Factors Influencing Learners' Academic Performance in Kinoguitan District, Division Of Misamis Oriental

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Abstract

There has been an abrupt change in the performance of our nation in terms of quality education these past few years. The learners' academic performance during the current school year has already been felt. In order to determine the academic performance of the learners in Kinoguitan District, a descriptive correlational study was conducted among the 278 Grade 6 students from Kinoguitan District, Misamis Oriental. The instrument of the study is a questionnaire derived from the study of Balbalosa (2010). The study used frequency, percentage, and weighted mean to present the gathered data statistically. The descriptive analysis presents the distribution of the respondents based on their profile, while the Pearson Correlational analysis was used to determine the significant relationship between the variables. The study found that there is a significant relationship between the school, teacher, and pupils-related factors on the academic performance of the Grade six students within the Kinoguitan District.

Keywords: Academic Performance; Experiential Learning; School Related Factors

1. Main text

Instruction delivered in a traditional classroom setting is no longer offered at many academic institutions, including universities and colleges, among others. There is an urgent need to devise and practice novel approaches to educational and evaluative practices due to the various health- and economy-related issues that deeply affect the Philippines. The influence is pervasive, and its impact on learners' academic performance during the current school year has already been felt, and it will remain to do so in the days and weeks to come. The researcher witnessed how the current generation of learners negatively impacted the long-term hibernation of class in person. It was also seen that the pupils' performance is declining compared to the past years. It is also likely to influence the children's economic opportunities and efficiency when they are adults, which will result in a reduction in the nation's ability to compete successfully on the worldwide stage.

To prevent a dull moment in the students' learning acquisition, the Philippines Department of Education (DepEd) implemented distance learning modalities to ensure learning continuity. DepEd, however, recognizes the challenges in delivering alternative learning modalities to 27.7 million basic education learners (Yang & Beam, 2020). The concerns that exist nowadays regarding the most appropriate educational environment for different sorts of pupils continue to produce a divide in the instructions and resources that are accessible in the modern era. The researchers are aware of this instance since they also have a similar problem with it. Moreover, there are also linked aspects that effect the learning retention of the students that may or may not connect to the issue in the current study. Therefore, the research tries to understand the problems and factors that affect the learning acquired by the students in the target area. The research identifies key

deficiencies such as the inadequacy of the infrastructure for teaching, the limited exposure of teachers in teaching, the knowledge gap, a non-conducive setting for learning at home, equity in higher education, and academic achievement. DepEd suggests that there will be no face-to-face classes until it is safe. Fortunately, one year after the outbreak, vaccines started their roll-out in the country on March 1, 2021. DepEd announces that the limited face-to-face classes and modular modalities will start for SY 2022-2023. Teachers are glad that after almost three years, everything is slowly getting its way back to how it used to be.

Since academic performance is a highly volatile concept, the researcher seeks to determine the impact of the factors affecting the student's academic performance in the target district. According to the researcher, another problem that seeks responses is the role of school-related factors, teachers-related factors, and learners-related factors, and correlate them to the current establishment academic performances of the students.

Novel applications have been established and practiced by many institutions around the world. However, studies that focus on pre-established factors are limited; therefore, the researcher seeks to establish a research paper that focuses on school, teacher, and learner-related factors as influencers of academic performance for grade school learners. Moreover, the study provides an analysis of how the learning of Grade 6 pupils is influenced by the selected factors in the process of education after the two years of hibernation from face-to-face classes. It was sighted that the performance of the pupils is declining compared to the past years, so this article provides a summary of the difficulties faced as well as the potential factors presented by the academic development of the teachers of Kinoguitan District in line with the various challenges and repercussions brought by the modern times.

1.1 Theoretical and Conceptual Framework

This study is anchored on Kolb’s Experiential Learning Theory. According to Kolb's Theory, four stages make up the process of effective learning: tangible experience, observation and reflection, abstract conceptualization, and active experimentation. Each of these stages builds on the previous one. Students, teachers, and businesses can benefit from implementing Kolb's learning theory.

The Theory of Experiential Learning developed by Kolb (1984) examines the fundamental aspects of learning-by-doing, including how it operates, the traits that lead to meaningful practice, and the main components. Educators can use the model, which is a generally established theory, to support instructional practices and learner experience by using the model. The model is well-known for its holistic approach to the education of its students, an approach that involves both action and thought, as well as experience and abstraction. The cycle of experiential learning consists of four major phases: active experimentation, reflective observation, abstract conceptualization, and concrete experience. Because there is neither a beginning nor an end to the cycle, it is possible for students to enter the process at any moment .The model above states how the Experiential Learning Model works for learners and teachers in the post-pandemic period. The four key phases of this model continue to flow from one end to another, and the cycle does not end. Since post-pandemic learning is different from the pre-pandemic educational situation, the respondents are expected to have varied responses from the conduct of this study. Mathematics is one of the most challenging areas of knowledge at the elementary level, so the learning acquisition in this subject is being tested.

Furthermore, extensive research in the field of experiential learning has led to the development of a few points of consideration that should be examined by teachers. They urge that teachers acknowledge that learning is a circular process and that, in addition to studying specific topics and subject matter, students

should also learn how to reflect on their own learning and acquire knowledge about their own individual learning processes. In addition to the model, the study relies on the relationship between the variables of the study.

The study employed the use of the variables that are stated in the figure above. The independent variables of the study are the factors such as the school-related factors, teachers-related factors, and learners-related factors. On the other hand, the dependent variables are the learners' performance in Mathematics, Science, and English for the First and Second Quarters of the School Year 2022-2023.

