ISSN 2522-9400 **European Modern Studies Journal** Vol 8 No 3
available at www.journal-ems.com
DOI: 10.59573/emsj.8(3).2024.35

Learning Factors Affecting Academic Performance in Balingasag, Division of Misamis Oriental

Joan A. Dablo, Dr. Ninfa C. Osias, and Jovit D. Comon
PHINMA Cagayan de Oro College, Philippines

Abstract. Learning factors are the influences that shape how effectively someone acquires knowledge and skills. Understanding these various learning factors allows teachers and learners to create an optimal learning environment. The main purpose of this study was to determine the learning factors affecting learners' academic performance in Balingasag Central District, Balingasag, Misamis Oriental, in School Year 2023-2024. Specifically, this endeavored to assess the learners' perception of the learning factors: the teacher and the learner that affect their academic performance; find the learners' academic performance in English, Science and Mathematics during the First and Second Quarters; and determine if there is a significant relationship between the learning factors and their academic performance. This study utilized the descriptive-correlational method of research which dealt primarily with the learning factors. A total of two hundred thirty-six (236) Grade 6 learners were the respondents of this study. Furthermore, this study used a patterned and modified questionnaire. Descriptive statistics such as mean and standard deviation were used to describe the learning factors in the study. Pearson (r) Moment Correlation was utilized to determine the significant relationship between the learning factors and their academic performance. It found that the learners highly perceived their teachers as competent as it showed the highest results while they moderately perceived themselves as actively participating in the learning activities. In conclusion, the learning factors have no bearing with the learners' academic performance. This study emphasizes active learning and teacher competence. Thus, it recommends that educators may design lessons that promote active participation and collaboration and implement research-based teaching strategies like discovery learning. This can help learners share knowledge and demonstrate their learning through discovery activities.

Keywords: learning factors, academic performance

Introduction

The Philippines faces a longstanding challenge in education, evident in its performance on international assessments. Prior to the pandemic, the country consistently ranked low in both Science and Mathematics in PISA 2018 (Programme for International Student Assessment) and TIMSS 2019 (Trends in International Mathematics and Science Study), placing second-to-last and last respectively among participating nations. Similarly, the Southeast Asia Primary Learning Metrics (SEA-PLM ,2019) placed the Philippines in the lower half. These persistent low scores highlight the need to address the underlying factors that hinder academic achievement.

While a quality education system empowers children and unlocks their potential, the Philippines' current state falls short of this ideal. The importance of education is undeniable, as enshrined in Article XIV, Section 1 of the Philippine Constitution, which guarantees the right to quality education for all citizens. Education equips individuals with the knowledge and skills necessary for a brighter future and success. Ensuring quality education for all, regardless of background or location, is essential for breaking the cycle of disadvantage.

Many students, especially in rural areas, face challenges with infrastructure, resources, and qualified teachers, hindering their learning potential. The challenges encountered in delivering quality education continue as time passes. Teachers have even undergone various

training sessions to bridge the gap in learning brought about by the pandemic. Lots of innovations were used to improve the academic performance of the learners in the core subjects specifically in English, Science and Mathematics. However, amidst all these efforts, the learners still ranked last in every international assessment which is very alarming because when students do not reach their full potential, the country loses out on a skilled and productive workforce.

However, learners are different from each other. They have their own learning styles and preferences that can boost their intellect and enable them to perform well in class. It is evident that learners today are mostly computer savvy. They learn best with technology, which makes important information more convenient for them. They are also motivated and are interested in anything that technology can offer because they can relate to using it daily. However, despite the advancement of technology, learners remain stagnant in their academic performance in school. Combating low academic performance requires a multi-pronged approach that addresses the various contributing factors and focuses on creating a more equitable and effective education system for all Filipino learners.

Several factors, categorized as teacher factors and learner factors, influence learning outcomes. Teacher factors include teaching strategies, attitude, and competence, while learner factors encompass active learning, discovery learning, and knowledge building. Effective teachers come to class well-prepared, deliver content clearly and engagingly, and utilize diverse learning activities. They also provide constructive feedback and guidance to their students. A positive teacher attitude and encouraging teaching approaches are crucial for motivating students (Meng, 2022).

Students actively participate in the learning process rather than being passive recipients of knowledge. This involves engaging with the material, asking questions, participating in discussions, and completing tasks. Students are inspired by teachers who demonstrate positive personalities, attitudes, teaching styles, and behaviors. Conversely, unmotivated or discouraging teachers can lead to student disappointment (Bartholomew et al., 2018).

Teachers carry a significant responsibility for student progress, which can be a source of pressure. The teacher acts as a guide, providing instruction, explaining concepts, and creating engaging learning experiences. They scaffold learning by breaking down complex topics, providing examples, and offering support and guidance. They play a crucial role in motivating students and fostering a positive learning environment. They create a safe space where students feel comfortable asking questions, making mistakes, and taking risks. Their leadership and awareness in delivering programs are critical to the success of both the school and the students' learning process. Effective teachers actively create positive learning environments through appropriate strategies that foster successful education (Ramos, 2021).

Further, the education system faces limitations, but improvement requires collaboration from various stakeholders, primarily educators and learners. Understanding the factors that influence learning and their impact on academic performance is a crucial first step. This research delves deeper into these factors to gain valuable insights that can inform the development of effective strategies to improve educational outcomes in the Philippines (Herwandi et al., 2018).

Literature Review

Academic Performance

According to Ohiman (2019), the academic performance of the learners in the classroom is very important, and it is a way of determining whether or not he/she is doing well. Teachers and school administrators attach so much importance to it that if he/she is not performing well academically, then they see all his/her efforts in the school program as total

waste. For the learners, it is seen as the extent to which they have reached the educational goals set for themselves. The school authority measures academic performance in several ways which include homework, several standardized tests and even examination. By this method, areas of strengths and weaknesses in a learners' academic career are determined and evaluated to improve their learning process.

Moreover, Café (2022) emphasized that academic performance success depends on the ability of the students to go beyond and maintain a good study habit that enables them to synthesize information from various sources and deliver insightful presentations. This means that improving learners' academic performance should be a two-way process and a collaboration between the teacher and the learner.

In addition, Engalla (2022) explained that the good academic performance of students is paramount to the importance of every educational system. Many issues still exist despite the fact that many factors that affect students' academic performance have been studied. These are those issues that hinder learners' continued success. Furthermore, she recommends in her study that learners should be regularly monitored to meet their needs and aspirations. This will go a long way in improving the academic performance of the students and allow them to reach their aims in life.

