

Factors Associated with Academic Performance of Learners at Coral Na Munti National High School

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Abstract: This paper presents Factors Associated with Academic Performance of Learners at Coral Na Munti National High School.

Keywords: academic performance of learners

1. Introduction

A. Context and rationale

Academic success is the primary goal of an educational institution for the students. It is the most relevant indication that students learned and successfully fulfilled the academic requirements. However, despite this never enduring nurturance to attain this goal, existence of low performing students is continuously increasing. The students of today are 21st century learners who are exposed to the influence of the modern society that is why they need strong motivation to lead them toward success in their education.

Learning, as defined by J.W. Santrock (2005), is a permanent change in behavior and a process through which experience modifies pre-existing behavior and understanding. All learners aim for this so that they could be competitive enough in facing the world of mobility and progress. Consideration of factors that may cause this goal is necessary in order to determine the contributory factor of learning adaptation. Despite evidences of low performing students, it is essential to conduct a study about the different causes of low academic performance and identify influences that contributed to the well-being of the graduates as an individual. Finding solutions towards the problem is very much needed in attaining the Vision and Mission of the Department of Education.

Amid all the recent flurry of national reports calling for educational reform initiatives to raise academic standards and otherwise upgrade the quality of schools, very little attention has been given to the need for improved guidance and counseling services. When learners have problems, they turn to those whom they know best, and who they think can help the most. Surveys have shown that the adults to whom students of all ages are most likely to turn, after their parents, are teachers.

In most schools, there are far from enough school counselors to provide program for guidance. Teachers although may lack the professional training of counselors, school teachers have a

long tradition of helping students with personal problems. They also interact with the students daily, and thus are in excellent position to provide personal direction. In fact, effective teachers share many of the same traits as effective counselors: ability to empathize with learners, patience and flexibility, excellent interpersonal skills, openness to new ideas, and awareness of individual differences. Good teachers also habitually promote and sustain positive group interaction in their classes, and develop a helping relationship with both students and parents. In all these ways, the teacher's role is closely allied to that of the counselor.

B. Purpose of the study

The researcher decided to conduct this study to determine the factors that lead to academic achievement of learners and identify factors that hinder their performance. More so, this research intends to study the factors affecting learners at Coral na Munti National High School, as assessed by the learners themselves with the end view of formulating a comprehensive intervention program that would address the increasing number of low performing students in academics.

C. Reason of the study

The researcher who happened to be one of the advisers of some low performing learners was challenged to identify the cause of problems of learners and increase the level of academic achievement. Teachers especially the adviser function as counselor to their learners or clientele for the reason that no learner must be left behind. Up to a certain extent, the advisers must focus on the enhancement of academic achievement indicated in terms of grades because those are quantifiable justifications of the measure of learning. This research hopes to devise a more structured program and intervention that would address the problems of students in terms of their academic performance. It is for the benefit of the learners who are aspiring to attain academic success. As of today, it is relevant to focus on the process of honing learner's potentials, developing their skills, and establishing their positive views for them to be productive in dealing with challenges in different undertakings ahead of them. As a public secondary teacher and class adviser of Coral na Munti National High School, the researcher

believed that this study can contribute to the further improvement of the academic performance of learners in terms of what they should know (knowledge), what they are expected to do to achieve quality learning outcomes (practice) and what they should possess to be able to embrace change and sustain educational growth (attributes).

This study helped the researcher to answer the questions in mind, the answers of which come from the teachers and learners' view which are considered as first-hand information, since they have experienced the factors and most likely to know how it affected them.

D. Conceptual framework

Figure 1 illustrates the paradigm showing relevant component of this study. It focused on Demographic Profile of low performing learners particularly in terms of age, gender, grade level, family structure, financial status of the family and siblings that the researcher pursued to find out if these are the aspects that contribute the factors affecting low performing learners. It served as a unit of analysis to enhance the learners' academic achievement for the reason that it may help learners to maintain their academic status in achieving progress afterwards.

The researcher focused on determining common factors affecting learners that caused them difficulty in school performance; and hence to attain low grades. In this study, factors such as interest, social adjustment, interpersonal relationship, attitude, habit and support system were given emphasis. Intensive investigation was conducted regarding these concepts in order to determine which factors directly affect the academic performance of the learners. As a consequence, the researcher was able to come up with an intervention program that would hopefully present a solution that will aid common problems that affect the learners' achievement to formulate actions that enrich learners' potentials in terms of level of academic performance learning attained in school.

2. Review of related literature and studies

This part presents a review of literature and studies which provided significant information and insights that served as basis for the researcher to establish the framework of this study.

A. Related literature

Academic Achievement

Academic achievement is mostly defined by the grades attained by the learners. The factors that affect the low performance of students must be taken into consideration. High school students focused on settings for learning such as communities, schools, religious communities, and the workplace or on externally observable processes such as self-directed learning and collaborative learning.

B. Factors affecting academic performance

Motivation, support and encouragement coming from the parents are factors that lead to academic success of the students. It shows that parent-child interactions are the forces that determined academic performance. In relation with this, sibling structure which was an element of family structure considered that the number of children in the family has a connection to the children academic structure. According to Marjoribanks (2003), in a "resource dilution hypothesis" children who had to share family resources have the tendency to attain low scores on the academic outcomes. It shows in the family background similar to variations in family economic resources, and variations in the quality on parent-child interactions.

