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Long Paper

The Effect of Perceived Academic Performance on Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment (PERMA) Among College Students in Metro Manila

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Abstract

A student's well-being is linked to their academic self-perception which is crucial for a flourishing life. Perceived Academic Performance refers to a student's self-assessment of their educational standing. The study involved 415 respondents from colleges and universities in Metro Manila, Philippines using the Perceived Academic Performance Scale and the PERMA Profiler to analyze correlations and regressions. The study found a significantly low positive relationship between Perceived Academic Performance and Positive Emotions ($r = 0.44$, $p < 0.01$), Engagement ($r = 0.40$, $p < 0.01$), Relationships ($r = 0.38$, $p < 0.01$), and Meaning ($r = 0.43$, $p < 0.01$). There was a moderate positive relationship with Accomplishment ($r = 0.61$, $p < 0.01$). Regression analyses showed that Perceived Academic Performance significantly predicts Positive Emotions ($R^2 = 0.19$, $F (1, 413)$, $p < 0.01$), Engagement ($R^2 = 0.16$, $F (1, 413)$, $p < 0.01$), Relationships ($R^2 = 0.14$, $F (1, 413)$, $p < 0.01$), and Meaning ($R^2 = 0.14$, $F(1, 413)$, $p < 0.01$). Perceived Academic Performance had a 38% effect on Accomplishment ($R^2 = 0.38$, $F (1, 413)$, $p < 0.01$). The researchers suggested gathering larger sample sizes with regional variations, conducting comparative analysis, and integrating findings into a holistic education system. Enhancing students' Perceived Academic Performance in an international context can improve convergent validity and divergent validity and support meta-analysis. The study's findings pose significant implications for educational policy, curriculum development, and student support services in higher education institutions, notably in Metro Manila, Philippines.

Keywords – academic performance, college students, perceived academic performance, PERMA, well-being

INTRODUCTION

As students engage in various activities and educational aspects, their perceived academic performance may vary (Alipio, 2020). Academic performance is crucial in the educational process of college students who face challenges such as academic pressures, mental health concerns, building relationships, and finding their purpose (Aldridge et.al, 2016). Subjective perceptions of academic success can significantly impact the PERMA model of well-being, which includes Positive Emotions, Engagement, Relationships,

Meaning, and Accomplishment—key dimensions contributing to overall well-being (Seligman, 2011). Perceived academic performance pertains to the students' subjective evaluation of their grades based on their attitudes, academic abilities, effort, and accomplishments leading to school achievement (de la Fuente et al., 2008, 2017).

Yang and Mohd (2021), highlighted the ongoing debate on positive psychology in education, emphasizing the need for interventions and policies to promote holistic student learning from students across Western and Asian settings. Assessing differences in PERMA levels based on perceived academic performance is crucial. Haines (2019) used the PERMA model to study student engagement in organizations, stressing its importance. Mancha and Ahmad (2016) found that extracurricular activities enhance social skills and relationships.

Conversely, Fazzlurrahman, Wijayati, and Witjaksono (2018) showed that organizational involvement can negatively impact GPAs due to reduced study time. Similar findings by Dela Cruz and Mandaing (2015) at Southern Luzon State University indicated minimal connection between extracurricular activities and academic success.

This paper examines the effect of perceived academic performance on PERMA among college students in Metro Manila universities. Understanding this effect is crucial for educational institutions, educators, and mental health professionals to maintain a positive educational environment and support student well-being. By exploring the magnitude of the relationship between perceived academic performance and PERMA, the researchers aim to identify factors influencing each domain of student well-being.

LITERATURE REVIEW

The PERMA Model of Well-being

There were various studies further conducted by Seligman et al. (2011) anticipating how societies, communities, organizations, and countries will prosper because of the usage of the PERMA model. On a more realistic level, further research showed that there were strong positive correlations between each of the PERMA elements and employees' physical health, vitality, job satisfaction, overall happiness, and dedication. Furthermore, the PERMA components boosted positive aspects of well-being while reducing psychological trouble. An article written by Bux (2021) entitled "PERMA as a Model for Student Success" showed that the concept and model of PERMA are useful as a tool for comprehending why students achieve, and further relating it to the five dimensions: Positive Emotion, Engagement, Relationships, Meaning, and Achievements.

Perceived Academic Performance

In 2019, Hansen and Henderson conducted a similar study to see whether academic self-concept influences academic achievement. Academic achievement was described by the author as the student's belief in their academic abilities. The findings showed that students with stronger academic self-concept are more likely to achieve higher grades on the General Certificate of Secondary Education (GCSE) exam.

