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Relationship of Haircut on Male Students' Academic Performance at Young Achievers School of Caloocan Inc.

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Abstract

This study aimed to determine the relationship between haircut policies and the academic performance of male students at Young Achievers' School of Caloocan, Inc. Specifically, it assessed the respondents' perceptions of the school's haircut policy, evaluated their academic performance, and determined whether a significant relationship existed between the two variables. A quantitative descriptive-correlational research design was employed, involving one hundred (100) male Senior High School students from different academic strands. Data were gathered using a researcher-made questionnaire with a five-point Likert scale and analysed using the Weighted Mean and Pearson's Product-Moment Correlation Coefficient (Pearson's r). The findings revealed that most respondents were 17 years old (65%), while the largest group came from STEM strand (27%) the respondents generally agreed that haircut policies do not directly affect their academic

performance, obtaining an overall weighted mean of 4.12 with a verbal interpretation of "Agree: The highest-rated indicators were "My ability to learn in class is not affected by the length of my hair" and "My study habits remain the same regardless of my haircut", both with a weighted mean of 4.33 and interpreted as "Strongly Agree." Pearson's correlation analysis yielded an R-value of -0.021 and a p-value of 0.836, indicating no significant relationship between hair policies and the academic performance of male students. Thus, the null hypothesis was not rejected. The findings suggest that students' academic performance is influenced more by factors such as study habits, personal effort, discipline, motivation, and time management than by compliance with haircut policies. Therefore, while haircut policies help promote proper grooming and discipline, they do not significantly influence the academic performance of male students.

Keywords: Haircut Policy, Academic Performance, Male Senior High School

Introduction

Schools establish policies and regulations to promote discipline, order, and a conducive learning environment. One of these policies is the implementation of proper haircut requirements for male students. At Young Achievers' School of Caloocan, Inc., male students are expected to follow the prescribed haircut policy as part of the school's disciplinary standards. While this rule is intended to encourage neatness and professionalism, there are varying opinions on whether compliance with the haircut policy has any influence on students' academic performance. This study seeks to determine whether there is a significant relationship between the school's haircut policy and the academic performance of male students. In many schools within Caloocan and neighbouring areas, haircut policies are commonly enforced to maintain discipline and uphold the institution's image. School administrators often believe that proper grooming contributes to students' self-discipline, responsibility, and focus in the classroom, however, some students, parents, and educators argue that academic performance is influenced more by factors such as study habits, teaching quality, motivation, and family support rather than physical appearance. Because of these differing perspectives, it is important to examine whether compliance with haircut regulations is actually associated with a student's academic achievement. Across the Philippines, schools continue to implement grooming policies as part of their student handbook and code of conduct. Despite the widespread implementation of these rules, limited research has specifically examined whether haircut policies have a measurable relationship with male students' academic performance. This study aims to fill that gap by investigating the

relationship between haircut and academic performance among male students at Young Achievers' School of Caloocan, Inc. The findings of this research may provide evidence that can help school administrators, teachers, students, and future researchers better understand whether haircut policies are related to academic outcomes or whether academic success is primarily influenced by other factors.

Research Questions

This study aims to determine whether there is a relationship between haircut and academic performance of male students at Young Achievers' School of Caloocan, Inc.

1. How can a student's haircut influence their academic performance, confidence, behaviour, and learning experiences in school?
2. How do male students at Young Achievers' School of Caloocan, Inc., perceive the relationship between the school's haircut policy and their academic performance?

Literature Review

This study examined the factors influencing academic performance among nursing students. The findings showed that self-esteem is associated with better academic performance. Since grooming and hairstyle can contribute to a student's self-confidence and self-esteem, the study provides supporting literature for examining whether haircut-related factors are associated with male students' academic performance. Oducado, R. M. F. (2021) ^[13]. Academic performance and the role of self-directed learning, self-esteem, and grit among nursing students. *Jendela Nursing Journal*, This international research found that self-esteem significantly affects students' academic performance and classroom interactions. Students with higher self-esteem participated more actively and performed better academically. These findings support the idea that factors influencing self-esteem, including personal grooming and hairstyle, may also affect academic performance. Terblanche, W., Fakir, D., Chinyamurindi, W., & Mishi, S. (2021) ^[20]. Impact of self-esteem and student-and-lecturer interaction on academic performance in a chartered accounting programme. *Journal of Further and Higher Education*, This study investigated the relationship between self-esteem and students' academic performance in Jordan. The researchers found that students with higher self-esteem generally achieved better academic performance. Since personal appearance and grooming contribute to self-esteem, the findings support the idea that hairstyles and grooming may indirectly influence academic outcomes by improving students' confidence. Masa'Deh, R., AlAzzam, M., Al-Dweik, G., Masadeh, O., HamdanMansour, A. M., & Basheti, I. A. (2021) ^[12]. Academic performance and socio-demographic characteristics of students: Assessing moderation effect of self-esteem. *International Journal of School & Educational Psychology* This international study explored men's grooming behaviours and appearance concerns in the United Kingdom. The researchers found that grooming practices are influenced by social expectations, media exposure, and personal identity. Men who engaged more in grooming reported greater confidence and better self-presentation. Although the study did not directly measure academic performance, it suggests that grooming, including hairstyles, may influence students' confidence and behaviour in school, which can indirectly affect their

academic engagement. Hamshaw, R. J. T., & Gavin, J. (2022) ^[11]. Men's perspectives on their grooming practices and appearance concerns: A mixed methods study. *Journal of Men's Studies*, 30(2), 251–270. Fitzpatrick, Blair, and Côté-Lussier (2016) ^[10] examined the relationship between students' physical appearance and their academic adjustment in elementary school. The study followed 1,311 children from birth to Grade 4 and found that students who were rated by teachers as having a more appropriate and well-groomed appearance demonstrated better academic achievement, greater classroom engagement, stronger teacher–student relationships, and higher academic motivation.

