



DATAMEX COLLEGE OF ST. ADELINE

Caloocan Branch

**“ANALYSIS ON THE EFFECTS OF BEING IN A RELATIONSHIP TO
THE ACADEMIC PERFORMANCES OF THE SENIOR HIGH SCHOOL
STUDENTS AT DATAMEX COLLEGE OF SAINT ADELINE
CALOOCAN BRANCH”**

Presented to the Senior High School Department

In partial fulfillment in RESEARCH PROJECT

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This research paper is hereby approved and accepted by the Datamex College of Saint Adeline office as fulfilment of the requirements for the subject Research Project.

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HUMSS-12 Caloocan

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CHAPTER 1

THE PROBLEM AND IT'S BACKGROUND

I. Introduction

Recently it has been observed that students nationwide, perhaps due to the influences of pop culture, and or perhaps their surroundings, are in one way or another in a form of romantic relationship. Younger and younger demographics of students nationwide have been engaging in relationships which may have an effect on their academic performance. As more and more of the youth engage themselves into said relationships, it comes across whether or not having a relationship affects one's ability to perform in school, this study will examine whether it has a positive or negative impact on their school life, as well as how they perform, through in-depth research, and observation, all of which will be use to better form a cohesive understanding of this particular topic.

As the title implies "Analysis on the effects of being in a relationship to the academic performance of the students at Datamex College Of Saint Adeline Caloocan branch" seeks to understand the trend of how being involved in relationships, affect a student's ability to perform their duty in school, as well as showing the different aspects of one's well-being that gets impacted by a relationship, furthermore showing what students gain, how it reflects on themselves, and what the outcome of their future may be.

This research Analyzes the effects of a relationship to the academic performance of students at Datamex College Of Saint Adeline Caloocan branch, as the rise of students engaging in relationships grows, the future of said students become ever more uncertain, due to multiple factors involved which may or may not have an impact, this study aims to better spread awareness, which may help guardians, teachers, and parents alike respectively, to better guide said students,

as well as a future basis of study, which will help in further understanding this wide encompassing trend.

II. Background of the study

Having a relationship while studying can affect a student's academic performances. Dating is the primary topic of adolescent conversations because romantic relationships have become an integral part of adolescents' daily lives. Having heartfelt sentiments and endeavoring to take part in close connections are huge marks of youthful encounters. According to Connolly & McIsaac the majority of these relationships last only a few weeks or months without requiring a long-term commitment. According to Collins & Van Dulman in western culture, successfully navigating adolescents' romantic relationships results in the development of mature intimacy skills. Li and others.

Teens face a variety of difficulties as a result of romantic relationships. Both real and imagined romantic relationships have contributed to adolescents' emotional instability and harmed their growth in areas like academic success and interpersonal skills. Additionally, early experiences with romantic relationships can have a lasting impact on family relationships as well as anxiety and depression throughout adulthood.

In traditional Chinese culture, adolescent romance is regarded as deviant behavior for a long time. The expression "puppy love" implies that adolescents are too young to fall in love. Due to early sexual behaviors and violent injuries, the adolescents' dating behaviors can have a negative impact on academic achievement, emotional stability, and health. However, adolescents' natural development cannot be controlled. Adolescents who are having difficulties in a romantic relationship are more likely to avoid speaking with their parents and teachers because of the social

stigma they face, which can increase the likelihood of negative outcomes. In order to avoid negative outcomes.

According to the study of a certain school named University of Denver found however romantic connection or relationship can boost the academic performance of an individual there's a down side of this and that is it can also bring down the child by experiencing emotional and mental health issues such as anxiety and depression that can kill the child's inspiration.

III. Statement of the problem

The study will examine the status of senior high school students as they are in a critical stage of their academic and personal development, and are likely to be experiencing their first romantic relationships. It will attempt to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.a. Age
 - 1.b. Average
 - 1.c. Status
2. What is the effect to the academic performances of being single?
3. What is the effect to the academic performances of being in a relationship?
4. Do being single and in a relationship have significant effects to the academic performances of the respondents in accordance to its demographic profile?

IV. Objectives

The objective of this research is to analyze the effects of romantic relationships on the academic performance and well-being of students.

1. To examine the correlation between being in a romantic relationship and academic performance among senior high students.
2. To explore the psychological effects of being in a relationship while studying, including stress levels, emotional well-being, and time management skills.
3. To investigate the impact of social support from romantic partners on academic success and overall satisfaction with high school life.

V. Significance of the study

In this part of the research, the researcher would like to share about Analysis on the effect of a relationship to the academic performance of students of Datamex College of St. Adeline Caloocan Branch.

The results of the study will be great benefit to the following:

Students

This study further helps the students by giving them another point of view of what they may get themselves into, showing them the potential risk and outcomes of their decisions.

Teachers

This study helps the teachers by giving them additional knowledge on how to approach this topic, this gives them a better grasp and understanding on how to better communicate, and guide their students.

School Administrators

This topic is relatively in school administration, to therefore increase or be able to adjust the curriculum of the education for some students that may encounter problems due to their relationships with others.

Future Researchers

This research may provide further information for the future researchers in means of educational programs and educational purposes they may encounter in the future.

VI. Hypothesis

The positive effects may include increased motivation, emotional support, and improved time management skills. The negative effects may include distractions from academic responsibilities, increased stress levels, and potential conflicts within the relationship that can negatively impact their academic success.

Null Hypothesis

H₀: There is no significant difference in academic performance and overall well-being between senior high students who are in a romantic relationship while studying and those who are not.

Alternative Hypothesis

H₁: There is a significant difference in academic performance and overall well-being between senior high students who are in a romantic relationship while studying and those who are not.