Psychological Factors Affecting Academic Performance

The goal of Mark Alipio's work (2020) is to clarify how psychological variables, expectancy-value beliefs, and academic performance are related. It determined how expectancy-value beliefs in Outcomes-Based Education mediated psychological factors and academic performance. The author supported previous research by Plante et al. (2012) and Verhoeven (2010) that found a favorable correlation between expectancy-value beliefs and academic achievement. This implies that students would perform better academically if they showed higher levels of expectancy-value beliefs. Students with low levels of expectancy-value beliefs, on the contrary, would perform less academically.

METHODOLOGY

Research Design

The researchers employed a quantitative study using descriptive correlational research design and regression analysis. The research inquiry revolved around investigating the relationships of a phenomenon, and it attempted to identify how the independent variable is associated with the dependent variable (Creswell, 2014). In addition, causation between variables of the study was identified by finding the impact of Perceived Academic Performance on PERMA (Seligman, 2011). Pearson's R Correlation Coefficient and Regression Analysis served as the primary statistical treatment of the study (Cohen et al., 2013). It was utilized to show if there is a significant relationship and impact between Perceived Academic Performance and PERMA levels of respondents respectively (Field, 2018). The strength of relatedness and effectiveness between the 2 major variables of the study was measured accordingly: (1) Perceived Academic Performance and (2) PERMA levels of the respondents.

Since the researchers set criteria in the scope and limitations section of the paper for the qualified respondents who were about to participate in the study, a probability sampling technique known as random sampling was used. The technique is time and cost-effective, and it establishes sample homogeneity based on the researchers' established respondent characteristics (Alvi, 2016). This shows that the respondents are true representatives of the population with an equal chance of being selected (Etikan, Musa,

& Alkassim, 2016). It reduces data variation and focuses in depth on group similarity (Patton, 2015). The researchers used two separate questionnaires called Perceived Academic Performance Scale and PERMA Profiler questionnaires to collect data for the variables of interest. Each instrument employed Likert scales (Likert, 1932). The overall study's research configuration is attached below.

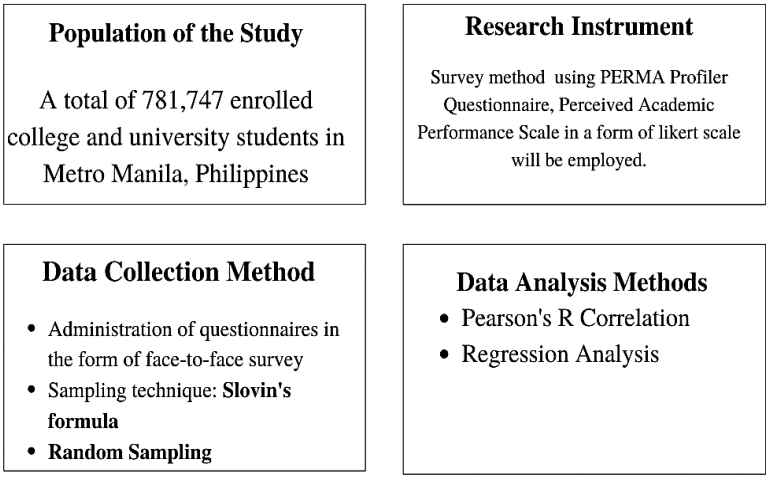

Figure 1. Research Design of the Study

Population, Sample Size, and Sampling Technique

According to the recent data provided by the Commission on Higher Education on the Philippine government's Freedom of Information website, there are a total of 781 747 enrolled college and university students in Metro Manila, Philippines for the academic year 2021-2022. The proponents of the study used Random Sampling to obtain the total sample size of 400 respondents using Slovin's formula. It is denoted as $n = N / (1 + [(Ne)]^2)$ where N is the total population size and e is the margin of error. The researchers set a 0.05 alpha level of significance with 95% confidence. Slovin's formula is particularly useful in this study because it provides a simple and straightforward method to calculate an appropriate sample size when the population is large and the exact variability is unknown (Tejada & Punzalan, 2012). This ensures the sample accurately reflects the population, thus increasing the reliability and validity of the results (Guilford & Fruchter, 1973). A random sampling technique was utilized, as the researchers set criteria for selecting the respondents fit for the description contextualized within the study (Taherdoost, 2016).

Research Locale

This study was conducted in both sectarian and nonsectarian private and public universities within Metro Manila, Philippines. The researchers selected undergraduates

from colleges and universities with ages ranging from 19 to 30. All of this is pertinent to the study and the research's target respondents.

Measures

The Effect of Perceived Academic Performance on PERMA among College Students in Metro Manila was assessed using a survey administered through physical forms. The printed survey comprised questions that tackle the variables measured in this study and are separated into sections. The first section of the questionnaire consists of demographics (age, gender, year level and date).

