CyberShield: Assessing Students' Awareness of Common Threats and Their Online Security Practices

A Research Paper Presented to

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Chapter 1

INTRODUCTION

Background of the Study

The rapid growth of access to the internet has had a profound impact on the lives of students creating new opportunities to learn and communicate, stay entertained and informed, and connect with friends and family. As students spend more and more time online, they face a number of cybersecurity risks like scams, spam, malware, and hacking of online accounts. The security of cyberspace remains critical to ensure a secure digital space ITU.

Children and young people in the Philippines are online for different reasons, with a focus on education and communication. The Philippines Kids Online research looked at the online experience of Filipino children and young people the ways in which they use the internet, the risks they face, and their actions to stay safe online. These experiences suggest that it is best to enable young internet users to identify a threat and take action to protect themselves online. But identifying a cyber threat and taking action to protect oneself are not always the same thing, which makes both issues worth exploring.

While online safety education can support students' acquisition of the skills and knowledge to use the internet safely, knowing how aware your students are may not give the full picture of their online safety. The United Nations Children's Fund (UNICEF) states that "equipping a child with the skills to recognize online harm and deal with it effectively is as important as providing the means to protect them". A

review of online safety practices and cyber threats can shed light on these two factors and how they relate.

In this context, the current study, titled "CyberShield: Assessing Students' Awareness of Common Threats and Their Online Security Practices" aims to identify the relationship between Grade 10 students' awareness of common cyber threats and their online security practices at Boracay National High School. In particular, it intends to evaluate students' levels of awareness and their online security practices, and to determine if a significant relationship exists between these two variables. The results may offer valuable insights for students, teachers, parents, and school administrators about students' awareness and practices related to online safety.

Statement of the Problem

This study aims to determine the relationship between Grade 10 students' awareness of common cybersecurity threats and their online security practices at Boracay National High School. Specifically, it seeks to answer the following questions:

1. What is the level of Grade 10 students' awareness of common cybersecurity threats?
2. What is the extent of Grade 10 students' online security practices?
3. Is there a significant relationship between students' awareness of common cybersecurity threats and their online security practices?

Hypothesis

From the presented problems, the null hypothesis was formed:

There is no significant relationship between Grade 10 students' awareness of common online threats and their online security practices.

Theoretical Framework

The study is based upon Ronald W. Rogers' Protection Motivation Theory (1975) which states that based on threat and the perceived power of the protective action, an individual is motivated to protect himself. Threat appraisal is described as one's assessment of the risk or threat, concern about its severity, and probability of being affected while coping appraisal is an assessment of the efficiency of the protective action with one's capacity to perform the action (Rogers, 1975).

For example, in security, students who are aware of cyber-attacks such as scams, phishing, and access to personal information might be able to understand the risks when it comes to protecting themselves. Their knowledge might be related to their use of online security tools, for example, creating strong passwords, safeguarding their personal information and avoiding clicking on risky links (Hanus & Wu, 2016).

Conceptual Framework

This study will use the Independent Variable-Dependent Variable (IV-DV) Model to see if awareness of online threats among Grade 10 students would relate to how they protect themselves online. Based on the Protection Motivation Theory

(Rogers, 1975), the model discusses how awareness of threats would be related to protective behavior. In this research, the independent variable will be the awareness of the Grade 10 students on common cyber threats, which is their knowledge and familiarity of threats to online safety like phishing scams, malware, and unauthorized access. The dependent variable will be their online security practices, which is how they protect themselves from online threats like by creating strong passwords and protecting their personal information, among others.

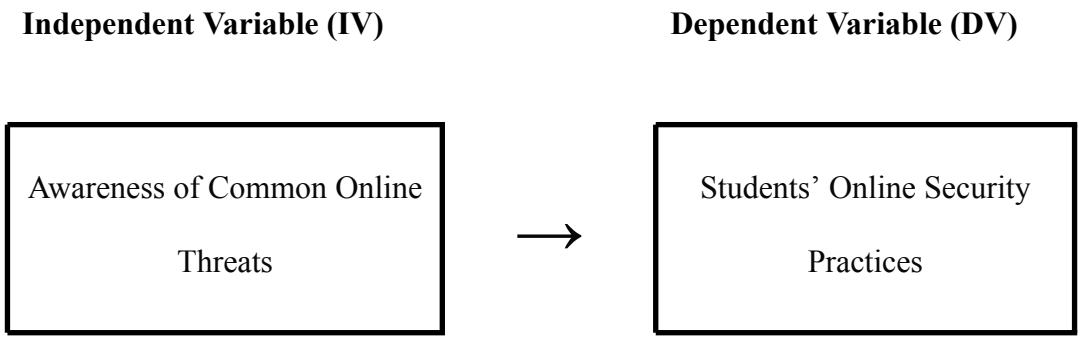


Figure 1: The Conceptual Framework represents the study that depicts the Independent variable and the Dependent variable.

Significance of the Study

The results of this research will be very important to the following individuals and groups:

Students. This research will help Grade 10 learners understand how their awareness of common cyber threats directly affects their everyday online safety. By recognizing the importance of proactive cyber safety, they can bridge the gap between

theoretical knowledge and practical application, developing better digital security habits to protect their personal data and privacy.

Teachers. The study will provide insight into how assessing students' awareness of common threats translates into actual online security practices. They will be motivated to reinforce this digital shield during class, thereby creating a secure environment in which students are practically protected against common cyber vulnerabilities.

School Administrators. This study will serve as evidence-based data for school principals and administrators to evaluate the implementation of digital safety and data privacy mandates within the campus. This will help them make informed decisions regarding internet infrastructure security, campus Wi-Fi usage policies, and the allocation of resources for student digital safety workshops.

Parents. This study will help them understand how their children's threat awareness affects their digital safety. They can encourage their children to practice better online habits at home to protect their personal privacy.

Future Researchers. This research will be used as a benchmark and point of reference in future investigations on the topic of youth digital security. The data obtained, like how aware the young person is of threats, and of online security measures, as well as the strength of the relationship between these constructs, will contribute to the detection of behavioral gaps, the validation of other research indices and the elaboration of intervention strategies in cybersecurity.