VII. Theoretical framework

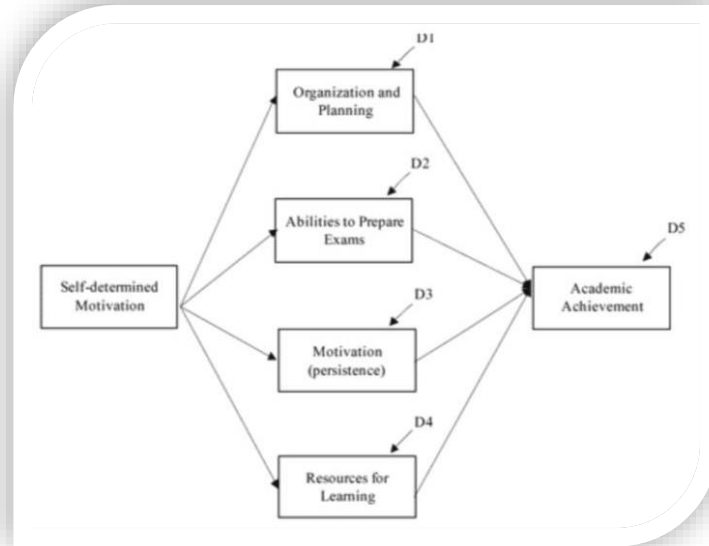


Figure 1: Attachment Theory

According to the study of attachment and academic achievement, the ability of children's early attachment relationships with their main caregivers is a good predictor of their academic achievement in school. According on their attachment representations. On the other hand, surely attached children in the sense of environment wherein insecurely attached children are accepting without active response and live-in exploration of their environment. That result in securely attach children are most active from the schooling environment which is see through in Their scholastic achievement. Various studies are reviewed that the association of attachment quality and school performance.

In year 1996, Examined the relationship of mother-child is violently treated and non-violently treated in children school functioning, based on Toth and Cicchetti. Secure attachment of mother would encourage capable school functioning, however insecure relationship would add

to maladaptive functioning. Indicates to non-treated children who are securely attached had the increase level of school functioning that measured by attendance, failing grades in half academic subject in terms of grade playing. Shows that treated children shows poor performance in school than to non-treated.

To be added, Jacobsen and Hofman conducted a study in 1997, to know if the children's attachment style affects the adjustment of early childhood. They fulfilled that children attachment predicts school behavior and academic capability in middle childhood and adolescence. According to Jacobsen and Hofman (1997) they examined that the continuously affect children school behavior achievement during transforming into adolescence. Separation story much formed of pictures, outline the separation of parents' scenarios, evaluate that using GPA as a children achievement and evaluate children school behavior by having a complete questionnaire. They find out that secure attachment path to a better attention, participation found out that attachment style predicted children insecurity in which affects achievement. This may not be an accurate measurement by variables such motivation and teacher-subject Ness.

VIII. Conceptual framework

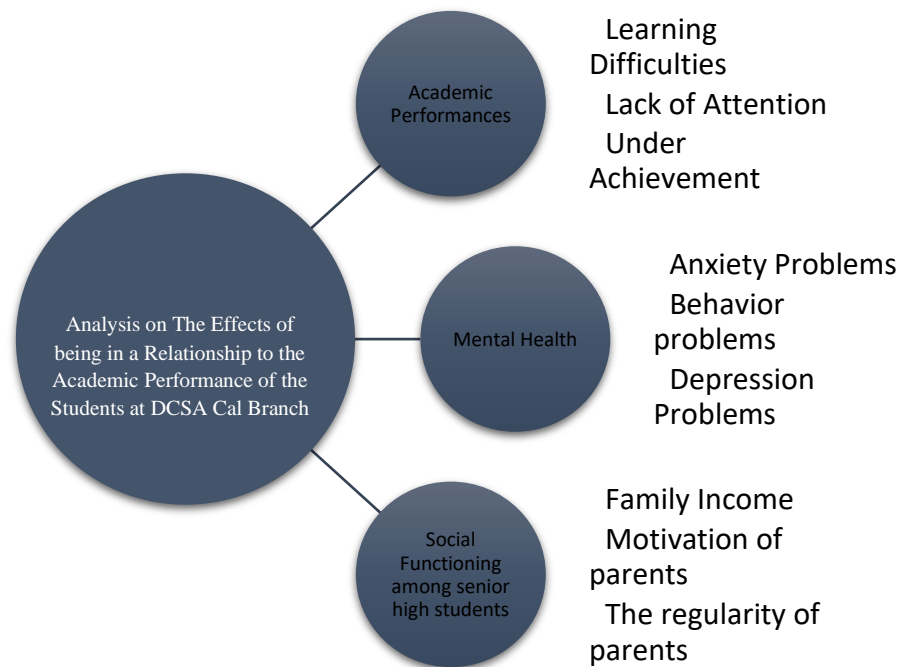


Figure 2

Firstly, the study will consider the academic performance of senior high students who are in a relationship compared to those who are not. This includes factors such as GPA, attendance, and completion rates. Secondly, the study will examine the psychological effects of being in a relationship while studying. This includes stress levels, emotional well-being, and time management skills. Thirdly, social support from romantic partners will be considered as an important factor that can impact academic success and overall satisfaction with high school life. Finally, potential conflicts within relationships that may negatively impact academic success will also be explored. These conflicts may include disagreements over time management or priorities between partners or other issues related to maintaining a healthy balance between academics and personal life. Overall, this conceptual framework aims to provide insight into how being in a romantic relationship can affect senior high students' academic performance and well-being.

IX. Scope and delimitation

The researchers will perform this research with limited resources, this study will be responded by 50 Senior High Students of Datamex Colleges of St. Adeline Caloocan Branch.

This study intends to know the different effects of being in a relationship of a senior high student. This research will be conducted on Datamex Colleges of St. Adeline. This research may be in use for future researchers as a preference for their own research.