The Social Learning theory of Albert Bandura (1997), on the other hand was a bridge between behaviourist and cognitive learning theories because it encompasses attention, memory and motivation. The person that surrounds us might be a great influence towards development of one's capability and proficiency. It also emphasized the value of environment, social support, and good relationship among learner's adjustment to high school environment.

The concept developed by Erving Goffman (2010), emphasized that self-presentation involves strategies of impression management which lead to interpersonal communication. It deals more broadly with how the people try to control and regulate information about people, objects ad events. The individual is the one who makes choices in ways on how he would deal with circumstances such as attitude towards studies. The grades achieved by the students were considered as the product of his efforts or the way the studies was controlled which was may have been self-motivated or self-initiated.

Moreover, according to student development theory it is important for learners to feel that they matter. When they feel that way, they are more likely to be involved in activities and academic programs that promote development in learning. When students know they matter, such as feeling noticed (attention), being cared about (importance), have a feeling that someone will be proud of what they do, or will sympathize with their failure the more students get motivated to pursue their

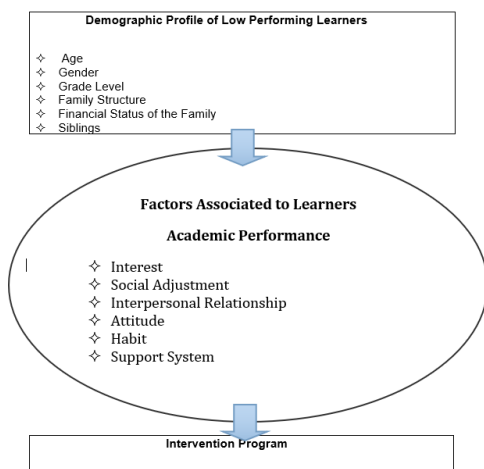


Fig. 1. Conceptual paradigm of the study

aspiration to excel in their academic performance (ego extension). When a student feels that he is needed (dependence) and the feeling of his efforts is being appreciated by others (appreciation) the more the student gets motivated to be involved in different school activities such as class discussions and extracurricular activities (Rendon, 1996).

Relatively, the family was considered as an influencing factor in the learning of the student. Based on "Alterable Family Influences" if parents were actively involved in their children's schooling in an intellectually stimulating home setting where opportunities are provided by parents; these help them explore ideas. Their support leads to eagerness in excellent academic achievement. In relation to this, enriched learning environment made by families was considered as a positive influence towards academic performance (Marjoribanks, 2003).

Parental involvement appears to be an important factor that enhances academic success in terms of high attendance, test scores and grades. It was also considered that parents were the most influential towards motivation in doing well in school although mother and father differ in responsibility of managing family task. There were situations wherein father was the sole provider for the family which often gave them the privilege "to taken care off" rather than to give care. However, there were also situations wherein a mother works outside the home but it has no negative effects towards family for the reason that most of the mother working as provider and at the same time satisfying roles in giving care to the family (Owens, 2006).

Attitude is an opinion or general feeling about something. It is what a person prefers to do which is different from what he can do (ability). Most human behavior is learned through modelling and observing others. How new behaviors and attitudes are performed served as a guide for action (Cobico, 2007). According to Villar (2009), the physical, intellectual, emotional, social and spiritual needs of children are initially met and nurtured within the family. In relation to this, if a student observed that their family or their social environment had positive views about academic achievement; students might develop the same understanding about good school performance.

C. Related studies

Only few studies have been conducted and have been found to bear significant relations with the present study.

D. Foreign

According to the study of Gollin et al. (2007) children as constant learner acquired a greater degree of information that broadens their range of interests and habits and improves their skills and abilities if they are highly motivated. They learned to read and comprehend, compute facts and solve problems with their abilities, and develop their writing capacities to a marked degree. The well-behaved and responsible students are shaped were technically in the attainment of classroom goals in the areas of planning, organizing, activating and controlling is observed and practiced. It is about these attitudes where

students can learn. (Gollin et al. ,2007)

Fuller and Clark (2005) found out that academic achievement or the students' grade was related to cognitive performance, as measured by the Raven scores in this study. However, this was modified by the environmental factors, notably low socioeconomic status. Previous studies, both locally and elsewhere, have shown the consistent influence of the child's socio-economic background on student achievement. Having a larger family size was also associated with lower academic achievement. This could be due to dilution of resources, as pointed out by others. Boys tend to do less well in school compared to girls. This has been attributed to boys displaying a higher level of activity as well as having a different approach to academic achievement and a lack of concern with pleasing parents and teachers.

Both studies were related to the present study in the sense that each study dealt on factors that affect the academic achievement of students. However, each study bears differences in terms of respondents and place of focus.

E. Local

According to Tividad (2010), social adjustment means more than just making changes in the behavior of an individual in order to fit himself in the community in which he lives. It was also stated by Consolvo (2002) that institutions which provide opportunities not only for academic support but also for social and personal support increases students' retention rates. Social adjustments particularly involve developing new relationship, balance of social choices together with academic responsibilities.

According to Uy (2000), intervention programs enhance the capabilities and the skills of students to be able to manage themselves in times of problems and to develop and exercise their competencies, skills, knowledge, attitudes and values.