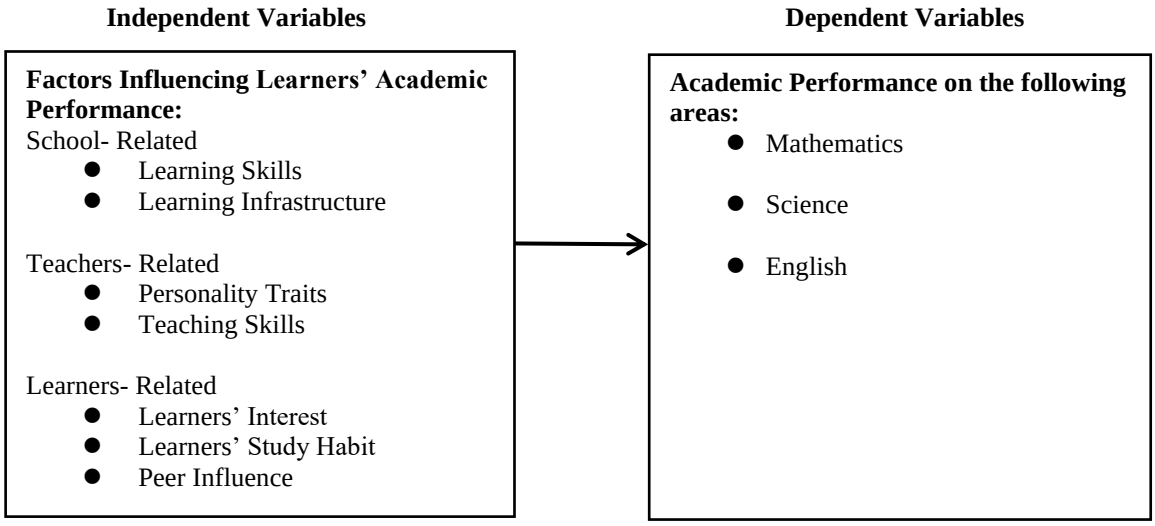

Figure 1. Schematic Presentation showing the Relationship between Independent and Dependent Variables of the Study

1.2 Statement of the Problem

This study aimed to determine the factors influencing learners' academic performance in Kinoguitan District, Division of Misamis Oriental, during the School Year 2022 - 2023.

Specifically, this study sought to answer the following questions: What are the factors that influence the learners' academic performance based on School- Related; Teachers- Related; and Learners- Related; What are the level of learners' academic performance in the First and Second Quarter in Mathematics; Science; and English?; and Is there a significant relationship between the factors influencing academic performance and learners' performance in Mathematics, Science, and English?

2. Methodology

This chapter presented the methods used in the study. This discussed the research design, research setting, respondents and sampling procedure, data gathering procedures, research instrument, validation and reliability of the instrument, categorization of variables, and statistical treatment of the data.

2.1 Respondents and Sampling Procedure

The respondents of this study were the selected Two Hundred Seventy-Eight (278) Grade Six learners in the public elementary school of Kinoguitan District, Division of Misamis Oriental, during the School Year 2022-2023.

Purposive sampling was employed to get the desired number of respondents. Hence, most of the learners had low grades compared to the past years due to the new learning delivery mode where teachers were not teaching them face-to-face because of the pandemic. The researcher then decided to have the Grade 6 learners as the respondents as they were the graduating ones and needed to strive hard to regain their good performances. Most especially, it is for the learners in Grade 6 who had struggled in major subjects: Mathematics, Science, and English and can provide the information by virtue of knowledge or experience they had.

Table A
Distribution of Respondents

Schools	**Number of Respondents**
Biray Elementary School	18
Bolisong Elementary School	20
BukoElementary School	41
Calubo Integrated School	17
Campo Elementary School	12
Esperanza Elementary School	25
Kalitian Elementary School	11
Kinoguitan Central School	73
Panabol Elementary School	22
Suarez Elementary School	19
Sumalag Elementary School	20
Total	**278**

2.2 Research Instrument

The questionnaire was adapted and modified by the researcher from Balbalosa (2010) in her study entitled “Factors Influencing Mathematics Performance of Laboratory High School Students of Laguna State Polytechnic University Academic Year 2009-2010”. Part l gathered how the respondents’ academic performance was influenced by the factors discussed. Part II required the respondents’ academic performance in the First and Second Grading for SY 2022-2023. Responses about the influence of the factors on learning outcomes were measured using a Likert scale that ranged from 1 (Never), 2 (Sometimes), 3 Most of the Time), and 4 (At All Times).

2.3 Data Collection

A letter of recommendation was requested from the Dean of Graduate Studies of Cagayan de Oro College, Cagayan de Oro City. With the approved letter of recommendation, the researcher went to the office of the Division Schools Superintendent of Misamis Oriental to ask permission to conduct the study. The permission and recommendation letters about the researcher’s intention to administer the study to the learners of elementary schools in Kinoguitan, Misamis Oriental, were presented to the district supervisor. The

researcher then approached the principal of each school to explain how the study would be administered to the learners. After that, the questionnaires were given out to the teachers who were directly working with the learners. Forms were handed by the researcher to the teachers located inside the targeted schools. At a minimum, the collection of data required one week, in which the respondents were provided with sufficient time to answer the questionnaire. After a week, the teacher gathered all of the completed surveys, which were picked up by the researcher. Following the collection of data from the participants, tabulation, analysis, and interpretation of the data were attended to.

2.4 Scoring Procedure

The following categories and their system of scoring are presented below:

Part I. Factors Influencing Learners' Academic Performance

Scale	Range	Description	Interpretation
4	3.26 – 4.00	At All Times	Very High
3	2.51 – 3.25	Most of the Time	High
2	1.76 – 2.50	Sometimes	Low
1	1.00 – 1.75	Never	Very Low

Part II. Learners' Academic Performance

Scale	Range	Description	Interpretation
5	90-100	Outstanding	Excellent
4	85-89	Very Satisfactory	Very Good
3	80 – 84	Satisfactory	Good
2	75 – 79	Fairly Satisfactory	Fair
1	74 below	Did not Meet Expectation	Poor/Failed

2.5 Statistical Treatment

After collecting and recording the data gathered in this study, the researcher employed the following statistical tools: Descriptive statistics such as frequency, percentage, mean, and standard deviation were used to describe the variables in the study. Pearson Product Moment Correlation (r) was employed to determine the significant relationship between the factors influencing academic performance and learners' performance in Mathematics, Science, and English.

3. Results and Discussions

This chapter presented the analysis and interpretation of the findings based on the problems presented in the first chapter of this study.