Scope and Delimitations of the Study

This study aims to assess the relationship between students' awareness of common cybersecurity threats and their online security practices among Grade 10 students. It will focus on students' awareness of threats such as phishing messages, suspicious links, and online scams, as well as their practices in protecting their personal information and online accounts. Data will be collected through a survey questionnaire using Google Forms and analyzed using a descriptive-correlational research design. However, the study will be limited to selected Grade 10 students of Boracay National High School and their self-reported responses. It will not involve actual cybersecurity testing or technical assessments of students' devices and online accounts.

Definition of Terms

To help readers understand the meaning and concepts used in this study, the following terms were defined operationally:

Awareness. In this study, awareness refers to the degree of knowledge and awareness of Grade 10 students concerning cybersecurity threats and the need for protecting their personal information on the internet.

Cybersecurity. In this research, cybersecurity refers to the process and strategies employed to protect devices, accounts, network and personal information from cyber threats.

Common Cybersecurity Threats. In this study, common cybersecurity threats refer to the online threats that students can be exposed to such as phishing, scams, malware, suspicious links, and unauthorized access to personal accounts.

Online Security Practices. In this research, online security practices refer to the process employed by students to keep themselves safe online through strong password, two factor authentication, suspicious links, avoidance, and keeping personal information private.

Students. In this study, students refer to the Grade 10 students who will be utilized as a respondents to obtain information on their awareness on cybersecurity threats and online security practices.

Chapter 2

REVIEW OF RELATED LITERATURE

This chapter reviews literature and empirical studies related to Grade 10 students' awareness of common cyber threats and their online security practices. The review is organized around these two variables and the research examining their relationship. It draws on studies involving secondary school students, young internet users, and students in higher education, while recognizing that findings from different countries and age groups may not apply directly to Grade 10 students at Boracay National High School. The reviewed literature supports the present study's descriptive-correlational approach: it will describe students' awareness and reported practices and test whether a significant relationship exists between them, without assuming that one necessarily causes the other. The references used in this chapter were published from 2016 onward.

Awareness of Common Threats

Students' awareness of common cybersecurity threats refers to their knowledge and ability to recognize potential dangers encountered while using the internet. These threats include phishing, online scams, suspicious links, malware, unauthorized account access, and attempts to obtain personal information. Witsenboer et al. (2022) examined the cybersecurity behavior of elementary and high school students in the Netherlands and found that students did not always demonstrate secure online behavior. Similarly, Jerrim (2023), using international data involving 15-year-old students, found that approximately one in seven students was at risk of

responding to phishing emails. The study also found that students who had received school instruction about phishing were not necessarily less likely to indicate inappropriate responses to such emails. These findings suggest that cybersecurity awareness involves more than exposure to information; students must also be able to recognize potential threats in online situations.

Other international studies have investigated cybersecurity awareness among students in different educational settings. Zulkifli et al. (2020) examined cybersecurity awareness among secondary school students in Malaysia, while Verma and Kushwaha (2021) investigated cybercrime awareness among secondary school students in India, considering gender and school management type. Fazil et al. (2023) also examined internet safety and cybersecurity awareness among secondary and high school students in Afghanistan. These studies demonstrate the importance of examining students' knowledge of cybersecurity risks across different educational contexts. In the Philippines, Hermogenes and Capariño (2019) assessed internet security awareness and practices among 289 students at Bulacan State University–Sarmiento Campus. Their study identified gaps in students' awareness of online vulnerabilities and their ability to recognize threats. Although these studies provide relevant evidence about student awareness, their findings cannot automatically be generalized to all Filipino secondary school students because the populations and research settings differ.

At the national level, the Philippine Statistics Authority (2026) reported that 33.4% of Filipinos aged 10 and above were aware of cybersecurity or data privacy issues in 2024. This figure represents the general population rather than Grade 10 students specifically, but it provides context for understanding cybersecurity awareness in the country. Furthermore, Philippines Kids Online, published by UNICEF Philippines and its partner institutions (2021), examined the online experiences of Filipino children, including the opportunities, risks, and barriers they encounter. However, no directly comparable published study was identified for Grade 10 students at Boracay National High School in Boracay, Malay, Aklan. Therefore, the present study will assess students' awareness of common threats by examining their knowledge and recognition of online risks, including phishing, scams, suspicious links, malware, and attempts to obtain personal information. This awareness is relevant to the second variable, students' online security practices, because recognizing potential threats may inform safer decisions, although awareness alone does not guarantee protective behavior.

Students' awareness of common threats and their online security practices are related but distinct concepts. Awareness concerns what students know and recognize about online risks, whereas online security practices concern the protective actions they report taking when using digital platforms and devices. For example, a student may recognize that suspicious links can lead to scams but may still click one without checking its source. This distinction is reflected in Witsenboer et al. (2022), whose study found that students' spontaneous online behavior was not consistently secure. Jerrim (2023) likewise found that school instruction about phishing did not

necessarily prevent students from indicating inappropriate responses to phishing emails. These findings support the need to examine awareness and security practices as separate variables rather than treating them as equivalent.

Online Security Practices

Online security practices involve everyday protective actions, including maintaining secure passwords, protecting accounts, checking messages and links before interacting with them, safeguarding personal information, adjusting privacy settings, and keeping devices secure. Saeed (2023) examined information security practices among computing students in Saudi Arabia, focusing on password management, email management, infrastructure management, and security perceptions. The study identified email management and infrastructure management as relevant factors in its model, while password management and perceived security did not show the same relevance. These findings demonstrate that online security practices involve several distinct behaviors and that their importance may vary across research settings. For the present study, online security practices will be examined through students' self-reported protective actions rather than inferred solely from their cybersecurity knowledge.

