



Socio-Economic, Academic, and Support Factors in Relation to the Academic Performance of On-Probation Students

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ABSTRACT

In higher education, academic probation is a serious issue that often results from the complex interactions of several different causes. This quantitative research evaluates the social, academic, and support aspects related to students being placed on-probation and their academic performance level. The study involved 69 undergraduate students through purposive sampling who were on academic probation at one of the institutions in Ozamiz City. The researchers used the descriptive-correlational research design, Family Affluence Scale Learning, Study Strategies Inventory, and the Social Support Questionnaire were instruments used in the study. Mean, standard deviation, frequency, Percentage, and Pearson Product-Moment Correlation Coefficient were the statistical tools used. The results indicate that work and academic responsibilities, classroom involvement, teaching effectiveness, and support factors have significantly impacted students on-probation. These students consistently exhibit poor academic performance, with the greatest difficulties arising in General Education, followed by Major subjects, and then Professional Education. The connection between socio-economic factors and academic performance was generally found to be insignificant. Additionally, there was no significant relationship between socio-economic factors and support factors, nor between academic and support factors.

KEYWORDS: Academic Factors, Academic Performance, Academic Performance, Support Factors, Socio-economic Factors.

I. INTRODUCTION

Every year, a significant portion of college students face academic probation, with many failing to thrive in academia. This research aims to explore the multifaceted challenges faced by on-probation students, specifically focusing on the interplay between socio-economic factors, academic factors, and support systems that impact their academic performance. Students being put on academic probation is a worrying problem, showing the difficulties they face in their studies. These students are seen as at risk because they haven't met the minimum academic requirements for that semester. (Amir & Karuppanan, 2021). This is a warning to students who do not meet these standards that their academic performance must be improved (Espinosa & Muegna, 2023). It is provided to those students who attain a grade point average of below 2.0 and places them under academic probation (Coisson, 2020). It is quite common to find students being placed on academic probation in colleges and universities, but whether such placement has a lasting impact or, for that matter, what its purpose is in the first place is not clear at all (Bowman, 2022). Research on academic probation programs has not examined the effects of individualized academic instructional models designed to increase students' sense of belonging and self-efficacy (Vanacore, 2021). However, findings indicate that academic probation was influenced by challenges related to employment, work courses, family responsibilities, and academic and social integration, as well as difficulties navigating the higher education system. Additionally, these participants experienced significant emotional distress, transformative experiences, and new behaviors because of academic probation (McPherson, 2021).

At Mountain View University, approximately 400 students are placed on academic warning or probation each semester, while approximately 400 students with a GPA below 2.0 are placed on a tiered system (Berkenkemper &

Hudson, 2021). In a public university in Oman, the factors affecting the academic performance of students are the time spent in the University and previous high school performance (Al-Alawi et al., 2023). In particular, we looked at several measures of time management (i.e., goal and prioritization, time management mechanics, organizational prioritization, and procrastination) and use (i.e., total hours observed in different classes and time-use patterns over seven years). Trends of both the student body as a whole and those on and off probation hold implications for practice.

Based on this literature review, the researcher identified the common gap within previous studies that relate to socioeconomic, academic, and support factors, as well as on-probation students' academic performance. In addition, the prior research did not address the subject of using machine learning to predict factors affecting academic performance, academic adaptation, and achievement. This encompasses several unexplored dimensions that lately have attracted research attention in other disciplines. The factors affecting probation students should be explored further to provide an understanding as to why such is not the case with the said subjects (Miles, 2017).

The significance of this study lies in its objective of identifying the main barriers to academic success during the on-probation period, including self-discipline, financial status, and health conditions, among others. Solutions to these problems would assist the students in bettering their learning experience and consequently increasing their academic success. Teachers will gain insights into students' motivations and common problems, enabling them to refine and enhance support programs. In turn, this will allow the parents and guardians to understand in greater detail the academic difficulties being experienced by their children and, therefore, will enable them to render more effective assistance and motivation to the children. In addition, this research gives rise to the possibility of conducting future research on these difficulties in more depth and assessing the outcomes of intervention programs for the purpose of ameliorating the education of students under probation.