Also, as cited by Shahjahan et al. (2021), academic performance is considered a complex student behavior that inspires several abilities like memory, previous knowledge or aptitude, as well as psychological factors. Nowadays, in most schools, students' academic performance has become an important issue for researchers. Educators, trainers, and researchers have given emphasis in discovering variables that have a significant contribution to the performance of learners. The assessment of a student's aptitude in a range of academic subjects is known as academic performance, and educators regularly make use of classroom performance, graduation rates, and findings from standardized tests to assess students' accomplishments.

Bratti (2020) observed that a student's future accomplishment largely depends on their previous educational outcomes, whereas a greater past appearance indicates that the student will perform better academically in future undertakings. Academic performance of the students influences a country's social and economic development; because of this, research on factors affecting academic performance has become more significant, especially studies that highlight institutional, psychological, pedagogical, social, and demographic factors for institutional reform. Several research have been conducted in numerous universities throughout the world to discover the factors that contribute to poor academic performance. Most of this research concentrates on the intervening elements: teachers (academic causal factors) and students (student causal factors).

Teacher as a Factor

There are perceived learning factors that affect their academic performance. These hinder learners' progress. These can be teacher factors and learner factors. According to Talis (2019), teaching strategies, competence and attitudes are important for understanding and improving educational processes. They are effective in coping with challenges in the classroom setting and shape students' learning environment and influence student motivation and achievement. Pit-ten Cate et al. (2018) even said that any teacher-related factors may impact the extent to which the teacher implements inclusive practice and can greatly affect students' academic performance. The extant literature has overtly confirmed that teachers need relevant skills, strategies, attitudes, and competence to be effective. Hence, Aina et al. (2022) asserted that of all the resources in the educational system, the most vital educational resource is the teacher. Also, Obadara (2020) believes that teachers are highly essential for the successful operation of the educational system and serve as a key to educational development.

For instance, using Grasha-Riechmann Learning Styles Model, Azarkhordad et al. (2009), it was found that teaching methods based on cooperation could create opportunities to achieve educational goals and provide access to higher mental activity. Thus, they concluded that through strengthening participative learning styles, teachers could improve levels of student learning. Robinson et al. (2018) adapted the Grasha-Riechman Student Learning Style Survey and Teaching Style Inventory and stressed that to improve the organizational processes and outcomes, efforts to accommodate learning styles need to be taken into consideration.

Teaching style is a multitasking phenomenon that illuminates how teachers teach knowledge, accomplish classroom work, and supervise students (Sheikh et al., 2019). Teachers should apply appropriate teaching strategies that best suit specific objectives and competencies to secure and facilitate the process of knowledge transmission (Tulbure,2019). In addition, motivational factors such as teaching strategies and learning motivation also affect learners' achievement. The positive interaction of learning experiences strengthens motivation and inspires participants to react to their surrounding challenges (Wen et al.,2020).

According to Fehintola (2020), in a classroom setting, a professional teacher must demonstrate an excellent attitude in his teaching. It demonstrates that educators need to adopt a mindset that will support students' positive development in the cognitive, affective, and psychomotor domains of learning. Moreover, a professional teacher must demonstrate sound attitudes such as intelligence, neatness, and desirable traits. Teacher professional development has influence on a lot of variables such as student motivation, teaching methodologies, communication skills, organization of content and planning of lessons, students' participation during lessons, teacher confidence and knowledge of the subject matter (Maende,2019). To create engaging learning activities for students, teachers must use their creativity in addition to an engaging learning model (Hikmat et al., 2020). As Akpan (2020) said, academic competencies are the teachers' knowledge of their subject. Pedagogical competency is the art of teaching the subject, observing such principles as teaching from known to unknown, concrete to abstract and simple to complex.

Hence, Ivowi (2018) said that a teacher's primary role in the transmission of knowledge and skills is never in dispute. Teachers must combine an engaging learning model with their creativity to create engaging learning activities for students. Indeed, a teacher's academic background, training and professional competence are important. As emphasized by Allen (2021), former research discoveries linked with teacher competencies have identified that there lies a solid relationship between teacher ability and viable learning outcomes.

In addition, Wade (2018) expressed that teachers need to learn the teaching method and prepare to create themselves as proficient teachers with certain of their own capabilities and with confidence on the potential of the students. The attitude of a teacher, consciously or unconsciously, directly or indirectly affects students' academic performance. It has been established by scholars such as (Oanite,2018) that teachers' attitudes highly influence students' interest in learning. Teachers' professional attitude in the areas of communication, classroom management and pedagogy are strong factors that could influence learners' academic performance in schools.

Learner as a Factor

Another factor that affects academic performance is the way the learners learn. The need for the learners to be involved in the lesson presented and how to engage them to learn in an active way is essential. According to Brown (2022), active learning involves actively engaging with the learners through discussions, problem-solving activities, case studies, role plays, and other hands-on training methods. This method increases learner participation and encourages more meaningful engagement. This also involves asking learners to figure out the answer to a question using context clues, interactions, and materials. Demirci (2018) observed

the importance of active learning in learners' academic performance. He continues, "Active learning helps students develop their analytical thinking and cognitive skills by allowing them to create knowledge and take an active role in their education".

Zeak (2019) stated that the teacher's role is radically changing, and learners are becoming more like researchers. The study was done in Finnish education with 605 learners from two Finnish universities answering questionnaires on teaching and learning about the constructivist theory. They concluded that research studies were of great importance as well as active learning, discovery learning and knowledge building within classrooms. They insist on learners becoming researchers and content creators with the future of education reliant on active discovery and knowledge building.

Active learning makes it possible for students and teachers to conduct independent research, think creatively, and even come up with workable solutions to problems. Active learning has shown a significant increase in student achievement, indicating efficiency and effectiveness of the teaching method in terms of academic performance. Compared to the traditional method, there is almost a similar impact on learners' motivation and attitudes. He stresses that active learning classrooms are more academically productive than traditional classrooms, helping learners improve their grades and their passion for education (Nurbavliyev et al., 2022).

Learners are more interested in exploring and solving things. Thus, another constructivist method is used to develop learners' critical thinking. Saritas (2019) believes that the process of discovery learning strategies in reading class creates many opportunities for learners to use and share knowledge in solving problems. In addition, Balim (2018) revealed that discovery learning is a method that encourages learners to arrive at a conclusion based on their own activities and observations. According to IIlmu (2018), learners are given opportunities to speak up and share their ideas. The discovery learning mode requires that the learner participates in making many of the decisions about what, how, and when something is to be learned and even plays a major role in making such decisions. Instead of being 'told' the content by the teacher, it is expected that the learner will have to explore examples and discover the principles or concepts that are to be learned. As cited by Prasetyo (2018), the discovery learning model could have a positive impact on the students' learning outcomes, in which the learning model also became a tool for clarifying, simplifying, and accelerating the delivery of the learning materials.