In the Philippine context, Philippines Kids Online (UNICEF Philippines et al., 2021) provides background on children's online experiences and the risks they encounter, while the Philippine Statistics Authority (2026) presents national data on cybersecurity awareness and incidents. These sources establish the relevance of online safety but do not directly measure the online security practices of Grade 10 students at

Boracay National High School. Accordingly, the present study defines students' online security practices as the protective actions they report taking when using the internet, including securing accounts and passwords, handling suspicious messages and links carefully, protecting personal information and privacy, maintaining device security, and responding appropriately to suspicious online activity. These practices will be measured through questionnaire responses. Because the data will be self-reported, they will represent students' reported behavior rather than independently verified actions.

Online security practices are important because students regularly use digital platforms to communicate, access information, share files, and participate in educational activities. However, frequent internet use does not necessarily mean that students consistently protect themselves from online threats. Witsenboer et al. (2022) examined the cybersecurity behavior of elementary and high school students in the Netherlands and found that their spontaneous online behavior was not consistently secure. Their study also discussed how cybersecurity learning often occurs through personal experience, internet use, and family rather than through a consistent school curriculum. Similarly, Saeed (2023) investigated information security practices among computing students in Saudi Arabia and found that email management and infrastructure management were relevant in the study's model. Together, these studies indicate that online security practices encompass several forms of protective behavior and should be examined directly rather than assumed from students' familiarity with technology.

One important aspect of online security practices is the protection of accounts and devices. Students may need to manage passwords carefully, avoid sharing account credentials, and maintain appropriate device protections. Saeed (2023) examined password management and infrastructure management as part of students' information security practices. Meanwhile, Hermogenes and Capariño (2019) investigated internet security awareness and practices among students in the Philippines and identified gaps in awareness of online vulnerabilities and threat recognition. Safe handling of messages, links, and downloads is another important aspect because phishing and other deceptive online activities may encourage users to disclose information or interact with unsafe content. Jerrim (2023) found that some students remained at risk of indicating inappropriate responses to phishing emails even after receiving school instruction about phishing. These findings support examining practical protective actions rather than relying only on whether students have encountered cybersecurity lessons.

Protecting personal information, managing privacy settings, and responding appropriately to suspicious activity are also relevant to online security. UNICEF Philippines et al. (2021) examined the online experiences of Filipino children, including the risks associated with their internet use. The Philippine Statistics Authority (2026) reported that 62.5% of individuals aged 10 and above who used an information and communications technology device experienced at least one cybersecurity incident in 2024. Among individuals who experienced cybersecurity incidents, 1.9% reported being a victim to the authorities or organizations covered by the survey. These figures concern a broad population and should not be interpreted as

estimates for Grade 10 students. Furthermore, Tinam-Isan et al. (2025) examined cybersecurity knowledge and risk perception among 767 high school students in Grades 7–10, addressing issues that included email handling, social engineering, and reporting cyber incidents. Although these studies establish the importance of protective online behavior, no directly comparable published study was identified that specifically measures the online security practices of Grade 10 students at Boracay National High School. The present study will address this local research gap by examining students' reported practices in account security, safe handling of online content, privacy protection, device security, and responses to suspicious activity.

Students' awareness of common threats may be relevant to their online security practices because recognizing potential dangers can help them identify situations in which protective actions are necessary. For example, understanding how phishing works may help a student recognize a deceptive message, while knowing the risks of unauthorized account access may encourage safer password management. Zulkifli et al. (2020) examined cybersecurity awareness among secondary school students in Malaysia, while Hermogenes and Capariño (2019) investigated internet security awareness and practices among students at Bulacan State University–Sarmiento Campus. These studies provide a basis for examining cybersecurity awareness and behavior within student populations. However, their existence alone does not establish that awareness and online security practices are significantly correlated among Grade 10 students at Boracay National High School. The relationship between the two variables must therefore be tested using data collected for the present study.

Although awareness may support safer decisions, students who recognize online threats may not always apply appropriate protective measures. Witsenboer et al. (2022) found that students' spontaneous online behavior was not consistently secure, while Jerrim (2023) reported that students who had received school instruction about phishing were not necessarily less likely to indicate inappropriate responses to phishing emails. These findings suggest that knowing about a threat does not automatically translate into secure behavior. Saeed (2023) further demonstrated that different aspects of information security practices may contribute differently to a model of student security behavior. Nevertheless, these findings should not be treated as direct statistical evidence of a relationship between the exact awareness and practice variables used in the present research. Instead, they provide a conceptual basis for investigating whether students' awareness of common threats is associated with the protective actions they report taking.

Despite the availability of international and Philippine studies on cybersecurity awareness, online risks, and security practices, the literature reviewed does not establish the strength or statistical significance of the relationship between awareness of common threats and online security practices among Grade 10 students at Boracay National High School. The local educational setting and the specific population of the present study therefore provide a reason to examine this relationship directly. Using a quantitative descriptive-correlational design, the researchers will measure students' awareness of common threats and their reported online security practices, then determine whether a statistically significant relationship exists between the two variables. The study will not assume that higher awareness necessarily results

in better practices, nor will it claim that one variable causes the other. Instead, the findings will provide evidence about the relationship between the two variables among the respondents studied and may help inform school-based cybersecurity awareness and online safety initiatives.

Synthesis

The reviewed literature presents cybersecurity awareness and online security practices as related but distinct aspects of students' online safety. Zulkifli et al. (2020) found that although secondary school students demonstrated awareness of cyber threats, only a small number consistently practiced appropriate online security measures, suggesting that awareness does not always translate directly into secure behavior. Similarly, Witsenboer et al. (2022) found that students' spontaneous online behavior was not always secure, while Jerrim (2023) reported that students who had received school instruction about phishing were not necessarily less likely to indicate inappropriate responses to phishing emails. These findings suggest that recognizing or understanding cyber threats does not automatically result in consistent protective behavior.

Other studies further demonstrate the importance of examining both awareness and online security practices among students. Hermogenes and Capariño (2019) identified gaps in students' awareness of online vulnerabilities and their ability to recognize threats, while Saeed (2023) examined different aspects of information security practices among computing students, including password management, email management, and infrastructure management. Fazil et al. (2023) also emphasized

internet safety and cybersecurity awareness among secondary and high school students. Although these studies provide relevant evidence regarding cybersecurity awareness and protective practices, they differ in their populations, educational settings, and specific variables or behaviors examined. Therefore, their findings provide a basis for the present study but cannot be directly generalized to Grade 10 students at Boracay National High School.