X. Definition of terminologies

1. Relationship – it is the mutual affection between two individuals.
2. Adolescence – refers to the transitional period between childhood and adulthood, typically spanning from ages 10 to 19.
3. Student Health – A student's overall well-being. As well as due to the health status can directly affect his or her attendance and academic achievement.
4. Education – The Studies and Academic tasks of which a student participates in.
5. Metacognitive learning – refers to the process of understanding and regulating one's own thinking and learning.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1.0 Local studies and Literature (The Effects of Romantic Relationships on the Academic Performance of University of the Philippines – Cebu College Students)

Studies conducted in the Philippines have explored the effects of being in a romantic relationship while studying on academic performance and overall well-being among college students. One study by De Guzman and colleagues (2018) found that college students who were in a romantic relationship had higher levels of stress compared to those who were not. However, they also found that these students had higher levels of motivation and emotional support from their partners, which may have contributed to their academic success. Another study by Reyes and colleagues (2019) found that being in a romantic relationship while studying can lead to conflicts between partners over time management and priorities. This can negatively impact academic success if it leads to decreased focus on studies or missed deadlines.

On the other hand, a study by Santos and colleagues (2020) found that social support from romantic partners can positively impact academic success among college students. They also found that having a supportive partner can improve emotional well-being, which may contribute to better academic performance. In Conclusion, these studies suggest that being in a romantic relationship while studying has both positive and negative effects on college students' academic performance and well-being. It is important for individuals in relationships to maintain healthy communication with their partners regarding time management and priorities to avoid conflicts that may negatively impact their studies. Additionally, social support from partners can be beneficial for improving emotional well-being and ultimately contributing to better academic outcomes.

2.1.1 Local studies and Literature (Effects of Engaging in a Relationship Status in the Academic Performance of Grade 12 ABM Students in Best-link College of the Philippines School Year 2018-2019)

In this generation most of the students involve in a relationship status. Anticipated factors affect them are urge of giving love and expecting to receive love, from their opposite sex or same sex. In addition, most people involve in this kind of relationship is the students, who were reach to academic success while studying. Researchers address the effects, even it is positive or negative toward to students' academic success. The study revealed that involving in relationship status has an effect in academic performance. However, these are the four academic variables classified the effect of students that involve in relationship status such as; First is Attendance they tend to motivated each other to attend classes. Second is Project they tend to help each other in doing the project and finished it on time. Third is Assignments they tend to help and remind them doing assignments. Fourth is Written Exam they tend to help each other to reviewing and preparing for examinations. Also, parents must always be guided their children due to that their children are involve in early relationship. Parents always be attentive even it is a positive one relationship status. (Yusoph, N., Oracion, S., & Conception, E., et al. 2019)

2.1.3 Local studies and Literature (Effects of Having Relationships to Academic Performance)

Quatman, et. al., (2001) further explain that romantic relationships can have both positive and negative effects on adolescents' development. Positive effects include increased self-esteem, social support, and emotional growth. Negative effects may include decreased academic performance, risky behaviors such as substance abuse or sexual activity, and potential conflicts

within the relationship. In the Philippines, a study by Reyes and colleagues (2019) found that being in a romantic relationship while studying can lead to conflicts between partners over time management and priorities. This can negatively impact academic success if it leads to decreased focus on studies or missed deadlines. However, another study by Santos and colleagues (2020) found that social support from romantic partners can positively impact academic success among college students. They also found that having a supportive partner can improve emotional well-being which may contribute to better academic performance. Overall, it is important for adolescents in romantic relationships to maintain healthy communication with their partners regarding time management and priorities to avoid conflicts that may negatively impact their studies. Additionally, social support from partners can be beneficial for improving emotional well-being which ultimately contributes to better academic outcomes among college students in the Philippines.

2.2.0 Foreign studies and Literature (The Effects and Consequences of Relationships)

The desire to become financially and personally independent, as well as independence from one's parents, are characteristics of emerging adulthood. Young adults at this time period turn away from their parents and friends in favor of romantic partners as a source of reference, support, and influence. Most critical transitions in education and work life occur in early adulthood, a time when romantic partnerships are also taken more seriously. It is during early adulthood when interactions and the impact of parents and peers become less important and are to some extent supplanted by the support and influence of romantic partnerships. Thus, in early adulthood romantic partners are expected to play a large role that may have long-term, consequential implications on work and education prospects. Dating relationships may leave some adolescents who date open to great emotional pleasure or pain. Dating relationships are reported by teens to

be the single greatest source of stress, The negative aspects of dating, break-up, or conflict, have implications for depressive symptoms, Positive romantic experiences affect adolescents' sense of self in a positive way and adverse experiences may negatively affect confidence in the ability to have a strong romantic relationship.

A number of studies find that teens who are dating are more likely to become teen parents than those not dating Daters may be at greater risk of parenthood, the academic orientation of the romantic partner is a significant predictor of the adolescent's own performance, once the well-documented effects of parents and peers have been taken into account. Thus, there is evidence that an important achievement outcome of academic performance is significantly related to the performance level of the romantic partner. Adolescents may select relationships with certain types of partners based on their academic achievement. (Manning W., Giordano P., Et Al)

Before going into the main variables of our study, the researchers discuss in the first part why do adolescents get involve in romantic relationships and how these relationships contribute in the growth and development of adolescents. In the next part, the researchers talk about the connection of independent variables in this study such as the romantic relationship which involves time, motivation and anxiety. These three variables were looked into to determine or to see if there is relationships exist between romantic relationship the academic performance of individuals and its effect. In the last part of the chapter, the researchers try to evaluate previous studies related to the topic of this study. Humans, particularly adolescents get involve in romantic relationships with variety of reasons. According to Aristotle, humans are “social animals” which made them long to form an intimate relationship in which love can be given and received freely which the psychologists called “the need to belong” (Myers, 2010).