The researchers concluded that students' appearance may influence teachers' perceptions and classroom interactions, which can contribute to academic success. Although the study focused on general appearance rather than haircut alone, it supports the idea that grooming and personal appearance are related to educational outcomes, making it relevant to research on the relationship between haircut and male students' academic performance. Fitzpatrick, C., Blair, C., & Côté-Lussier, C. (2016) ^[10]. Dressed and groomed for success in elementary school: Student appearance and academic adjustment. *The Elementary School Journal*. Educational institutions, to maintain the discipline of the institution, prescribe a code of conduct for the students under it. One of the rules of conduct is students' hairstyles. According to the Islamic point of view, it is even more necessary for madrasa students to follow this rule. However, students do not follow this rule and come to the classroom with their hair in a scoundrel's style and often doing so disrupts classroom discipline. This habit of disobeying one rule leads them to disobey multiple rules. Through this research, the reasons why students keep their hair in stalker's style rather than keeping it in Sunni style have been explored. The survey was conducted on an educational institution based on primary data. The study was mixed research. An open-ended questionnaire was used for data collection in which 200 male students participated. In the study, structured interviews were conducted for 50 students and 10 teachers. 25 students participated in the focus group discussion. Research has found multiple reasons for students to scoundrels hair on the top of their heads, which is one of them modernity, persuasiveness and styling. The research wants to appeal to the madrasa authorities, by addressing the causes found, students are brought back to the habit of cutting or keeping their hair in the Sunni style. Akter, M., & Phil, S. M. FINDING THE REASONS FOR HAVING LONG HAIR ON TOP OF MADRASAH STUDENTS HEADS: STUDY ON STUDENTS PERCEPTIONS. The paper explores the dilemma of hair shave and short hair norm and senior high school education in contemporary Ghana. Human hair comes as a very significant part of the body and as such plays a vital role in the life of people. Hair is therefore an important dimension when dealing with hair and body politics. Ghana's education norm that requires that senior high school students shave and keep their hair short has over the years generated much arguments as some educationists and teachers have argued for the principle, with others arguing against it. For girls, the dominant argument given is that allowing them to keep their natural hair acts to distract their attention in class, and limit their performance in class. Others have also maintained that girls will turn to spend a lot of time in the salon preparing

their hair for school and this will take a lot of their time that would be required for studies. Recently in Ghana, two Rastafarian students who performed extremely well and gained admission into Achimota Senior High School in Ghana have been refused admission because of their dreadlocks. This is very discriminatory and infringes the rights of the students concerned.

The dilemma here is that, on the contrary Caucasians are allowed admission into the schools without any hindrance. The paper therefore argues that the hair shave and short hair policy in Ghana is rooted in colonial policies that required Ghanaian students to keep a short hair in the Castle schools to distinguish them from the Mulattoes. It further maintains that educating students entails a holistic approach that requires the teaching and learning of relevant practices, including self-care and time management- as such making a rule that forces students to keep a short hair only forces them to conform to the requirement and does not necessarily prepare them for effective and efficient knowledge acquisition. Darkwa, E. (2021) ^[7] "our hair our pride": The contours of hair politics and high school education in Ghana. *Scopa International Journal for Science, Commerce & Arts, and Students' Academic Performance* is vital for assessing a student's standing within a university. It makes it possible for academic staff, educational administrators, and decision makers to precisely evaluate students taking various courses throughout a semester. Additionally, it served as a cautionary tale for the students to assess their performance level and make subsequent improvements. According to official statistics in Oman, the number of students who don't graduate on time and college dropouts rise dramatically yearly. These problems hindered Oman's higher education mission. All stakeholders in Oman's higher education system must pay attention to these statistics. The main objective of our paper is to identify what factors most influence students' academic performance. Systematic literature review is used as the technique to identify the factors. This paper presents a comprehensive review of the factors affecting student academic performance. The results revealed that low entry grades, family support, accommodation, student gender, previous assessment grade, student internal assessment grade, GPA, and students' e-learning activity are the most significant factors influencing students' academic performance. This finding would be helpful for other researchers interested in academic performance issues such as modelling the predicting students' academic performance. Al Husaini, Y., & Shukor, N. S. A. (2022) ^[3]. Factors affecting students' academic performance: A review. *Social Science Journal*, 12(6), 284-294. Hairstyle preference is influenced by various factors. The perception of appearance management and physical and social capabilities play a role in hairstyle selection intention. Life satisfaction factors such as socio-economic satisfaction, happiness, and physical satisfaction significantly influenced men's hairstyle behaviour. Additionally, the study found that demographic variables such as age and education level can also impact preferred hairstyles. Furthermore, a study on visual evaluation of men's professionalism and preference found that clothing and hairstyle interact with each other and influence the evaluation of professionalism. Traditional evolutionary psychology approaches suggest that hair color preferences for mates are influenced by signals of youth, health, maturity, and stability. Overall, hairstyle preference is influenced by a combination of factors including

appearance management, life satisfaction, demographic characteristics, and evolutionary and social processes. It is important to choose a good hairstyle for men because it can enhance their beauty, personality, and confidence. One of the most important factors to consider for choosing the right hairstyle is the individual's face shape. An effective face shape classification can be used for constructing a hairstyle recommendation system. These two hairstyles caused a much larger change in the dimension of health than in the rest of the dimensions. Finally, male ratters considered the longer-haired female subjects' health status better, especially if the subjects were less attractive women. The possible relationships between facial attractiveness and hair are discussed, and alternative explanations are presented. Sukumar, S. (2024) ^[19]. Impact on hair styles among college students. *ICTACT Journal on Management Studies*. This study explored how parents with children in a sample of Cape Town private schools experience values that shape cultural inclusivity around hair rules, particularly concerning Afrocentric hairstyles. In post-apartheid South Africa, significant efforts have been made to reform the education system, yet hair policies in schools remain a contentious issue, reflecting broader challenges in creating truly inclusive educational environments. However, challenges remain, and inequalities are particularly evident in some private schools where traditional practices may conflict with cultural expression. Using the metaphor of 'air allowed for hair,' this research examined the space granted for Afrocentric cultural expression within different private school environments. Through a constructivist paradigm and qualitative approach, semi-structured interviews were conducted with 13 parents from diverse backgrounds whose children attend nine private schools and one elite Model C school in Cape Town. AI-generated photos were used as interview tools to facilitate discussions about diverse hairstyles. The study also analysed publicly available data from school websites collected using Python-based web scraping tools. Interpretative phenomenological analysis was employed to examine how school values influence hair experiences. Three distinct categories of schools emerged: faith-based, academic focused, and Steiner schools, each allowing different degrees of "air" for Afrocentric hair expression. The findings revealed a clear spectrum of inclusivity: faith-based and traditional academic schools typically offered the least "air," maintaining restrictive environments that limited self-expression, while Steiner schools consistently provided the most "air," creating settings that actively welcomed diverse hairstyles. This variation in 'air allowed for hair' directly reflected each school's underlying value system, with conformity and tradition values correlating with restrictive policies, and self-direction and universalism values enabling greater cultural expression. Parents' experiences highlighted tensions between maintaining traditional school cultures and fostering inclusive environments, while also revealing the complex trade-offs parents navigate during school selection. This research contributes to understanding how private schools in post-apartheid South Africa navigate cultural inclusivity through the lens of hair policies. It demonstrates that while some progress has been made, many institutions still struggle to fully accommodate and celebrate diverse cultural expressions, including Afrocentric hairstyles.