Moreover, Bereiter et al. (2022) stress that knowledge building has been shown to yield advantages in literacy, in twenty-first-century skills, in core content knowledge, in the ability to learn from text, and other abilities. But what makes knowledge building so promising as the cornerstone of education in the digital age is that it directly engages students in sustained, creative work with ideas in the knowledge age. In addition, Schwartz et al. (2018) said that there's a big difference between merely knowing about something and gaining a deep understanding of how Math, Science and other disciplines. Learners need to take part in the process of creating. Building knowledge involves a continual process of extending, sharing, and improving upon what is already known. Another key part of knowledge building is fostering the understanding among learners that making their own knowledge freely available gives rise to and supports the development of new knowledge within the community (Bereiter, 2022).

Statement of the Problem

Generally, this study aimed to determine the level of the learning factors affecting academic performance among Grade 6 learners in Balingasag Central District, during the School Year 2023-2024. Particularly, this paper sought to answer the following questions:

1. How do the learners perceive the learning factors affecting their academic performance considering the teacher factors: teaching strategies, competence, and attitude?
2. How do the learners perceive the learning factors affecting their academic performance considering the learner factors: active learning, discovery learning and knowledge building?
3. What is the level of learners' academic performance in English, Science and Mathematics during the First and Second Quarters of School Year 2023-2024?
4. Is there a significant relationship between the learners' perceived learning factors and their academic performance?

Theoretical Framework

This study is anchored on Jean Piaget's Constructivism Theory, which emphasizes the importance of the active involvement of learners in constructing knowledge for themselves (Main, 2021). It is a **learning theory** that teachers use to help their learners understand. **Constructivism is based on the idea that people don't just passively absorb information; they actively create their own understanding through experiences.** As individuals **experience** the world and **reflect** upon their experiences, they **build on** their learning and add new details to their **pre-existing knowledge.**

It is believed that learners use prior knowledge and concepts to help them assimilate new information. It has many varieties, such as active learning, discovery learning, and knowledge building, but all versions promote a learner's free exploration within a given framework or structure. The teacher acts as a facilitator who encourages learners to discover principles for themselves and to construct knowledge by answering open-ended questions and solving real-world problems. To do this, a teacher should encourage curiosity and discussion among his/her learners as well as promote the learners' autonomy. In scientific subjects, constructivist teachers provide students with tangible materials and raw data to work with and analyze. This means that it is necessary that a learner attends his/her classes so that better learning can take place with the teacher to facilitate the process.

As an educator, it would be best to know the factors that would contribute to the growth and progress of the learners academically. In some cases, in order to fully understand the learners and to improve the quality of learning, one must understand that they are born with intellectual abilities and skills. Those abilities and skills stored in them should flourish and should be developed to teach them effectively. Learners learn best when they feel comfortable and given the opportunity to showcase their knowledge, skills, as well as their own ideas. They can even relate learning to their past experiences to make new knowledge. It is evident that teaching strategies should be flexible enough to meet their needs and catch their attention. Jean Piaget's constructivism is child-centered meaning he believed that a child actively builds up their knowledge about the world and that they are not passive creatures waiting for someone to fill their heads with information. Active learning, discovery learning, and knowledge building is the factors that would greatly affect the learners' academic performance.

Scope and Limitations

This study was focused on the learning factors affecting the academic performance of Grade 6 learners in public elementary schools within the District of Balingasag Central, Division of Misamis Oriental, during the School Year 2023-2024. The respondents of the study were the two hundred thirty-six (236) Grade 6 learners for the three (3) medium schools in Balingasag Central District: Cala-Cala, Cogon and Dumarait Elementary School. The independent variables are limited to the teacher factors, such as teaching strategies, competence, and attitude, and the learner factors such as active learning, discovery learning, and knowledge building. The dependent variables are also limited to the learners' academic

performance in English, Mathematics and Science in the First and Second Quarters of School Year 2023-2024.

Methodology

Research Design

This study used the descriptive-correlational research design. It is a method used to describe and observe behaviors, characteristics, or phenomena as they naturally occur. This method helps the researcher to have a baseline understanding of a particular subject and to set the stage for more complex studies while providing valuable insights into various phenomena. The descriptive-correlational survey method can efficiently collect a broad range of data from a diverse population. According to Gay (2018), this method attempts to collect data to find out the state of certain variables. It involves an element of interpretation of the meaning or significance of what is described. This research method dealt primarily with determining and identifying the significant relationship of the learning factors affecting the academic performance of Grade 6 learners in Balingasag Central District, Division of Misamis Oriental.

Moreover, this study also employed comparative technique since the extent to which the learners' academic performance was affected by the learners' perceived learning factors such as teaching strategies, teachers' attitude, teachers' competence (teacher factor), active learning, discovery learning and knowledge building (learner factor).

Study Setting

This study was conducted in Balingasag. The Municipality of Balingasag is a second-class municipality located in the province of Misamis Oriental. It is approximately 8.74499 o 8 44'42" north 124 78047 46'50" east. The municipality has a total land area of 56.80 sq mi or 147.11 km, which comprises progressive 30 barangays. In the 2020 census, the population of Balingasag, Misamis Oriental, was 74,385 people, with a density of 510 inhabitants per square kilometer or 1,300 inhabitants per square mile. The Vega Ancestral House, one of the first Transition Bahay na Bato-inspired homes to survive and have seen the various colonial eras of the Philippines over its estimated 200 years of existence, is one of the several cultural properties discovered in Balingasag.

This study was specifically conducted in Cala-Cala Elementary School, Cogon Elementary School, and Dumarait Elementary School for several reasons. First, these schools are situated near each other, which offers a level of convenience for the researcher in terms of travel and access. This proximity allows for efficient allocation of time and resources, enabling a more focused and thorough study. Additionally, geographical closeness helps ensure a consistent environment across the selected schools, which is beneficial for comparative analysis and maintaining uniformity in data collection. Overall, the proximity of these schools provides practical advantages that facilitate the research process and enhance the quality of the study.

Balingasag is divided into three (3) districts: Balingasag North, Balingasag South and Balingasag Central District. This study is specifically conducted in Balingasag Central District. Balingasag Central District is composed of 12 public schools, namely Balingasag Central, Balagnan IS, Cala-Cala, Camuayan, Cogon, Dumarait, Lapu-Lapu, Rosario ES, Rosario NHS, San Francisco, Talusan, and Waterfall Elementary School. Some of the schools are in the hinterland areas and some are along the national highway. These schools are manned by one (1) public school district supervisor, eight (8) school principals, three (3) school heads and three hundred eighty (380) teachers. It is one of the performing districts in the Division of Misamis Oriental.