The Perceived Academic Performance Scale

The Perceived Academic Performance was measured with the use of the Perceived Academic Performance Scale developed by Dr. Jérémie Verner-Filion, Ph. D. & Dr. Robert J. Vallerand, Ph. D. which is supported by the confirmatory factor analysis (CFA), has acceptable internal reliability consisting of high values of Cronbach Alpha (Study 1: alpha = 0.83; Study 2: alpha = 0.87) in 2016 and is still currently working on the validation of the performance scale amongst other key variables. The updated version consists of 4-item questions rated on a seven-point Likert scale with 1 being "do not agree at all" to 7 being "very strongly agree." The maximum raw score that can be obtained on the scale is 28, while the minimum score is 4. Higher scores indicate better perceived academic performance, while lower scores indicate poorer perceived academic performance. The scoring interpretations of the 7-point Likert Scale were based on Pimentel's Research Data Analysis Scaling usage and correction study in 2019.

The PERMA Profiler Questionnaire

The last section of the instrument measures the pillars of an individual's well-being consisting of 5 domains, namely positive emotions, engagement, relationships, meaning, and accomplishment (PERMA). The PERMA Profiler Questionnaire by Butler & Kern (2016) is 15-item in full measure and is rated from 0 to 10 with endpoints label 0 representing "not at all" and 10 representing "completely". Also, the PERMA Profiler is a recognized measure of an individual's well-being wherein it was studied and validated by researchers. In the cross-sectional research of Umucu, et. al. (2018), the PERMA Profiler was validated through exploratory factor analysis (EFA) along with testing its convergent, divergent, and criterion-related validity using Pearson correlation coefficients and the Kruskal-Wallis test. It then concluded that PERMA Profiler is a reliable and valid measure considering its acceptable levels of convergent, divergent, and criterion-related validity. Furthermore, Cronbach's alpha has a value of .94 and .87 which indicates high internal consistency.

Data Collection Procedures

As part of the data collection process, the researchers followed multiple procedures to ensure that the data gathered and assessed had gone through the correct procedures and that it was approved by all concerned individuals and school administration. This included seeking the approval of the research Adviser, Research Professor, college Dean, and the approval of the members and head of the University Research and Development Center (TUA-URDC).

The researchers composed an endorsement letter to the University Research Development Center, which was addressed to the Dean or the Officer-in-Charge of the College of Arts, Sciences, and Education, Dr. Teresita K. Capacete. The communication letter for approval of data gathering addressed to Dr. Capacete and other University Administration members included the following details: the title of the Research Paper, a brief background on the focus of the research, the scope, and limitations along with the demographics of the respondents. The names of researchers were also included in the aforementioned letter.

The creation of a consent form is essential to assure that all respondents are aware of the terms and conditions, their rights, and their free will in giving the researchers consent to use their responses for the study. The consent form was formulated by the researchers, highlighting the key elements of the study, and how their responses will be used throughout the research paper. Once the consent form had been drafted, it was sent to both the research adviser and professor for checking before it was released and used in the data-gathering procedure.

Considering that the data collection process was very vast, the researchers accepted responses from college-level students from around Metro Manila. The main means of conducting the survey questionnaires were done face to face, and online as requested by other schools. To gain more respondents, the researchers also sent an email to a few schools around Metro Manila, asking for help in disseminating the research questionnaires to their students. This was done as soon as the research paper had passed the first defense and had received clearance from the University Research and Development Center. This is also the case that all letters have been sent for approval to the concerned members of the University.

By the University Research and Development Center, all documents that are required by the TUA-IERC were submitted once available and have gone through the checking and approval of both the research adviser and professor. The questionnaires and scales used by the researchers have been authorized by scale proponents and are freely available for commercial and public consumption and use, as long as proper credit is given within the paper.

Procedures Before Data Gathering

The researchers had allotted enough time, effort, and cooperation in developing their questionnaire to serve its intended respondents and purpose. The survey was created using appropriate questions modified from the PERMA Model of Well-Being. The survey has 2 parts: The Perceived Academic Performance Scale, and The PERMA Profiler Questionnaire. The Perceived Academic Performance Scale has an average score of 1 being the lowest and 7 being the highest and the PERMA Profiler has a scale of 0 - 10 as not at all and 10 is completely. The questionnaire had been approved by the Ethics committee of Trinity University of Asia. Upon approval, the researchers also did a call brigade and an email brigade to their targeted schools to gather respondents.