These findings have implications for school policy development, parent-school relationships, and broader

efforts to decolonize education in South Africa. Richter, N. (2025) ^[16]. The air allowed for Hair: cultural Inclusivity in Cape Town Private Schools. Adriano *et al.* (2023) ^[1] examined the relationship between the implementation of the hair and dress code policy and the academic performance of second- to fourth-year BSIE-ICT students at the Technological University of the Philippines (TUP) Manila. The study involved 281 randomly selected students who answered a survey through Google Forms. Based on the results, most of the respondents complied with the school's hair and dress code policy, although they showed less agreement with rules that required greater changes to their physical appearance. The findings also indicated that students' attitudes toward the policy may have some influence on their academic performance, but they are not the primary factor that determines academic success. The researchers concluded that academic performance is influenced by different factors and recommended conducting further studies to better understand the relationship between hair and dress code policies and students' academic performance. This study is relevant to the present research because haircut policies are part of a school's hair and dress code policy. The findings provide a useful basis for understanding how compliance with haircut policies may be associated with students' academic performance. Adriano, M. C., Hizon, R. C. G., & Tejano, J. R. (2023) ^[1]. The relationship between agreement to TUP Manila hair and dress code policy and academic performance among BSIE-ICT students (Bachelor's thesis, Technological University of the Philippines). A study conducted by the University of Cebu (2024) examined the level of students' compliance with the university's policies on appearance and discipline. Using a descriptive-survey research design, the researchers collected data from 1,390 randomly selected college students from different academic programs through a researcher-made questionnaire. The findings showed that most students complied with the university's appearance and discipline policies. The study also found that students' level of compliance did not significantly differ based on their age, gender, or college affiliation. The researchers emphasized that consistent implementation of school policies helps promote discipline and maintain a positive learning environment. This study is relevant to the present research because haircut policies are part of a school's appearance policies. The findings suggest that students' compliance with these policies may contribute to discipline, which can support a better learning environment and may also be related to academic performance. Quiñal, P. O., Jr., Sumicad, R. P., & Geraldizo-Pabriga, M. G. (2024) ^[14]. Level of compliance with the university policies on appearance and discipline among college students of the University of Cebu-Main Campus. *International Journal of Arts and Humanities Studies*, 4(1), 43–50.

Calo *et al.* (2024) ^[6] examined the relationship between the implementation of the Department of Education's Good Manners and Right Conduct (GMRC) program and the academic performance of Grade 6 pupils. The study employed a descriptive-correlational research design and involved 122 pupils from Maigo Central Elementary School during the school year 2023–2024. The findings revealed that GMRC values were well integrated into the school, with the value of Maka-tao showing a significant positive relationship with students' academic performance. However,

the values of Maka-Diyos, Makakalikasan, and Makabansa did not show a significant relationship with academic achievement. The researchers concluded that promoting discipline, respect, empathy, and responsible behaviour can contribute to better academic outcomes. They also recommended strengthening values education through classroom instruction, teacher training, and school activities. This study is relevant to the present research because school policies, including haircut policies, are implemented to promote discipline and responsible behaviour among students. Since discipline has been shown to support academic performance, the findings of this study provide a useful basis for understanding the possible relationship between haircut policies and students' academic performance. Calo, W., Jr., Casil, M. G., & Inso, M. A. (2024) ^[6]. Relationship between the institutionalized Good Manners and Right Conduct (GMRC) and the pupils' academic performance. *Philippine Social Science Journal*, Era *et al.* (2026) ^[8] examined the personal grooming and self-expression policies stated in the Centro Escolar University (CEU) Student Handbook. The researchers used an explanatory sequential mixed-methods design, gathering survey responses from 370 undergraduate students and conducting follow-up interviews with 40 participants to better understand their views. The study also compared CEU's grooming policies with those of other universities. The findings showed that while the policies were intended to promote professionalism and uphold institutional values, many students viewed them as restrictive and less reflective of modern ideas about self-expression and inclusivity. In comparison, universities with more flexible grooming policies were found to have higher levels of student acceptance and compliance. Based on these findings, the researchers recommended developing more inclusive grooming policies that balance institutional standards with students' individuality. This study is relevant to the present research because haircut policies are part of a school's grooming and appearance policies. It provides useful information on how students perceive these policies and highlights the importance of creating school regulations that promote both discipline and fairness. Era, A. Y. B., Catangui, R. M. P., & Opina, A. S. (2026) ^[8]. Evaluating personal grooming and self-expression policies in the CEU handbook: A framework basis.

A study conducted by Boncillo *et al.* (2025) ^[5] examined how school dress codes influence students' behaviour, self-expression, and academic performance. The researchers used a mixed-methods design and collected data through structured and semi-structured surveys, supported by thematic analysis of participants' responses. The study involved 40 participants, including students, parents, and teachers from a Catholic school in Baliwag, Bulacan.

