



**THE RELATIONSHIP OF SOCIAL SUPPORT, SCHOOL RELATED
BEHAVIOURS, AND MATHEMATICS ACADEMIC PERFORMANCE OF
STEM STUDENTS**

A Research Study Presented to the
College of Science Graduate Studies Department
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ABSTRACT

Under the new Philippine education system known as the K-12, the Science, Technology, Engineering and Mathematics (STEM) strand has basic calculus during the second semester of the eleventh grade. At the end of the semester, a final grade which is the academic performance in mathematics is given to the student. The aims of this study were to determine the extent/level of the mathematics academic performance, social supports from family, teachers, and friends/peers, and school related behaviours in terms of mathematics attitude and absenteeism; determine the relationships; and the significant predictors of mathematics academic performance. The respondents were 74 STEM students enrolled at Far Easter College Silang, Inc. during the second semester of school year 2016 – 2017. Through descriptive correlational method, this study revealed that the respondents have very satisfactory mathematics academic performance; have high levels of social supports from family, teachers and friends/peers; have high level of favourable attitude towards Mathematics; and have 0 to 2 absences the entire semester. The social supports from family, teachers and friends/peers do not affect the school related behaviours and the mathematics academic performance of the respondents. On the other hand, school related behaviours affect the mathematics academic performance of the students. Considering the



independent variables, only the model predicting the mathematics academic performance based on absenteeism was derived.