II. METHODOLOGY

A. Research Design

A descriptive-correlational design was adopted for this quantitative study. As noted by Siedlecki (2020), a descriptive design examined the sample and the study variables without any manipulation. A correlational design enabled the forecasting and clarification of the association among the variables (Seeram, 2019). The choice of a descriptive-correlational design was fitting for this study, as it enabled the examination of socioeconomic, academic, and support factors in relation to the academic performance of on-probation students

B. Research Setting

The research was conducted in one of the highest school institutions in Ozamiz City. It is the inaugural University in Northwestern Mindanao to attain the "Autonomous Status" bestowed by the Commission on Higher Education (CHED). This University offers an extensive array of academic programs across its 12 colleges, comprising a total of 29 programs, encompassing graduate programs and full Basic Education offerings. The University has garnered notable recognition, including an exceptional rating from DNV for ISO 9001: 2008 certification. PACUCOA has acknowledged it for two consecutive years for having the most accredited programs in Region X. Moreover, the University has achieved success in the Institutional Sustainability Assessment (ISA), and CHED has designated its information technology, criminology, and teacher education programs as Centers of Development (COD). Misamis University boasts a diverse range of college courses housed within various academic departments such as Agriculture and Forestry, Business and Management, Arts and Sciences, Computer Studies, Dentistry, Criminology, Education, Engineering and Technology, Maritime Education, Medical Technology, Nursing, Midwifery & Radiologic Technology. It is possible for students to take degrees whose content corresponds to their preferences and career goals in such departments, which provides them with knowledge and skills they need for success with their career orientation. In such colleges, students cannot just pass all the units without meeting a specific minimum grade in each subject. Students whose Grade Point Average (GPA) becomes less than the minimum threshold which is prescribed by the college will be placed on academic probation.

C. Respondents of the Study

A total of 69 undergraduate participants consisted of students on academic probation in one of the top universities located in the city of Ozamiz. This group of students was selected using purposive sampling technique. The criteria that guided the selection of the respondents were the following: (1) College students who are members of the College of Education; (2) Students under academic probation status. Prior to the commencement of the surveys, the researchers made sure that all the required standards were fully adhered to.

D. Instruments

The study used three questionnaires as data gathering instruments, namely the Socioeconomic Factors of On-Probation Students Questionnaire (Currie, 1994), Academic Factors of On-Probation Students Questionnaire (Weinstein &Palmer, 1988), and the Support Factors of On-Probation Students Questionnaire (Levine et al., 1983).

A. Socioeconomic Factors of On-Probation Students Questionnaire (Appendix A). This questionnaire was adopted by Currie (1994). Students answered the statements on a scale that ranged from strongly agree (4), agree (3), disagree (2), to strongly disagree (1). For the item design, a 4-point Likert scale was employed. The instrument comprises 14 items with three constructs, namely financial constraints (5 items), work and academic responsibilities (4 items), and socioeconomic influence on health (5 items). The questionnaire contains items relevant to this study since it emphasizes students' socioeconomic factors.

To determine the students' socioeconomic factors, the study used the following continuum:

Responses	Continuum	Interpretation
4- Strongly Agree (SA)	3.25-4.0	Very High
3- Agree (A)	2.5-3.24	High
2- Disagree (D)	1.75-2.49	Low
1- Strongly Disagree (SD)	1.0-1.74	Very Low

B. Academic Factors of On-Probation Students Questionnaire (Appendix B). This questionnaire was adopted by Weinstein and Palmer (1988). The students scored their agreement with the claims on a scale of strongly agree (4), agree (3), disagree (2), and strongly disagree (1). For the item design, a 4-point Likert scale was employed. The instrument comprises 25 items with five constructs, namely academic achievement (5 items), classroom engagement (5 items), adaptation in college life (5 items), academic directions (5 items), and teaching effectiveness (5 items). The questionnaire contains items relevant to this study since it emphasizes students' academic factors.

To determine the student's academic factors, the study used the following continuum:

Responses	Continuum	Interpretation
4- Strongly Agree (SA)	3.25-4.0	Very High
3- Agree (A)	2.5-3.24	High
2- Disagree (D)	1.75-2.49	Low
1- Strongly Disagree (SD)	1.0-1.74	Very Low

C. Appendix C contains the Support Factors of the On-Probation Students Questionnaire. Levine, Basham, and Sarason adopted this questionnaire (1983). On a scale of highly agree (4), agree (3), disagree (2), and strongly disagree (1), the students indicated how much they agreed with the claims. A 4-point Likert scale was used for the item design. The evaluation comprises 15 questions aimed at assessing three dimensions: academic support (5 questions), mental health (5 questions), and academic support infrastructure (5 questions). Because the questionnaire addresses factors that aid students; the items that form part of the study are relevant for this research.