Parker et.al, 2001. (cited by Licuan, 2009) that transition from high school to a university was another determinant under social adjustment which affects academic achievements. Students were not prepared to be separated from their high school friends. That leads to difficult in attaining balance in managing college life because of anxiety and greater expectation compared to their previous experiences in high school. It shows that with positive interpersonal relationship the students tend to easily cope with academic requirements and to adjust to the school environment.

It was found out in a study of Cerezo (1994) that there were several factors that affect the individual either positively or negatively specifically in the academic achievement and attitudes towards school. It was pointed out that environment appears to be the atmosphere that promotes basic trust, whether it be between parent and child, teacher and child. Furthermore, educators claimed that social adjustment, academic achievement and attitudes towards school were the major aspects that should be developed within the child. If the individual had a positive environment the more he would respond positively; or the results of the activities particularly

the studies would also be desirable.

According to Tividad (2010) habit was required to meet the academic demands in the college level. Students must have a routine in studying harder, improve ways in study and take school more seriously. The students also need to learn how to set and balance priorities. Moreover, according to Arenas (2001), once a habit established it made the behavior consistent.

Similarly, in the life of a student, the facilitators of learning were part of the system that supports academic achievements. It was the authority that imparts knowledge and instruments in honing the capability of the learner. Teachers should help students set realistic expectations for their academic accomplishments. It could be an influencing factor whether the goal of a learner will be achieved or not. Hence, it was important to each catalyst of education to be prepared and aware of them, because their students might be a reflection of what they are.

Students' performance defines their academic achievements. However, there were differences in attainment for different reasons. According to Ocampo, (cited by Cobico, 2009) majority to college students have needs such as effective need for interpersonal relationship with oneself. It shows that indeed support system is a significant factor that affects the totality of an individual as a student which contributes to the interest and attitude in studies. In this regard, support system is an aspect that needs to be focused on for a comprehensive intervention program.

3. Action research question

This study aimed to determine the factors associated with the academic performance of learners at Coral na Munti National High School, as assessed by the teachers and learners themselves which served as basis for the development of intervention program. This program also intends to enhance the quality and uplift the academic achievement of the learners. Specifically, this study sought to answer the following questions:

What is the demographic profile of the learners in terms of:

- Age;
- Gender;
- Grade level;
- Family structure;
- Financial status of the family; and
- Siblings?

What were the factors affecting learners' academic performance in terms of:

- Interest;
- Social adjustment;
- Interpersonal relationship;
- Attitude;
- Habit and
- Support system?

1. Was there a significant difference between the

assessment of two groups of respondents on the factors associated with the academic performance of the learners?

2. What intervention program developed based on the findings?

4. Scope and delimitation of the study

This study focused on identifying the factors associated with academic performance of learners at Coral na Munti National High School, which serve as basis for an intervention program. This study made use of the responses of selected 120 high school learners from Grade 7 to Grade 10 whose average in the second quarter is 79 and below due to poor academic performance and 29 teachers of Coral na Munti National High School. The researcher employed the descriptive method of research and utilized the questionnaire as the main instrument in gathering the data of the study.

5. Research Methodology

This study focused on the factors associated with academic performance of learners. The descriptive method of research aimed to present information on how the demographic profile, and the factors specifically in terms of interest, social adjustment, interpersonal relationship, attitude, habit and support system affect the learners' academic performance. This study equally employed the development of an intervention program based on the research findings. The data were gathered through the use of the questionnaire.

This study was conducted among the Grade 7-10 learners of Coral na Munti National High School. The respondents of the study included 120 selected high school learners both males and females whose average in the second quarter is 79 below and 29 teachers in Coral na Munti National High School, Agoncillo, Batangas.

6. Results and discussion

This study was conducted among the Grade 7-10 learners of Coral na Munti National High School. The respondents of the study included 120 selected high school learners both males and females whose average in the second quarter is 79 below and 29 teachers in Coral na Munti National High School, Agoncillo, Batangas.

A. Profile of the learner respondents

This study determined the demographic profile of the respondents. To get a clearer perspective of the respondents profile was drawn in terms of age, gender, grade level, family structure, financial status of the family and siblings.

Age. The age of the respondents is considered as one important factor that affects the academic performance of the learners.

It can be seen in the table 1, that the most or 71 or 59.17 percent of the learner respondents were in 12-14 age group, closely followed by 46 or 38.33 percent that fell on 15-17 age group. It also appeared that 2 or 1.67 percent were clustered on

18-20 age group and one or .83 percent was on below 11 age group.

Table 1
Distribution of Respondents in Terms of Age

Age	Frequency	Percentage
18 - 20	2	1.67
15 - 17	46	38.33
12 - 14	71	59.17
Below 11	1	0.83
Total	120	100

Gender. The gender of the respondents is considered as one important factor that affects the academic performance of the learners.

Table 2
Distribution of Respondents in Terms of Gender

Gender	Frequency	Percentage
Male	111	92.5
Female	9	7.5
Total	120	100

According to Owens (2006), it is approximately two (2) boys are designated as underachiever for every girl, but this may be partly because boys generally get poorer grades than girls. However, based on the data gathered, 111 or 92.5 percent of the respondents were males and 9 or 7.5 percent of the respondents were female with a total of 120 respondents. It is a manifestation that gender may be or is not a determinant of being an achiever.