Overall, the reviewed literature establishes the importance of examining students' awareness of common cyber threats alongside their online security practices, while also indicating that awareness alone may not guarantee secure online behavior. The literature reviewed does not establish the strength or statistical significance of the relationship between these two specific variables among Grade 10 students in the local setting of Boracay National High School.

Therefore, the present study addresses this local need by assessing Grade 10 students' awareness of common cyber threats, describing their online security practices, and determining whether a statistically significant relationship exists between the two variables at Boracay National High School. The study's descriptive-correlational design is appropriate for describing levels and examining association. If a significant relationship is found, it will not mean that awareness alone causes secure behavior; other factors, such as access to guidance, perceived ability to act, family practices, and school-based education, may also be relevant but are not the primary variables being tested. This synthesis directly aligns the reviewed literature with the research questions and null hypothesis in Chapter 1.

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Chapter 3

RESEARCH METHODOLOGY

This section presents the procedures and methods used in conducting the study. It described how the research was planned and implemented, including the research design, locale of the study, respondents, sample size and technique, research instruments, data-gathering procedure, and data analysis. These methods were chosen to ensure that the data were reliable and appropriate.

Research Design

The research employed a correlational research design. This study is relevant in establishing the relationship between the numeracy level of students and their academic performance. According to Bhandari (2021), a correlational research design is a form of quantitative research that provides information on predicting an outcome or explaining the statistical relationship between variables conveniently. This study will enable the researcher to establish whether students who are not whether students who have low levels of numeracy are expected to perform poorly in their General Mathematics subject, and whether students who have high levels of numeracy perform better in General Mathematics. This research design will enable the study to provide relevant information that can be used as a basis for the development of strategies and interventions to enhance both numeracy level and academic

 ɛment among the senior high school students.

Locale of the Study

This study was conducted at Boracay National High School, located in Brgy. Balabag, Boracay Island, Malay, Aklan. Boracay National High School is currently headed by Mr. Mc John F. Gelito, Master Teacher I/Teacher-in-Charge, and is composed of 52 dedicated teachers from Junior High School and 12 from the Senior High School department, a total of 64 teachers. The school offers both Junior High School and Senior High School programs, with strands under the Academic Track such as Science, Technology, Engineering, and Mathematics (STEM), Accountancy, Business, and Management (ABM), and the General Academic Strand (GAS), as well

as specializations under the Technical-Vocational-Livelihood (TVL) Track including Food and Beverage Services NC II, Bread and Pastry Production NC II, and Local Guiding. At present, Boracay National High School serves students from Grade 7 to Grade 12 with a total of 277 students from Grade 11.



Figure 2: The map of Boracay Island that illustrates the study's locale

Source: Municipality of Malay

Respondents of the Study

The study's respondents were 85 Grade 11 students of Boracay National High School enrolled in the school year 2025-2026. These students were chosen from the three sections: GAS Hydra, GAS Aquarius, and GAS Cassiopeia. Twenty-eight students were randomly chosen from GAS Hydra and GAS Aquarius, while twenty-nine students were chosen from GAS Cassiopeia. The study employed simple random sampling to select the respondents, giving an equal chance of selection and ensuring that the sections were well represented in the study.

Sample Size and Sampling Techniques

This study used the Slovin's Formula to select a sample of eighty-five (85) Grade 11 students from General Academic Strand (GAS). To select the respondents, the researchers applied simple random sampling technique. This ensures that the sample represents the population equally, making the study's results are reliable and accurate (Dhanya, 2024).

Research Instrument

The researchers used the Academic Record Analysis Form as the primary instrument for obtaining a necessary list of quantitative data. Additionally, this instrument was used to record and classify results of the respondents, along with their overall performance in General Mathematics. The numeracy assessment utilized in the study is a numeracy test adapted from Khan Academy–which is frequently conducted to Grade 11 students and covers simple mathematical concepts such as

numbers, functions, ratios and basic statistics. It emphasizes the use of essential mathematical operations, such as addition, subtraction, multiplication, and division.

Furthermore, numeracy level was measured using the respondents' raw scores, which are then converted into percentage scores and sorted into corresponding numeracy levels (such as advanced, proficient, approaching proficiency, developing, and beginning) using appropriate informative statistical parameters, including frequency, percentage, and mean. The students' final grades in General Mathematics is measured through the academic performances of the students. Whereas, these grades depict the students' overall performance in mathematical content that consists of statistical concepts, mathematical functions, and problem-solving skills throughout the semester. Lastly, each respondent is assigned a Respondent Code (R1, R2, R3, etc.). The collected data is examined using statistical methods to depict the relationship of numeracy level and academic performance. The researchers confirmed in which the findings reflect measurable, objective, and statistical evidence by utilizing the collected data and final grades, rather than relying on assumptions or unverified beliefs.

Part I. Students' Numeracy Level

Raw Score	Numeracy Level	Description
17- 20	Very High	Highly Numerate

13- 16	High	Above Average Numeracy
9- 12	Moderate	Average Numeracy
5- 8	Low	Needs Improvement
0- 4	Very Low	Seriously Needs Intervention

Part II. Students' Grade in General Mathematics

Grade Range	Interpretation
90-100	Outstanding
85-89	Very Satisfactory
80- 84	Satisfactory
75-79	Fairly Satisfactory
Below 75	Did Not Meet Expectations

Validity of the Instrument

In order to establish the validity of the instrument, the researchers conducted expert evaluation of the form, which included the feedback of the Research Teachers and English Teachers at the senior high school. The experts evaluated the content of the form in terms of clarity, appropriateness, and accuracy in relation to the information being sought. The content validity of the Academic Record Analysis form was also established through the feedback of the validators. The form was found to be accurate in measuring the constructs of the students' numeracy level and academic performance in Grade 11 GAS.