Rest assured of the love and care given by the persons close to them, they are secured with the trust and confidence that they are acceptable to individuals whom they can depend on for the satisfaction of their needs. Raman (2010) stated that being in romantic relationship involves physical contact which causes chemical arousal to the persons involved and at the same time gain love and confidence in which they are longing for. Koob & Bloom (1982) also explained this by stating that the individuals who are in love release a number of chemicals within the brain such as oxytocin, vasopressin and endorphins which cause “short-term” joy and pleasure.

2.2.1 Foreign studies and Literature (Effects of physical activity on executive functions, attention and academic performance in preadolescent children: a meta-analysis”

Although there were comparable aggregate samples from secondary and higher education, the majority of the studies that were examined were from the senior high school level of education in DCSA Caloocan Branch. A sample from primary level studies was used, but it was relatively smaller. Agreeability, conscientiousness, and openness were found to strongly predict academic achievement. Where assessed, there was little evidence of a relationship between intelligence and conscientiousness and academic achievement (Arthur E. Poropat, 2009). Physical activity has been shown to improve executive functioning, attention, and academic achievement in preadolescent children. Greatest impacts are anticipated for programs that target long-term, consistent physical activity (Johannes W. de Greeff et al., 2018). After controlling for factors such as students' gender, intellect, and family socioeconomic status, structural equation modeling revealed that positive emotions (such as enjoyment and pride) strongly predicted later accomplishment (such as math end-of-year grades and test scores). Achieving anything was adversely correlated with unpleasant feelings (anger, fear, shame, boredom, hopelessness), and achieving something was negatively correlated with these emotions (Reinhard Pekrun, et al., 2017). One of the biggest difficulties and

worries in medical schools is identifying the elements that influence the academic success of medical students. In order to better understand the relationship between academic self-efficacy and academic performance in medical students, this study sought to examine the mediation roles of metacognitive learning techniques and learning-related emotions (Ali Asghar Hayat, et al., 2020).

One study by Kuo and colleagues (2015) found that college students who were in a romantic relationship had higher levels of stress compared to those who were not. However, they also found that these students had higher levels of motivation and emotional support from their partners, which may have contributed to their academic success. Another study by Schneider and colleagues (2012) found that being in a romantic relationship while studying can lead to conflicts between partners over time management and priorities. This can negatively impact academic success if it leads to decreased focus on studies or missed deadlines. While, a study by Demir and Urberg (2004) found that social support from romantic partners can positively impact academic success among college students. They also found that having a supportive partner can improve emotional well-being which may contribute to better academic performance. Furthermore, these studies suggest that being in a romantic relationship while studying has both positive and negative effects on college students' academic performance and well-being. It is important for individuals in relationships to maintain healthy communication with their partners regarding time management and priorities to avoid conflicts that may negatively impact their studies. Additionally, social support from partners can be beneficial for improving emotional well-being which ultimately contributes to better academic outcomes among college students.

CHAPTER 3

METHODS AND PROCEDURE

This chapters covers the research design and methodology, including sampling population, establishing rigor during and after data collection, ethical consideration and data analysis.

Method of Research Used

Descriptive-Correlational was used due to the way it can explain the connection between two or more variables without making any claims about cause and effect. thus, better suiting the research's results.

Subject of the Study

The sample size for this study will be 50 respondents. The researchers will gather 25 in a relationship student and 25 single students from Datamex College of St. Adeline in Caloocan who will be studying in their senior year of high school. Our respondents are students in Gr.11 and Gr.12 who are in generation z (born between 1997 and 2012 and aged 10 to 25).

Table 1: Status of the respondents

Status	Frequency	Percentage
Single	25	50%
In a Relationship	25	50%

TOTAL	50	100%
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Table 1 shows the frequency of the respondents' status.

Table 2: Age Range

AGE	FREQUENCY	PERCENTAGE (%)
15 – 17	20	40%
18 – 20	28	56%
21 – 23	2	4%
TOTAL	50	100%

Table 2 shows the frequency of respondents' age per bracket.

Sampling Technique Used

Purposive will be utilized in this study, which aimed to select specific participants from each strand. In this case, the study focused on senior high school students of Datamex College of St. Adeline, Inc., and the sample size was determined based on the number of students in each strand. The participants were selected purposively, meaning that they were chosen based on specific criteria, such as in a relationship or being single.

Research Instruments Used

A survey questionnaire was utilized in this research for studying the effects of having a relationship while pursuing academic goals. It can gather valuable insights into the attitudes, beliefs, and behaviors of students in relationships, and identify the impact of a relationship on

academic performance, study habits, and time management. The findings of a survey questionnaire can inform policy decisions and improve services aimed at supporting students in relationships.

Procedure of Data Gathering

This study will consist of eight stages:

Stage 1: The researchers conducted a physical meeting to brainstorm the chosen topic. |

Stage 2: The researchers gather all the suggestions obtained during the brainstorming.

Stage 3: After gathering, the researchers will relate the information obtained to the source data that the researchers have based to construct a dedicated form of questions.

Stage 4: The survey was created using relevant statement modified from related research and individual questions formed by the researcher. Since there were fifty (50) questions in the survey, researchers utilized the Likert scale to evaluate whether a respondent agreed or disagreed with a given statement in the survey.

Stage 5: After the professor validated the questionnaire, these were distributed to the senior high students of Datamex College of St. Adeline, Caloocan branch.

Stage 6: The researchers ensured the confidentiality of their survey sheets because the respondents' identities were unimportant. In addition to recognizing that people's awareness may affect their candor and effectiveness while responding to the survey, the researchers allow respondents to remain anonymous.

Stage 7: Surveys were delivered to participants, who had a certain amount of time to complete them before the researchers collected them. Participation in the study came with no monetary compensation.

Stage 8: After that, the researcher will obtain information from the subject and compile it for

analysis.

Stage 9: After compilation, the researcher will analyze those responses according to its demographic profile. The researcher will also utilize those tools included on the statistical treatment.