Procedures During the Data Gathering

During the data collection, the researchers sent emails and made phone calls to the target schools to obtain data. Each school had its own policy for data collection. Some had few steps to getting the approval, and some schools needed to review the paper before letting the researchers gather enough data for the number of respondents. Upon arriving at a respective university, the researchers were thoroughly oriented by the university administration about their campus and targeted student respondents. Physical questionnaires were distributed to the respondents. After this, the researchers introduced themselves and discussed the study's nature, purpose, and informed consent before allowing them to partake in the study.

Procedures After Data Gathering

Once data had been collected and gathered from various schools, the researchers organized the questionnaires used in the face-to-face data collection and monitored the Google forms sent to other schools that requested the specific online data collection to facilitate the process. The data gathered were encoded on shared Google sheet files among the researchers. Once the target number of respondents was reached, the data underwent analysis and statistical treatment. After the statistical aspect was accomplished, the data was then analyzed further and interpreted, which became the basis of the research results.

Data Analysis Procedures

The *Jamovi Statistical software* was utilized to ensure accuracy and time convenience for statistical analysis. The statistical analysis used were descriptive statistics, Pearson's R Correlation and Regression Analysis. *Descriptive statistics* include the *mean* which shows the average values among the variable data sets, a *standard deviation* which measures the data's variance in proportion to the mean, frequency which serves as the count of an

event, and the *percentage* that can be determined by multiplying the frequency in the category by the total number of participants, then dividing that result by a hundred. Descriptive statistics outline these data alongside the 2 major variables.

To analyze whether there was a significant relationship and impact between Perceived Academic Performance and PERMA levels of the students, Pearson's R Correlation and Regression analysis were utilized to provide an overview of a dataset's characteristics and explain specifically the magnitude and direction of whether there is a positive or negative linear relationship between the two given variables.

Integrating the 2 statistical analyses, the researchers expected the following outcomes: (1) outline and provide descriptive statistical analysis on the major variable of the study and (2) discover the significant relationship between Perceived Academic Performance and PERMA levels of the students, and (3) discover the impact between Perceived Academic Performance and PERMA levels of the students.

RESULTS

This section presented the findings of the study in the order of specificity as indicated in the Statement of the Problem. It covered an in-depth analysis of between and among data sets interconnecting the correlation and regression between Perceived Academic Performance, and the overall domains of PERMA.

LEVEL OF PERMA

Problem 1. What is the level of Perceived Academic Performance and each of the five domains of PERMA (Positive emotions, Engagement, Relationships, Meaning, Accomplishment) of the respondents?

Perceived Academic Performance is the independent variable of the study, whereas PERMA serves as the study's dependent variable. College students' Perceived Academic Performance in Metro Manila is high (M= 21.5, SD= 3.75) (Table 1).

In this study, the following descriptive statistics were recorded: Positive Emotions (M= 6.60, SD= 1.88), Engagement (M= 7.41, SD= 1.55), Relationships (M= 6.84, SD=1.90), Meaning (M= 6.79, SD= 1.86) and Accomplishment (M= o 7.08, SD= 1.63). In general, each subsection of PERMA Profiler corresponds to a "Normal Functioning" state among the college student samples gathered across Metro Manila.

Table 1. Respondents' Level of Perceived Academic Performance and PERMA individual domains (N= 415).

Variables	Mean	Std. Deviation	Interpretation
Perceived Academic Performance	21.5	3.75	*High*
PERMA			
Positive Emotions	6.60	1.88	*Normal functioning*
Engagement	7.41	1.55	*Normal functioning*
Relationships	6.84	1.90	*Normal functioning*
Meaning	6.79	1.86	*Normal functioning*
Accomplishment	7.08	1.63	*Normal functioning*

Correlation Analysis

Relationship of Perceived Academic Performance and Positive Emotions

Problem 2. Is there a significant relationship between Perceived Academic Performance and each of the five domains of PERMA:

a. Positive emotions
b. Engagement
c. Relationships
d. Meaning
e. Accomplishment

Perceived Academic Performance has a significantly low positive relationship to Positive emotions with at $r = 0.44$, $p < .01$ (Table 2).

Table 2. Perceived Academic Performance has a significantly low positive relationship with the level of Positive emotions (r = .44, p < .01).

Correlation Matrix

		Perceived Academic Performance	Positive emotion
Perceived Academic Performance	Pearson's r	—	
	p-value	—	
	N	—	
Positive emotion	Pearson's r	0.437***	—
	p-value	< .001	—
	N	415	—

Note. * p < .05, ** p < .01, *** p < .001

Relationship of Perceived Academic Performance with Engagement

Perceived Academic Performance has a significantly low positive relationship to Engagement with r = 0.40, p < 0.01 (Table 3).