Data Gathering Procedure

The data gathered was thoroughly validated to ensure its completeness and accuracy. Once the data were complete and finalized, the researchers started the statistical analysis to determine the relationship between the numeracy level and the academic performance of the respondents. Descriptive statistical methods such as frequency, percentage, mean, and standard deviation were utilized in this process. To identify the relationship between the variables, the Pearson's correlation coefficient or r-value was used. The conclusion and recommendations of the study were based on the findings, which provided valuable information regarding the mathematical skills of the students and its impact on their academic performance.

Data Analysis Procedure

The study analyzed data to determine the relationship of the students' numeracy levels and their academic performance. To describe the data, the study used descriptive statistics such as frequency, percentage, mean, and standard deviation. The

data analysis helped determine whether there is a significant relationship between numeracy levels and academic performance. The results that were created became the

f the study's conclusions and recommendations.

Ethical Considerations

The researchers strictly followed the ethical considerations in conducting the study. The Informed consents of the respondents were obtained and the confidentiality of the results were achieved through a letter submitted to their respective advisers. The advisers were requested to sign the letted that held information about the nature and objectives of the study. The researchers also ensured that the respondents were not physically and psychologically harmed.

Chapter 4

PRESENTATION, ANALYSES, AND INTERPRETATION OF DATA

This section represents the results of the findings and interpretation of the collected data.

Table 1.

Students' Numeracy Level

Score in Numeracy Test/ Description	Frequency	Percentage
17- 20 (Very High/ Highly Numerate)	10	12
13- 16 (High/ Above Average Numeracy)	29	34
9- 12 (Moderate/ Average Numeracy)	28	33
5- 8 (Low/ Needs Improvement)	17	20
0-4 (Very Low/ Seriously Needs Intervention)	1	1
Total	85	100
Mean	11.86	
SD	3.681	

Description	Moderate or Average Numeracy Level

From the table, the distribution of students based on their scores in the numeracy test is presented. From the 85 respondents, most students (34%) scored between 13-16, which corresponds to a High or Above Average Numeracy level. This is closely followed by students who scored between 9-12, which represents a Moderate or Average Numeracy level. On the other hand, 20% of the students scored between 5-8, which corresponds to a Low or Needs Improvement level. Only 1% of the students scored between 0-4, which represents a Very Low or Seriously Needs Intervention level. Only a few students (12%) scored very high between 17-20, which signifies a Highly Numerate level. The mean score is 11.86 with a standard deviation of 3.681, which indicates that students have a moderate or average numeracy level. This indicates that while many students have developed basic numeracy skills, a large number of students still need to be assisted to enhance their numerical knowledge and problem-solving skills.

Table 2.

Students' Level of Academic Performance in General Mathematics

Grade Range	Frequency	Percentage
90- 100 (Outstanding)	31	36
85-89 (Very Satisfactory)	35	42
80-84 (Satisfactory)	12	14
75-79 (Fairly Satisfactory)	7	8

Below 75 (Did Not Meet Expectations)	0	0
Total	85	100
Mean	87.73	
SD	4.854	
27 iption	Very Satisfactory	

The table above displays the distribution of the respondents' grades in General Mathematics. Majority of students (42%) have grades between 85-89, which means Very Satisfactory. This is followed by 36% of students who garnered grades between 90-100, which means Outstanding. On the other hand, 14% of students were categorized as Satisfactory with grades between 80-84, while 8% were in the Fairly Satisfactory stage with grades between 75-79. No students garnered a grade below 75. The overall mean score is 87.73 with a standard deviation of 4.854, indicating that students generally perform Very Satisfactory in General Mathematics.

These results support the study of Alo (2025), which revealed that Filipino students generally exhibit a moderate level of proficiency in mathematics, especially in identifying the value of mathematics, which is an acceptable factor in achieving satisfactory academic performance. In the same way, the research of Jumangit and Miranda (2022) revealed that students with moderate self-concept in mathematics generally have average to proficient levels of academic performance. The result also supports the study of Antis Publisher Repository (2025), which revealed that external

and internal factors, such as interest, motivation, and personal perception of the students, are very important in the academic performance of students in mathematics.

Table 3.

Correlation Between Students' Numeracy Level and General Mathematics Subject

Indicators	r-value	Strength	Significant value	Interpretation	Decision
Students' Numeracy Level and Gen. Math Performance	0.406	Moderate Positive Relationship	0.000	Statistically significant	Reject the null hypothesis

The table shows the relationship between students' numeracy level and academic performance in General Mathematics. The R-value is 0.406 which indicates a moderate positive relationship between the variables. The result is statistically

significant with value of 0.000; therefore, the null hypothesis is rejected. This means

 ıdents with higher numeracy levels tend to achieve higher grades in General Mathematics, while students with lower numeracy levels tend to achieve suboptimal grades in the subject.

This supports the study of Malabayabas et al.,(2024), who found a significant relationship of numeracy and problem-solving skills of students—emphasizing the role of numeracy as a predictor of academic success. Moreover, the moderate correlation is supported by the findings of Neliti (2022) and Antis Publisher Repository (2025), which stated that academic achievement is not solely affected by cognitive skills but also by factors such as motivation, self-concept, and instructional quality. This supports that numeracy is an important factor of academic achievement when combined with other personal and environmental factors.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

This section presents the summary of the findings, the conclusion formed, and the recommendations offered.

Summary of Findings

After a thorough analysis of the data, the following findings were established:

1. The findings show that the majority of Grade 11 GAS students scored below the level of expected proficiency in the Numeracy Level Test. Specifically, ten students scored between 17 and 20, 29 students scored between 13 and 16, 28 students scored between 9 and 12, and 17 students scored between 5 and 8. The mean score was 11.86, with a standard deviation of 3.681, indicating a moderate level of numeracy achievement among the respondents.
2. Based on the first semester performance, 31% of the students scored between 90 and 100, 35% scored between 85 and 89, and 12% scored between 80 and

84. On the other hand, 7% of the students scored between 75 and 79. The mean score was 87.23, with a standard deviation of 4.854. Based on the data, the academic performance of the students can be categorized as "Very Satisfactory." None of the students scored below 75, indicating that all of the respondents performed satisfactorily in General Mathematics.