Problem 1. What are the factors that influence the learners' academic performance based on:

1.1 School- Related;
- 1.1.1 Learning Skills
- 1.1.2 Learning Infrastructure

1.2 Teachers- Related;
- 1.2.1 Personality Traits
- 1.2.2 Teaching Skills

1.3 Learners- Related;

1.3.1 Learners' Interest
1.3.2 1.3.2 Learners' Study Habit and
1.3.3 1.3.3 Peer Influence?

Table 1. Distribution of Respondents' Level on School-Related Factors in terms of Learning Skills

Indicators	Mean	SD	Description
Time schedule is followed.	2.80	2.53	Most of the Times
The school has programs for academic enhancement.	2.69	2.35	Sometimes
The school allows me to work creatively with others.	2.98	2.53	Most of the Time
The school helps me think positively in my studies.	2.58	2.26	Sometimes
Diverse learning strategies are offered by the school.	2.28	1.90	Sometimes
Overall	2.66	2.31	Sometimes

Legend:3.26 – 4.00 = At All Times/Very High; 2.51 – 3.25 = Most of the Time/High;1.76 – 2.50 = Sometimes/Low; 1.00 – 1.75 = Never/Very Low

Table 1 presents the respondents' level on school-related factors in terms of learning skills, with an overall mean of 2.66 (SD=2.31) described as Sometimes. This means that the school has the potential to support the learning skills of their students during the latter's stay in the target schools. This implies that the majority of the teachers discovered that it was difficult to encourage active commitment and participation among the learners during the transition to this new way of instruction. This is why not all benefit from mixed teaching styles by many teachers.

Further, the indicator, The school allows me to work creatively with others, got the highest mean of 2.98 (SD=2.53), described as Most of the Time. This means that the school has motivated the students to do their best together with their peers in order to become more efficient on all school-based activities. This implies that the learning skills garnered by the students have influenced their academic performance deeply, which is a favorable addition to their skills in preparation for their future. As stated in Chapter 2 of this study, students, in particular, are held to extremely high standards when it comes to their personal abilities because they are the ones accountable for their own personal growth as well as the determination of their own quality of life. Therefore, individuals need to have a higher level of knowledge and insight, a higher level of self-consciousness, and a greater ability to inspire themselves. Moreover, having the capacity to work creatively with others is an opportunity to enhance the satisfaction of the students in their school life. Students need to be creative in order to succeed in school and in society. Training and education requirements are necessary to sustain the labor markets. Because of the knowledge-based nature of the profession, it is essential for all individuals to be literate, to accept responsibility for their actions, and to acquire the ability to think (du Toit-Brits & Blignaut, 2019).

On the other hand, the indicator, Diverse learning strategies are offered by the school, got the lowest mean of 2.28 (SD=1.90), described as Sometimes. This means that schools do not really assist the students in a positive and diverse manner. In teaching diverse learners, one might consider small groups of similar interests, learning styles or even mixed groupings of abilities. Teachers should recognize that different learning styles require different approaches. The school should be flexible, adaptable and willing to try new ways of imparting knowledge. These are essentials in accommodating a diverse group of learners. The result

shows that the schools in the Kinoguitan District are having a hard time in imparting different learning strategies to the learners. Studies also show that peer teaching is one of the most effective strategies. This strategy encourages independence and strengthens social relationships. This may lead to the students developing extremely high standards for their personal abilities because they are being coached rather than doing it alone.

Table 2. Distribution of Respondents' Level on School-Related Factors in terms of Learning Infrastructure

Indicators	Mean	SD	Description
Classrooms are comfortable enough to study.	2.28	1.90	Sometimes
School library is always available.	1.38	0.97	Never
The location of the school is accessible to everyone.	2.69	2.35	Sometimes
Inadequate classrooms hinder learning.	2.80	2.53	At all Times
School environment is safe for both learners and teachers.	2.58	2.26	Sometimes
Overall	2.52	2.14	Sometimes

Legend: 3.26 – 4.00 = At All Times/Very High; 2.51 – 3.25 = Most of the Time/High; 1.76 – 2.50 = Sometimes/Low; 1.00 – 1.75 = Never/Very Low

Table 2 presents the distribution of respondents' level on school-related factors in terms of learning infrastructure with an overall mean of 2.52 (SD=2.14), described as Most of the Time. This means that the learning infrastructure has always affected the academic performance of the students within the Kinoguitan district. This implies that the availability of the learning infrastructure is significant to the development of the students over their stay in the schools where they are studying. According to a study stated in Chapter 2, evidence from all across the world has demonstrated that upgrading school infrastructure is directly related to improved academic performance (World Bank Group, 2016).

Further, the indicator, Inadequate classrooms hinder learning, got the highest mean of 3.67 (SD=3.21), described as At all Times. This means that the lack of classrooms contributes to the hindrances to learning by the students within Kinoguitan's district. In a report in Chapter 2, the Philippines is one of only five countries in the world that has not resumed regular classroom instruction and has still been struggling to ensure conducive learning infrastructures. As a result, the education of more than 27 million students in the Philippines has been negatively impacted (UNICEF Philippines, 2021). Therefore, when there are not enough seats in a classroom, children may have to learn in confined and uncomfortable settings, which can contribute to a poor learning environment.

On the other hand, the indicator School library is always available got the lowest mean of 1.38 (SD=0.97), described as Never. This means that there are no available libraries within the target school since there is a scarcity of available learning infrastructure. This means that students will not be able to gather information from textbooks other than the ones provided by the school, thus imprisoning them only by the information from one source. This implies that students will have to rely on online sources to support their ideas and further enhance their knowledge, which are significant factors for their academic performance.

Therefore, opportunities to facilitate its implementation included cooperation from university administrators, alignment with the national health education transformation strategy, and access to the common learning infrastructures. The World Bank Group (2016) stated that evidence from all across the world has demonstrated that upgrading school infrastructure is directly related to improved academic performance.

Table 3. Distribution of Respondents' Level on Teacher-Related Factors in terms of Personality Traits

Indicators	Mean	SD	Description
Have a good relationship with the students and teachers.	2.58	2.26	Sometimes
Shows smartness, confidence, and firmness in making decisions.	2.28	1.90	Sometimes
Imposes proper discipline and is not lenient in following the prescribed rules.	2.80	2.53	Most of the Time
Has an appealing personality and good sense of humor.	2.69	2.35	Sometimes
Is open to suggestions and opinions and is worthy of praise.	2.98	2.53	Most of the Time
Overall	2.69	2.31	Sometimes

Legend:3.26 – 4.00 = At All Times/Very High; 2.51 – 3.25 = Most of the Time/High; 1.76 – 2.50 = Sometimes/Low; 1.00 – 1.75 = Never/Very Low

Table 3 presents the distribution of respondents' level on school related factors in terms of personality traits with an overall mean of 2.69 (SD=2.31), described as Sometimes .This means that personality has an impact on the academic performances of the students. Therefore, this means that students must develop their overall personality traits and make them more inclined to learn at school.