Responses	Continuum	Interpretation
4- Strongly Agree (SA)	3.25-4.0	Very High
3- Agree (A)	2.5-3.24	High
2- Disagree (D)	1.75-2.49	Low
1- Strongly Disagree (SD)	1.0-1.74	Very Low

E. Data Collection

Before gathering data, the researchers submitted a letter of permission to the college dean, obtaining consent to conduct the study. The researchers then obtained approval from the program head and the research teacher. After the approval, researchers prepared a consent letter for the participants. The researchers explained the purpose of the study to the respondents and discussed the ethical considerations. Subsequently, the researchers developed hard-copy questionnaires for the three research instruments and gave them to the students. Once the questionnaires were completed, the data was tallied using the Microsoft Excel application and subjected to statistical computations using the Minitab software. The results were presented in tabular form for analysis and subsequent interpretation of the data.

F. Ethical Considerations

Following the ethical guidelines set forth by Republic Act No. 10173, also referred to as the Data Privacy Act of 2021, which emphasizes the value of protecting people's personal information and upholding their rights to privacy and data protection, allowed the study to remain ethical. The respondents were not harmed during the study, and their consent was obtained before data collection. The participants signed the informed consent form, indicating their willingness to participate in the study. Moreover, the study's objectives, benefits, and potential risks were transparently communicated to the respondents. The participants can withdraw from the survey anytime, and their responses will be kept confidential. Anonymity and confidentiality were highly prioritized throughout the study. No false narratives or distortion of the primary data findings results were presented. Any affiliations, sources of funding and potential conflicts of interest were disclosed. All correspondence relating to this research was conducted in an open and honest manner. Respondents were encouraged to contact the researchers with any questions or problems.

G. Data Analysis

The data collected for this study was analyzed using various statistical tools and techniques to explore the relationship between socioeconomic, academic, and support factors and the academic performance of students on probation.

Mean and Standard Deviation were used in determining socioeconomic, academic, and support factors

The Descriptive Statistics Summary Table was used to determine the level of academic performance of on-probation students.

The Pearson Product Moment Correlation Coefficient was utilized to explore the significant relationship between socioeconomic and academic factors, socioeconomic and support factors, and academic and support factors.

Frequency and Percentage were used to determine the level of performance of on-probation students.

III. RESULTS AND DISCUSSION

A. Level of Socioeconomic Factors Affecting On-Probation Students

Table 1: Level of Influence of Socio-economic Factors Affecting On Probation Students (n=69)

Constructs	M	SD	Remarks
Financial Constraints	3.01	0.68	High
Work and Academic Responsibilities	3.86	0.93	Very High

Socio-economic Influence on Health	2.52	0.50	High
Overall Impact	3.13	0.70	High

Note: 3.25-4.0 (Very High); 2.50-3.24 (High); 1.75-2.49 (Low), 1.0-1.74 (Very Low)

Table 1 shows the level of socioeconomic factors affecting on probation students. It was measured in terms of financial constraints, work and academic responsibilities, and socioeconomic influence on health. The data indicated that work and academic responsibilities (M=3.86; SD=0.93) are a very high factor, while financial constraints (M=3.01; SD=0.68) and socioeconomic influence on health (M=2.52; SD=0.50) are high factors, though not as high as work and academic responsibilities, in affecting students' likelihood of being placed on probation.

Heightened stress levels and the restructuring of universities point to the necessity of exploring how staff in academia view job distress, deal with work-life integration, and experience conflicts between work and personal life (Bell & Theiler, 2012). In this regard, however, it is striking to note that work-life balance under work constraints has received little attention among members of the academia. For college students, it is the norm to work while studying with almost 50% of enrollees in full-time studies and 80% of part-time students working outside school (De Vera et al. 2022). A notable discrepancy is also revealed in the case with students' raise levels, as children from poorer households tended to show worse educational results, however the exact reasons why children from these background do not achieve as good results as their peers remain unknown (Chevalier & Lanot 2002). Those low-income lobl students do not finish their degrees at the same rate as higher-income groups for primarily structural reason related to costs and the availability of financial aids and resources on campus (Castleman & Meyer 2019).

These aspects are always apparent and hard to ignore for the students who are on probation. Factors such as a person's income, education, or occupation which are classes as sociological are very strong determinants of a student's attitude and even performance in school. Majority of students on probation tend to take on work while still carrying a school load, which adversely affects their academic performance. Other factors such as economic situations and health tend to have an effect on one's performance but this is not as time bound as the day to day issues of work and school. The data alludes that the balance between academic expectations and work obligations is the primary source of stress among probation students evidencing the necessity for support interventions that are directed towards these problems. Work and academic demands significantly contribute to students being placed on probation. In order to help these students, universities can offer academic advising, tutoring, time management workshops, flexible work schedules, financial aid, and other measures to assist students with meeting their responsibilities and improving academic achievement.