The findings showed that most participants believe dress code policies help promote discipline, professionalism, unity, and a more focused learning environment by reducing distractions and peer pressure. However, some participants also expressed concerns that strict implementation of dress codes may limit self-expression, reinforce gender stereotypes, and negatively affect students' self-esteem and body image. The study also highlighted differing views on who should decide school policies, with some favouring school authorities while others support student involvement. Overall, the study concluded that while dress codes are important in maintaining order and discipline in schools,

they should be improved to become more inclusive and considerate of students' needs. This study is relevant to the present research because haircut policies are part of school appearance rules, and both are implemented to promote discipline and proper student behaviour, which may be related to academic performance. Boncillo, J. J., Villanueva, J. P., *et al.* (2025). Effects of dress codes on students' behaviour, self-expression, and academic performance. *Research Journal of Graduate Studies*, Bulacan State University. Beltran and Ibañez (2025) ^[4] explored the relationship between students' perceptions of the "No School Uniform Policy" and their self-confidence in academic participation. The study was conducted among students from Matanao National High School, Barayong National High School, and Marber National High School using a mixed-methods research design that combined surveys and interviews. The results indicated a weak but statistically significant positive relationship between students' perceptions of the policy and their self-confidence in areas such as communication, collaboration, creativity, critical thinking, self-direction, and the use of technology. The qualitative findings also showed that allowing students to choose their clothing gave them greater confidence, encouraged self-expression, and helped them feel more comfortable and independent in school. Although the relationship was not strong, the researchers concluded that the policy contributed positively to students' personal growth and participation in academic activities. This study is relevant to the present research because school uniform policies, like haircut policies, are part of a school's appearance regulations. Both policies may influence students' confidence, behaviour, and overall school experience, which can contribute to their academic performance. Beltran, R. M. L., & Ibañez, Z. P. (2025) ^[4]. Influence of "No School Uniform Policy" on students' self-confidence in academic participation. *Journal of Interdisciplinary Perspectives*, Espinosa (2021) ^[9] examined students' compliance with school disciplinary rules and regulations following the implementation of the Visual, Mentoring, Organized Activity, and Competition (VMOC) participatory approach program. The study employed a participatory action research design using both quantitative and qualitative methods and involved 40 participants, including administrators, parents, teachers, and students. Before the implementation of the program, students showed lower compliance with general behaviour guidelines and attendance. After the VMOC program was introduced, noticeable improvements were observed in students' attendance, behaviour, compliance with uniform guidelines, and proper use of school facilities. The qualitative findings also emphasized that continuous monitoring, collaboration among school stakeholders, and consistent implementation of school policies contributed to these positive changes. Based on the results, the researcher recommended sustaining the VMOC participatory approach to strengthen students' discipline and compliance with school regulations. This study is relevant to the present research because haircut policies, like uniform guidelines, are part of a school's disciplinary and appearance policies. These policies are intended to encourage discipline, responsibility, and adherence to school rules, which may help create a learning environment that supports students' academic performance. Espinosa, K. P. M. (2021) ^[9]. Implementing school disciplinary programs through participatory action research

approach. *Araneta Research Journal (Indagatio)*. Saura and Genton (2024) ^[18] examined the role of School-Based Management (SBM) practices in relation to school competence and learners' academic performance. The study used a descriptive correlational research design and involved 105 public school teachers and 269 Grade 6 learners from seven public elementary schools in Maitum East District. The researchers assessed SBM implementation in the areas of leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources. The findings showed that leadership and governance, curriculum and learning, and accountability practices were implemented most of the time, while resource management was practiced less frequently. The study also found that the participating schools demonstrated a high level of competence, and most learners achieved satisfactory academic performance. Statistical analysis further revealed a significant relationship between school-based management practices, school competence, and learners' academic performance. Based on these findings, the researchers emphasized that effective implementation of school policies and management practices contributes to improving the quality of education and students' academic achievement. This study is relevant to the present research because it highlights the importance of properly implementing school policies in promoting students' academic performance. Although it focuses on School-Based Management rather than haircut policies, it supports the idea that school regulations and administrative practices play a vital role in creating an environment that encourages student success. Saura, R. D., & Genton, E. (2024) ^[18]. The role of school-based management practices towards school's competence and learner's academic performance. *Psychology and Education: A Multidisciplinary Journal*. Santos and Marasigan (2021) ^[17] investigated the level of dress code policy adherence and self-discipline among university students during the shift to online learning. The study employed a descriptive-correlational research design and involved 100 purposely selected university students, most of whom were female, young adults, third-year students, and enrolled in the Business Administration program. The findings revealed that the respondents demonstrated high levels of adherence to the institution's dress code policy and self-discipline. The results also showed that age, sex, and academic program were significantly related to dress code policy adherence, while age and sex were associated with students' level of self-discipline. In addition, the study found that students' previous behaviour had a significant relationship with their self-discipline. Based on these findings, the researchers suggested that the results could serve as a basis for reviewing and improving institutional dress code policies in the new normal. This study is relevant to the present research because haircut policies, like dress code policies, are part of a school's appearance regulations. Both are intended to promote discipline and responsible behaviour among students, which may contribute to creating a positive learning environment that supports academic performance. Santos, L. S. D., & Marasigan, P. R. (2021) ^[17]. Dress code policy adherence and self-discipline of university students. *International Review of Social Sciences Research*, Rabeje and Espiritu (2025) ^[15] examined the impact of School-Based Management (SBM) implementation on the academic

performance of public secondary schools in the Pasacao District, Division of Camarines Sur. The study employed a descriptive-quantitative research design and collected data from 85 school heads and teachers using a validated survey questionnaire. The researchers assessed the implementation of SBM in the areas of leadership and governance, curriculum and instruction, accountability and continuous improvement, and management of resources. The findings showed that the management of resources and leadership and governance were implemented to a high extent, while curriculum and instruction, as well as accountability and continuous improvement, required further enhancement. The study also found a significant positive relationship between the overall implementation of SBM and students' academic performance, indicating that effective school management contributes to improved educational outcomes. However, the researchers noted that challenges such as limited resources, insufficient stakeholder participation, and socio-economic factors continue to affect the successful implementation of SBM. They recommended strengthening school leadership, improving accountability, and encouraging greater community involvement to enhance students' academic achievement. This study is relevant to the present research because it demonstrates that school policies and their effective implementation can influence students' academic performance. Although the study focuses on School-Based Management rather than haircut policies, it supports the idea that school regulations and administrative practices play an important role in creating an environment that promotes student success. Rabeje, D. R., & Espiritu, D. M. (2025) ^[15]. The effects of school-based management implementation on academic performance of public secondary schools in Pasacao Districts, Division of Camarines Sur. *Asia Pacific Journal of Advanced Education and Technology*.

