

Social Support, School Related Behaviors, and Mathematics Academic Performance of STEM Students

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Abstract

In the present education system, social support and school related behaviors are given less attention as contributing factors to students' performance in mathematics. The study aimed to determine the extent/level of students' mathematics academic performance, social supports from family, teachers, and friends/peers, and school related behaviors in terms of mathematics attitude and absenteeism; interlinking relationships; and the significant predictors of mathematics academic performance. Two surveys were administered to a group of 74 STEM students enrolled at Far Eastern College Silang, Inc. in S.Y. 2016 – 2017. Through descriptive correlational method, the study revealed that the respondents have *very satisfactory* mathematics academic performance; have high levels of social support and favorable attitude towards mathematics; and have 0 to 2 absences per semester. Social support does not affect the respondents' school related behaviors and mathematics academic performance. However, school related behaviors affect mathematics academic performance since higher positive mathematics attitude means higher mathematics performance while higher absenteeism indicates lower mathematics performance. The model predicting mathematics academic performance based on absenteeism is derived. Since the study was focused on STEM, the same research can be conducted to Accountancy and Business Management, and Humanities and Social Sciences to compare the results among the three strands.

Keywords: *social support, Mathematics academic performance, Mathematics Attitude, Absenteeism, School Related Behaviors*