Grade Level. The data on table 3 showed the respondents distribution according to grade level.

Table 3
Distribution of Respondents in Terms of Grade Level

Grade Level	Frequency	Percentage
Grade 10	24	20
Grade 9	41	34.17
Grade 8	25	20.83
Grade 7	30	25
Total	120	100

It can be gleaned from the table that 41 or 34.17 percent of the respondents came from grade 9. Moreover, 30 or 25 percent were from grade 7 and 25 or 20.83 percent of the respondents were grade 8 and the least number of low performing learners came from grade 10 with 24 or 20 percentage.

Family Structure. Table 4 shows the different family composition of respondents.

Table 4
Distribution of Respondents in Terms of Family Structure

Family Structure	Frequency	Percentage
Living with complete family member	86	71.67
Living with mother and siblings	6	5
Living with father and siblings	10	8.33
Living with grandparents or guardian	18	15
Total	120	100

The largest percentage is 71.67 or 86 of which are living with a complete family member together with mother, father and siblings; 15 percent or 18 of them are living with grandparents or guardian, while 8.33 percent or 10 of them are living with

father and siblings. Lastly, five (5) percent or six (6) of the respondents are living with mother and siblings.

According to Owens (2006), mother and father differ in their responsibility of managing family task while their involvement appears to be an essential factor in enhancing children’s academic success in terms of high attendance, test scores and grades and as parents they are more influential towards school performance also the guardians who actively involved in child’s education. However, majority of low performing learners were those who live with complete family member and the least were the learner respondents who live with their mother alone.

Financial Status of the Family. Table 5 shows the respondents’ distribution according to their financial status.

Table 5
Distribution of Respondents in Terms of Financial Status of the Family

Financial Status of the Family	Frequency	Percentage
Both mother and father have a permanent job	20	16.67
Mother is the only one who makes income	8	6.67
Father is the only one who makes income	92	76.66
Income of the family is coming from the extended family	0	0
Total	120	100

It can be gleaned from the table that there are 76.66 percent or 92 of the respondents revealed that their father is the only one who earned income for the family. However, 16.67 percent or 20 of them revealed that both parents have a permanent job while the 6.67 percent or eight (8) of the respondents admitted that their mother is the only one who earned an income. None of the respondents are getting income from the extended family.

According to Owens (2006), father’s role as the sole provider often gave them the privilege “to be taken care of” in the family rather than “to give care” while the fact that a mother works outside the home has no universally negative effects and employed mothers increase in number of ways nowadays.

As what is shown in the results, the highest percentage of the respondents’ father is working followed by both parents who are working and the least are respondents who have a working mother alone. It is also evident that most respondents who are low performing have a father who are working for the family.

Siblings. Table 6 shows the respondents’ distribution according to number of siblings

Table 6
Distribution of Respondents in Terms of Siblings

Siblings	Frequency	Percentage
1 - 2	14	11.67
3 - 4	66	55
5 - 6	40	33.33
None	0	0
Total	120	100

The table revealed that 66 or 55 percent of the respondents have 3-4 siblings while 40 or 33.33 percent of them have 5-6 siblings and the 14 or 11.67 percent of them have 1-2 siblings only. Based on the result of the demographic profile in terms of number of siblings it shows that the number of siblings that one has, the more the learner have a tendency to be low performing.

B. Factors Associated with Academic Performance

There were six factors considered in this study which were associated with academic performance of selected learners such as interest, social adjustment, interpersonal relationship, attitude, habit and support system.

Interest. Table 7 shows the extent to which interest is associated to the academic performance.

The data revealed that the student-respondents were always interested in their studies as supported by the average weighted mean 1.89.

On the other hand, the teacher respondents also revealed that the learners were always interested in their studies with the average weighted mean of 1.50.

knowledge with the combined weighted mean of 1.71 and closely followed that they studied hard to attain academic success with the combined weighted mean of 1.72. More so, learners always gave attention to all school activities with combined weighted mean of 1.83. This was also substantiated by their answers that learners always made and submitted assignments on time with the combined weighted mean of 1.85. Learners just often prepared for the upcoming examination as evidenced with the lowest combined weighted mean of 2.06.

In relation to these results the components of self-regulation were an indicator of interest of a student towards studies. First, students' strategies in planning, monitoring and modifying cognition as well as students' management and control of their

Table 7
 Factors Affecting Learner's Academic Performance in Terms of Interest

Indicators	Learners			Teachers			Composite		
	WM	VI	R	WM	VI	R	WM	VI	R
1. I go school to learn.	1.58	A	3	1.38	A	1	1.48	A	2
2. I enjoy schooling at public secondary high school.	1.48	A	2	1.4	A	2	1.44	A	1
3. I come to school on time.	1.86	A	5	1.54	A	6.5	1.7	A	5
4. I listen to the lesson attentively to acquire knowledge	1.93	A	7	1.5	A	4.5	1.71	A	6
5. I make and submit assignments on time.	2.13	O	8	1.58	A	9	1.85	A	9
6. It is my decision to attend academic discussion.	1.45	A	1	1.54	A	6.5	1.49	A	3
7. I listen to the lecture of my teacher during classes.	1.68	A	4	1.6	A	10	1.64	A	4
8. I study hard to attain academic success.	1.88	A	6	1.56	A	8	1.72	A	7
9. I give attention to all school activities.	2.25	O	9	1.42	A	3	1.83	A	8
10. I do preparation for the upcoming examination.	2.63	O	10	1.5	A	4.5	2.06	O	10
Average Weighted Mean	1.89	A		1.50	A		1.70	A	