Table 3. Perceived Academic Performance has a significantly low positive relationship with the level of Engagement (r = .40, p < .01)

Correlation Matrix

		Perceived Academic Performance	Engagement
Perceived Academic Performance	Pearson's r	—	
	p-value	—	
	N	—	
Engagement	Pearson's r	0.403***	—
	p-value	< .001	—
	N	415	—

Note. * p < .05, ** p < .01, *** p < .001

Relationship of Perceived Academic Performance with Relationship

Perceived Academic Performance has a significantly low positive relationship to Relationships with r = 0.38, p < 0.01 (Table 4).

Table 4. Perceived Academic Performance has a significantly low positive relationship on the level of Relationships (r = .38, p < .01).

Correlation Matrix

		Perceived Academic Performance	Relationships
Perceived Academic Performance	Pearson's r	—	
	p-value	—	
	N	—	
Relationships	Pearson's r	0.376***	—
	p-value	< .001	—
	N	415	—

Note. * p < .05, ** p < .01, *** p < .001

Relationship of Perceived Academic Performance with Meaning

Perceived Academic Performance has a significantly low positive relationship to Meaning with r = 0.43, p < 0.01. An increment in Perceived Academic Performance levels may not have a strong relationship with Meaning (Table 5).

Table 5. Perceived Academic Performance has a significantly low positive relationship on the level of Meaning (r = .43, p < .01).

Correlation Matrix

		Perceived Academic Performance	Meaning
Perceived Academic Performance	Pearson's r	—	
	p-value	—	
	N	—	
Meaning	Pearson's r	0.433***	—
	p-value	< .001	—
	N	415	—

Note. * p < .05, ** p < .01, *** p < .001

Relationship of Perceived Academic Performance with Accomplishments

Interestingly, Perceived Academic Performance has a significantly moderate positive relationship to Accomplishments with r = 0.63, p < 0.01 (Table 6).

Table 6. Perceived Academic Performance has a significantly moderate positive relationship with the level of Accomplishments (r = .61, p < .01).

Correlation Matrix

		Perceived Academic Performance	Accomplishments
Perceived Academic Performance	Pearson's r	—	
	p-value	—	
	N	—	
Accomplishments	Pearson's r	0.613***	—
	p-value	< .001	—
	N	415	—

Note. * p < .05, ** p < .01, *** p < .001

Regression Analysis

The Impact of Perceived Academic Performance on Positive Emotions

Problem 3. Does Perceived Academic Performance have a significant effect on the five domains of PERMA:

a. Positive emotions
b. Engagement
c. Relationships
d. Meaning
e. Accomplishment

Perceived Academic Performance is a significant predictor of the level of Positive emotion at 19.1% with R2 = 0.191, F (1, 413), p = <.01 (Table 7). The positive effect between the variables shows that Perceived Academic Performance has a true effect on Positive emotions.

Table 7. Perceived Academic Performance is a significant predictor of the level of Positive emotion, $R^2 = .19$, F (1, 413), p = <.01

Model Fit Measures

			Overall Model Test			
Model	R	R^2	F	df1	df2	p
1	0.437	0.191	97.6	1	413	< .001

The Impact of Perceived Academic Performance on Engagement

Perceived Academic Performance is also a significant predictor of the level of Engagement at 16.2% with R2 = 0.162, F (1, 413), p = <0.01 (Table 8). The positive effect between the variables shows that Perceived Academic Performance has a true effect on Engagement (Table 8).

Table 8. Perceived Academic Performance is a significant predictor of the level of Engagement, $R^2 = 0.16$, F(1, 413), p = <.01

Model Fit Measures

			Overall Model Test			
Model	R	R^2	F	df1	df2	p
1	0.403	0.162	79.8	1	413	< .001

The Impact of Perceived Academic Performance on Relationships

Additionally, Perceived Academic Performance is also a significant predictor of the level of Relationships at 14.2% with R2 = 0.142, F (1, 413), p = <0.01 (Table 9). The positive effect between the variables shows that Perceived Academic Performance has a true effect on Relationships.

Table 9. Perceived Academic Performance is a significant predictor of the level of Relationships, R2 = .14, F(1, 413), p = <.01

Model Fit Measures

			Overall Model Test			
Model	R	R^2	F	df1	df2	p
1	0.376	0.142	68.2	1	413	< .001

The Impact of Perceived Academic Performance on Meaning

Moreover, Perceived Academic Performance is also a significant predictor of the level of Meaning around 19% with R2 = 0.182, F(1, 413), p = <0.01 (Table 10). The positive effect between the variables showed that Perceived Academic Performance has a true effect with Meaning.