Statistical Treatment

1. The researchers conducted a study to determine the correlation between having a relationship while studying and academic performance. We surveyed 50 senior high students and asked if they were in a relationship while studying. We also obtained their grade point average (GPA) for the current semester. We used the formula of Pearson r to determine the correlation between the two variables.

$$\text{Pearson R Formula: } r = (n\sum xy - \sum x \sum y) / \sqrt{[(n\sum x^2 - (\sum x)^2)(n\sum y^2 - (\sum y)^2)]}$$

2. The researchers also computed the percentage of students who were in a relationship while studying. To do this, we used the following formula:

$$\text{Percentage} = (\text{Number of students in a relationship} / \text{Total number of students}) \times 100\%$$

3. Likert scale was implemented by the researchers to analyze the statistics and the percentage per each question, to furthermore improve the accuracy of this made researchers.
4. High and Low frequency was used to measure and compare the likenesses of an answer per each questions used, this frequency was used to further compare and to more analyze each answer the respondents responded to the questions used by the researchers.

CHAPTER 4

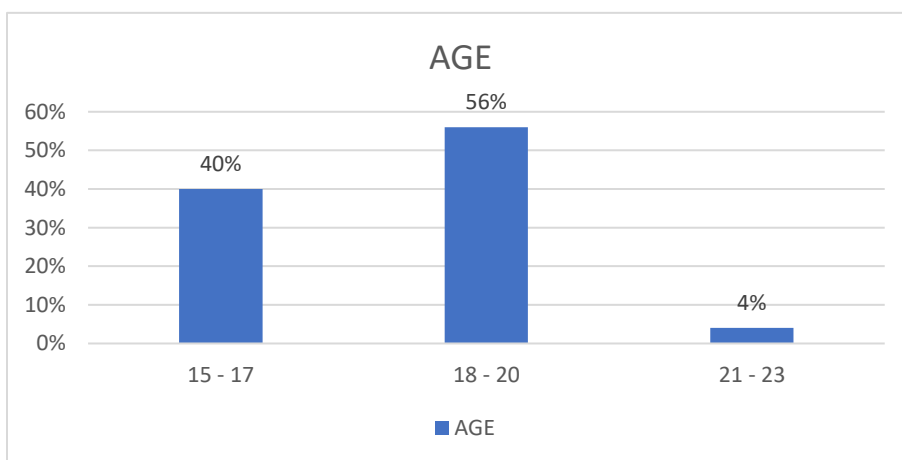
PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter provides the presentation of statistical data relative to the problems posited. The corresponding analysis and interpretation of data are incorporated in this portion of the study.

Profile of Senior High Students

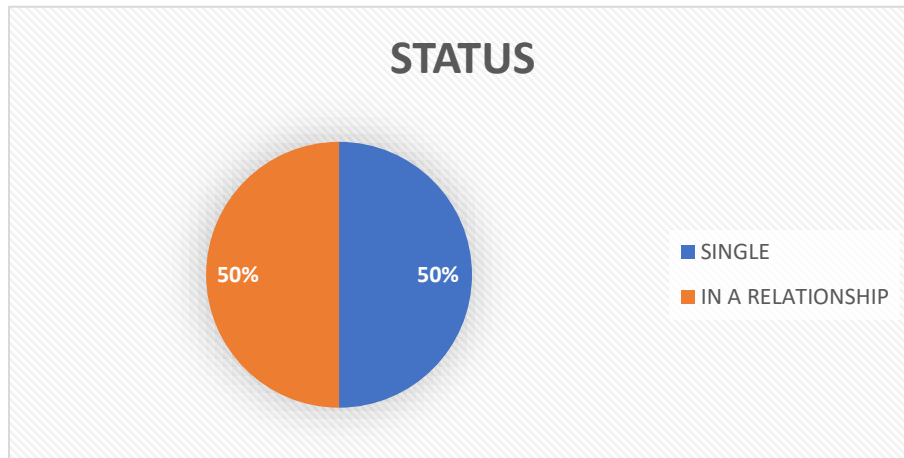
The subject of the study was asked to indicate their Sex, Age, Strand, Average, and Relationship status. The data used in this research were from 50 student and were summarized and presented in the table below

Figure 3: Age Profile



This figure shows that students with ages range from 18 -20 were numerous (56%) while ages 15 – 17 came in second (40%), and third ages 21 – 23 being the lowest with 4%.

Figure 4: Status Profile



This figure shows that equal ratio between students who are single and those in a relationship each having 50% respectively.

RESULT

Table 3: Average on last semester

	In a Relationship (%)	Single (%)	Total (Average) %
<i>Outstanding (90-100)</i>	26	38	64
<i>Very Satisfactory (85-89)</i>	24	10	34
<i>Satisfactory (80-84)</i>	0	2	2
<i>Fairly Satisfactory (75-79)</i>	0	0	0
<i>Did not meet expectation (Below 75)</i>	0	0	0
<i>Total (Status) %</i>	50	50	100

The table shows that more students who are single received an outstanding grade 38%, compared to those who are in a relationship which scored 26%. When it comes to a very satisfactory grade, being in a relationship showing a higher count (24%) as opposed to those who are single (10%). And the rest of the respondents receiving a satisfactory grade.

Table 4: Responses based on the ages of respondents (15-17)

Statement	PERCENTAGE	INTERPRETATION
1	2.68	High
2	2.84	High
3	3	High
4	3.15	High
5	2.31	Low
6	2.47	Low
7	3.11	High
8	3	High
9	2.35	High
10	1.9	Low
GRAND MEAN	3.35 (Very High)	

Legend: 1 – 1.75 = Very Low, 1.75 – 2.25 = Low, 2.25 – 3.25 = High, 3.25 and Above = Very High

The table shows that ages 15 – 17 agreed with the statements provided.