Further, the indicator, Is open to suggestions and opinions and is worthy of praise garnered the highest mean of 2.98 (SD=2.53), described as Most of the Time. This means that those who are open to suggestions and opinions are more capable of getting recommendations and praises to further entice them to do their best. This implies that teachers are able lift the confidence of their students through verbal praises in order to build their personality.

Therefore, socially significant and prominent descriptors that are used frequently to characterize persons and differentiate them from one another are preserved in the natural language and gestures of teachers as a sign of motivation.

Meanwhile, Shows smartness, confidence, and firmness in making decisions garnered a mean of 2.28 (SD=1.90), described as Sometimes. Personality does not correlate to confidence and firmness, even smartness in making decisions. Instead, the respondents believe that these are just the least yet most commonly associated factors in decision-making that characterize the personality of teachers. The personality of the teacher has a significant impact on the pupils' ability to learn, particularly when dealing with difficult subjects like Mathematics, Science, and Language. An engaging demeanor on the part of the instructors is absolutely necessary to accomplish the goals associated with the learning process. It enables teachers to connect with their students, think of creative methods for clarifying a variety of topics, and check that their own students really comprehend what they are being taught. In addition, it enables teachers to decide whether or not their students are interested in a specific topic by allowing them to determine whether or not their students are interested in the topic (Pugh, 2018).

According to Kim et al. (2019), the Big Five personality framework is the dominant personality paradigm, and the lexical hypothesis serves as its foundation. According to this concept, socially significant and prominent descriptors that are used frequently to characterize persons and differentiate them from one another are preserved in our natural language. Numerous researchers used these descriptors as the foundation for developing a scientific taxonomy of personality traits. This led to typical examples of five domains

underlying one's personality, especially in the lives and experiences of teachers in the blended learning environment.

Since teachers have varied personalities, numerous personality frameworks have been presented by scholars in an effort to gain a better understanding of the concept of personality. These personality frameworks have varied degrees of evidence supporting their reliability and validity. According to Kim et al. 's (2019) research, the Big Five personality framework is the dominant personality paradigm, and the lexical hypothesis serves as its foundation.

Table 4. Distribution of Respondents' Level on Teacher-Related Factors in terms of Teaching Skills

Indicators	Mean	SD	Description
Explains the objectives of the lesson clearly at the start of each period.	2.69	2.35	Sometimes
Has mastery of the subject matter.	2.98	2.53	Most of the Time
Is organized in presenting subject matters by systematically following course outline.	2.58	2.26	Sometimes
Is updated with present trends, relevant to the subject matter.	2.80	2.53	Most of the Time
Uses various strategies, teaching aid/ devices, and techniques in presenting the lessons.	2.28	1.90	Sometimes
Overall	2.69	2.31	Sometimes

Legend:3.26 – 4.00 = At All Times/Very High; 2.51 – 3.25 = Most of the Time/High; 1.76 – 2.50 = Sometimes/Low; 1.00 – 1.75 = Never/Very Low

Table 4 presents the distribution of respondents' level of school-related factors in terms of the teaching skills of the respondents with an overall mean of 2.69 (SD=2.31), described as Sometimes. This means that teaching skills among teachers are varied and may result in different learning outcomes for the students, especially in their academic performance. This implies that there is a need to standardize their teaching skills for the majority of the students within various schools to learn simultaneously.

Moreover, the indicator Has mastery of the subject matter, got the highest mean of 2.98 (SD=2.53), described as Most of the Time. This means that students see their teachers as capable of teaching the desired topics and impart their knowledge to the students in the most appropriate way possible. Mastery over the subject matter implies the level of expertise of the teachers in line with their duty to inculcate knowledge in the students. This promotes the academic performance of the target respondents since their teachers have the knowledge for them to understand. However, their use of various strategies, teaching aids/devices, and techniques in presenting is perceived as the statement with the least effectivity in the study. This implies that the students have been receiving learning through repetitive methods from the teachers. According to David (2018), when teachers have a firm grasp of the material, the process of teaching and learning goes more smoothly. They have the ability to guarantee that the pupils are being taught the appropriate concepts, theories, and other topics. When a teacher has already mastered a certain topic, this allows them to better match the appropriate teaching resources to be used in the classroom.

On the other hand, the indicator Uses various strategies, teaching aid/ devices, and techniques in presenting lessons got the lowest mean of 2.28 (SD=1.90), described as Sometimes. This means that teachers, according to the respondents, are still working with the archaic ways of teaching despite the abundance of technology-based strategies. This means that teaching abilities are essential not only for the educator but also

for the student and the academic institution, according to the Indeed Editorial Team (2021), as it enhances career development, job satisfaction, the happiness of the teachers, and institutional success. Teaching abilities are essential for the educator, the student, and the academic institution. However, one of the most significant obstacles that stands in the way of achieving the improvements that are wanted is a lack of context-specific knowledge of teaching techniques as well as relevant approaches to assist the professional development of teachers. According to Kim et al. (2020), it is generally accepted that the 21st-century skillset encompasses a variety of competencies, such as critical thinking, solving problems, creativity, meta-cognition, collaboration, digital and technology literacy, civic duty, and global awareness.

Table 5. Distribution of Respondents' Level on Pupils-Related Factors in terms of Learners' Interest

Indicators	Mean	SD	Description
I make myself prepared for the Math, Science, English subject.	2.69	2.35	Sometimes
I listen attentively to the lecture of my Math, Science, and English teacher.	3.38	2.97	Most of the Time
I actively participate in the discussion, answering exercises, and/or clarifying things I did not understand.	2.83	2.57	Most of the Time
I want to get good grades on tests, quizzes, assignments, and projects.	2.63	2.32	Sometimes
I get frustrated when the discussion is interrupted, or the teacher is absent.	2.75	2.50	Most of the Time
Overall	2.69	2.54	Most of the Time

Legend: 3.26 – 4.00 = At All Times/Very High; 2.51 – 3.25 = Most of the Time/High; 1.76 – 2.50 = Sometimes/Low; 1.00 – 1.75 = Never/Very Low

Table 5 presents the distribution of respondents' level on school-related factors in terms of learners' interest where the overall mean is 2.69 (SD=2.54), described as Sometimes. This means that the learners' interest is an important factor to consider in determining their academic performances. There are varied ways to strengthen the students' interest in learning at school to achieve their optimal performance.