B. Academic Factors Affecting On Probation Students

Table 2: Academic Factors Affecting On Probation Students
(n=69)

Constructs	M	SD	Remarks
Academic Achievement	2.59	1.08	High
Classroom Engagement	3.41	0.49	Very High
Adaptation to College	2.67	0.63	High
Academic Directions	2.78	0.87	High
Teaching Effectiveness	3.38	0.71	Very High
Overall Impact	2.97	3.78	High

Note: 3.25-4.0 (Very High); 2.50-3.24 (High); 1.75-2.49 (Low), 1.0-1.74 (Very Low)

Table 2 shows the academic factors affecting on probation students. It was measured in academic achievement, classroom engagement, adaptation to college, academic directions, and teaching effectiveness. The data expressed that classroom engagement (M=3.41; SD=0.49) and teaching effectiveness (M=3.38; SD=0.71) are very high factors while, academic directions (M=2.78; SD=0.87), adaptation to college (M=2.67; SD=0.63), and academic achievement (M=2.59; SD=1.08) are high factors, though not as high as classroom engagement and teaching effectiveness, in affecting students' likelihood of being placed on probation.

High levels of enrolment in academic probation areas are attributable to a high percentage of students in private universities, mainly in the first year and the fresh students are likely to experience academic difficulties along with a higher probability of dropping out. Hence, it is important to determine reasons, and more importantly, students who are likely to be placed on academic probation (Jony, 2022). Research shows that students' performance, especially regarding interim assessment in performance, is mode of communication, access to learning materials, the Degree of assistance, and handling family pressures (Mushtaq & Khan, 2012). Lucas et al. (2014) cited that non-academic issues such as challenges in mental health, family structures, employed status, or even financial challenges could affect one's academic performance. It is essential that the students are aware of such problems from the onset and engage the academic mentors on how best to tackle them(Jony, 2022). University life after first semester presents challenges since the students have to cope with a different learning style, academic culture, and campus interaction (Leung et al., 2021). Also, this stage includes a phase that may involve the detachment of the individual from the known support systems hence making their onsite learning experience elevated which can be challenging (Tovar & Simon, 2006). Lastly, the differences in academic workloads and expectations between high school and college are some of the challenges faced. For instance, Students who are not prepared with the reading and writing skills needed at a college level will have a greater chance of being governed by academic probation (Ahmed & Talukder, 2014). In college, students experience a much different learning environment than that in high school which can be challenging, especially since high school education is organized and regulated, whereas in college most of the learning is self-directed (Wratcher, 2021).

Classroom engagement and teaching effectiveness are crucial for student success. Low engagement and poor teaching can lead to confusion, frustration, and ultimately probation, as students struggle to follow lectures and complete assignments. While factors like academic guidance, college adaptation, and academic achievement also affect performance, they are less immediate than classroom dynamics. Ensuring active student involvement and high-quality teaching is essential for improving academic outcomes and reducing the risk of probation. While academic guidance, college adaptation, and achievement are important, classroom engagement and teaching quality have a more immediate impact on student success. To support students on probation, institutions should prioritize improving classroom dynamics and instructional methods while also addressing academic guidance and college adjustment. A holistic approach focusing on these areas will enhance academic outcomes, help students adapt, and foster overall growth and success. Institutions can better support probationary students by enhancing classroom engagement and teaching quality through faculty training and active learning methods. Strengthening academic guidance and college adjustment with orientation programs and personalized advising, along with early interventions and specialized support like tutoring, can address academic challenges. Additionally, fostering a supportive campus atmosphere through inclusive programs and peer networks promotes student success and retention. Integrating these strategies provides comprehensive support, nurturing students' academic development and well-being.

C. Support Factors Affecting On Probation Students

Table 3: Support Factors Affecting On Probation Students
(n=69)

Constructs	M	SD	Remarks
Availability of Academic Resources	3.13	0.66	High

Academic Guidance	2.87	0.34	High
Emotional Well-being	2.70	0.96	High
Overall Impact	2.90	0.65	High

Note: 3.25-4.0 (Very High); 2.50-3.24 (High); 1.75-2.49 (Low), 1.0-1.74 (Very Low)

Table 3 shows the support factors affecting on probation students. It was measured in academic resources, academic guidance and emotional well-being. The data showed that availability of academic resources (M=3.13; SD=0.66), academic guidance (M=2.87; SD=0.34), and emotional well-being (M=2.70; SD=0.96) are high factors affecting the students to be placed on probation.