Study Population and Sampling Technique

The respondents were two hundred thirty-six (236) Grade 6 learners from three (3) schools with medium school categories in Balingasag Central District. Since the population size is small and easily accessible, the researcher chose to include all the Grade 6 learners in the three (3) schools rather than select a sample. The decision to choose three (3) medium-sized schools within the district was deliberate and strategic. Firstly, it allowed an in-depth analysis while considering the time and resources available for the study. Secondly, medium-sized schools often reflect a balance in resources, student diversity, and academic programs, providing a comprehensive view without the complexities of larger or smaller institutions. Lastly, focusing on a select number of schools enhances the depth of understanding within the scope of this research, ensuring a more thorough analysis of the factors under investigation.

This study used a universal sampling method specifically targeted all the two hundred thirty-six (236) Grade 6 learners from three (3) medium schools in Balingasag Central District. Universal sampling refers to a research method that included **every single member** of a **finite population** in the study. This means that a sample group analyzes data from the entire relevant population (Lohr, 2019). The decision to target Grade 6 learners through universal sampling is rooted in the specific developmental stage and educational context at this grade level. Grade 6 represents a critical phase in academic, cognitive, and social development, making it an important cohort to study.

Table A: Distribution of Respondents

School	Respondents
Cala-Cala Elementary School	102
Cogon Elementary School	78
Dumarait Elementary School	56
Total	**236**

Research Instruments

This study used a patterned and modified questionnaire in drawing information from the respondents specifically in Part I and 2. The instrument has three parts. Part I dealt with the teacher factor in terms of teaching strategies, teachers' competence, and attitude was modified from Talis (2019) from his study entitled: The Role of Teaching Strategies, Competence and Attitudes on Learners' Academic Performance. Each variable has ten (10) indicators. Part 2 of the questionnaire dealt with the learner factor in terms of active learning, discovery learning, knowledge building questionnaire patterned and modified from Zeak (2019) thesis entitled "The Effects of Active Learning, Discovery Learning and Knowledge Building Method on Students' Academic Success). It also has ten (10) indicators for each variable. Part 3 intended to gather information on the learners' academic performance during the First and Second Quarters in English, Science and Mathematics.

Statistical Treatment of Data

After collecting and recording the data gathered in the study, the following statistical tools were used: Descriptive statistics such as mean and standard deviation were used to describe the factors in the study. Pearson-r was utilized to determine the significant relationship between the learners' perceived learning factors and their academic performance.

Ethical Consideration

To ensure ethical conduct, the School of Graduate and Professional Studies established protocols outlining responsible research practices. This research strictly followed these guidelines to ensure ethical conduct. Respondents were inclined to participate honestly and

openly. They were assured that their identities and personal information were kept confidential, so it is crucial to ensure their privacy and anonymity. The rigorous ethics review procedure, which acted as a protection to preserve diverse ethical standards, was observed.

Further, the participants understood the implications of the study. Informed consent protects and advances the rights of the subjects as autonomous participants who are entitled to justice, respect, benefits, and the flexibility to end the study whenever they choose. Students were asked to remove or replace any personally identifiable information such as names, school names, or contact details from the data during the analysis and reporting. Pseudonym assignments were done to protect identities. The data generated in this study was kept confidential. Respondents were named in any manner of publication and identities were strictly dealt privately. Research files, papers, documents and audio recordings were kept secured and only the researcher could access them.

The ethical framework included strong security measures to protect participant privacy and the collected data. These included limiting access to authorized personnel only and encrypting data when needed to prevent unintentional disclosure of information to unauthorized parties. An Institutional Review Board (IRB) or ethics committee was consulted to obtain ethical approval to guarantee that the research design and data handling techniques adhere to ethical standards and guidelines. This general ethical approach sought to provide knowledge while highlighting the well-being, rights and dignity of all participants.

Results and Discussion

Problem 1. How do the learners perceive the learning factors affecting their academic performance considering the teacher factors: teaching strategies, teacher's competence, and teacher's attitude?

Table 1: Distribution of the Learners' Perceived Learning Factors as to Teachers' Teaching Strategies

Indicator	Mean	SD	Description
My teacher…			
allows me to participate in different groups with different classmates in ways that help me learn.	3.23	0.90	Most of the Time
gives me opportunities to show my understanding, learning and skill.	3.06	0.92	Most of the Time
gives me chance to revise or correct my work.	2.89	0.95	Most of the Time
help me use what I already know to learn new material and skills.	3.20	0.89	Most of the Time
uses written and oral explanations as well as visual graphics or pictures.	3.38	0.89	At All Times
discusses his lesson well through real objects.	3.15	0.99	Most of the Time
recognizes my effort and progress.	3.13	0.93	Most of the Time
provides opportunities for me to make decisions, such as what activities I would like to engage with.	2.72	1.08	Most of the Time
finds out what I already know and can do before starting a new lesson.	3.08	0.96	Most of the Time

provides me with time and chance to re-learn the lessons.	3.29	0.91	At All Times
Overall	**3.11**	**0.94**	**Most of the Time**
***Legend**:* 3.26-4.00 At All Times / Highly Perceived 1.76 – 2.50 Sometimes/ Less Perceived 2.51-3.25 Most of the Time / Moderately Perceive) 1.00-1.75 Never/ Least Perceived			

Table 1 shows the distribution of the respondents' perceived learning factors as to their **teachers' teaching strategies** with an **overall** mean of 3.11 (SD=0.94), described as **Most of the Time**. This suggests that the respondents **Moderately Perceived** that teachers are likely using a variety of effective teaching strategies, which is positive for student learning. Most students believe their teachers are doing a good job using a variety of methods to help them learn. As a matter of fact, teaching strategies can attract students' attention, which will motivate them and make them interested in the lesson. When a teacher uses lots of teaching strategies, there is a high possibility that the students will learn a lot because they will find every lesson exciting and fun. This is a good finding, as effective teaching strategies are crucial for student success.

Tomlinson (2019) even said that educators should use effective teaching methods that cater to various learning needs and enhance students' academic performance. Barberos et al. (2023) also support this finding and say that motivating students to learn requires a very challenging role on the part of the teacher. To engage students, teachers need to employ a range of instructional strategies. But more importantly, they need to acquire sufficient understanding of the curriculum's goals and expectations, as well as teaching techniques, interests, values, and appreciation.

The indicator, **My teacher uses written and oral explanations as well as visual graphics or pictures,** obtained the highest mean score of 3.38 (SD=0.89), described as **At All Times,** which is interpreted as highly perceived. This underscores the effectiveness of multiple methods of instruction, where students are exposed to diverse forms of communication and representation. This approach appears to be particularly successful in engaging students and facilitating their understanding of course material. Based on the Philippine Professional Standards for Teachers (PPST), the consistent presence of written, oral, and visual explanations implies that students are receiving information through various channels, which can enhance their comprehension and retention of the material.