Table 10. Perceived Academic Performance is a significant predictor of the level Meaning, R2 = 0.19, F (1, 413), p = <.01

Model Fit Measures

			Overall Model Test			
Model	R	R^2	F	df1	df2	p
1	0.433	0.187	95.2	1	413	< .001

The Impact of Perceived Academic Performance on Accomplishments

Finally, Perceived Academic Performance is also a significant predictor of the level of Accomplishments around 38% with R2 = 0.376, F (1, 413), p = <0.01 (Table 11). The positive effect between the variables showed that Perceived Academic Performance has a true effect on Accomplishments.

Table 11. Perceived Academic Performance is a significant predictor of the level of Accomplishments, R2 = .38, F (1, 413), p = <.01

Model Fit Measures

			Overall Model Test			
Model	R	R^2	F	df1	df2	p
1	0.613	0.376	248	1	413	< .001

DISCUSSION

The following section supplements the study's findings by exploring the possible analyses behind the relationship and regression results between Perceived Academic Performance and P.E.R.M.A. (Positive Emotions, Engagements, Relationships, Meaning and Accomplishments).

Level of PERMA

Problem 1- What is the level of Perceived Academic Performance and each of the five domains of PERMA (*Positive emotions*, *Engagement*, *Relationships*, *Meaning*, *Accomplishment*) of the respondents?

In comparison with a Likert scale usage and correction of Pimentel in 2019, the study's obtained Perceived Academic Performance level comparably falls within the interval bracket of 5.30-6.15 with a 0.85 difference characterized as "Rather good." The sample verbal descriptions may serve as a guide in providing a valid verbal description of a computed weighted mean, free of bias. The scaling description is open to conduct trial and error methods for improvement of both odd and even number categories together with their corresponding final equivalent description and interpretations (Pimentel, 2010). Likewise, the Perceived Academic Performance of College Students in Metro Manila has a lower level at 21.5 (High) compared with the Perceived Academic Performance levels of students from a university in Ireland which has a value of 26 (Very High) (Cunningham, 2021). Contrastingly, a related study on the said variable indicates that female students have higher perceived academic performance in an online learning set-up (M= 20.00, SD= 4.06) compared to male students (M=19.80, SD= 4.12) in the Philippines during COVID-19 pandemic. Yet, the study's obtained Perceived Academic Performance is still generally found to be higher (M= 21.5, SD= 3.75) in a traditional face-to-face set-up compared to the conduct of online classes regardless of sex (Valladolid & Valladolid, 2020).

The PERMA Profiler interpretation of Butler & Kern in 2016 portrays that the study's obtained PERMA levels for college students in Metro Manila have a lower weight categorized as "Normal Functioning" compared with other PERMA levels of Chinese EFL students in Gansu province (Lan & Saad in 2020). Each PERMA dimension connotes a well-being level categorized as "High Functioning" across the 518 Chinese EFL respondents with Positive emotions (M= 8.075, SD= 2.327), Engagement (M= 8.474, SD= 2.340), Relationships (M= 7.971, SD= 1.974), Meaning (M= 8.161, SD= 2.484) and Accomplishment (M=8.092, SD= 2.196). However, only the PERMA dimension of *Relationships* indicates the same status of "Normal Functioning" between the two different population groups.

Correlation Analysis

Relationship of Perceived Academic Performance and Positive Emotions

Positive emotions allow a person to go beyond one's perceived happiness to increase one's well-being. Ways to build positive emotions involve dwelling on one's hobbies (Madison, 2017). While emotions play a role in the amount of student learning, they still have a low relationship with positive emotions. One probable cause for its weak relationship at $r = 0.44$, $p < .01$ is brought by teacher's expectations that may influence their performance and emotions on how they feel about their educational standing within the class (Gil-del-Pino, C.; Garca-Segura, S., 2019; Valle, A.; Nez, J.C., 2020; De Boer, H.; Timmermans, A.C.; Van der Werf, M.P).

Relationship of Perceived Academic Performance with Engagement

Engagement is inclined with the concept of flow that allows individuals to maximize their character strengths (Madison, 2017). However, results indicated that the relationship of Engagement with Perceived Academic Performance is not so strong. This implies that Perceived Academic Performance must first be mediated by resilience in peer relationships and the teacher's capacity to bring motivation towards their academic standing first before students fully immerse themselves in an endeavor of their interest (Aldridge et al., 2016; Riekie et al., 2017; Enthoven, 2007).