Table 5: Responses based on the ages of respondents (18-20)

Statement	PERCENTAGE	INTERPRETATION
1	2.64	High
2	2.60	High
3	2.82	High
4	3.42	Very High
5	2.03	Low
6	2.39	High
7	3.60	Very High
8	3.03	High
9	2.78	High
10	2.82	High
GRAND MEAN	2.81 (High)	

Legend: 1 – 1.75 = Very Low, 1.75 – 2.25 = Low, 2.25 – 3.25 = High, 3.25 and Above = Very High

The table shows that ages 18 – 20 agreed with the statements provided.

Table 6: Responses based on the ages of respondents (21 – 23)

Statement	PERCENTAGE	INTERPRETATION
1	3	High
2	3	High
3	1.5	Very Low
4	3.5	Very High

5	1	Very Low
6	3	High
7	4	Very High
8	2.5	High
9	3	High
10	2.5	High
GRAND MEAN	2.7 (High)	

Legend: 1 – 1.75 = Very Low, 1.75 – 2.25 = Low, 2.25 – 3.25 = High, 3.25 and Above = Very High

The table shows that ages 21 – 23 agreed with the statements provided.

Table 7: Number of responses on the scale and the average of each statement in terms of being single.

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	Total	Average
<i>1. Being single while studying uplifts my academic performance.</i>	1	3	11	10	25	3.2
<i>2. Having no relationship while studying may lead to distraction and lack of focus.</i>	8	11	3	3	25	2.04
<i>3. I experience less academic stress when I am single.</i>	2	3	11	9	25	3.08
<i>4. I am happy with being single while studying.</i>	0	0	9	16	25	3.64
<i>5. Being single interferes with my academic responsibilities, such as attending classes or completing assignments.</i>	7	8	6	4	25	2.28
<i>6. Being single while studying can lead to academic pressure.</i>	8	12	4	1	25	1.92

7. I can manage my school tasks better when being single.	0	0	8	17	25	3.68
8. Having no partner which burden my academic goals can positively impact my academic success.	4	7	9	5	25	2.6
9. I have enough time for myself when I am single and studying.	1	1	3	20	25	3.68
10. I achieve more academic awards when I am single.	1	1	9	14	25	3.44
TOTAL						2.95 (High)

Legend: 1 = SD, 2 = D, 3 = A, 4 = SA

According to the table 7, the researcher does not include positive statements alone but also negative statements so that respondents will not cling to only a certain side of the scale. There are 3 statements about the bad effects of being single on academic performance; they are statements 2, 5, and 6. These three statements had a lower average than the positive statements.

Table 8: Number of responses on the scale and the average of each statement in terms of being in a relationship.

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	Total	Average
1. Having a romantic relationship while studying have impacts my academic performance.	5	7	12	1	25	2.36
2. I think having a relationship while studying would motivate me to do better in school.	0	1	11	13	25	3.48
3. Having a romantic relationship limit how I interact with other.	1	5	17	2	25	2.8
4. My relationship often adds to my overall happiness and well-being as a student.	0	1	16	8	25	3.28

5. Being in a relationship often interferes with my academic responsibilities, such as attending classes or completing assignments.	8	6	10	1	25	2.16
6. Being in a relationship while studying can help me cope with stress and anxiety.	0	3	17	5	25	2.96
7. Being in a relationship while studying can provide emotional support during stressful academic periods.	0	3	14	8	25	3.2
8. Having a partner who is also supportive of my academic goals can positively impact my academic success.	0	0	13	12	25	3.48
9. Being in a relationship while studying can lead to conflicts with my partner over the amount of time I spend on academics.	5	9	9	2	25	2.32
10. Being in a relationship while studying has caused me to sacrifice my personal interests and hobbies in order to spend time with my partner.	9	9	4	3	25	2.04
TOTAL						2.80 (High)

Legend: 1 = SD, 2 = D, 3 = A, 4 = SA

Based on table 8, as the researcher did in table 3, the researcher does not include positive statements alone but also negative statements so that respondents will not cling to only a certain side of the scale. There are 3 statements about the bad effects of being in a relationship on academic performance; they are statements 5, 9, and 10. These three statements had a lower average than the positive statements.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATION

This chapter present the summary of findings, the conclusion arrived at and the recommendation formulated by the researchers.

SUMMARY OF FINDINGS

The researchers aimed to determine the effects of being in a relationship to the academic performance of an individual compared to those who are single. In regards to the first section of the questionnaire which seeks out some background information of the respondents, it shows that 64% of the respondents are female; 50% of them are currently in a relationship, while male respondents account for 32%, and 50% of them were single. The researchers discovered that the lower the age the more they agree of the benefits that comes within a relationship as well as being single as oppose to those who are older. Based on the table, ages 15-17 scored 3.35 which equivalent to very high, ages 18-20 scored 2.81 equivalent to high, and ages 21-23 scoring 2.7 also equivalent to high. In regards of the grade level, senior 11th and 12th grades scored similarly with grade 11 scoring 2.85 which is equivalent to high, and grade 12 who's scored 2.73 also equivalent to high.

CONCLUSION

The researchers conducted a study to determine how relationship status affects academic performance. They surveyed students who are either in a relationship or single and asked them about their grades and their satisfaction with their relationship status. The results showed that both

groups had positive outcomes, but there were also significant differences. As shown in table four, single students outperformed students in a relationship by 12% in the outstanding grade category. This suggests that being single gives students more freedom and focus to excel in their studies. Conversely, students in a relationship had a 14% advantage over single students in the very satisfactory grade category. This indicates that being in a relationship provides students with more support and motivation to achieve their goals. Therefore, the researchers concluded that relationship status has both benefits and drawbacks for academic performance, depending on the individual's preferences and circumstances.

RECOMMENDATION

According to the result of this study, the researchers suggest that those who are single and, in a relationship, should understand the following:

I. Prioritizing

Establishing clear priorities: Students should prioritize their studies and relationships by setting clear boundaries and goals. This can help students avoid conflicts and distractions and create a healthy balance between their academic and personal lives.