As cited by Manaarah (2019), catering to different learning styles and preferences among students, educators ensure a more inclusive approach to teaching, benefiting students with diverse needs. With the high mean score and consistent presence of this teaching indicator, educators are encouraged to continue utilizing and refining various instructional techniques to optimize student engagement, comprehension, and academic performance.

Azarkhordad et al. (2009) support these findings as they say that teaching methods based on cooperation could create opportunities to achieve educational goals and provide access to higher mental activity. Thus, they concluded that through strengthening participative learning styles, teachers could improve levels of student learning. Robinson et al. (2018) adapted the Grasha-Riechman Student Learning Style Survey and Teaching Style Inventory stressed that to improve the organizational processes and outcomes, efforts to accommodate learning styles need to be taken into consideration.

On the contrary, the indicator **My teacher provides opportunities for me to make decisions, such as what activities I would like to engage with** obtained the **l**owest mean of 2.72 (SD=1.08), described as **Most of the Time** and interpretation of **Moderately Perceived**.

This means that there can be room for improvement in empowering students with decision-making opportunities within the classroom. Despite the frequency of this factor being present, the lower mean score indicates that students perceive fewer opportunities for autonomy and choice in their learning experiences. This implies that there may be a potential gap between students' desire to be involved in the activities and the extent to which educators provide opportunities for them to actively participate in decision-making processes. As such, educators could consider incorporating more student-centered approaches that prioritize student autonomy and involvement in shaping their learning experiences. By doing so, educators can foster a greater sense of ownership and engagement among students, ultimately leading to enhanced motivation, satisfaction, and academic performance.

According to Brown (2022), active learning involves actively engaging with the learners through discussions, problem-solving activities, case studies, role plays, and other hands-on training methods. This method increases learner participation and encourages more meaningful engagement. This also involves asking learners to figure out the answer to a question using context clues, interactions, and materials. Demirci (2018) observed the importance of active learning in the learners' academic performance. He discussed that the active learning approach has a significant difference in the attitudes of students towards science lessons. He asserted that by giving students the opportunity to create knowledge and actively engage in their education, active learning promotes the development of students' cognitive and analytical thinking skills.

Table 2: Distribution of Learners' Perceived Learning Factors as to Teacher's Competence

Indicator	Mean	SD	Description
My teacher…			
provides appropriate feedback, knows our learning needs. Plans his lessons, and motivates students.	3.43	0.87	At All Times
explains his/her lessons well and answer students' questions clearly.	3.58	0.76	At All Times
is prepared in teaching his/her lesson.	3.50	0.84	At All Times
monitors regularly and provide feedback on the learners' understanding of the lesson.	3.49	0.77	At All Times
integrates technology appropriately into lessons to enhance learning.	3.54	0.77	At All Times
assesses students' progress such as tests, quizzes, projects, and observations, to measure understanding.	3.40	0.70	At All Times
conducts regular meetings with learners and parents.	2.96	0.88	Most of the Time
provides timely and accurate feedback to learners.	3.15	0.83	Most of the Time
accepts accountability for learners' achievement.	3.35	0.82	At All Times
demonstrates concern for the holistic development of the learners.	3.23	0.90	Most of the Time
Overall	**3.36**	**0.81**	**At All Times**

Legend: 3.26-4.00 At All Times/ Highly Perceived
1.76 – 2.50 Sometimes/ Less Perceived
2.51-3.25 Most of the Time/ Moderately Perceived
1.00-1.75 Never/ Least Perceived

Table 2 shows the distribution of respondents' perceived learning factors as to **teachers' competence** with an **overall** mean of 3.36 (SD=0.81) described as **At All Times**

with an interpretation of **Highly Perceived**. This means that educators possess the necessary skills, knowledge, and pedagogical approaches to effectively engage students and support their academic growth. The consistent presence of factors related to teacher competence underscores the critical role that educators play in shaping student success. Also, this implies that investments in teacher training, professional development, and ongoing support can have significant positive impacts on student learning outcomes. Therefore, educational institutions and policymakers may consider prioritizing initiatives aimed at enhancing teacher competence to ensure continued improvement in student academic achievement.

Furthermore, Pit-ten Cate et al. (2018) overtly confirmed that teachers need relevant skills, strategies, as well as attitudes, and competence to be effective. Talis (2019) supports this by emphasizing that teaching strategies, competence and attitudes are important for understanding and improving educational processes. They are effective in coping with challenges in the classroom setting and shape students' learning environment and influence student motivation and achievement.

In addition, Akpan (2020) said in his study that academic competencies are the teachers' knowledge of their subject. Pedagogical competency is the art of teaching a subject while abiding by specific principles, such as teaching from known to unknown, concrete to abstract, and simple to complex.

The indicator, **my teacher explains his/her lessons well and answer students' questions clearly** obtained the highest mean score of 3.58 (SD=0.76), described as **At All Times** with an interpretation of highly perceived. This means that students perceive clear and effective communication from their teachers. This also indicates that students overwhelmingly perceive their teachers as consistently providing clear and comprehensive explanations of the lesson and can effectively answering their questions. This is a highly positive finding, as it reflects strong communication skills and a commitment to student understanding on the part of the teachers.

Heller (2024) even said in his study that teachers who excel in explaining lessons and addressing student inquiries evidently contribute positively to the learning environment. According to Jorgensen (2023) when educators are proficient communicators, students are more likely to comprehend and engage with course material, leading to improved academic performance.

On the contrary, the indicator **my teacher conducts regular meetings with learners and parents** obtained the lowest mean of 2.96 (SD=0.88), described as **Most of the Time** with an interpretation of **Moderately Perceived**. This means a potential gap in communication and collaboration between stakeholders and teachers as an important aspect in monitoring learner's progress. Regular meetings between teachers, students, and parents are essential for fostering a supportive learning environment, addressing concerns, and ensuring alignment between home and school. The result illustrates that the lower mean score underscores the importance of strengthening communication channels between teachers, students, and parents.

According to Casey (2019), the importance of parental involvement in creating a home environment that encourages learning and setting clear expectations for academic success. Educators and educational institutions may benefit from implementing strategies to enhance communication and increase the frequency of meetings, such as scheduling regular parent-teacher conferences, utilizing digital communication platforms, or establishing open-door policies for student and parent engagement.

As cited by Pirrozo (2022), by bridging this communication gap, educators can foster stronger partnerships with parents and create a more supportive learning environment conducive to student success. Stanford (2023) said in his study that parental involvement has been a top priority for school leaders for decades and research shows that it can make a major

difference in student outcomes. Regardless of a family's income or social status, parents can play a crucial role in their children's educational success.