Probation students' capacity to successfully manage their academic obstacles is influenced by the availability and sufficiency of academic resources. When these services are easily accessible and customized to suit a range of needs, probation students can get the instruments, resources, and support networks they need to raise their academic performance and fulfill requirements (Robertson et al., 2005). Customized or personalized academic support, including individualized advising, mentoring, and tailored learning materials, has been found to improve student retention and performance, particularly for students facing academic challenges (Bean & Carter, 2011). Studies suggest that structured academic guidance helps students manage their academic responsibilities more effectively (Bean, 2005). Effective coaching assists probationary students in setting realistic academic goals aligned with their capabilities and academic requirements (Tinto, 1993). Sufficient emotional support builds motivation and resilience in students, enabling them to stay focused and dedicated to their academic objectives in the face of failures. (Sontan, 2020).

The data indicates that academic resources, guidance, and emotional well-being significantly impact students on probation, emphasizing the need for robust support systems that address both academic and emotional needs. While resources like libraries and labs support learning, issues like limited access or outdated materials can hinder performance. Effective guidance from advisors is crucial, but variations in availability and quality can affect students' academic decisions. Emotional well-being also plays a key role, with challenges like stress or anxiety impacting concentration and performance. Despite these supports, they may not consistently meet the specific needs of probation students. The variability in resource effectiveness and the personalized nature of emotional support highlight the complexity of providing comprehensive, consistent aid across academic and emotional domains. Institutions must tailor support to individual needs to foster academic recovery and overall student well-being.

Improving support for probation students involves implementing tailored academic resources, such as customized tutoring and adaptive learning technologies, alongside peer mentoring programs. Academic guidance may be enhanced through personalized advising and regular progress monitoring. Emotional well-being support is crucial, with accessible counseling services and resilience-focused workshops. Integrating these services and fostering collaboration between academic and mental health support systems while centralizing resource information and soliciting student feedback promotes continuous improvement. Ongoing staff training ensures a supportive campus environment that addresses probation students' academic and emotional needs comprehensively, enhancing their overall success and well-being. To support probation students, universities should provide tailored tutoring, adaptive learning, and peer mentoring. Enhanced academic guidance through personalized advising and accessible counseling with resilience workshops are crucial. Integrating these services and centralizing resources while gathering feedback and ensuring staff training will improve student success and well-being.

D. Level of Academic Performance of On Probation Students

Table 4: Level of Academic Performance of On-Probation Students
(n=69)

Subject	f	Percentage	M	SD	Min	Max	Remarks
Professional Education (Prof Ed)	9	13.4	2.81	0.11	2.75	3.00	Poor
General Education (Gen Ed)	48	16.57	2.94	0.47	2.75	5.00	Poor
Major	12	17.39	2.93	0.12	2.75	3.00	Poor
Overall Performance			2.89	0.23			Poor

Note: Performance Scale: 1.0-1.5 (Very Good); 1.51-2.0 (Good); 2.01-2.50 (Fair); 2.51-3.00 (Poor); 3.1-5.0 (Very Poor)

Table 4 shows the level of academic performance of on probation students, measuring their performance in Professional Education, General Education, and Major subjects. The results indicated that on probation students performed poorly in Prof Ed subjects (f= 9, M= 2.81, SD = 0.11), Gen Ed subjects (f= 48, M= 2.94, SD = 0.47), and Major subjects (f= 12, M= 2.93, SD = 0.12).

The data represents the performance levels of students on probation across three subjects: Professional Education (Prof Ed), General Education (Gen Ed), and Major subjects. In each subject, Prof Ed has 9 students, Gen Ed has 48 students, and Major subjects have 12 students. The minimum and maximum scores across all subjects range from 2.75 to 5.00, with remarks consistently indicating poor performance. This data underscores a significant challenge in academic performance among probationary students, necessitating targeted interventions to improve their academic outcomes. An overall analysis, derived by averaging the means of the three subjects, shows an overall mean performance score of 2.89. This consolidated metric reinforces the individual subject analysis by indicating a generally poor performance trend among probationary students. The data collectively highlights a significant academic challenge for students on probation across all subject areas. The consistent "Poor" remarks across all subjects suggest that these students may need comprehensive academic support and interventions. This could include personalized tutoring, mentoring, and additional resources to address specific areas of difficulty.

