of the participants.....	84
5	Psychological flourishing of the participants based on scale items...	89
6	Summary of cognitive well-being of the participants.....	90
7	Emotional well-being of the participants on each scale item.....	95
8	Summary of emotional well-being of the participants.....	98
9	Behavioral well-being of the participants based on scale items.....	103
10	Summary of behavioral well-being of the participants.....	105
11	Physical well-being of the participants on each scale item.....	109
12	Summary of physical well-being of the participants.....	110
13	Social well-being of the participants based on each scale item.....	115
14	Overall impression of social well-being of the participants scale items.....	117
15	Summary of social well-being of the participants.....	118
16	Subjective school well-being of the participants as based on each scale item.....	121
17	Summary of subjective school well-being of the participants.....	123
18	Frequency distribution of academic performance of the participants...	127

19 Correlation between cognitive well-being, emotional well-being, behavioral well-being and academic performance..... 131

20 Correlation between physical well-being, social well-being, subjective school academic well-being and performance..... 136

21 Difference between academic performance and demographic variable sex..... 137

22 Difference between academic performance and demographic profile age, number of siblings and of the participants..... 142

23 Difference between academic performance and demographic variable parental occupation..... 144

24 Difference between academic performance and demographic estimated family income of the participants..... 146

LIST OF APPENDICES

Appendix		Page
1	Approval of Thesis Title.....	192
2	Request for Thesis Oral Defense.....	194
3	ERB Certificate of Approval.....	196
4	DePed Endorsement Approval.....	198
5	Certificate of Data Analysis.....	200
6	Certificate of English Critic.....	202
7	Research Instruments.....	204
8	Resume.....	213