Table 3: Distribution of Learners' Perceived Learning Factors as to Teacher's Attitude

Indicator	Mean	SD	Description
My teacher…			
provides a positive attitude that creates an environment where learners feel comfortable and valued.	3.21	0.99	Most of the Time
regularly provides encouragement and positive reinforcement, motivating students to engage actively in learning and persevere through challenges.	3.38	0.76	At All Times
reflects respect for students and their contributions in the classroom, promoting a culture of understanding.	3.50	0.83	At All Times
demonstrates patience when students encounter difficulties, offering guidance and support without displaying frustration or impatience.	2.99	1.01	Most of the Time
empathizes with his/her students, understanding individual struggles and adapting teaching approach to meet students' emotional and academic needs.	3.34	0.89	At All Times
shows enthusiasm during lessons, inspiring students to be curious and engaged in the learning.	3.48	0.76	At All Times
exhibits flexibility in his/her teaching methods and adjusting lessons to accommodate different learning styles and needs.	3.27	0.83	At All Times
displays openness to feedback from students, colleagues, and parents, using constructive criticism to improve their teaching methods and better support their learners. is adaptable, willing to try new approaches for technologies to enhance the learning experience for his/her students.	3.12	0.97	Most of the Time
demonstrates a strong commitment to their students' success, going beyond the call of duty to ensure that every learner can thrive academically and personally.	3.50	0.78	At All Times
Overall	**3.36**	**0.81**	**At All Times**

Legend: 3.26-4.00 At All Times/ Highly Perceived
1.76 – 2.50 Sometimes/ Less Perceived
2.51-3.25 Most of the Time/ Moderately Perceived
1.00-1.75 Never/ Least Perceived

Table 3 shows the mean and standard deviation distribution of respondents' perceived learning factors as to their teachers' **attitude** with an **overall** mean of 3.32 (SD=0.86) described as **At All Times and interpreted as Highly Perceived.** This means that the respondents have highly perceived that the indicators under teaching attitude have been practiced by the teachers. This implies that a teacher's positive or negative attitude greatly affects learners. Teachers' positive attitude encourages learners to learn more without fear. This can also significantly enhance motivation, engagement, and student success, while negative attitudes can have detrimental effects.

Furthermore, Maende (2019) stressed that a professional teacher must demonstrate sound attitudes such as intelligence, neatness, and desirable traits. Numerous factors, including student motivation, teaching strategies, communication abilities, lesson planning and content organization, and student participation in class, are impacted by teacher professional development, students' participation during lessons, teacher confidence and knowledge of subject matter.

According to Fehintola (2020), in a classroom setting, a professional teacher must demonstrate excellent attitudes in his teaching. It demonstrates that educators need to adopt a mindset that will support students' positive development in the cognitive, affective, and psychomotor domains of learning. According to Oanite (2018), a teacher's attitude can have a direct or indirect impact on students' academic performance, whether it is intentional or not.

The indicator, **My teacher reflects respect for students and their contributions in the classroom, promoting a culture of understanding** obtained the highest mean score of 3.50 (SD=0.83), which is described as **At All Times** and interpreted as highly perceived. This means that students feel respected, and their contributions are valued. They are motivated and engaged in the learning process. This is because they feel safe to take risks, ask questions, and participate actively in class discussions. It fosters a positive learning environment that boosts students' self-esteem and confidence. This can lead to an increased willingness to take on challenges and persist through difficulties. Thompson (2023) in his study emphasizes the importance of respect in teacher-student relationships and its connection to student well-being and learning.

Herwandi et al. (2018) even said that many aspects must be involved to improve the quality of learning, including educators and learners as the main subjects in education. Respecting each other, regardless of roles, fosters a positive learning environment built on trust and mutual understanding. When teachers and students show respect, it creates a culture where everyone feels valued and safe to express themselves. This environment encourages open communication, collaboration, and empathy, ultimately enhancing the overall experience for everyone involved. Fehintola (2020) cited in his study that teachers must put forth positive atmosphere that will help to transform the learners positively.

On the contrary, the indicator **My teacher demonstrates patience when students encounter difficulties, offering guidance and support without displaying frustration or impatience** obtained the lowest mean of 2.99 (SD=1.01) described as **Most of the Time** and interpreted as **Moderately Perceived.** This means that the respondents have moderately perceived that this indicator has been observed among the teachers. This implies that patience is not simply about waiting for students to finish tasks. It also involves actively listening, providing clear explanations, and offering constructive feedback in a calm and understanding manner. It requires self-awareness, emotional management, and a commitment to creating a supportive learning environment for all students. In demonstrating patience and understanding, teachers can help reduce anxiety, increase motivation, and encourage students to persevere in their learning journey.

Spark (2018) said that patience fosters a sense of trust and safety in the classroom, encouraging students to take risks, ask questions, and actively participate. This can lead to increased motivation and engagement with the learning process. According to Wen et al. (2020), the positive interaction of learning experiences strengthens motivation and inspires participants to react to their surrounding challenges. Patience creates a conducive learning environment where exploration, persistence, understanding, confidence, collaboration, emotional regulation and reflection thrive. By incorporating patience into teaching practices, educators facilitate positive learning experiences that support students' academic growth and holistic development. When students know their teacher is patient and understanding, they are

more likely to persist through challenges and put in the effort needed to master new concepts (Fench, 2018).

Table 4: Summary of the Learners' Perceived Teacher Factors

Variables	Mean	SD	Interpretation
Teaching Strategies	3.11	0.94	Moderately Perceived
Teaching Competence	3.36	0.81	Highly Perceived
Teacher's Attitude	3.32	0.86	Highly Perceived
Overall	**3.26**	**0.87**	**Highly Perceived**

***Legend**:* 3.26-4.00 At All Times/ Highly Perceived
1.76 – 2.50 Sometimes/ Less Perceived
2.51-3.25 Most of the Time/ Moderately Perceived
1.00-1.75 Never/ Least Perceived

Table 4 presents a summary distribution of the respondents' perceived learning factors as to **teacher factors** with an overall mean of 3.26 (SD=0.87) interpreted as **Highly Perceived**. The result discloses that some of the indicators have not been fully practiced by the teachers and learners, as evidenced in mean scores which have not reached the perfect score of 4.00. It implies that these three factors – teaching strategies, teacher competence, and teacher attitude – are all interconnected and play a crucial role in shaping the learning environment and influencing student academic performance. By focusing on these aspects, educators can create a more effective and supportive learning.

According to Talis (2019), teaching strategies, competence and attitudes are important for understanding and improving educational processes. They are effective in coping with challenges in the classroom setting and shape students' learning environment and influence student motivation and achievement. teaching strategies, competence, and attitudes are essential components for understanding and improving educational processes. By employing effective instructional practices, adapting to diverse learner needs, promoting student engagement and critical thinking, utilizing assessment data, investing in professional development, and cultivating positive attitudes and relationships, educators can enhance learning outcomes and contribute to the continuous improvement of education.