Relationship of Perceived Academic Performance with Relationship

The relationship was defined by Seligman in 2011 as being part of a community or organization that is of one's interest, asking questions that might spark conversations, as well as connecting and reconnecting with others. The relationship is not strong, but it has a direct correlation with one another. A supporting study by Becirevic et al. (2017) and Sommer (2013) showed how social support, self-esteem, and self-efficacy are positively linked to academic performance and expectancy-value beliefs. This implies that students seeking problem support may most likely garner better levels of self-esteem, have more

social support from others, and are more likely to have higher levels of expectancy-value beliefs; hence, a potential room for improved actual academic performance. Otherwise, students seeking less support for their problems were linked to lower expectancy-value beliefs and academic performance.

Relationship of Perceived Academic Performance with Meaning

Meaning is defined by Seligman in 2011 as one's ability to find purpose and a sense of value and worth, and this can be achieved by being involved in various causes and organizations, thinking, and trying to be part of something new and out of the box, thinking about the passion of helping other people, and spending time with loved ones. Contrarily, it has a low correlation with Perceived Academic Performance. One contributing factor to this phenomenon can be attributed consistently to the study of Miller & Kane's and Yin & Brennan's findings from 2001 and 2002, which showed that academic self-perception of competence does not necessarily influence student's future academic achievements. This shows that cultivating meaning in one's endeavor can flourish better if one's perception of academic achievement is aligned with their knowledge levels and subject mastery.

Relationship of Perceived Academic Performance with Accomplishments

The results can be supported by the study of Hansen and Henderson in 2019 indicating how students with stronger academic self-concept are more likely to achieve higher grades on the General Certificate of Secondary Education (GCSE) exam. The author's experimental study showed that students belonging to the Self-assured group simultaneously have high academic self-concept and academic attainment, scoring an average of 389 points compared to the Uncertain group, which consisted of people with low academic self-concept and academic attainment, that only received 345 GCSE point scores. However, they asserted that the results must also be accounted for by various demographic factors that may have an impact on self-concept, such as socioeconomic status, parental education, ethnicity, and gender. The authors also acknowledged the interaction of other psychological variables, such as locus of control, efficacy, self-regulation, motivation, and higher goals, which may have an impact on the upsurge in academic self-concept scores.

Problem 3- *Does Perceived Academic Performance have a significant effect on the five domains of PERMA:*

a. Positive emotions
b. Engagement
c. Relationships
d. Meaning
e. Accomplishment

Regression Analysis

The Impact of Perceived Academic Performance on Positive Emotions

Supporting studies show that better perceived academic performance connotes higher psychological capital that allows individuals to develop the enthusiasm necessary for effective cognitive processing (Hinton, Miyamoto, & Della-Chiesa, 2008).

The Impact of Perceived Academic Performance on Engagement

The result is complementary to the result of Siu et.al, in 2014 that better study engagement was achieved when one can maintain strong academic performance among themselves. This allows them to form higher levels of autonomous motivation allowing students to work toward goals that they find satisfying (Ryan & Deci, 2017).

The Impact of Perceived Academic Performance on Relationships

The findings supplemented the related study of Seligman in 2011 that being involved in a community or organization that is of one interest, asking questions that might spark conversations, as well as connecting and reconnecting with others ignite better academic perception when resilience to these aspects was partially mediated by peer relationships, teachers' motivation and teachers' expectations (Aldridge, J.M.; Fraser, B.J.; Fozdar, F.; Ala'i, K.; Earnest, J.; Afari, E., 2016; Riekie, H.; Aldridge, J.M.; Afari, E., 2017; Enthoven, M.E.M, 2007).

The Impact of Perceived Academic Performance on Meaning

The results are consistent with the findings of Adler, Kern, Waters, and White (2015). Better perceived involvement and performance in school are reported to have better indicators of vitality at 21.4 % and negative to somatic symptoms at 1.4 %. The meaning was driven out of the student's constant optimism, happiness, engagement, perseverance, and hope. These manifestations simultaneously emerged in adulthood.

The Impact of Perceived Academic Performance on Accomplishments

Seligman in 2011 views Accomplishments as the students' perseverance in academic and career success. Given this, one's intrinsic goals are a primary factor for allowing these individuals to thrive towards progress and connection rather than relying on extrinsic goals (Seligman, 2013). A supporting claim for these findings is also strengthened by the study of Albert Bandura on Self-Efficacy. He implied how the power of this construct molded an individual's assessment or their capacity to plan and carry out the actions

necessary to attain desired performances (Bandura, 1997). When one has the means to motivate and control their behavior, this eventually allows them to form better academic achievement out of their regulated academic self-concept (Hansen & Henderson, 2019).

CONCLUSIONS AND RECOMMENDATIONS

In conclusion, the study aims to investigate the effect of Perceived Academic Performance on Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment (PERMA) Among College Students in Metro Manila. Through a quantitative approach utilizing Regression Analysis and Correlation Analysis, several key findings have become evident.