Professional education subjects often have demanding coursework, including projects, exams, and practical applications, which can overwhelm some students (Zygouris, 2014). Prof Ed subjects often require students to apply theoretical knowledge in practical settings, such as internships, practicums, or fieldwork. If students do not have enough opportunities to engage in hands-on experiences or if these opportunities are poorly integrated into the curriculum, they may struggle to connect theory with practice (García & Ariza, 2022). Students' perception of General Education is a lack of relevance or interest, particularly if they are outside of their major of choice. (Shoval et al., 2010). Gen Ed courses are structured and evaluated, making it harder for some students to perform well. (Ball & Forzani, 2011). To avoid academic probation and promote success, it is essential to address these concerns through customized academic support, mentorship, and resources tailored to meet the specific requirements of Major Subjects (Ball & Forzani, 2011).

Schools and teachers play pivotal roles in supporting students at risk of academic probation. Firstly, teachers may adopt a student-centered approach by identifying struggling students early through assessments and observations. They may tailor their teaching methods to accommodate diverse learning styles and provide additional support where needed. Collaborating with colleagues and support staff can ensure a coordinated approach to addressing student needs. Teachers may offer regular feedback on student progress and encourage open communication to build rapport and trust. Moreover, schools may provide professional development opportunities for teachers to enhance their

instructional strategies and support systems. Creating a positive and inclusive learning environment is crucial, where students feel motivated, supported, and empowered to succeed academically.

E. Relationship Between the Socio-Economic Factors and the Academic Performance of On-Probation Students

Table 5: Relationship Between the Socio-Economic Factors and the Academic Performance of On-Probation Students
(n=69)

Constructs	r-value	p-value	Remarks
Financial Constraints and Academic Performance	0.08	0.47	Not Significant
Work and Academic Responsibilities and Academic Performance	0.52	0.00	Highly Significant
Socio-economic Influence on Health and Academic Performance	0.61	0.00	Highly Significant

Note: **p<0.01 (Highly Significant); *p<0.05 (Significant); p>0.05 (Not significant)

Table 5 shows the relationship between socioeconomic factors and academic factors in the case of on-probation students. Pearson Product Moment Correlation Coefficient was used to determine the significant relationship between socioeconomic factors and academic factors in on-probation students. The data revealed that students' socioeconomic influence on health (p=0.002) and academic factors correlations were highly significant concerning on probation students.

This relationship reveals that socioeconomic factors, such as access to healthcare, financial stability, and living conditions, profoundly influence students' ability to succeed academically and avoid probationary status. For instance, limited access to healthcare may result in untreated health issues that hinder attendance and concentration. Financial stress can lead to mental health challenges, affecting study habits and performance. Additionally, living in unstable or unsafe environments can disrupt academic focus and overall well-being. These challenges highlight the complex interplay between socioeconomic circumstances and academic outcomes, emphasizing the need for comprehensive support systems and interventions to address disparities and enhance student success in higher education.

However, financial constraints (p=0.13) and work and academic responsibilities (p=0.07) correlation to academic factors are not significant concerning on probation students. This indicates that while financial constraints and balancing work with academic responsibilities can potentially affect student performance, their impact varies widely among individuals.

Factors such as effective financial management, access to support systems, and personal resilience can mitigate the negative effects of financial limitations or work commitments on academic success. For example, students receiving substantial financial aid or those with strong time management skills may navigate these challenges without significant academic setbacks. Additionally, other unmeasured variables like personal motivation and study habits may play a more substantial role in determining whether students face probation. Thus, while these factors are

important considerations, their weak correlation with probation status underscores the diverse and multifaceted nature of influences on academic performance in higher education.

These factors may not be primary determinants of probationary status. In contrast, socioeconomic influences on health exhibited a significant correlation with academic performance, indicating that factors affecting students' health due to socioeconomic conditions play a crucial role in their academic success. This underscores the need for comprehensive support strategies addressing broader socioeconomic and health-related challenges to effectively assist students facing probationary issues. These insights highlight the need for tailored interventions that go beyond traditional academic support to address the multifaceted needs of students in challenging circumstances.

Students from different financial backgrounds can achieve similar academic success based on their motivation, effort, and personal dedication to their studies. Financial limitations do not necessarily determine academic performance when factors like determination and access to resources, such as libraries or online materials, compensate (Frenette, 2007). For financially constrained students who may need to work while studying, this could impact their time availability but not necessarily their academic outcomes (Bright, 2009). Conversely, financially privileged students may face challenges in their academic journeys due to personal circumstances or health issues (Whited & Wu, 2006). The responsibilities of working students do not always lead to poorer academic performance, as effective time management, motivation, and support networks can mitigate these effects (Hadlock & Pierce, 2010). Many working students exhibit high levels of motivation and commitment to their academic goals, understanding the role of education in achieving their career aspirations (Yen et al., 2021). Socioeconomic status significantly influences both health and academic achievement by shaping access to resources, opportunities, and supportive environments (Chundakkadan & Sasidharan, 2020). Efforts to enhance access to healthcare, reduce income inequality, improve educational resources, and support community development are crucial steps in addressing these disparities (Villalobos, 2020).

