

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

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THANKGOD AMUKELE MAHEL
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(CvSU)
Don Severino De Las Alas Campus
Indang, Cavite
www.cvsu.edu.ph

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Author: **MAHEL THANKGOD AMUKELE**

Title **DIMENSIONS OF WELL-BEING AND ACADEMIC PERFORMANCE OF
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APPROVED:


RHODORA S. CRIZALDO, PhD
Chairman, Advisory Committee


12/12/17
Date


MYLEEN P. LEGASPI, PhD
Member, Guidance Committee

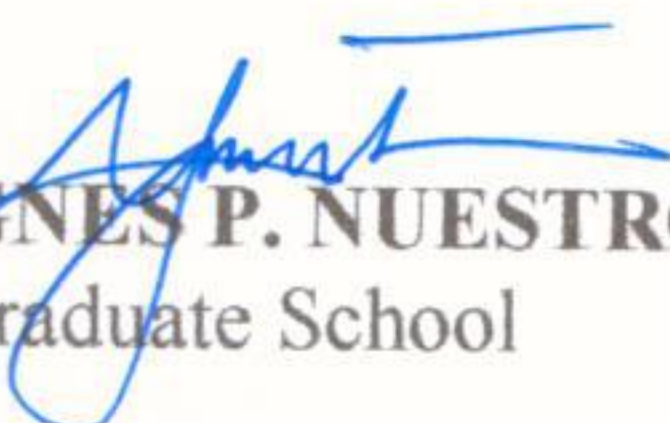
12/12/17
Date


JASON A. MANIACOP,
Member, Guidance Committee

12/12/17
Date


LUMINE R. CRISOSTOMO, EdD
Department Chairman

12/12/17
Date


MA. AGNES P. NUESTRO, PhD
Dean, Graduate School

12/12/17
Date

SEP 26 2018

ABSTRACT

MAHEL, THANKGOD AMUKELE, Dimensions of Well-Being and Academic Performance of Grade Eight Public School Students in Mendez, Cavite, Philippines.
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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.

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