3. The value of the correlation coefficient (r = 0.406) and the significant value (p = 0.000) show that there is a moderate positive relationship between the level of numeracy and academic performance of Grade 11 GAS students. This result implies that students who possess higher levels of numeracy are likely to attain better academic performance.

4. Based on the results, the null hypothesis which states that there is no significant relationship between the numeracy level and academic performance was rejected.

Conclusions

In connection of these findings, the following conclusions are drawn:

1. Students' Numeracy Level is Generally Adequate: The numeracy level of the respondents were commonly moderate to high, with majority of students classified under average and above-average categories. Only a minor number of students were identified to have low or very low numeracy skills. Suggesting that most students retain sufficient mathematical knowledge. However, certain students still need further assistance to advance their numeracy.

2. The findings showed that the academic achievement was generally high, with largely of students achieving a Very Satisfactory to Outstanding performance level in General Mathematics. Classroom participation and effective teaching methods may help students improve their academic performance. This outcome suggests that students performed well overall, since mostly received at least a passing grade.
3. The findings indicated a moderately positive relationship between the students' numeracy levels and their academic performance in General Mathematics, which means that students with higher numeracy levels attained higher grades, while those with lower numeracy levels performed less.

Recommendations

Based on the findings, the following recommendations were formed:

1. It is recommended that students identify where they lack in numeracy skills and seek help when needed. This can be achieved through peer tutoring, additional practice sessions, online educational resources, or by asking their teachers for assistance. This can lead to improved understanding of concepts and significantly improve their academic performance.
2. Students can also adopt effective learning strategies suited for them. This can be achieved by setting personal educational goals, persistent practice, error

analysis, and using learning strategies that promote critical thinking and problem-solving.

3. Schools may offer workshops or tutoring programs for students with low numeracy skills. By developing supportive programs that offer individual tutoring or group workshops, students who need additional support can benefit. This can help develop strong mathematical concepts, which can have a subsequent positive impact on academic performance.
4. It is recommended that parents make use of the numeracy performance data in their educational approach. This could include extending the numeracy concepts at home through activities such as time management and problem-solving, which may help improve academic performance.

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Appendix A

Request Letter to the School Principal

Republic of the Philippines
Department of Education
Region VI- Western Visayas
Division of Aklan
District of Malay
BORACAY NATIONAL HIGH SCHOOL
Balabag, Malay, Aklan

January 5, 2026

MC JOHN F. GELITO
MT-I/ Teacher-in-Charge
Boracay National High School

Sir:

Greetings!

I am a student- researcher of Boracay National High School. I am presently working together with my members with a research study titled, Count to Success: Examining the Correlation Between Numeracy Level and Academic Performance of Grade 11 Students, as a requirement in the subject Research Report for the 2nd Semester, School Year 2025-2026. This study aims to identify whether there's a connection between numeracy level and academic performance of Grade 11 students at Boracay National High School.

In connection with this, I am respectfully asking permission to conduct the said study starting January 5- 16, 2026. The respondents of the study will be eighty-five Grade 11 GAS students of Boracay National High School.

Your favorable approval on this matter will surely contribute to the success of this study.

Thank you.

Respectfully yours,

NICOLE G. GREGORIO
Researcher

Recommending Approval:

JANE O. ZASPA
Research Adviser

Approved:

MC JOHN F. GELITO
MT-I/ Teacher-in-Charge

Appendix B

Informed Consent

January 6, 2026

ARNOLD Z. ROGAN
Adviser
Boracay National High School

Subject: Request for Permission to Gather Data for Research

Dear Sir:

Good day!

We are Grade 12 students currently conducting our research entitled **"Count to Success: Examining the Correlation Between Numeracy Level and Academic Performance of Grade 11 Students".** This study aims to identify whether there's a connection between the numeracy level and academic performance of grade 11 students in Mathematics subject.

In line with this, we humbly request permission to gather data from your students through the use of numeracy test and academic record analysis form. The information that will be collected will be used solely for academic purpose and will be treated with strict confidentiality.

We hope for your kind consideration and approval of our request. Your cooperation will greatly contribute to the success of our research.

Thank you very much and we look forward to your favorable response.

Respectfully yours,

NICOLE G. GREGORIO
Group Leader

Noted by:

JANE O. ZASPA
Research Adviser

40

Approved by:

ARNOLD Z. ROGAN
Adviser

Appendix C

Questionnaire

Academic Record Analysis Form

Respondent's Name	Quarter 1 Grade	Quarter 2 Grade	Average	Grade Description

Numerical Literacy Test for Grade 11

(Platform-based Assessment Instrument from Khan Academy)

Name: _____

Instructions: Please read each question carefully and write the letter of your answer before the number. All information gathered will be treated with confidentiality and used for academic purposes only.

_____1. If $2x + 3 = 17$, what is the value of x?
a. The value of x is 5.
b. The value of x is 9.
c. The value of x is 11.
d. The value of x is 7

_____2. What is 0.25 expressed as a fraction in simplest form?
a. 0.25 as a fraction is $\frac{1}{2}$.
b. 0.25 as a fraction is $\frac{1}{4}$.
c. 0.25 as a fraction is $\frac{2}{5}$.
d. 0.25 as a fraction is $\frac{3}{8}$.

_____3. Find the mean of the numbers: 6,8,10.
a. The mean is 8.
b. The mean is 6.
c. The mean is 10.
d. The mean is 12.

_____4. If $3y = 12$, what is the value of y?
a. The value of y is 4.
b. The value of y is 2.
c. The value of y is 6.
d. The value of y is 8.

_____5. What is the next number in the sequence: 2,4,8,16?
a. The next number is 30.
b. The next number is 36.
c. The next number is 40.
d. The next number is 32.

_____6. What percentage of 50 is 10?
a. The percentage is 10%.
b. The percentage is 25%.
c. The percentage is 20%.
d. The percentage is 40%.