II. Healthy relationships

Cultivating healthy relationships: Students should aim to cultivate healthy relationships, where both partners respect each other's goals and support each other's growth. This can involve effective communication, empathy, and compromise.

Avoiding toxic relationships: Students should be aware of the signs of a toxic relationship, such as controlling behavior, disrespect, and manipulation. It is important to end toxic relationships

and seek support from friends, family, or mental health professionals if needed.

III. Collaboration

Working together in a relationship to ensure that learning and relationships thrive: Both individuals in a relationship should collaborate to ensure that their studies and relationship thrive. This can involve supporting each other's academic pursuits, communicating effectively, and finding ways to balance time spent together and time spent on individual pursuits.

All in all, by prioritizing their studies, cultivating healthy relationships, and collaborating effectively, students can achieve a healthy balance between their academic and personal lives. It is important for students to be aware of the potential challenges of balancing their studies and relationships, and to seek support when needed from friends, family, or mental health professionals. By taking care of their mental and emotional well-being, students can thrive both academically and personally.

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Curriculum Vitae

DY JEREMAI A. LEYBAG

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OBJECTIVE

Seeking a challenging position where I can utilize my skills and experience to enhance the operations of an organization and contribute to its growth and success.

ACADEMIC HISTORY

12 – HUMSS	Datamex College of Saint Adeline	2021 – Present
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EXPERIENCE

TITLE	VENUE	DATE
1. “ Work Immersion: Teacher’s Assistant and Marketing”	Datamex College of St. Adeline	February 6, 2023
2. “ Instrument Playing: Song instrument for youth”	Jesus My Lord Church, Manila City	September 27, 2017

I hereby certify that the above information is true and correct to the best of my knowledge and beliefs.

DY JEREMAI A. LEYBAG

Curriculum Vitae

DANNA HEART E. VELASCO

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OBJECTIVE

Seeking a challenging position where I can utilize my skills and experience to enhance the operations of an organization and contribute to its growth and success.

ACADEMIC HISTORY

12 – HUMSS	Datamex College of Saint Adeline	2021 – Present
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EXPERIENCE

TITLE	VENUE	DATE
1. “ Work Immersion: Teacher’s Assistant and Marketing”	Datamex College of St. Adeline	February 6, 2023
2. “ Choir: Singing worship songs	East Libis Chapel	May 12 2022

I hereby certify that the above information is true and correct to the best of my knowledge and beliefs.

DANNA HEART E. VELASCO

Curriculum Vitae

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OBJECTIVE

Seeking a challenging position where I can utilize my skills and experience to enhance the operations of an organization and contribute to its growth and success.

ACADEMIC HISTORY

12 – HUMSS	Datamex College of Saint Adeline	2021 – Present
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EXPERIENCE

TITLE	VENUE	DATE
1. “Work Immersion: Student Teacher’s and Monitor”	Lord's Jubilee Christian School	February 22, 2023
2. “Production Director: Romeo and Juliet”	Longos National High School	March 9, 2020

I hereby certify that the above information is true and correct to the best of my knowledge and beliefs.

BIA A. NEBRIAGA

Curriculum Vitae

ZEDRICH D. GUEVARRA

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OBJECTIVE

Seeking a challenging opportunity where I will be able to utilize my strong organizational skills, educational background, and ability to work well with people, which will allow me to grow personally, and professionally.

ACADEMIC HISTORY

12 – HUMSS	Datamex College of Saint Adeline	2021 – Present
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EXPERIENCE

TITLE	VENUE	DATE
1. “Work Immersion: Teacher’s Assistant and Marketing”	Datamex College of St. Adeline	February 1, 2023
2. “Waiter:	XAYMACA BAR	December 7, 2023

I hereby certify that the above information is true and correct to the best of my knowledge and beliefs.

ZEDRICH D. GUEVARRA

Curriculum Vitae

KHEITH LAINE CLOUD R. SISON

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OBJECTIVE

Quick learner and a self-starter, I'm always eager to learn more skills to better myself.

ACADEMIC HISTORY

12 – HUMSS	Datamex College of Saint Adeline	2021 – Present
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EXPERIENCE

TITLE	VENUE	DATE
1. “ Work Immersion: Teacher’s Assistant”	Datamex College of St. Adeline	March 14, 2023

I hereby certify that the above information is true and correct to the best of my knowledge and beliefs.

KHEITH LAINE CLOUD R. SISON

Curriculum Vitae

STEPHANIE P. OLIVER

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Oliver, Stephanie P.

OBJECTIVE

I would like to aim and achieve my satisfactory skills and experiences for a crew position to adequate my communication skills. Moreover, I would like to work with other professionals to improve my skills as a beginner and a student which will allow me to further contribute to the field of communication skills.

ACADEMIC HISTORY

12 – HUMSS	Datamex College of Saint Adeline	2021 – Present
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EXPERIENCE

TITLE	VENUE	DATE
1. “Work Immersion: Student Teacher’s and Monitor”	Lord's Jubilee Christian School	February 22, 2023
2. “Part Timer: Barista”	On the Way Restaurant	August 2023

I hereby certify that the above information is true and correct to the best of my knowledge and beliefs.

STEPHANIE P. OLIVER

Curriculum Vitae

Calayo, John Vincent Ardales

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OBJECTIVE

Seeking a challenging position where I can utilize my skills and experience to enhance the operations of an organization and contribute to its growth and success.

ACADEMIC HISTORY

12 – HUMSS	Datamex College of Saint Adeline	2023 – Present
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EXPERIENCE

TITLE	VENUE	DATE
1. “Work Immersion: Teacher’s Assistant and Marketing”	Datamex College of St. Adeline	February 6, 2023
2. “Choir Vocalist”: Song for youth”	Jesus Is Lord Global Ministry	February 17, 2019
3. “Graduated advance robotics” Robot making and programming”	Martinez Colleges Caloocan	August 23, 2017

I hereby certify that the above information is true and correct to the best of my knowledge and beliefs.