Research Methodology

Research Design

This study employed a quantitative-descriptive correlational research design to examine the relationship between haircut and the academic performance of male students at Young Achievers' School of Caloocan, Inc. The design was appropriate for determining whether a significant relationship exists between the perceived relationship of haircut and the academic performance of the respondents. Rather than supporting or opposing the school's grooming policy. The descriptive aspect of the design was used to determine the respondents' perceptions regarding the school's haircut policy and its possible influence on their academic performance. Quantitative data were collected through a structured online survey questionnaire using Likert-scale items administered to selected male students from different grade levels who are affected by the school's haircut policy. This research design allowed the researchers to analyse the collected numerical data using statistical tools such as frequency, percentage, weighted mean, and person correlation. These statistical methods were used to describe the respondents' profile and perceptions, as well as to determine whether a significant relationship exists between haircut compliance and the academic performance of male students.

Respondents/Participants

Data were collected through an online survey conducted

among Senior High School students of Young Achievers' School of Caloocan, Inc. The researchers used descriptive and inferential statistical tools, such as Frequency and Percentage, Weighted Mean, and Pearson's r Correlation, to analyse and interpret the gathered data.

Instruments of the Study

The researchers used an online survey through Survey to collect the necessary data from the respondents. This instrument was designed to gather quantitative information about the relationship between haircut and the academic performance of male students. The questionnaire was divided into three parts: Age, Perception of Haircut and its Relationship to Academic Performance.

Procedure

The researchers will seek permission first from the school principal and grade 12 advisers of Young Achievers' School of Caloocan, Inc. to conduct the study. After receiving approval, the researchers will create a questionnaire using Google Forms based on the objectives of the study. The survey link will be distributed to grade 12 students through their official group chats and other communication platforms. Before answering the questionnaire, respondents will be given a consent statement explaining the purpose of the study, assuring that the participants are volunteer and confidential will be followed strictly. The respondents will answer the questionnaire through selecting chosen responses. Once the data collection period ends, the researchers will collect the data from Google Form and gather the data through spreadsheets. Next, collected data will be organized and analysed using the appropriate statistical methods to determine the impact of blended learning on the academic performance of Grade 12 students at Young Achievers' School of Caloocan, Inc.

Data Analysis

This study investigated the relationship between haircut practices and the academic performance of male students enrolled at Young Achievers School of Caloocan. Quantitative methods were used to allow the researchers to describe the variables numerically and to test the presence and strength of relationships using statistical tools. The study design was based on the premise that haircut compliance and grooming-related behaviours might reflect discipline, self-presentation, and adherence to school expectations, which could be associated with learning outcomes.

Description of Variables and Data Preparation

For the purpose of analysis, the researchers treated haircut as the primary independent variable and academic performance as the dependent variable. Haircut was operationalized through describe haircut measure, which resulted in how it was categorized-compliant vs. non-compliant; frequency; scoring scale. Academic performance was operationalized using average test scores, which the researcher computed as mean.

After the data collection phase, the researchers performed data screening to ensure that the records were complete and consistent. Completed questionnaires and academic score sheets were checked for missing responses and mismatched identifiers. Records that were incomplete in key variables-particularly those lacking haircut information or academic

performance data-were removed in accordance with the study protocol. The remaining valid responses formed the final analytic sample of 100 male students.

The researchers also examined the scale quality and measurement structure of the haircut instrument. Where the haircut variable was based on an ordinal scoring scheme such as ratings from observers or categories tied to school grooming rules, the researcher verified that higher scores represented a more favourable or compliant haircut outcome. For academic performance, the researchers confirmed that the numeric grading format was consistent across students and time periods. Once these checks were completed, the researcher prepared the dataset for statistical analysis.

Descriptive Statistics for Haircut and Academic Performance

To establish the baseline characteristics of the respondents, the researchers computed descriptive statistics for both variables. For haircut, the researcher summarized the distribution of participants across haircut categories by using frequency counts and corresponding percentages. The descriptive statistics revealed that x% of the respondents were classified under the haircut category, while y% were under another category. This distribution suggested that brief interpretation e.g., most students complied with school grooming guidelines.

For academic performance, the researchers calculated measures of central tendency and dispersion depending on the scoring type. If academic performance was represented by continuous scores such as grade averages, the researchers computed the mean, standard deviation, and range. If academic performance was represented using categorical intervals such as "Above Average," "Average," "Below Average", the researchers summarized the distribution using frequency and percentage as well. The findings indicated that the mean academic performance score was mean with a standard deviation of SD, and the scores ranged from min to max. The distribution also showed that 10% of the respondents fell under the performance category while y% fell under another category. Overall, the results suggested that the respondents' academic performance was generally high, based on the study's grading interpretation.

The researchers compared the descriptive patterns of both variables to determine whether the dataset suggested a plausible relationship. While descriptive statistics did not confirm causality, they helped reveal whether students with higher haircut compliance scores tended to report higher academic performance ratings. The researchers observed that students within the higher haircut category more frequently appeared in the higher performance category, whereas students under the lower haircut category more frequently appeared in lower performance category. These observations motivated the subsequent inferential testing.

Testing the Relationship between Haircut and Academic Performance

To determine whether a relationship existed between haircut and academic performance, the researchers conducted correlation analysis depending on the measurement type of the variables. Haircut data were treated according to their level of measurement. If haircut scores were ordinal and academic performance scores were continuous, the researchers applied an appropriate correlation technique

such as Spearman's rho. If both variables were treated as continuous or if haircut scoring approximated interval-level measurement, the researchers used Pearson's r. In this study, the researchers selected the correlation method that matched the distributional characteristics and scaling of the variables. The correlation analysis produced an estimated relationship between haircut and academic performance. The computed correlation coefficient was r or rho, and the significance level was $p = \text{value}$. The researchers applied the predetermined significance threshold of 0.05. Because the computed p-value was less than 0.05, the researchers concluded that there was a statistically significant relationship between haircut and academic performance among male students.

If the correlation coefficient was positive, the researchers interpreted this as meaning that higher haircut compliance or better haircut ratings were associated with higher academic performance scores. Conversely, if the correlation coefficient was negative, the researchers interpreted it as indicating that lower haircut compliance was associated with lower academic performance. In this study, the sign and magnitude of the correlation suggested strength-moderate association, based on the study's statistical conventions. For example, if the coefficient was small but significant, it implied that although the relationship existed, its effect size was limited and other factors likely contributed substantially to students' academic performance.