Firstly, college students in Metro Manila, Philippines, had a high level of perceived academic performance. Also, they exhibited a normal functioning state in all five (5) domains of PERMA. Secondly, Perceived Academic Performance has significantly low positive relationships with Positive emotions, Engagement, Relationships, and Meaning, while on the other hand, Perceived Academic Performance has a significantly moderate positive relationship with Accomplishment. Lastly, Perceived Academic Performance has a positive effect on each PERMA domain, and Accomplishment was found to have the highest impact among the pillars. This highlights the importance of setting goals and achieving them in enhancing student performance. Overall, incorporating these five (5) pillars in education can lead to improved academic outcomes and the overall well-being of students.

Despite these findings, it is important to acknowledge the limitations of this study. The researchers recommend administering tests to a larger sample by extending sampling beyond Metro Manila to other regions in the Philippines, which would significantly impact the generalizability of the results. This could also explore regional variations, conduct a comparative analysis, and integrate findings into a holistic education system. Moreover, further research in this area could pave the way for engagement with the Commission on Higher Education in developing a curriculum that enhances the academic quality and PERMA well-being of students across the Philippines. Lastly, contextualizing its findings in an international setting could establish convergent validity and contribute to the meta-analysis of similar studies. Thus, providing a wider understanding would increase the relevance of the study's findings from a global perspective.

Overall, this study contributes to a growing body of literature on the effect of Perceived Academic Performance on the PERMA Well-Being of College Students. By highlighting the significant linkage of a student’s well-being to their academic self-perception, it underscores the potential factors of how one’s perceived academic

performance affects the five domains of students' PERMA well-being and the magnitude of each variable to each other.

IMPLICATIONS

The findings of this study have significant implications for educational policy, curriculum development, and student support services within higher education institutions, particularly in Metro Manila, Philippines. The study underscores the critical role of perceived academic performance in influencing various aspects of student well-being, as measured by the PERMA framework. The following are the specific implications of this study:

The first is towards curriculum development. Educational institutions should consider integrating strategies that enhance all five domains of PERMA—Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment—into the curriculum. This holistic approach can foster not only academic success but also overall well-being.

Programs that emphasize goal-setting and accomplishment can be particularly effective, given the study's finding that Accomplishment has the highest impact on perceived academic performance. Encouraging students to set realistic and achievable goals could enhance their sense of accomplishment and positively affect their academic outcomes.

The second is toward student support services. Educational institutions should develop support services aimed at improving students' perceived academic performance. This could include academic counseling, workshops on effective study habits, time management, and stress reduction techniques.

Mental health services should be aligned with the PERMA model to address the broader aspects of student well-being. By focusing on positive emotions, meaningful engagement, and supportive relationships, institutions can create a more nurturing environment for students.

The third is toward policy implications. The findings suggest that the Commission on Higher Education (CHED) should consider policies that promote the integration of well-being frameworks like PERMA in educational settings. This could lead to a more balanced and comprehensive approach to student development.

Policies could also encourage educational institutions to adopt regular assessments of student well-being and perceived academic performance, facilitating early intervention and support where needed.

The fourth is towards research. Expanding the study to include students from other regions in the Philippines would enhance the generalizability of the findings. This regional

analysis could reveal important differences and similarities in how perceived academic performance affects student well-being across diverse contexts.

Comparative studies with international student populations could establish convergent validity and provide insights into cultural differences and similarities in academic performance and well-being. This would contribute to the global body of research and potentially inform international education practices.

Lastly is towards educational practice. Educators should be trained to recognize the signs of poor perceived academic performance and its impact on student well-being. Professional development programs could focus on strategies to support students in all domains of the PERMA framework.

Classroom practices should promote a balanced approach to academic challenges and personal growth, encouraging students to engage deeply with their learning while maintaining positive emotional health and meaningful relationships.

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DECLARATIONS

Conflict of Interest

The authors have declared no conflicts of interest. Each co-author has reviewed the manuscript and concurs with its contents. This submission was written for no financial gain, and it is an original work that is not under review by any other publication.

Informed Consent

The authors of this assignment claim that no personal information about the respondents is included in the study and that the raw data was disposed of securely to prevent data leaks. Each respondent signed an informed consent form before answering the questionnaire, thereby permitting the authors to utilize their responses for the study. The authors ensured that participants were provided with the needed information regarding the study's purpose, potential risks, and benefits, thus allowing them to participate voluntarily.

Ethics Approval

The research was cleared and ethically approved by Trinity University of Asia's Institutional Ethics Review Committee, with the Philippine Health Research Ethics Board protocol code 2023-2nd-CASE-Cruz-v1.

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