JOHN VINCENT A. CALAYO

Curriculum Vitae

EMMANUEL C. COLAR

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OBJECTIVE

Seeking a challenging position where I can utilize my skills and experience to enhance the operations of an organization and contribute to its growth and success.

ACADEMIC HISTORY

12 – HUMSS	Datamex College of Saint Adeline	2021 – Present
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EXPERIENCE

TITLE	VENUE	DATE
1. “ Work Immersion: Teacher’s Assistant”	Datamex College of St. Adeline	March 6, 2023

I hereby certify that the above information is true and correct to the best of my knowledge and beliefs.

EMMANUEL C. COLAR

Curriculum Vitae

RON-JASON ROBLES

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OBJECTIVE

I always learn quick, dedicated, and willing to be trained.

ACADEMIC HISTORY

12 – HUMSS	Datamex College of Saint Adeline	2021 – Present
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EXPERIENCE

TITLE	VENUE	DATE
1. “ Work Immersion: Teacher’s Assistant”	Datamex College of St. Adeline	May 26, 2023

I hereby certify that the above information is true and correct to the best of my knowledge and beliefs.

RON-JASON ROBLES

APPENDICES

We're writing to provide you with the appendices for our research on the topic of the effects of having a relationship while studying. These appendices include additional information that we believe will support our findings and provide a more comprehensive understanding of the topic.

The first appendix is a copy of the survey that was used to collect data from participants. This survey was distributed to students who are currently in a relationship and single that both pursuing their studies. The survey contained questions about the challenges they face, the impact of the relationship on their academic performance, and the coping strategies they use to balance their studies and relationship.

The second appendix is a summary of the data collected from the survey. This summary includes the responses from the participants and highlights the key findings of the research. It also includes tables and graphs that provide a visual representation of the data.

We believe that these appendices will be valuable additions to our research and will help to further support our conclusions. Please let us know if you have any questions or require any further information.

Thank you for your time and consideration.

Sincerely,
Group 1 Researchers

DATA MATRIX

SURVEY FORM (In a Relationship)

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Having a romantic relationship while studying have impacts my academic performance.				
2. I think having a relationship while studying would motivate me to do better in school.				
3. Having a romantic relationship limit how I interact with other.				
4. My relationship often adds to my overall happiness and well-being as a student.				
5. Being in a relationship often interferes with my academic responsibilities, such as attending classes or completing assignments.				
6. Being in a relationship while studying can help me cope with stress and anxiety.				
7. Being in a relationship while studying can provide emotional support during stressful academic periods.				
8. Having a partner who is also supportive of my academic goals can positively impact my academic success.				
9. Being in a relationship while studying can lead to conflicts with my partner over the amount of time I spend on academics.				
10. Being in a relationship while studying has caused me to sacrifice my personal interests and hobbies in order to spend time with my partner.				

SURVEY FORM (Single)

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Being single while studying uplifts my academic performance.				
2. Having no relationship while studying may lead to distraction and lack of focus.				
3. I experience less academic stress when I am single.				
4. I am happy with being single while studying.				
5. Being single interferes with my academic responsibilities, such as attending classes or completing assignments.				
6. Being single while studying can lead to academic pressure.				
7. I can manage my school tasks better when being single.				
8. Having no partner which burden my academic goals can positively impact my academic success.				
9. I have enough time for myself when I am single and studying.				
10. I achieve more academic awards when I am single.				

RESPONSES (In a Relationship)

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	Total	Average
<i>1. Having a romantic relationship while studying have impacts my academic performance.</i>	5	7	12	1	25	2.36
<i>2. I think having a relationship while studying would motivate me to do better in school.</i>	0	1	11	13	25	3.48
<i>3. Having a romantic relationship limit how I interact with other.</i>	1	5	17	2	25	2.8
<i>4. My relationship often adds to my overall happiness and well-being as a student.</i>	0	1	16	8	25	3.28
<i>5. Being in a relationship often interferes with my academic responsibilities, such as attending classes or completing assignments.</i>	8	6	10	1	25	2.16
<i>6. Being in a relationship while studying can help me cope with stress and anxiety.</i>	0	3	17	5	25	2.96
<i>7. Being in a relationship while studying can provide emotional support during stressful academic periods.</i>	0	3	14	8	25	3.2
<i>8. Having a partner who is also supportive of my academic goals can positively impact my academic success.</i>	0	0	13	12	25	3.48
<i>9. Being in a relationship while studying can lead to conflicts with my partner over the amount of time I spend on academics.</i>	5	9	9	2	25	2.32
<i>10. Being in a relationship while studying has caused me to sacrifice my personal interests and hobbies in order to spend time with my partner.</i>	9	9	4	3	25	2.04
TOTAL						2.80 (High)

RESPONSES (Single)

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	Total	Average
<i>1. Being single while studying uplifts my academic performance.</i>	1	3	11	10	25	3.2
<i>2. Having no relationship while studying may lead to distraction and lack of focus.</i>	8	11	3	3	25	2.04
<i>3. I experience less academic stress when I am single.</i>	2	3	11	9	25	3.08
<i>4. I am happy with being single while studying.</i>	0	0	9	16	25	3.64
<i>5. Being single interferes with my academic responsibilities, such as attending classes or completing assignments.</i>	7	8	6	4	25	2.28
<i>6. Being single while studying can lead to academic pressure.</i>	8	12	4	1	25	1.92
<i>7. I can manage my school tasks better when being single.</i>	0	0	8	17	25	3.68
<i>8. Having no partner which burden my academic goals can positively impact my academic success.</i>	4	7	9	5	25	2.6
<i>9. I have enough time for myself when I am single and studying.</i>	1	1	3	20	25	3.68
<i>10. I achieve more academic awards when I am single.</i>	1	1	9	14	25	3.44
TOTAL						2.95 (High)