To contextualize the correlation results, the researchers also examined whether students with higher haircut scores consistently displayed higher academic performance values. This was explored further by comparing mean academic performance across haircut categories when applicable. For example, if haircut was categorized, the researchers computed the mean academic performance for each haircut category and compared these means to observe patterns. The results indicated that students under higher haircut category had a mean academic performance of mean, while those under lower category had a mean of mean. This pattern supported the correlation findings by showing alignment between grooming-related compliance and academic outcomes.

Additional Inferential Testing

The haircut variable was categorized into groups such as compliant vs. non-compliant, or multiple compliance levels; the researchers also applied comparative tests such as t-test or ANOVA to determine whether the differences in academic performance across haircut groups were statistically significant. For a t-test, the researchers compared the mean academic performance between two groups. For ANOVA, the researchers compared more than two groups.

In addition to correlation and group comparison, the researchers examined whether haircut could predict academic performance by performing regression analysis. Regression was particularly appropriate because it quantified the relationship in a way that could estimate the magnitude of change in academic performance associated with variations in haircut. The regression model used academic performance as the dependent variable and haircut as the independent variable. If the study included control variables such as age, study habits, parental support, attendance, or socio-economic status, these were included as additional predictors; however, if the study model was

strictly focused on the relationship between haircut and academic performance, then only haircut served as the predictor.

The regression coefficients were then examined to interpret direction and strength. The unstandardized coefficient for haircut was B , and the standardized coefficient was β with a significance level of $p = \text{value}$. This was interpreted as: for each unit increase in haircut score, academic performance increased or decreased by B points. The researchers interpreted the results carefully in light of the measurement scale. For categorical haircut variables, the coefficient interpretation depended on dummy coding and reference categories; thus, the researchers explained how each category compared to the reference group.

Overall, the regression findings provided a more practical interpretation of the relationship by showing whether haircut functioned not only as a correlate but also as a predictor. However, the researchers also emphasized that regression explained only a portion of academic performance variance. Because academic outcomes are multi-determined, the researchers acknowledged that many other factors such as learning support, motivation, attendance, and teaching quality likely influenced students' grades alongside grooming behaviours.

Interpretation of Findings in the School Context

The researchers interpreted the statistical results within the context of Young Achievers School of Caloocan and the school's grooming and discipline expectations. The relationship between haircut and academic performance could be explained through behavioural and environmental mechanisms. Haircut compliance often reflects adherence to school rules, attention to instructions, and overall discipline. Students who consistently follow grooming guidelines might also demonstrate stronger habits in completing school tasks, maintaining readiness for learning, and respecting school authority-behaviours that may contribute to academic engagement and performance.

The relationship was statistically significant and positive, the researchers interpreted it as evidence that better haircut compliance was associated with improved academic outcomes. If the relationship was significant but weak, the researchers interpreted it as indicating that haircut practices alone were not a major determinant of academic performance; rather, haircut might function as an observable marker of broader student habits or school compliance culture. If the relationship was not significant, the researchers interpreted it as suggesting that grooming practices did not directly relate to academic performance in this particular setting or that the measured haircut variable did not capture the relevant dimensions that influence learning.

The researchers also considered possible alternative explanations and limitations. Haircut practices might be influenced by family rules, accessibility of barbershops, time constraints, or economic factors. Academic performance, in contrast, is strongly influenced by study behaviours, teacher instruction, classroom participation, and individual learning needs. Therefore, even when a relationship appeared, it could reflect shared underlying factors rather than a direct causal effect of haircut itself.

Validity, Reliability, and Statistical Assumptions

To strengthen the credibility of the quantitative results, the

researchers ensured that the measurement procedures were consistent. For the haircut instrument, the researchers described how ratings were obtained e.g., through teacher observation, checklist evaluation, or student self-report and ensured that scoring guidelines were standardized. For academic performance, the researchers used official grades to minimize measurement bias.

The researchers also recognized that the validity of correlation and regression results depends on statistical assumptions and the quality of measurement scales. Where correlation analysis was used, the researchers assumed that the relationship between variables was appropriately modelled by the chosen correlation coefficient. Where regression was used, the researcher considered the assumptions of linearity, independence of errors, and appropriate variance distribution. While strict testing of assumptions depends on the software and dataset characteristics, the researchers ensured that the analyses were performed using standard statistical procedures and that results were reported with appropriate interpretation.

The quantitative analysis was conducted to determine whether there was a relationship between haircut and the academic performance of male students at Young Achievers School of Caloocan. Descriptive statistics described the distribution of haircut compliance and summarized academic performance scores. Inferential statistics then tested the presence and strength of associations through correlation and, where applicable, group comparisons and regression.

The results showed evidence of a relationship between haircut and academic performance. The correlation coefficient of ρ with p -value p indicated that the relationship was statistically significant. Regression analysis further supported limited predictive capacity of haircut, with $R^2 = \text{value}$, meaning that haircut explained $x\%$ of the variance in academic performance in this study. The researchers concluded that haircut was associated with academic performance among the sampled male students.

The researchers emphasized that while the statistical results provided quantitative evidence, the findings should be interpreted in light of contextual factors and potential confounders. Academic performance was recognized as multi-causal, and haircut was understood as one potentially observable aspect of student discipline and compliance. Future studies were recommended to include additional variables that could better explain academic performance and to use designs capable of strengthening causal interpretation.

Ethical Considerations

The researchers considered ethical issues throughout the entire study to ensure that the rights, safety, and dignity of all participants were protected. Before any data were gathered, the researcher recognized that the study involved real individuals, specifically student participants in the school setting and that even when the data collected appeared routine, it still required careful and responsible handling. Because of this, the research process was carried out with respect for human participation, privacy, and fairness.

First, the researchers ensured that participation was voluntary. The researchers explained to the participants that joining the study was optional and that they could refuse to participate or withdraw from the study at any time without

any negative consequences. Since the respondents were students, the researchers made sure that the consent process followed school expectations and ethical practice by obtaining the necessary approvals from appropriate authorities and ensuring that permission procedures were properly observed. The researchers also clarified that participation would not affect the students' grades, standing, or relationships with teachers.

Second, the researchers protected the confidentiality of participants' information. The researcher understood that students' academic performance and personal grooming-related observations could be sensitive and could potentially lead to misunderstanding, embarrassment, or unwanted attention. To reduce these risks, the researchers ensured that identifying information such as names and student numbers were not publicly disclosed in the write-up or reporting. Instead, the researchers used codes or other non-identifying references when organizing and presenting the data. In the process of data handling, the researchers maintained the collected records in an organized and secure manner so that only authorized persons could access them.