Furthermore, the indicator I listen attentively to the lecture of my Math, Science, and English teacher got the highest mean of 3.38 (SD=2.97), described Most of the Time. This means that the respondents are more responsive in Mathematics classes based on the teaching methods used by their Mathematics teacher. This implies that the teachers' teaching abilities, as well as their personality in handling Mathematics, matters the most within the schools of Kinoguitan district. In addition, learners listen attentively to the lecture of their Mathematics teacher mainly because they understand what would happen if they do not listen. One of the most vital aspects of successful communication and discourse is the ability to hold someone's attention (Schwaben, 2019). Learners will be able to interact with compassion and understanding if they are taught how to listen, and this is a skill that they will be capable of taking with them beyond the classroom setting if they are taught how to listen. If learners are taught how to listen, they will be able to carry these skills with them beyond the classroom setting.

Meanwhile, the indicator, I want to get good grades in tests, quizzes, assignments, and projects, got the lowest mean of 2.63 (SD=2.32), described as Sometimes. This means that the activity that actually constitutes distinguishing from the others in the class is one that is strenuous and laborious. The ability of the students to concentrate in class has a direct bearing on how well they perform on assessments, examinations,

projects, and assignments, which implies that the outcomes of these activities are highly unpredictable. This further means that the preparation of students during their Mathematics, Science, and English subjects and the pressure of getting good grades are a few of the factors that contribute deeply on the low mean score. In addition, the notion of academic success has been the subject of a significant amount of research, yet many of the studies that concentrate on the factors that can be used to predict academic success have been conducted in traditional learning environments without monitoring real behavioral patterns. The identification of the behaviors of learners in a mixed learning environment that are related to successful academic performance is an essential step in the current era of digital technology(Jost et al., 2021).

Table 6. Distribution of Respondents' Level on Pupils-Related Factors in terms of Learners' Study Habit

Indicators	Mean	SD	Description
I do my assignments regularly.	2.69	2.35	Sometimes
I exert more effort when I do difficult assigments.	2.98	2.53	Most of the Time
I spend my vacant time in doing my assignments or studying my lessons.	2.58	2.26	Sometimes
I study the lessons I missed if I was absent in the class.	2.82	2.53	Most of the Time
I study harder to improve my performance when I get low grades.	2.11	1.85	Sometimes
Overall	2.69	2.30	Sometimes

Legend: 3.26 – 4.00 = At All Times/Very High; 2.51 – 3.25 = Most of the Time/High; 1.76 – 2.50 = Sometimes/Low; 1.00 – 1.75 = Never/Very Low

Table 6 presents the distribution of respondents' Level on School Related Factors in terms of Learners' Study Habit with an overall mean of 2.69 (SD=2.30), described as Sometimes. This means that peers affect the study habits of the students in the long run. This means that the study habit of the students can sometimes affect their academic performance within the schools that they are studying with. This implies that the results of the factors that contribute to the study habits of the students are significant; therefore, they must be observed thoroughly to bridge the gap between them. According to Tus et al. (2020), the development of good study habits is essential to a student's academic performance. Reading, taking notes, and leading study groups are all examples of activities that students engage in on a regular basis and that contribute to their successful completion of the learning goals. Whether or not it is beneficial to the pupils is what determines whether or not it is productive as a measure of effectiveness.

Moreover, I exert more effort when I do difficult assignments, got the highest mean of 2.98 (SD=2.53), described as Most of the Time. This signifies that regardless of the type of assignment being given, students tend to become more capable of it. This means that when they are interested in the topics covered in their classes, learners who are dedicated to learning make an effort to complete the projects and assignments given to them. According to the findings of the research, target respondents view challenging assignments as factors that motivate them to perform better. This suggests that challenging assignments drive the target respondents to perform to the absolute best of their abilities in class in order to achieve higher grades. This implies that students become more capable of performing their best when they are put to a challenging academic position.

On the other hand, I study harder to improve my performance when I get low grades , got the lowest mean of 2.11 (SD=1.850), described as Sometimes. This means that students believe on the adverse effects of

procrastinating on their study habit. This implies that the majority of respondents do not tend to limit their studies to periods in which they have had poor grades, which is directly in contrast to the statement that received the highest weighted mean. This suggests that the target responders do not wait for a failing grade or score before giving their absolute best effort in class, which is a quality that any student would do well to possess and is a favorable feature to have.

Table 7. Distribution of Respondents' Level on Pupils-Related Factors in terms of Peer Influence

Indicators	Mean	SD	Description
My friends encourage me to work hard in school.	2.90	2.61	Sometimes
My friends affect my academic work positively.	2.85	2.48	Most of the Time
My friend makes fun of students who try to do well in school.	2.58	2.26	Sometimes
My friends bully others.	2.82	2.53	Most of the Time
I spend most of my time in school with friends discussing academic work.	2.11	1.85	Sometimes
Overall	2.69	2.35	Sometimes

Legend: 3.26 – 4.00 = At All Times/Very High; 2.51 – 3.25 = Most of the Time/High; 1.76 – 2.50 = Sometimes/Low; 1.00 – 1.75 = Never/Very Low

Table 7 presents the distribution of respondents' level on school-related factors in terms of peer influence, with an overall mean of 2.69 (SD=2.35), described as Sometimes. This means that peer influences sometimes affect the performance of the students, both in and out of the classroom. This also happens regardless of the subject being discussed. This implies that as soon as peers influence others, their influence may lead to both benefits and risks on the part of the students. A number of narrative reviews have been conducted that have argued for the formative benefits of peer evaluation. These narrative reviews have also identified a number of potentially crucial moderators for the effect that peer assessment has.

Moreover, the indicator My friends encourage me to work hard in school got the highest mean of 2.90 (SD=2.61), described as Sometimes. This means that peers directly influence students' daily academic performance at school, which can have either positive or negative effects. Regardless, the results are subject to the development of peer-centered discussions. This implies that friends are essential to the development of students, especially in elementary schools, where they start discovering the world. Their friends encourage them to act according to their personal perspectives.

On the other hand, the indicator I spend most of my time in school with friends discussing academic work got the lowest mean of 2.11 (SD=2.35), described as Sometimes.This means that students do not tend to discuss academic work, partly because there is no library in the school. The students need to focus on these kinds of people. The low-weighted mean result of this statement implies that encouragement may come in different forms and means. Making hasty decisions and undertaking tasks that are above one's ability are two examples of ways that excessive motivation can lead to self-sabotage. According to Seltzer (2021), people can become careless of others.