Table 8
 Factors Affecting Learner's Academic Performance in Terms of Social Adjustment

Indicators	Learners			Teachers			Composite		
	WM	VI	R	WM	VI	R	WM	VI	R
1. I am adjust to the physical environment	2.81	O	5.5	1.48	A	1.5	2.14	O	5
2. I understand that separation from old friends will really come along	2.31	O	3	1.5	A	3	1.90	A	3
3. I am adjusted with the teacher method of teaching	3.41	S	7.5	1.56	A	6.5	2.48	S	7
4. I enjoy having new acquaintances in school	2.81	O	5.5	1.56	A	6.5	2.18	O	6
5. I refuse to the negative influences in school	2.46	O	4	1.58	A	8.5	2.02	O	4
6. I join different school activities	3.66	S	10	1.48	A	1.5	2.57	O	10
7. I express my ideas in academic discussion	3.43	S	9	1.58	A	8.5	2.50	O	8
8. I respect the point of view of others.	2.03	O	2	1.52	A	4	1.77	A	2
9. I learn to abide by the decision of the majority	1.65	A	1	1.54	A	5	1.59	A	1
10. I am confident in expressing opinion	3.41	S	7.5	1.64	A	10	2.52	O	9
Average Weighted Mean	2.80	O		1.54	A		2.17	O	

When responses of two groups of respondents were combined, the composite mean of 1.70 is recognizable that the learners were always interested in their studies.

This was supported by the disclosure of both respondents that the learners always enjoyed schooling at public secondary high school ranked the highest with the combined weighted mean of 1.44.

Furthermore, learners always go to school to learn with the combined weighted mean of 1.48 and it is always the learners' decision to attend academic discussion with the weighted mean of 1.49. The learners always listen to the lecture of the teachers during classes with the combined weighted mean of 1.64. It was revealed that learners always came to school on time with the weighted mean of 1.70. Further looking on the same table, learners always listened to the lesson attentively to acquire

effort on classroom academic task was also considered as an important factor. Lastly, conceptualization which was considered as actual cognitive strategy used by the student to learn, remember and understand the material through rehearsal, elaboration and organizational strategies have been found out to foster active cognitive engagement in learning and results to a higher level of achievement (De Groot, et.al, 1990).

Social adjustment. Table 8 shows the extent to which social adjustment is associated to the academic performance.

The data revealed the student-respondents were often socially adjusted in their studies as supported by the average weighted mean of 2.80. With regards to teacher-respondents, learners were always socially adjusted in their studies as revealed with the average weighted mean of 1.54.

When the responses of two groups were combined, the

composite mean of 2.17 was recognizable that learners were often socially adjusted in their studies. This was substantiated by the idea that they always accepted the decisions of majority got the lowest weighted mean of 1.59.

It is also clearly reflected on the table that respected the point of view of others and they were always ready to be separated from friends with the weighted mean of 1.77 and 1.90 respectively. Likewise, learners often refused to the negative influences in school received the weighted mean of 2.02 and were often adjusted to the physical environment with the combined weighted mean of 2.14. Another is that they often enjoyed having new acquaintances in school got the combined weighted mean of 2.18. Moreover, the learners were sometimes adjusted with the teacher’s method of teaching as revealed by the combined weighted mean of 2.48. With that fact, that the learners often expressed their ideas in academic discussion with the combined weighted mean of 2.50 and confident in expressing their opinions got the combined weighted mean of 2.52. This was closely followed by the lowest combined weighted mean of 2.57 which is the idea that learners often joined different school activities. Furthermore, these results were directly related to what Tividad (2010) stated, that social environment requires adjustment on the part of new students. Social adjustment particularly involved developing new relationships, balance of social choices together with academic responsibilities. When students are socially adjusted they are able to adapt to learning and are able to deal with situation particularly in academic aspect.

Interpersonal Relationship. Table 9 shows the extent to which

interpersonal relationship is associated to the academic performance. The data revealed that the learner-respondents often have good interpersonal relationship in their studies as supported by the average weighted mean of 2.38.

On the other hand, teacher-respondents revealed that learners always have good interpersonal relationship in their studies with the average weighted mean of 1.43.

When responses of the two groups were combined, the composite mean of 1.91 was recognizable and it was revealed that they always have positive interactions with friends got the highest combined weighted mean of 1.38; have good relationship with their siblings that motivated them to perform well in school with the combined weighted mean of 1.40 and have good relationship with their family, 1.51 and they always have good relationship with their friends with the combined weighted mean of 1.58. Learners always attained high grades because they were inspired by the achievement of others with the combined weighted mean of 1.69. More so, they were always comfortable with the support given by the family, 1.81; received encouragement from people around them, 2.09 and they often spent time talking with their friends about their lessons in the school, 2.10. Further looking on the same table, they were often confident to express their ideas during class discussion because of the support of their classmates with the combined weighted mean of 2.52. Based on the tabulated data, they often went out with friends when the learners were done in their school work with the lowest combined weighted mean of 2.94.