Equitable access to resources such as technology and educational materials, flexible scheduling options, comprehensive financial support services, mentorship, and peer support networks, goal-setting initiatives that are in line with career aspirations, health and well-being programs, community partnerships for internship and career development opportunities, and teacher professional development focused on culturally responsive teaching and trauma-informed practices are all important ways for schools and teachers to support students from diverse financial backgrounds. Together, these initiatives build an inclusive learning environment where all students, regardless of financial situation, can flourish intellectually and personally.

F. Relationship Between Academic Factors and the Academic Performance of On-Probation Students

Table 6: Relationship Between Academic Factors and the Academic Performance of On-Probation Students
(n=69)

Constructs	r-value	p-value	Remarks
Academic Factors and Academic Performance	0.15	0.22	Not Significant
Classroom Engagement and Academic Performance	0.06	0.96	Not Significant
Adaptation to College and Academic Performance	0.18	0.15	Not Significant
Academic Directions and Academic Performance	0.18	0.15	Not Significant
Teaching Effectiveness and Academic Performance	0.95	0.02	Significant

Note: (Highly Significant); (Significant); (Not significant)

**p<0.01
*p<0.05
p>0.05

Table 6 shows the relationship between socioeconomic factors and support factors for on-probation students. The Pearson Product Moment Correlation Coefficient was employed to assess the relationship between socioeconomic factors and support factors among students on probation. Findings indicate that financial constraints (p=0.82) showed an extremely weak correlation, suggesting no statistical significance among these students. However, a strong

correlation was observed between work and academic responsibilities ($p=0.000$) and the socioeconomic influence on health ($p=0.000$) in relation to support factors. These correlations, however, did not reach statistical significance with respect to students on probation.

The data suggests that although these factors are related, other unique circumstances or complexities specific to their probationary status, like pressures to perform academically, personal struggles, or institutional support systems designed for students in probationary periods, may have a greater impact on the support networks of students on probation. Together, these elements may have a greater impact on the support system than socioeconomic issues alone. Therefore, understanding and addressing these probation-specific dynamics may be crucial in enhancing support systems within educational contexts.

During economic downturns, financial constraints often take precedence over other factors, significantly influencing operational capabilities and investment decisions (Worthington & Higgs, 2003). Despite these challenges, understanding the intricate relationship between financial limitations and supportive resources remains crucial (Murphy, 2005). Simultaneously, individuals navigating both work and academic commitments must master skills like time management and task prioritization (Oliveira & Fortunato, 2006). In fostering supportive environments, whether in professional or academic settings, colleagues, mentors, supervisors, and academic advisors play pivotal roles in reducing stress and enhancing performance (Romano & Teigen, 2016). Furthermore, access to healthcare services is significantly influenced by socioeconomic status, with greater income levels generally being correlated with better access to high-quality healthcare, including timely treatment and preventive care (Findlay & Hermannsson, 2019).

Understanding the value of early intervention, schools may set up effective monitoring programs to spot students who might end up on probation and offer academic support and counseling in a timely manner. Personalized academic advising guarantees that students get specific advice on how to develop better study habits and set realistic goals. Students who participate in skill development workshops on time management and task prioritization are given the tools they need to succeed academically. Peer mentorship programs facilitate peer-to-peer support by utilizing the experiences of successful students to motivate and assist their less fortunate friends. Furthermore, making sure financial aid resources are easily accessible and that academic standards are flexible reduces socioeconomic constraints and gives students opportunities.

G. Relationship Between the Support Factors and the Academic Performance of On Probation Students

Table 7: Relationship Between the Support Factors and the Academic Performance of On Probation Students (n= 69)

Constructs	r-value	p-value	Remarks
Availability of Academic Resources and Academic Performance	-0.053	0.668	Not Significant
Academic Guidance and Academic Performance	-0.046	0.709	Not Significant
Emotional Well-being and Academic Performance	0.006	0.962	Not Significant

Note:

** $p<0.01$ (Highly Significant); * $p<0.05$ (Significant); $p>0.05$ (Not significant)

Table 7 shows the relationship between academic factors and support factors for on-probation students. The Pearson Product Moment Correlation Coefficient was used to examine the connection between academic factors and support factors among students on probation. The results showed that classroom engagement ($p=0.31$) and teaching effectiveness ($p=0.46$) exhibited a very weak correlation, indicating no significant statistical relationship among the attention of on probation students. In contrast, strong correlations were found between academic achievement ($p=0.000$), adaptation to college ($p=0.000$), and academic guidance ($p=0.000$) in relation to support factors. However, these correlations did not reach statistical significance specifically for on-probation students.