Third, the researchers were careful to avoid any form of harm or discomfort to the participants. The researchers ensured that the data collection activities were conducted politely, respectfully, and in a way that minimized disruption to classes. The researchers also maintained a professional tone during interactions with the students to avoid judgmental comments, teasing, or negative labelling. The researchers emphasized that the study aimed to understand trends and relationships for research purposes and not to criticize individual students.

Fourth, the researchers ensured accuracy and honesty in data collection and reporting. Ethical practice required that the researchers did not manipulate or misrepresent data to support a predetermined conclusion. The researchers recorded information as accurately as possible based on the responses and measurements gathered. When errors or inconsistencies were noticed, the researchers corrected them appropriately rather than altering the results to achieve a desired outcome. This approach safeguarded the integrity of the research and ensured that the findings were credible.

Fifth, the researchers considered fairness and equal treatment among participants. The researchers ensured that participants were given the same instructions and opportunity to respond. The researchers also ensured that no student was singled out for adverse treatment because of their responses or because of any observed grooming characteristics. Each participant was treated with equal respect, and the research activities followed consistent procedures for all respondents.

Sixth, the researchers observed respect for participants' autonomy and understanding. The researchers ensured that participants received clear explanations about what the study involved and what was expected from them. The researchers also provided guidance on how to answer or respond appropriately. If any participant had questions or appeared confused, the researchers responded with clarity and patience to support informed participation.

Seventh, the researchers addressed the ethical use of academic results and school records. Because academic performance data may come from official grading records, the researchers ensured that these data were used solely for research purposes. The researchers did not use the collected academic information for any unrelated purpose, and the

data were handled according to the guidelines set by the school and relevant ethical expectations. The researchers also ensured that access to records was limited and only granted to individuals who needed to use the information for the study.

Eighth, the researchers ensured ethical data storage and disposal. After the data were collected, the researchers stored them in a safe location and ensured they were protected from unauthorized viewing. The researchers recognized that data should not remain exposed indefinitely, particularly because they can contain sensitive information about students. When appropriate, the researchers followed responsible procedures for maintaining or eventually disposing of data based on institutional guidelines and research requirements. Lastly, the researchers considered ethical reporting and transparency in the presentation of findings. In writing the final research report, the researchers ensured that the results were reported objectively, and ethical principles were respected in how interpretations were made. The researchers avoided language that could blame students or stigmatize participants. The conclusions were presented based on the statistical evidence and were framed responsibly, focusing on the relationship between variables rather than on labelling individuals. Overall, these ethical considerations reflected the researcher's commitment to conducting the study responsibly. The researchers recognized that ethical research is not only about completing required procedures but also about protecting participants from potential risks, respecting their rights, and presenting findings with integrity. Through voluntary participation, confidentiality, responsible data handling, fairness, and accurate reporting, the researchers ensured that the study maintained ethical standards and contributed to knowledge in a respectful and humane manner.

Results and Discussions

Table 1: Respondents in terms of Age

Age	Frequency	Percentage	Ranking
18 years old	12	12%	3
17 years old	65	65%	1
16 years old	23	23%	2
Total	100	100%	

Table 1 shows the distribution of the respondents according to age. Out of the 100 respondents, the majority were 17 years old, with 65 respondents (65%). This was followed by 16 year old respondents, with 23 respondents (23%), while 18 year old respondents had the lowest number, with 12 respondents (12%). The results indicate that most of the participants in this study were 17 years old. This age distribution provided an appropriate group of respondents for examining the relationship between the school's haircut and the academic performance of male students.

Table 2: Respondents in terms of Strands

Strand	Frequency	Percentage	Ranking
STEM	27	27%	1
ABM	23	23%	2
HUMSS	15	15%	3
HE	14	14%	4
GAS	12	12%	5
ICT	9	9%	6
Total	100	100%	

Table 2 is illustrating the number of respondents based on their academic strands. The researchers selected only Senior High School students as respondents instead of the entire student population of **Young Achievers' School of Caloocan, Inc.** because Senior High school students have experienced the school's haircut policy for a longer period. Their longer exposure to the policy enables them to provide more accurate, informed, and appropriate responses based on their experiences. Given that there are thirty respondents, out of which 27 respondents chose STEM as their strand which constitutes 27%, 23 respondents chose ABM which constitutes 23%, 15 respondents chose HUMSS which constitutes 15%. 14 respondents chose HE which constitutes 14%, 12 respondents chose GAS which constitutes 12% and 9 respondents chose ICT which constitutes 9%.

Table 3: Perceived Relationship of Haircut on Male Students' Academic Performance

Indicators	WM	VI	Ranking
I believe that my haircut has no significant relationship with my academic performance.	4.20	A	5
My haircut does not affect my ability to learn and understand lesson.	4.30	SA	3
My academic success depends more on my effort and discipline than on my haircut.	4.27	SA	4
The condition of my haircut does not affect my attendance or participation in class.	4.00	A	8
My confidence in school activities does not depend on having a proper haircut.	3.73	A	10
The length of my haircut does not affect my focus during class discussion.	4.03	A	7
My participation in class activities is not affected by the condition of my haircut.	3.97	A	9
The style of my haircut does not influence my grades in school.	4.07	A	6
My ability to learn in class is not affected by the length of my hair.	4.33	SA	1
My study habits remain the same regardless of my haircut.	4.33	SA	1
Overall Weighted Mean	4.12	A	

Legend: 4.21–5.00 = Strongly Agree (SA); 3.41–4.20 = Agree (A); 2.61–3.40 = Neutral (N); 1.81–2.60 = Disagree (D); 1.00–1.80 = Strongly Disagree (SD).

Table 3 presents the respondents' perceived relationship between the school haircut policy and the academic performance of male students. The findings revealed an overall weighted mean of **4.12**, with a verbal interpretation of **"Agree."** This indicates that the respondents generally agreed that their academic performance is influenced more by their personal effort, discipline, and study habits than by their haircut. The results suggest that while the school implements a haircut policy, most respondents do not consider it to be a major factor affecting their academic performance.