In relation to this, according to the student development

Table 9
Factors Affecting Learner’s Academic Performance in Terms of Interpersonal Relationship

Indicators	Learners			Teachers			Composite		
	WM	VI	R	WM	VI	R	WM	VI	R
1. I have good relationship with my siblings	1.40	A	1	1.4	A	7	1.4	A	2
2. I have good relationship with my friend (boy/girl)	1.78	A	4	1.38	A	5	1.58	A	4
3 I express my ideas during class discussion confidently	3.53	S	9	1.52	A	8	2.52	O	9
4. I have good relationship with my family	1.65	A	3	1.38	A	5	1.51	A	3
5. I am comfortable to all support given by my family	2.26	O	6	1.36	A	3	1.81	A	6
6. I go out with friend when I am done at school works	4.61	R	10	1.28	A	1	2.94	O	10
7. I have positive interactions with friends	1.45	A	2	1.32	A	2	1.38	A	1
8.. I spend time talking with my friends about lessons in school	2.66	O	8	1.54	A	9	2.1	O	8
9. I recognize encouragements from people around me	2.40	O	7	1.78	A	10	2.09	O	7
10. I want to attain high grades because I am inspired by the achievements of others	2.01	O	5	1.38	A	5	1.69	A	5
Average Weighted Mean	2.38	O		1.43	A		1.91	A	

Table 10
Factors Affecting Learner’s Academic Performance in Terms of Attitude

Indicators	Learners			Teachers			Composite		
	WM	VI	R	WM	VI	R	WM	VI	R
1. I treat all the low scores that I receive as a challenge	2.98	O	5	1.56	A	8.5	2.27	O	5
2. I want to get a perfect score.	3.41	S	10	1.28	A	1	2.34	O	7
3. I am punctual in submitting school requirements	2.95	O	4	1.62	A	10	2.28	O	6
4. I take down notes and listen attentively to lectures	3.00	S	6	1.52	A	6.5	2.26	O	4
5. I budget my allowance to sustain my needs	3.38	S	9	1.44	A	2	2.41	O	8.5
6. I focus on studies even there is a family problem	2.18	O	1	1.5	A	4.5	1.84	A	1
7. I focus my attention to studies even it is difficult	2.73	O	3	1.5	A	4.5	2.11	O	3
8.. I take responsibility to all my failures	3.30	S	7	1.56	A	8.5	2.43	O	10
9. I appreciate achievements of my classmates	2.26	O	2	1.46	A	3	1.86	A	2
10. I listened to the lessons regardless of the personality of the teacher	3.31	S	8	1.52	A	6.5	2.41	O	6.5
Average Weighted Mean	2.95	O		1.45	A		2.20	O	

Table 11
 Factors Affecting Learner's Academic Performance in Terms of Habit

Indicators	Learners			Teachers			Composite		
	WM	VI	R	WM	VI	R	WM	VI	R
1. I check my Facebook account to complete my day	3.65	S	10	1.4	A	3	2.52	O	9
2. I focus on searching information about my subjects in school rather than playing computer games	2.91	O	4	1.3	A	2	2.10	O	4
3. I review my lessons rather than spending much time in chatting with my friends online	3.15	S	6	1.62	A	9	2.38	O	7
4. I observe schedules of school activity and lessons	3.05	S	5	1.5	A	6	2.27	O	5
5. I manage my schedules by making time table	3.38	S	8	1.76	A	10	2.57	O	10
6. I read my notes ahead of the examination schedule	3.18	S	7	1.54	A	8	2.36	O	6
7. I indulge sports as my leisure activity	1.95	A	1	1.44	A	4	1.69	A	1
8. I spend time to my hobby after doing school assignment	2.81	O	3	1.16	A	1	1.98	A	2
9. I satisfy my needs first before my wants	2.61	O	2	1.46	A	5	2.03	O	3
10. I plan my outdoor activity	3.40	S	9	1.52	A	7	2.46	O	8
Average Weighted Mean	3.01	S		1.47	A		2.24	O	

theory, it is important for them to feel that they matter. When they feel that way, they are more likely to be involved in activities and academic programs that promote development in learning. When students know they matter, such as feeling noticed (attention), being cared about (importance), have a feeling that someone will be proud of what they do, or will sympathize with their failure the more students get motivated to pursue their aspiration to excel in their academic performance (ego extension). When a student feels that he is needed (dependence) and the feeling of his efforts is being appreciated by others (appreciation) the more the student gets motivated to be involved in different school activities such as class discussions and extra-curricular activities (Rendon, 1996).

Attitude. Table 10 shows the extent to which attitude is associated to the academic performance.

The average weighted mean of 2.95 indicated that the learner-respondents often have good attitude in their studies. With regards to teacher-respondents, they revealed that the learners always have good attitude in their studies with the average weighted mean of 1.45. When responses of two groups were combined, the composite mean of 2.20 is recognizable that first in the rank was the idea that the learners remained focused on their studies despite of having family problem which was highest in the rank with the composite weighted mean of 1.84. As reflected from the responses, the learners always appreciated achievements of their classmates, 1.86.