However, the low-weighted mean result of this statement implies that encouragement may come in different forms and means. Making hasty decisions and undertaking tasks that are above one's ability are two examples of the ways that excessive motivation can lead to self-sabotage. According to Seltzer (2021), people can become careless of others whose assistance may be required, have a rise in worry and perfectionism, and ultimately experience burnout if they are overly motivated.

Table 8. Summary Result of Respondents' Level on All Factors

Factors	Sub-Factors	Overall Mean	Overall Standard Deviation	Description
School-Related Factors	Learning Skills	2.66	2.31	Most of the Time
	Learning Infrastracture	2.52	2.14	Most of the Time
Teacher-Related Factors	Personality Traits	2.69	2.31	Most of the Time
	Teaching Skills	2.69	2.31	Most of the Time
Learner-Related Factors	Learner's Interest	2.69	2.54	Most of the Time
	Study Habit	2.69	2.35	Most of the Time
	Peer Influence	2.69	2.30	Most of the Time

Legend: 3.26 – 4.00 = At All Times/Very High; 2.51 – 3.25 = Most of the Time/High; 1.76– 2.50 = Sometimes/Low; 1.00 – 1.75 = Never/Very Low

Table 8 provides the summary result of respondents' perceptions regarding various factors influencing their learning experiences. The factors under consideration encompass Learning Skills, Learning Infrastructure, Personality Traits, Teaching Skills, Learners' Interests, Learners' Study Habit, and Peer Influence. Learners' Interest emerged with the highest mean of 2.69, indicating that respondents perceived this factor as occurring Most of the Time. This means a consistent and prevalent level of interest among learners in the educational context. The elevated score implies that educators are successful in engaging students, fostering curiosity, and aligning instructional content with the diverse interests of their learners. The positive response to Learners' Interest underscores the critical importance of incorporating diverse and engaging teaching methodologies. Educators should continue to leverage innovative approaches, such as interactive activities, real-world applications, and technology integration, to sustain and enhance students' interest in the learning process. Furthermore, understanding the specific interests of learners within the context of the curriculum can aid in tailoring educational content to resonate with their preferences, promoting a more meaningful and personalized learning experience.

A comparative analysis of mean scores reveals intriguing patterns. Notably, Learning Skills, Personality Traits, Teaching Skills, Learner's Interest, Study Habit, and Peer Influence all share the same mean score of 2.69, suggesting that respondents perceive these factors as occurring Most of the Time. The consistent mean scores across these factors may indicate a commonality in the frequency of occurrence or impact on the learning experience. Educators and institutions should consider these aspects collectively, recognizing the interconnectedness of learning skills, personality traits, teaching skills, learner's interest, study habits, and peer influence (Abdullahi, 2017). This integrated perspective can guide the development of holistic strategies to enhance the overall educational experience, fostering a well-rounded and supportive learning environment.

Moreover, Learners' Interest and Learners' Study Habit have relatively higher standard deviations 2.54 and 2.35, respectively compared to other factors. The higher standard deviations for Learners' Interest and Learners' Study Habit suggest greater variability in respondents' perceptions of these factors. Educators should acknowledge and embrace this diversity, recognizing that individual learners may have unique interests and study habits. Implementing personalized learning approaches and providing flexibility in study options can address this variability, catering to the diverse needs and preferences of students. The analysis of respondents' perceptions on various educational factors provides valuable insights into the strengths and areas for improvement in the learning environment.

The highest mean score for Learners' Interest emphasizes the significance of engaging teaching methods, while the lowest mean score for Learning Infrastructure highlights the need for investments in physical and virtual resources. The consistent mean scores across Learning Skills, Personality Traits, Teaching Skills, Learner's Interest, Study Habit, and Peer Influence underscore the interconnected nature of these factors in shaping the overall learning experience. Addressing these insights can contribute to the development of targeted strategies for enhancing educational practices and creating a more enriching learning environment (Albar et al., 2022).

On the other hand, Learning Infrastructure received the lowest mean score of 2.52 (SD=2.14), indicating that respondents perceived it as occurring Most of the Time. This means that there might be inconsistencies or inadequacies in the educational infrastructure, potentially impacting the overall learning experience. The lower mean score for Learning Infrastructure calls for a thorough examination of the physical and virtual resources available to learners. Educational institutions should assess and address issues related to accessibility, technology integration, and facilities to create an environment conducive to effective learning. This may involve investing in updated technology, ensuring reliable internet connectivity, and providing adequate physical resources to support diverse learning needs. A robust learning infrastructure is crucial for optimizing the educational experience and fostering a positive learning environment.

Problem 2. What are the level of learners' academic performance in Mathematics; Science; and English?

Table 9 Distribution of the Pupils' Learning Outcomes from the Target Subjects during the First Quarter

Subject	Range	Frequency	Percentage
Mathematics	74 below	0	0%
	75-79	89	32%
	80-84	113	41%
	85-89	59	21%
	90-100	17	6%
	TOTAL	278	100%
English	74 below	0	0%
	75-79	102	37%
	80-84	98	35%
	85-89	59	21%
	90-100	19	7%
	TOTAL	278	100%
Science	74 below	0	0%
	75-79	67	24%
	80-84	136	49%
	85-89	61	22%
	90-100	14	5%
	TOTAL	278	100%

Legend: 85-89 = Very Satisfactory/Very Good; 80 – 84 = Satisfactory/Good;
75 – 79 = Fairly Satisfactory/Fair; 74 below = Did not Meet Expectation/Poor/Failed

Table 9 presents the detailed distribution of pupils' learning outcomes across three target subjects—Mathematics, English, and Science—during the First Quarter. The data, organized by specific score ranges (74 below, 75-79, 80-84, 85-89, and 90-100), provides insights into the performance of pupils in these key academic areas. The data for Mathematics reflects a balanced distribution of scores, with no pupils scoring below 74, indicating a positive start to the schoolyear. The most frequent range is 80-84, constituting 41% of the total pupils. This suggests a solid foundational understanding of mathematical concepts, as evidenced by the absence of scores in the lower range. The absence of scores below 74 is a promising indicator, suggesting that pupils have retained or built upon foundational mathematical skills. However, the concentration in the 80-84 range indicates an opportunity for educators to explore more challenging concepts, fostering a deeper understanding and potentially elevating the overall performance level. The highest range 90-100 had the lowest percentage at 6%. Excellence in the 90-100 range could further enhance overall math proficiency, signaling an opportunity to challenge students and cultivate a culture of academic excellence.