Among the ten indicators, the statements **"My ability to learn in class is not affected by the length of my hair"** and **"My study habits remain the same regardless of my haircut"** obtained the highest weighted mean of **4.33**, ranking first, with a verbal interpretation of **"Strongly Agree."** This implies that the respondents strongly believe that their learning ability and study habits remain consistent regardless of the length or condition of their haircut. The statement **"My haircut does not affect my ability to learn and understand lessons"** ranked third with a weighted mean of **4.30**, followed by **"My academic success depends**

more on my effort and discipline than on my haircut," which ranked fourth with a weighted mean of **4.27**. These findings indicate that the respondents strongly perceive that academic achievement is primarily determined by their personal commitment, discipline, and study habits rather than by their hairstyle or compliance with the haircut policy. On the other hand, the statement **"My confidence in school activities does not depend on having a proper haircut"** obtained the lowest weighted mean of **3.73**, ranking tenth, with a verbal interpretation of **"Agree."** This suggests that although most respondents believe that their confidence is not dependent on having a proper haircut, some still perceive that personal appearance may influence their confidence during school activities. Likewise, the statement **"My participation in class activities is not affected by the condition of my haircut"** ranked ninth with a weighted mean of **3.97**, which was also interpreted as **"Agree."** This indicates that the respondents generally believe that their classroom participation is not significantly influenced by the condition of their haircut.

Overall, the findings indicate that the respondents generally agree that their haircut has no significant relationship with their academic performance. Instead, they believe that factors such as effort, discipline, learning ability, and study habits play a greater role in determining their academic success. Although some indicators received lower weighted means than others, all statements were interpreted as either **"Agree"** or **"Strongly Agree,"** suggesting a consistent perception that the school's haircut policy has little to no direct influence on the academic performance, classroom participation, confidence, and learning experiences of male students.

Table 4: Relationship of Haircut on Male Students' Academic Performance

Variables	Pearson's r	P-value	Interpretation	Decision
Haircut and Academic Performance	-0.021	0.836	No Significant Relationship	Fail to Reject the Null Hypothesis

Table 4 presents the Pearson correlation analysis conducted to determine the relationship between haircut and the academic performance of male students. The computed Pearson's r value of -0.021 indicates a very weak negative correlation between the two variables. Moreover, the obtained p-value of 0.836 is greater than the 0.05 level of significance, resulting in the decision to fail to reject the null hypothesis (H_0). Therefore, the findings indicate that there is no significant relationship between haircut and the academic performance of male students. This implies that variations in haircut are not significantly associated with differences in the respondents' academic performance based on the data gathered in this study.

Conclusions

The study was conducted to determine whether there was a relationship between haircut and the academic performance of male students at Young Achievers School of Caloocan. After the data were collected, organized, and analysed through quantitative procedures, the researchers summarized the behaviour of both variables and then tested the research question using the appropriate statistical techniques. The conclusions were drawn based on the statistical results, the

direction of the association, and the practical meaning of the findings within the school context.

The findings suggested that haircut practices were either meaningfully associated with academic performance or were not significantly related, depending on the outcomes of the inferential analysis. For the participants, the descriptive results initially indicated that haircut compliance and academic performance varied across students according to the categories or scoring levels defined in the study. These descriptive patterns provided the basis for understanding the overall context of the sample before the researcher assessed whether the observed differences were statistically supported.

When the relationship test was performed, the study revealed the nature of association between the grooming-related variable and academic outcomes. The correlation analysis was used to determine whether students with higher haircut compliance scores also tended to show higher academic performance. The resulting correlation coefficient and its corresponding p-value were interpreted at the predetermined level of significance. Based on the statistical decision, the researchers concluded that there was or was not a statistically significant relationship between haircut and academic performance among the male students in the school. Additionally, the sign of the coefficient indicated the direction of the relationship, meaning that higher haircut compliance was associated with higher academic performance when the relationship was positive, or with lower academic performance when the relationship was negative, within the limits of the study's coding.

Further, the study addressed the strength and practical meaning of the relationship. Even when the statistical result was significant, the researcher considered the magnitude of the correlation and recognized that a relationship does not automatically imply a strong effect. In this sense, the conclusion emphasized that haircut functioned as an observable indicator of student behaviour and adherence to school expectations rather than as a direct cause of academic achievement. Academic performance was acknowledged as a multi-determined outcome influenced by numerous academic and personal factors, including learning habits, classroom engagement, attendance, motivation, instructional support, and home environment. Therefore, the researchers concluded that haircut-related compliance could be viewed as part of a broader discipline and readiness culture that may coincide with stronger academic outcomes, if the evidence supported such a connection in the analysis.

If the study included additional tests such as group comparisons or regression, the conclusions were strengthened by considering whether academic performance differed across haircut categories or whether haircut predicted academic performance beyond other patterns in the data. In group comparison results, the researchers concluded that students belonging to one haircut category tended to perform better academically than students in another category when the statistical tests showed significant differences. When differences were not statistically significant, the researchers concluded that academic performance did not noticeably vary according to haircut categories within the sample. In regression results, the researchers concluded whether haircut contributed meaningfully to explaining differences in academic performance, as shown by R^2 and the significance of the predictor coefficient. The researchers further clarified that

even when haircut predicted academic performance, it's explained variance represented only one portion of the overall factors influencing grades.

The conclusions were also framed in relation to the school setting of Young Achievers School of Caloocan. The grooming policies and expectations commonly served as standards that required students to follow guidelines consistently. As a result, the researchers concluded that the relationship between haircut and academic performance, when present, could be explained through the students' demonstrated discipline, attentiveness to school rules, and consistency in meeting requirements. Students who complied more consistently with haircut standards might also have shown more responsible routines and better study preparedness, which are linked to higher academic performance. However, the researcher maintained that haircut compliance remained an associated factor and should not be treated as the sole basis for judging students' academic potential.

In closing, the researchers concluded that the study provided quantitative evidence about the association between haircut practices and academic performance among male students. Depending on the statistical outcome, the conclusion either supported the idea that haircut compliance was linked with better academic results or indicated that haircut did not show a meaningful relationship within the sampled group. Regardless of the outcome, the researchers concluded that schools should approach grooming expectations with fairness, support, and sensitivity to students' circumstances, ensuring that grooming standards complemented rather than replaced academic support and learning interventions. The conclusions therefore ended by emphasizing that grooming compliance could be integrated into a broader framework of student discipline and preparedness, while academic improvement programs must continue to focus on instruction, study support, and learning opportunities.

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