Furthermore, the learners often focused their attention to studies even it is difficult with the combined weighted mean of 2.11; took down notes and listened attentively to lectures, 2.26; treated all the low scores that the learners received as a challenge, 2.27; punctual in submitting school requirements, 2.28 and wanted to get perfect score with the combined weighted mean of 2.34. The learners also disclosed that learners often budgeted their allowance to sustain their needs and listened to the lessons regardless of the personality of the teacher equally shared the combined weighted mean of 2.41. Last in the rank is the idea that the learners often took responsibility in their failures with the lowest weighted mean of 2.43.

Relative to the result of factors pertaining to attitude, the concept developed by Erving Goffman (2010), emphasized that

self-presentation involves strategies of impression management which lead to interpersonal communication. It deals more broadly with how the people try to control and regulate information about people, objects and events. The individual is the one who makes choices in ways on how he would deal with circumstances such as attitude towards studies. The grades achieved by the students were considered as the product of his efforts or the way the studies was controlled which may have been self-motivated or self-initiated.

Habit. Table 11 shows the extent to which habit is associated to the academic performance. The data revealed that the learner-respondents sometimes have good habit in their studies as supported by the average weighted mean of 3.01. On the other hand, the teacher-respondents revealed that the learners always have good habit in their studies with the average weighted mean of 1.47.

Combined responses of two groups of respondents showed a composite mean of 2.24 which was recognizable that the learners always indulged into sports during their leisure time obtained the highest combined weighted mean of 1.69 and spent time in their hobbies after doing school assignment with the combined weighted mean of 1.98. They often satisfied their needs first before their wants, focused on searching information about their subjects in school rather than playing computer games, observed schedules of school activities and lessons, and read their notes ahead of the examination schedule, with respective combined weighted mean values: 2.03, 2.10, 2.27 and 2.36.

Learners often reviewed their lessons rather than spending much time in chatting with their friends on line with the combined weighted mean of 2.38; planned their outdoor activities, 2.46; checked their facebook account to complete their day, 2.52 and often managed their schedules by making time table with the lowest combined weighted mean of 2.57.

Habit was required to meet the academic demands in the college level. According to Tividad (2010) and according to Aranas (2001), once a habit is established, it makes the behavior consistent. Students must have a routine in studying harder, improve ways in study and take school more seriously. The students also needed to learn how to set and balance priorities. In this manner the student may gain high grades and may

Table 12
 Factors Affecting Learner’s Academic Performance in Terms of Support System

Indicators	Learners			Teachers			Composite		
	WM	VI	R	WM	VI	R	WM	VI	R
1. I appreciate my parents for emphasizing the worth of Education	1.5	A	3.5	1.36	A	2.5	1.43	A	2.5
2. I feel the concern of my parents towards my academic performance	1.5	A	3.5	1.4	A	5.5	1.45	A	4
3. I receive encouragement from my family	1.7	A	8	1.5	A	8.5	1.6	A	8
4. I experience having a favourable educational environment	1.60	A	6.5	1.52	A	10	1.56	A	7
5. I receive comfort from every member of the family	1.51	A	5	1.36	A	2.5	1.43	A	2.5
6. I am recognized by the teacher that is why I am motivated to learn	1.90	A	9	1.38	A	4	1.64	A	10
7. I experience good treatment from the staff in various offices of the school	2.05	O	10	1.2	A	1	1.62	A	9
8. I appreciate that the vision and mission of the school comprehend with my professional goal	1.46	A	2	1.5	A	8.5	1.48	A	5
9. I participate in the religious activities without any conflict with my studies	1.60	A	6.5	1.46	A	7	1.53	A	6
10. I have a positive outlook towards studies because I have strong faith to God	1.36	A	1	1.4	A	5.5	1.38	A	1
Average Weighted Mean	1.62	A		1.40	A		1.51	A	

Table 13
 Summary of the Factors Associated with Academic Performance of Learners

Factors	Learners	Teachers	Composite Mean		
	AWM	AWM		VI	R
1. Interest	1.89	1.50	1.70	A	2
2. Social Adjustment	2.80	1.54	2.17	O	4
3. Interpersonal Relationship	2.38	1.43	1.91	A	3
4. Attitude	2.95	1.45	2.20	0	5
5. Habit	3.01	1.47	2.24	0	6
6. Support System	1.62	1.40	1.51	A	1
Overall Weighted Mean	2.44	1.47	1.96	A	

achieve good performance academically.

Support system. Table 12 shows the extent to which support system is associated to the academic performance.

The data revealed that the learner-respondents always have good support system 1.62. With regards to teacher-respondents, the learners always have good support system in their studies as supported by the average weighted mean of good support system in their studies with the average weighted mean of 1.40.

When responses of two groups were combined, the composite mean of 1.51 was recognizable that the learners always have good support system in their studies. It is clearly reflected on the table that the learners always have positive outlook towards studies because they have strong faith to God got the highest combined weighted mean of 1.38. They always appreciated their parents for emphasizing the worth of Education and received comfort from every member of the family both garnered the equal weighted mean of 1.43. It further appeared that they always felt the concern of their parents towards their academic performance with the combined weighted mean of 1.45 and appreciated that the vision and mission of the school comprehend with their professional goal with the combined weighted mean of 1.48. They always participated in the religious activities without any conflict with their studies with the combined weighted mean of 1.53 and experienced having a favourable educational environment with the combined weighted mean of 1.56. It further revealed that they always received encouragement from their families with the combined weighted mean of 1.60. As assessed by both respondents, learners always experienced good treatment from the staff in various offices of the school having the combined weighted mean of 1.62. Furthermore, they were always recognized by the teacher that is why they were motivated to

learn with the lowest combined weighted mean of 1.64.