_____7. If $a^2 = 25$, what is the value of a (consider only positive values)?
a. The value of a is 3.
b. The value of a is 7.
c. The value of a is 9.
d. The value of a is 5.

_____8. Find the median of the set: 3,7,11.
a. The median is 5.
b. The median is 9.

c. The median is 11.
d. The median is 7.

_____9. If $2x - 1 = 5$, what is the value of x?
a. The value of x is 2.
b. The value of x is 4.
c. The value of x is 3.
d. The value of x is 5.

_____10. What is the probability of rolling a 4 on a fair six-sided die?
a. The probability is $\frac{1}{6}$.
b. The probability is $\frac{1}{3}$.
c. The probability is $\frac{1}{2}$.
d. The probability is $\frac{1}{4}$.

_____11. If $x^3 = 8$, what is the value of x?
a. The value of x is 2.
b. The value of x is 4.
c. The value of x is 6.
d. The value of x is 8.

_____12. Find the range of the set: 4,8,12.
a. The range is 6.
b. The range is 8.
c. The range is 10.
d. The range is 12.

_____13. If $x - 4 = 5$, what is the value of x?
a. The value of x is 6.
b. The value of x is 12.
c. The value of x is 15.
d. The value of x is 9.

_____14. What is $\frac{3}{5}$ as a decimal?
a. The decimal is 0.4.
b. The decimal is 0.8.
c. The decimal is 0.3.
d. The decimal is 0.6.

_____15. If $5x = 10$, what is the value of x?
a. The value of x is 3.
b. The value of x is 4.
c. The value of x is 5.
d. The value of x is 2.

_____16. If $x^2 - 4 = 12$, what is the value of x (consider only positive values)?
a. The value of x is 4.
b. The value of x is 2.
c. The value of x is 6.
d. The value of x is 8.

_____17. If $2x = 10$, what is the value of x?
a. The value of x is 5.
b. The value of x is 3.
c. The value of x is 7.
d. The value of x is 9.

_____18. If $x + 2 = 8$, what is the value of x?
a. The value of x is 6.
b. The value of x is 4.
c. The value of x is 8.
d. The value of x is 10.

_____19. If $x^2 = 9$, what is the value of x (consider only positive values)?
a. The value of x is 2.
b. The value of x is 4.
c. The value of x is 3.
d. The value of x is 5.

_____20. If $x - 3 = 5$, what is the value of x?
a. The value of x is 6.
b. The value of x is 8.
c. The value of x is 10.
d. The value of x is 12.

Appendix D

Validation of Instrument

Republic of the Philippines
Department of Education
Region VI- Western Visayas
Division of Aklan
District of Malay
BORACAY NATIONAL HIGH SCHOOL
Balabag, Malay, Aklan

CERTIFICATE OF VALIDATION

This is to certify that the instrument for the research study titled **Count to Success: Examining the Relationship Between Numeracy Level and Academic Performance of Grade 11 Students** prepared and submitted by Section Prudence, Group 1 of Boracay National High School has been evaluated and found to conform to the required standard for scholarly research.

In view thereof, we, the validators, affix our signatures below as confirmation of the examination and approval we have made hereto.

MC JOHN F. GELITO
Validator

ARNOLD Z. ROGAN
Validator

GRECHELLE G. BELEJERDO
Validator

Appendix E

Pictures













January 27, 2026. Conducting a Numeracy Test

Curriculum Vitae

47



Name: Allyssa C. Aguirre

Address: Dumatad, Tangalan, Aklan Civil

Status: Single

Date of Birth: July 1, 2008

Birthplace: Kalibo, Aklan

Age: 17

Educational Background:

Senior High School: Boracay National High School

Balabag, Malay, Aklan

2024 – present

Strand: STEM (Science, Technology, Engineering and Mathematics)

Junior High School: Tangalan National High School

Tondog, Tangalan, Aklan

2020-2024

With Honors

Elementary: Tangalan Elementary School

Poblacion, Tangalan, Aklan

2014-2020

With Honors



Name: Angel Jamila T. Escarilla

Address: Tambisaan, Malay, Aklan

Civil Status: Single

Date of Birth: April 13, 2008

Birthplace: Caticlan, Malay, Aklan

Age: 17

Educational Background:

Senior High School: Boracay National High School

Balabag, Malay, Aklan

2024 – present

Strand: STEM (Science, Technology, Engineering and Mathematics)

Junior High School: Manoc-Manoc National High School

Balabag, Malay, Aklan

2020-2024

With Honors

Elementary: River of Knowledge Foundation Academy

Bantud, Malay, Aklan

2014-2020

Valedictorian

49



Name: Bryan T. Carino

Address: Manoc-Manoc, Malay, Aklan

Civil Status: Single

Date of Birth: April 10, 2008

Birthplace: Balabag, Malay, Aklan

Age: 17

Educational Background:

Senior High School: Boracay National High School

Balabag, Malay, Aklan

2024 – present

Strand: STEM (Science, Technology, Engineering and Mathematics)

Junior High School: Boracay National High School

Balabag, Malay, Aklan

2020-2024

With Honors

Elementary: Balabag Elementary School

Balabag, Malay, Aklan

2014-2020

With Honors

50



Name: Cyrell May Labandero

Address: Tulubhan, Manoc-Manoc, Malay, Aklan

Civil Status: Single

Date of Birth: May 9, 2008

Birthplace: Kabalalahan Agusan, Cagayan de Oro City, Misamis Oriental

Age: 17

Educational Background:

Senior High School: Boracay National High School

Balabag, Malay, Aklan

2024 – present

Strand: STEM (Science, Technology, Engineering and Mathematics)

Junior High School: Manoc-Manoc National High School

Balabag, Malay, Aklan

2020-2024

With Honors

Elementary: Manoc- Manoc Elementary School

Manoc-Manoc, Malay, Aklan

2014-2020

With Honors

51



Name: Dhan Ronie G. Fuentes

Address: Balabag, Malay, Aklan

Civil Status: Single

Date of Birth: June 24, 2008

Birthplace: Kalibo, Aklan

Age: 17

Educational Background:

Senior High School: Boracay National High School

Balabag, Malay, Aklan

2024 – present

Strand: STEM (Science, Technology, Engineering and Mathematics)

Junior High School: Mountain of God Academy Inc.