In English, the data showcases a similar pattern with a concentration of scores in the 75-79 range. The most frequent range is 75-79, representing 37% of the total pupils. The absence of scores below 74 once again indicates a commendable baseline proficiency in language skills. While the absence of scores below 74 is positive, educators may consider strategies to elevate scores into higher ranges. Implementing advanced reading and writing activities, critical analysis, and encouraging a more profound engagement with literature could contribute to a more diverse distribution of scores. The highest range 90-100 had the lowest representation of 7%. Addressing the mid-range scores could be a focal point for improvement, and strategies to boost scores in the 90-100 range may contribute to overall better performance in English.

Moreover, the data for Science reveals a notable concentration of scores in the 80-84 range, constituting 49% of the total pupils. Similar to Mathematics and English, there are no scores below 74, suggesting a robust foundational understanding of scientific principles. The concentration in the 80-84 range indicates that pupils have a solid grasp of scientific concepts. To enhance the learning experience, educators can introduce more advanced experiments, hands-on projects, and real-world applications, fostering a deeper appreciation for scientific inquiry. The presence of scores in the 90-100 range (5%) suggests potential for challenging pupils with more complex scientific concepts. A comparative analysis across subjects reveals consistent patterns, with a concentration of scores in the 80-84 range and the absence of scores below 74. This suggests a commonality in the foundational skills acquired by pupils across Mathematics, English, and Science during the 1st Quarter. While the common patterns indicate a well-rounded foundational understanding, educators and curriculum developers could collaborate to identify cross-subject strengths and weaknesses. Sharing best practices and tailoring instructional strategies to address subject-specific challenges could contribute to a more cohesive and integrated learning experience. The absence of scores below 74 reflects a commendable baseline proficiency (Clea, 2022), suggesting pupils have retained or built upon foundational skills. The concentration of scores in the 75-84 range indicates consistency across subjects, presenting opportunities for educators to explore more challenging concepts and elevate overall performance levels. Moving forward, a collaborative approach to curriculum development and pedagogy can ensure a more cohesive and integrated learning experience. Educators can leverage the positive trends observed in the 1st Quarter to implement targeted interventions and advanced coursework, fostering a diverse and enriched academic journey for pupils.

Table 10 Distribution of the Pupils' Learning Outcomes from the Target Subjects during the Second Quarter

Subject	Range	Frequency	Percentage
Math	74 below	0	0%
	75-79	72	25.90%
	80-84	108	38.85%
	85-89	62	22.30%
	90-100	36	12.95%
	TOTAL	278	100%
English	74 below	0	0%
	75-79	36	12.95%
	80-84	118	42.45%
	85-89	72	25.90%
	90-100	52	18.71%
	TOTAL	278	100%
Science	74 below	0	0%
	75-79	48	17.27%
	80-84	117	42.09%
	85-89	77	27.70%
	90-100	36	12.95%
	TOTAL	278	100%

Table 10 presents a detailed distribution of pupils' learning outcomes in three target subjects—Mathematics, English, and Science—during the 2nd Quarter. Organized by specific score ranges (74 below, 75-79, 80-84, 85-89, and 90-100), this data offers insights into the performance trends and areas for improvement within each subject. In Mathematics, there are no pupils scoring below 74, showcasing a positive start. The highest frequency is observed in the 80-84 range, constituting 38.85% of the total pupils. The lowest frequency is in the 90-100 range, making up 12.95% of the total. The absence of scores below 74 indicates a solid foundational understanding of mathematical concepts among pupils. The highest frequency in the 80-84 range suggests a substantial portion of pupils achieving a satisfactory level of proficiency. However, the lower frequency in the 90-100 range implies an opportunity to challenge pupils with more complex mathematical problems, potentially elevating overall performance levels.

In English, there are no scores below 74, indicating a commendable baseline proficiency. The highest frequency is in the 80-84 range, constituting 42.45% of the total pupils. The lowest frequency is in the 75-79 range, making up 12.95% of the total. Similar to Mathematics, the absence of scores below 74 suggests a strong foundational understanding of language skills. The highest frequency in the 80-84 range is positive, indicating a significant portion of pupils with proficiency in English. However, the lower frequency in the 75-79 range calls for a closer examination of potential challenges within this score range, and educators may consider targeted strategies to address specific weaknesses.

While in Science, there are no scores below 74, indicating a robust foundational understanding. The highest frequency is in the 80-84 range, constituting 42.09% of the total pupils. The lowest frequency is in the 90-100 range, making up 12.95% of the total. Similar to Mathematics and English, the absence of scores below 74 in Science indicates a solid foundational understanding. The highest frequency in the 80-84 range suggests that a significant portion of pupils is proficient in scientific principles. However, the lower frequency in the 90-100 range highlights an area for potential improvement, and educators may explore targeted interventions to enhance performance within this range.

A comparative analysis reveals consistent patterns across subjects, with no scores below 74 and the highest frequencies in the 80-84 range. However, there are variations in the lowest frequencies, with Mathematics and Science showing the lowest in the 90-100 range (Baik, Larcombe, & Brooker, 2019) The consistent absence of scores below 74 reflects a commendable baseline proficiency across all subjects. However, the varying distribution patterns suggest subject-specific strengths and challenges. Collaborative efforts among educators can facilitate the sharing of best practices to enhance performance in the 90-100 range and potentially elevate the overall learning outcomes. The absence of scores below 74 indicates a robust foundational understanding, while the distribution patterns highlight subject-specific areas for improvement. Collaborative efforts among educators, targeted interventions, and a focus on challenging pupils can contribute to a more balanced and enriched learning experience for pupils, fostering their overall academic growth (Duinhof et al., 2020).

Problem 3. Is there a significant relationship between the factors influencing academic performance and their performance in Mathematics, Science, and English?