According to Villar (2009), the physical, intellectual, emotional, social and spiritual needs of children are initially met and nurtured within the family. In relation with this, if a student observes that his family on his social environment has positive views about academic achievement, the student may develop the same understanding about good school performance. Moreover, according to Bandura (1997) the person that surrounds us might be a great influence towards development of one capability and proficiency.

Summary of the Students and Teachers’ Assessment on the Factors Associated with Academic Performance of Selected Learners. Table 13 manifests the summary of the two group of respondents’ assessment on factors associated with the academic performance of learners.

It is clearly reflected in the table that the factors were always associated with the academic performance of low performing learners as revealed by the overall weighted mean of 1.96.

Based on the foregoing table, the respondents revealed that they always have good support system in their studies as manifested by the highest weighted mean of 1.51. More so, they were always interested in their studies with the average weighted mean of 1.70. Learners always have good interpersonal relationship with the average weighted mean of 1.91. They were often socially adjusted in their studies as manifested by the average weighted mean of 2.17. Both respondents revealed that they often have good attitude with the average weighted mean of 2.20 and the lowest in the rank with the average weighted mean of 2.24 is the idea that often have good habit in their studies.

In this study it was found out that the major determinants among the factors presented that affect low performing learners

are social adjustment, habit and attitude.

7. Conclusion

Based on the highlights of findings, the following conclusions were drawn.

- It is important for the educators to determine the factors affecting academic performance so that they may properly addressed.
- Behaviors such as habit and attitude and social adjustment were the prime factors that affect success of the academic performance of the learners.
- There was a significant difference between the assessments of two groups of respondents on the factors associated with the performance of learners.
- Developing a Structured Academic Intervention

program may be of great influence and a contributing factor to the success of students in terms of academic performance to be better rounded and progressive individuals.

8. Recommendations

In the light of the findings and the conclusions drawn, the following recommendations were offered by the researcher.

- In developing educational plan, all aspects that might affect student performance such as habit, attitude and social adjustment must be given emphasis to achieve the desired goals.
- Teachers must focus on the factors that contribute to the learning adaptation of the students.
- Teachers' must consider the increasing number of low

Table 14
Work plan

Activity	Time Frame	Expected Outcome
1. Preparation of Survey Questionnaire	5 days	Survey Questionnaire
2. Administration of Questionnaire	5 days	Response of Respondents
3. Tally and Interpret Responses on the Survey Questionnaire	5 days	Tallied and Interpreted Data
4. Draw Conclusion and Recommendation	3 days	Conclusions and Recommendation
5. Preparation of Intervention Materials	5 days	Intervention Plan
6. Implemented the Plan	Year Round	High Grades of Learners

Table 15
Cost estimates

Item	Amount	Total
Bond Paper	Php. 150.00	Php. 150.00
Xerox	Php. 100.00	Php. 250.00
	TOTAL	Php. 400.00

Table 16
Proposed Intervention Plan

Objective: To attain a holistic interest towards studies and define academic success by their improved academic performance.

Module	Focus/Component	Objective	Activity/ Strategy	Procedure
1	Program Orientation	Acquaint the students about the program	Forum	1.Presenting the overview of the program 2.Listening to the song entitled "Next in Line"
2	Habit	Draw attention to the positive and negative habit of each participant towards studies that affects his/her academic performance	"My Personal Bank Account"	Determining the bad and good habits.
3	Attitude	Give the participants a sense of reflection of their current situation in their studies and to give them a sense of motivation to be what they want to be in the future	"Dear Self"	Identifying the different attitudes that contribute towards low performing learners.
4	Social Adjustment	Develop positive views among participants and their being well adjusted students that lead to favourable ways of dealing with social situation which may help them to attain good academic performance.	"MODEL STUDENTS AWARD"	Determining the students' reasons that make them model students.
5	Interpersonal Relationship	Improve the students interpersonal relationship particularly their way of interaction towards others such as friendship, peer groups and boy and girl relationship	"Tower of Achievements	Determining the importance of interpersonal relationship such as communicating with others.
6	Interest	Develop Interest of students to be achievers in the area of academics.	"I am Hired"	Identifying the significance of learning based on the projected grades attained.
7.	Support System	Enhance the relationship with the family, educational environment including the lecturer and other students leaders, and the religious aspect that may contribute to the students' performance in school.	"THE BLIND AND THE GUIDE"	Recognizing the importance of encouragement of the family, the value of religion and the contribution of positive school environment
8	Evaluation and Culmination	Evaluate the program To highlight the impact of each component in their academic performance	Program Evaluation Culminating Activity	Distributing the Evaluation Sheet Listening to the song entitled "I Believe I Can Fly"

performing learner in development of intervention program that would enhance learners' academic achievement and potential.

- Parallel studies on the factor affecting learner performance must be included in the intervention program for learners in Coral na Munti National High School.

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