Yapak, Malay, Aklan

2020-2024

With Honors

Elementary: Mountain of God Academy Inc.

Yapak, Malay, Aklan

2014-2020

With Honors

52

Name: Edz M. Umambong



Address: Balabag, Malay, Aklan

Civil Status: Single

Date of Birth: August 29, 2008

Birthplace: Balabag, Malay, Aklan

Age: 17

Educational Background:

Senior High School: Boracay National High School

Balabag, Malay, Aklan

2024 – present

Strand: STEM (Science, Technology, Engineering and Mathematics)

Junior High School: Boracay National High School

Balabag, Malay, Aklan

2020-2024

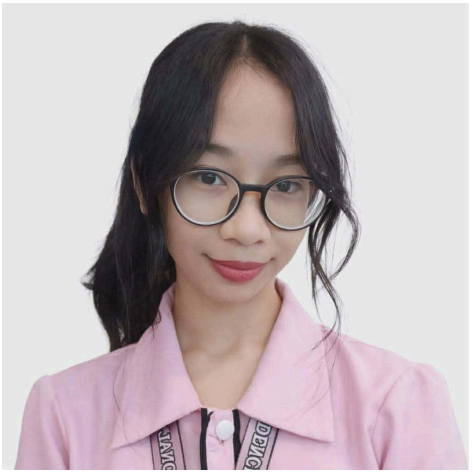
With Honors Elementary: Balabag Elementary School

Balabag, Malay, Aklan

2014-2020

With Honors

53



Name: Glenrie H. Tocjayao

Address: Hagdan, Yapak, Malay, Aklan

Civil Status: Single

Date of Birth: January 5, 2008

Birthplace: Ibajay, Panay, Aklan

Age: 18

Educational Background:

Senior High School: Boracay National High School

Balabag, Malay, Aklan

2024 – present

Strand: STEM (Science, Technology, Engineering and Mathematics)

Junior High School: Boracay National High School

Balabag, Malay, Aklan

2020-2024

With Honors

\Elementary: Balabag Elementary School

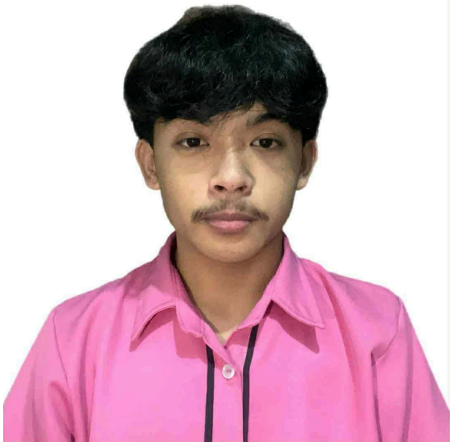
Balabag, Malay, Aklan

2014-2020

With Honors

54

Name: Lenard Silvino B. Ampongan



Address: Balabag, Malay, Aklan

Civil Status: Single

Date of Birth: November 23, 2008

Birthplace: Caticlan, Malay, Aklan

Age: 16

Educational Background:

Senior High School: Boracay National High School

Balabag, Malay, Aklan

2024 – present

Strand: STEM (Science, Technology, Engineering and Mathematics)

Junior High School: Boracay National High School

Balabag, Malay, Aklan

2020-2024

With Honors

Elementary: Balabag Elementary School

Balabag, Malay, Aklan

2014-2020

With Honors

55

Name: Nhadzmira I. Mustapha



Address: Manoc-Manoc, Malay, Aklan

Civil Status: Single

Date of Birth: August 26, 2008

Birthplace: Kalibo, Aklan

Age: 17

Educational Background:

Senior High School: Boracay National High School

Balabag, Malay, Aklan

2024 – present

Strand: STEM (Science, Technology, Engineering and Mathematics)

Junior High School: Manoc-Manoc National High School

Manoc-Manoc, Malay, Aklan

2020-2024

With Honors

Elementary: Balabag Elementary School

Balabag, Malay, Aklan

2014-2020

With Honors

56



Name: Nicole G. Gregorio

Address: Balabag, Malay, Aklan

Civil Status: Single

Date of Birth: March 29, 2008

Birthplace: Balabag, Malay, Aklan

Age: 17

Educational Background:

Senior High School: Boracay National High School

Balabag, Malay, Aklan

2024 – present

Strand: STEM (Science, Technology, Engineering and Mathematics)

Junior High School: Boracay National High School

Balabag, Malay, Aklan

2020-2024

Valedictorian

Elementary: Balabag Elementary School

Balabag, Malay, Aklan

2014-2020

Valedictorian

57



Name: Vohn Daniel V. Gonzales

Address: Yapak, Malay, Aklan

Civil Status: Single

Date of Birth: March 2, 2008

Birthplace: Kalibo, Malay, Aklan

Age: 18

Educational Background:

Senior High School: Boracay National High School

Balabag, Malay, Aklan

2024 – present

Strand: STEM (Science, Technology, Engineering and Mathematics)

Junior High School: Boracay National High School

Balabag, Malay, Aklan

2020-2024

With Honors

Elementary: Balabag Elementary School

Balabag, Malay, Aklan

2014-2020

With Honors

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Name: Zoe S. Tupas



Address: Balabag, Malay, Aklan

Civil Status: Single

Date of Birth: October 25, 2008

Birthplace: Caticlan, Malay, Aklan

Age: 17

Educational Background:

Senior High School: Boracay National High School

Balabag, Malay, Aklan

2024 – present

Strand: STEM (Science, Technology, Engineering and Mathematics)

Junior High School: Boracay National High School

Balabag, Malay, Aklan

2020-2024

With Honors

Elementary: Bloomfield Integrated Academy

Balabag, Malay, Aklan

2014-2020

With Honors