Table 11 Test of Relationships between the Factors Influencing Academic Performance and their Performance

		School-Related Factors	Teachers-Related Factors	Pupils-Related Factors
Performance	Pearson Correlation	0.385	0.385	-0.027
	Sig. (2-tailed)	0.523	0.523	0.966
	N	5	5	5
Interpretation		Statistically Significant	Statistically Significant	Statistically Significant

Statistically significant at <0.05

Table 11 shows the overall correlations between the variables of the study on school-related, teacher-related, and pupil-related and the pupils' performance.The results of the three variables are displayed in the table with their respective correlation values, based on the frequencies of statements per category. These values relate to a variety of potential interpretations. A Pearson correlation value of 0.385 and a significance level of 0.523 are seen for the school-related parameters and their performance. This indicates that the study's null hypothesis is not supported by the findings of the investigation, which means that the study rejects the null hypothesis. Bauer (2019) posited that school-related factors contribute to the surge or collapse of the learners' conditions in acquiring significant knowledge in and out of school. Schools, the most common place for learning, have always been the foremost driver of learning in many regions worldwide. Kinoguitan district is home to various schools; however, each of these schools is different and features different ways to motivate and/or incline their students in the learning process.

Aside from schools, teachers also play a critical role in the learning process because they teach the students and are the focal point of knowledge acquisition within the classroom. According to the University of the People (2019), the teachers break down the difficult material and make the students' understanding of the abstract concepts more concrete. In addition, through the course of their teaching, children are presented with

new concepts and information that they otherwise may not have encountered. Teachers within the Kinoguitan district have continued been perform thoroughly and effectively, as seen in the way the students respond to their lessons. They can expand on hobbies and challenge their students to perform better. As a result, there is a higher chance of motivating students to learn and comprehend properly according to how these should be done.

The p-value for the factors associated with the teachers was 0.385, and the significance level was 0.523. Both of these values are comparable to one another. There is a positive correlation between both of these components; nevertheless, the significance level for the pupils-related elements was found to be -0.027, while the significance level for the other factors was 0.966. Even if there is a negative correlation between the two in terms of value, they are still statistically significant. Not only do you bring fresh insights and experiences into the lives of the children, but there's also a chance that one of their classmates will become a friend for the rest of their lives (IMBC, 2021). To summarize, it is impossible for students to have an excessive number of friends or an excessively extensive professional network. Because the contribution of students' teachers and classmates to the student's overall learning is so important, there is an absolute requirement for students to cultivate an interest in learning and a habit of studying.

Nevertheless, there is a sufficient amount of evidence to support the conclusion that **there is a significant linear relationship between the performance of the students and their interests, study habits, and the influence of their peers**. In general, there is a sufficient amount of evidence to support this conclusion. This can be deduced from the fact that the correlation coefficient has a value that is significantly different from zero, according to the statistics. It has been demonstrated that students who study in an environment that is conducive to learning are more likely to be motivated and committed and have a higher total learning ability (Hendrix, 2019). On the other hand, students who are learning in poor environments, such as ones that are uncomfortable, noisy, or full of distractions, will discover that it is much more difficult to absorb data and remain engaged in the material. Whether these external factors are school, teacher, or related factors or not, learning acquisition is still highly affected by their presence, and students may be positively or negatively affected by them.

4. Findings

Based on the analysis and interpretation of data gathered, the following are the salient findings of the study.

1. The learners' interests have relatively higher standard deviations compared to other factors. This implies that educators are successful in engaging students, fostering curiosity, and aligning instructional content with the diverse interests of their learners.

2. A comparative analysis reveals consistent patterns across subjects, with no scores below 74 and the highest frequencies in the 80-84 range. However, there are variations in the lowest frequencies, with Mathematics and Science showing the lowest in the 90-100 range. The consistent absence of scores below 74 reflects a commendable baseline proficiency across all subjects. There is a sign of increase in the academic performance of the learners as shown on the First and Second Quarter grades of the pupils in Mathematics, Science, and English.

3. There is a significant relationship between the performance of the pupils and the three major variables of the study, namely, school-related, teacher-related, and learner-related.

5. Conclusions

The findings of the survey provided the respondents with a more accurate depiction of what they will need to accomplish in the years to come. In addition to that, the verbal interpretation also suggests the adjustments that need to be made in order to get a better and more positive outcome. This is something that must be done. As a consequence, the findings of the study can serve as the basis for the development of an intervention program.

English is the topic with the most pupils scoring 75-79, contributing to the Philippines' low English comprehension. This suggests that students are having trouble absorbing elements affecting their academic performance. Students and teachers must understand the aspects that affect studying to correct the positive and enhance the negative. No student received poor grades since the learning outcomes showed that the target respondents helped them throughout their education. The distribution of course average scores shows learners' comprehension on each topic.

According to the study, learning skills and learning infrastructure for school-related factors, personality traits and teaching skills for teacher-related factors, and learners' interest, study habits, and peer influence for pupils-related factors, strongly impact student academic performance. The aforementioned components and their internal factors must be carefully managed to improve the target respondents' academic performance. Continuing the favorable effects of the study's influences should improve target responders' overall results.

The statistically significant association between factors and student performance demonstrates that the external environment of Kinoguitan District, Division of Misamis Oriental pupils is crucial to their academic performance. Because the correlation value for the three performance indicators is substantially lower than their significance level, the study's null hypothesis is rejected. This renders the study invalid. This study favors the alternative hypothesis above the null hypothesis.

6. Recommendations

On the basis of the results of this study, the following are recommended:

1. Learning Infrastructures and libraries should be conducive, consistent and adequate in all educational institutions. Educational institutions should assess and address issues related to accessibility, technology integration, and facilities to create an environment conducive to effective learning. This may involve investing in updated technology, ensuring reliable internet connectivity, and providing adequate physical resources to support diverse learning needs. Therefore, learning infrastructures and libraries are crucial for optimizing the educational experience and fostering a positive learning environment.

2. English as one of the hardest subjects for Flipino learners. Teachers should implement advanced reading and writing activities, critical analysis, and encouraging a more profound engagement with literature that could contribute to a more diverse distribution of scores. In Science, teachers should enhance the learning experience. They should introduce more advanced experiments, hands-on projects, and real-world applications, fostering a deeper appreciation for scientific inquiry. Meanwhile, in Math, there should be a solid foundational understanding of mathematical concepts. Teachers should use realia in teaching concepts for better understanding especially to the kids.

3. Mathematics, Science and English coordinators and teachers should support the need to come up with an innovation, research and action plan that will address the low performance of the learners in 3 major subjects. The use of diverse strategies and methods that require application should be effective and constant.

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