In particular, the variable **teacher's competence** obtained the highest mean of 3.36 (SD=0.81), interpreted as **Highly Perceived**. This means that they have observed that their teachers are competent enough in their field. A teacher's deep understanding of the subject allows them to explain concepts clearly, anticipate student difficulties, and tailor instruction accordingly. Competent teachers can design effective assessments to gauge student understanding and adjust teaching plans to address learning gaps.

As cited by Allen (2021) the teacher competencies have identified that there lies a solid relationship between teacher ability and viable learning outcomes. This implies that teacher competencies encompass a range of skills, knowledge, and attributes that are essential for fostering meaningful and sustainable learning outcomes among students. By cultivating these competencies, educators can positively impact student achievement, engagement, and success in school and beyond.

According to Ferdinand et al. (2023), a teacher's competency level is a major factor in helping students perform better, particularly from an academic standpoint. The school leadership and educational practitioners must improve the level of teachers' competence so as to improve the level of students 'academic performance which is proportional too.

According to Fauth (2019), teacher competence (pedagogical content knowledge, self-efficacy, and teaching enthusiasm) was positively related to students' interest; self-efficacy was positively related to student achievement.

On the other hand, the variable **teaching strategies** got the lowest mean of 3.01 (SD=0.98) described as **Most of the Time** and interpreted as **Moderately Perceived** .The result means that there are indicators under teaching strategies which have not been fully practiced by the teachers. Tailoring instruction to meet individual needs of all students is greatly challenged. Educators need to encourage students to participate actively, like problem-solving exercises, debates, and role-playing, promote deeper understanding and retention and regularly check the learners' understanding through quizzes, exit tickets, and observations to identify learning gaps and adjust instruction, accordingly, improving student outcomes.

Tulbure (2019) even said that teachers should apply appropriate teaching strategies that best suit specific objectives and competencies to secure and facilitate the process of knowledge transmission. Teaching strategies are indeed essential for promoting student engagement, facilitating active learning, developing critical thinking skills, and preparing students for success in school and beyond. By incorporating a variety of effective teaching strategies into their practice, educators can create dynamic, inclusive, and meaningful learning experiences that empower students to reach their full potential.

Fatta et al. (2019) believed that new strategies cannot be blindly brought into our classrooms without carefully reviewing the process and the data that support its effectiveness. Teachers should therefore ensure that the integration of teaching strategies is carried out correctly and consistently in accordance with the types of learners.

Problem 2. How do the learners perceive the learning factors affecting academic performance considering the learner factors: active learning, discovery learning, and knowledge building?

Table 5: Distribution of Learners' Perceived Learning Factors as to Active Learning

Indicator	Mean	SD	Description
I enjoy educational games or quizzes that involve competition, teamwork, and problem-solving to reinforce learning in various subjects.	3.47	0.88	At All Times
I explain what I have learned to someone else.	2.96	0.93	Most of the Time
I summarize what I am reading in my own words.	3.04	0.95	Most of the Time
I pause to think about what I am reading and how it relates to my own experience.	3.16	0.93	Most of the Time
I think about possible examination questions relating to what I am reading about.	3.25	0.84	At All Times
I draw diagrams or illustrations in my notes.	2.90	0.98	Most of the Time
I think about which topics I found more difficult and spend more time studying for them.	2.86	0.97	Most of the Time
I enjoy nature walks, scavenger hunts, or outdoor experiments to learn about ecosystems, weather, or scientific observations, connecting learning to the environment.	3.17	0.97	Most of the Time
I engage myself in art activities or crafts related to history, literature, or science topics, allowing students to express understanding in creative ways.	3.11	0.96	Most of the Time
I am interested in imaginative writing through prompts, storytelling, or collaborative storytelling exercises.	2.98	1.00	Most of the Time

Overall	**3.09**	**0.94**	**Most of the Time**
Legend: 3.26-4.00 At All Times/ Highly Perceived 1.76 – 2.50 Sometimes/ Less Perceived 2.51-3.25 Most of the Time/ Moderately Perceived 1.00-1.75 Never/ Least Perceived			

Table 5 shows the mean and standard deviation distribution of the respondents' perceived learning factors as to **active learning** with an overall mean of 3.09 (SD=0.94) described as **Most of the Time** and interpreted as **Moderately Perceived**. It can be inferred that respondents generally perceive themselves as engaging in active learning strategies most of the time. However, it is noted that there are some indicators under active learning that have not been fully practiced by the students, as indicated by lower mean scores or higher variability in responses. This suggests areas where students may benefit from additional support or encouragement to engage more consistently in certain active learning activities. Aji et al. (2019) cited that research on learning provides strong evidence that active-learning can have a positive impact on student learning outcomes.

According to Nurbavliyev et al. (2022), active learning makes it possible for students and teachers to conduct independent research, think creatively, and even come up with workable solutions to problems. Active learning has shown a significant increase in student achievement indicating efficiency and effectiveness of the teaching method in terms of academic performance. Compared to the traditional method, there is almost a similar impact on learners' motivation and attitudes. He stresses that active learning classrooms are more academically productive than traditional classrooms, making learners improve their grades and their passion in education.

In particular, the indicator **I enjoy educational games or quizzes that involve competition, teamwork, and problem-solving to reinforce learning in various subjects** obtained the highest mean score of 3.47 (SD=0.88) which is described as **At All Times** and interpreted as **Highly Perceived**. This finding underscores the importance of engaging the learners in various learning activities. Learners learn best when they are involved in any activity whether competitive and interactive nature of games, because it makes learning fun and fosters a desire to participate and excel. It suggests that learners can actively enjoy the lesson and learn at the same time. De-Marcos et al. (2018) said that gamification techniques transfer the mechanics of games to educational environments with the aim of improving motivation and, consequently the teaching-learning process. Orhan et al. (2019) support this by saying that tools to perform interactive quizzes like kahoot have proven their effectiveness on student motivation. The goal of the game, according to Danhoff (2022), is to get students to think creatively, analyze the puzzles critically, and come up with ideas and solutions without having to ask their teacher where to look or what to read.

On the contrary, the indicator **I think about which topics I found more difficult and spend more time studying for them** obtained the lowest mean of 2.86 (SD=0.97), described as **Most of the Time** and interpreted as **Moderately Perceived.** Despite having the lowest mean score among the indicators, the interpretation suggests that respondents generally perceive thinking about challenging topics and allocating extra study time for them as an important aspect of their learning process, even though they may not do it as consistently as some other activities.