The study revealed strong correlations among academic achievement, adaptation to college, and academic guidance among students on probation. The academic achievement reflects student effort supported by tutoring, advising, and structured study plans, which are crucial for navigating academic challenges. Adaptation to college, facilitated by orientation programs and mentoring, enhances success despite initial setbacks. Personalized academic guidance is vital for students on probation, helping them identify strengths, set goals, and access resources. In contrast, weak correlations with classroom engagement and teaching effectiveness suggest these factors may have less impact on academic improvement for probationary students. Overall, the findings emphasize the importance of comprehensive support systems integrating academic and social support for student success in higher education.

Support elements such as mentorship, counseling, or tutoring can significantly impact a student's academic success. Insufficient or ineffective support can hinder a student's ability to meet academic requirements, potentially leading to probation (Tovar & Simon, 2006). Transitioning to college life poses significant challenges for many students, including adjusting to a new academic environment, managing increased independence, and balancing academic and social demands (Penprase & Ternes, 2013). Support factors such as orientation programs, academic advising, and peer mentoring play vital roles in helping students successfully navigate these challenges (Sage, 2010). Support factors are essential for coordinating students' academic paths, ensuring clarity, efficient resource utilization, and providing personalized assistance to mitigate the risk of probation (Shea, 2018). The effectiveness of teaching methods may not always align perfectly with the specific needs or learning styles of students facing probation. Even with supportive teaching, students may struggle due to underlying issues contributing to their probationary status (Gabales et al., 2022).

To effectively support students facing academic probation, teachers and schools may implement personalized support systems such as mentorship, counseling, and tutoring. Early intervention through proactive academic advising and tailored academic plans can help students set and achieve goals. Utilizing diverse teaching methods that cater to different learning styles, along with peer mentoring programs, fosters a supportive learning environment. Schools may also provide holistic support services, including orientation programs and regular monitoring, to ensure students receive the necessary guidance and resources to navigate challenges effectively and succeed academically.

III. CONCLUSION

Based on the findings, the following conclusions are drawn:

1. On probation students face very high work and academic responsibilities, while financial constraints and socio-economic influence on health are high, resulting in an overall high impact of these socio-economic factors.
2. Students on probation experience very high levels of classroom engagement and teaching effectiveness, but still face significant challenges in academic achievement, adaptation to college, and academic directions, which may contribute to their probation status.
3. On probation students require additional support systems, specifically academic resources, guidance, and emotional well-being support, to assist in their academic recovery and overall well-being.
4. Students who are placed on probation exhibit consistently poor academic performance across Professional Education, General Education, and Major subjects.
5. The financial constraints, work and academic responsibilities, and socio-economic influences on health are not significant factors affecting the academic performance of students on probation.
6. Academic performance of students on probation is not significantly influenced by academic achievement, classroom engagement, adaptation to college, academic directions, or teaching effectiveness.

7. None of the support factors (availability of academic resources, academic guidance, and emotional well-being) show a significant relationship with the academic performance of students on probation.

IV. RECOMMENDATIONS

The following are the recommendations based on the study's findings and conclusion.

1. The College of Education implement flexible schedules, provide time management workshops, and expand academic advising to help students balance their academic and personal responsibilities.
2. Teachers utilize varied instructional methods, provide clear explanations of course content, foster a positive and inclusive classroom environment, offer constructive feedback to enhance academic performance, and encourage regular attendance and active participation in class activities.
3. Academic Advisors initiate regular academic progress monitoring and feedback sessions to review students' progress, identifying areas needing improvement, and provide personalized guidance on study habits and time management.
4. Student Affairs Office implement structured study plans, organize peer mentoring programs, and offer counseling services to support overall student well-being and academic success.
5. Teachers integrate health-focused support initiatives into academic support frameworks, while also considering socio-economic disparities in health impacts among students on probation.
6. The guidance and testing center prioritize tailored support programs such as academic coaching, financial aid counseling, and mental health services to enhance academic recovery and overall well-being.
7. Instructors establish peer mentoring programs specifically designed for students on probation. Pairing students with peers who have successfully navigated similar challenges can provide valuable emotional support, academic guidance, and motivation.

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