This finding further suggests that while students may recognize the importance of focusing on challenging topics and dedicating additional study time to them, there may be room for improvement in terms of consistency or frequency of engagement in this activity. Educators may consider strategies to encourage and support students in identifying and addressing areas

of difficulty in their learning more consistently. While there can be downsides to encountering difficult lessons, these challenges also present opportunities for significant growth. The key is to find a balance. Teachers can create a supportive environment that offers scaffolding and differentiated instruction to help students overcome hurdles while still experiencing the benefits of grappling with challenging material.

Productive struggle leads to better learning. Learners successfully mastering difficult material can lead to a deeper understanding and stronger retention of knowledge compared to easily learned topics Sriram (2020). Also, Nurbavliyev et al. (2022) stated that active learning opens the doors to practical learning, enabling both learners and teachers to do research, think outside the box and even come up with practical solutions to problems by themselves.

Table 6: Distribution of Learners' Perceived Learning Factors as to Discovery Learning

Indicator	Mean	SD	Description
I enjoy doing virtual tours of museums and historical sites and any activities that show real-world connections.	2.90	1.10	Most of the Time
I learn a lot through teamwork and collaboration to find solutions, fostering critical thinking and discovery through shared exploration.	3.06	0.92	Most of the Time
I am interested in any outdoor expeditions, observe, document, and analyze the environment, discovering ecological patterns or scientific phenomena.	3.06	0.97	Most of the Time
I like investigating through hands-on experiments.	2.94	1.07	Most of the Time
I want to find some information by reading a book.	3.05	0.96	Most of the Time
Group discussion activities make me learn actively.	3.26	0.87	Most of the Time
I play complex puzzles or challenges that require me to use mathematical concepts to solve problems. For instance, logic puzzles, problem-solving tasks, or creating my own math problems for peers to solve.	3.01	1.00	Most of the Time
I feel challenged to read a lot of books and search the material if I do not understand it.	2.94	0.98	Most of the Time
I want to explore different cultures, customs, and geographic regions through research, presentations, or creating cultural artifacts.	2.92	1.02	Most of the Time
Discussing with other students in the group make me understand the topic more deeply.	2.99	0.95	Most of the Time
Overall	**3.01**	**0.98**	**Most of the Time**

Legend: 3.26-4.00 At All Times/ Highly Perceived
1.76 – 2.50 Sometimes/ Less Perceived
2.51-3.25 Most of the Time/ Moderately Perceived
1.00-1.75 Never/ Least Perceived

Table 6 shows the distribution of respondents' perceived learning factors as to **discovery learning** with an overall mean of 3.01 (SD=0.98), described as **Most of the Time** and interpreted as moderately perceived. It represents the average score across all indicators. It

provides a general indication of respondents' perceived engagement in discovery learning strategies. Based on the overall mean score, it can be inferred that respondents generally perceive themselves as engaging in discovery learning strategies most of the time. This suggests that activities such as virtual tours, hands-on experiments, group discussions, and research projects are commonly utilized and valued by respondents as effective approaches to learning. The findings indicate a positive perception of discovery learning strategies among respondents, highlighting the importance and effectiveness of active, experiential and exploratory approaches in promoting meaningful learning experiences.

Moreover, Prasetyo (2018) believed that the discovery learning model could positively impact the students' learning outcomes, in which the learning model also became a tool for clarifying, simplifying, and accelerating the delivery of the learning materials.Students will be invited to collaborate to create new knowledge while also learning how to think critically and creatively, and how to make discoveries—through inquiry, reflection, exploration, experimentation, and trial and error (Alberta Education, 2018).

Particularly, the indicator **Group discussion activities make me learn actively** obtained the highest mean score of 3.26 (SD=0.87) described as **Most of the Time** and interpreted as **Moderately Perceived**. This means that respondents overwhelmingly believe that group discussion activities are effective for promoting active learning. This indicates a strong preference among respondents for this collaborative learning approach, where they engage in meaningful discussions, share ideas, and learn from one another. The finding underscores the importance and effectiveness of group discussion activities in promoting active learning among respondents. It suggests that such activities facilitate engagement, critical thinking, and deeper understanding of course material and are highly valued by students as an effective learning strategy.

In fact, Shofun (2021) believed that the integration of active learning in a blended learning environment focuses more on different types of interactions, student-student, student-teacher, student content, in appropriate classroom setup. Active learning methods offer highly effective means to implement the central facet of constructivism by shifting the role of students from passive receivers of knowledge to active builders of knowledge. The employment of active learning methods is linked to deeper learning (Bernstein, 2018). Furthermore, the main purpose of active learning methods is to put the students in situations in which they engage in activities that are relevant to the subject and ensure that the situation or task leads to reflection, communication, and analysis (Smith et al., 2018).

On the other hand, the indicator **I enjoy doing virtual tours of museums and historical sites and any activities that show real-world connections** obtained the lowest mean of 2.90 (SD=1.10) described as **Most of the Time** and interpreted as **Moderately Perceived**. Despite the lower mean score, it suggests that respondents still generally perceive virtual tours and activities showing real-world connections as effective for learning, to a slightly lesser extent compared to other activities. This indicates that while these activities may not be as strongly preferred as group discussion activities, they are still valued and commonly practiced by respondents as effective learning strategies. It suggests that while virtual tours and activities showing real-world connections may not be the most preferred learning activities among respondents, they are still perceived as valuable tools for promoting engagement, understanding, and real-world application of course material. Educators may consider ways to enhance the appeal or effectiveness of these activities to better meet the preferences and learning needs of students.

According to Histou (2018), when it is evident to students how the material they are learning relates to the real world, they become more involved and enthusiastic about the subject.By emphasizing current work and leading voices in the field, demonstrating how the coursework is applicable to other fields, and by showing students how the material relates and

can engage students in modern topics outside of the classroom. Mamur et al. (2020) called on educators to incorporate these technological advancements into their lessons, noting that they have made a significant contribution to the advancement of museums in virtual environments. The effect of virtual museum environments on the student's knowledge and understanding on a certain work of art is no longer questionable.

Table 7: **Distribution of Learners' Perceived Learning Factors as to Knowledge Building**

Indicator	Mean	SD	Description
I enjoy creating a KWL chart (What I Know, What I Want to Know, What I Learned) about a topic before the teacher starts his/her lesson.	2.97	0.98	Most of the Time
I want to share my thoughts and ideas to my classmates.	2.83	1.00	Most of the Time
It is overwhelming when we are given opportunities to speak up and share ideas about class work	2.69	1.08	Most of the Time
The comments that I get on my work help me understand how to improve.	3.39	0.76	At All Times
I enjoy playing memory games where we can recall and share information related to a previous lesson or topic using flashcards, memory matching games, or quick quizzes.	3.18	0.90	Most of the Time
I list everything I know about a particular topic on a whiteboard or chart paper.	2.93	0.91	Most of the Time
My notes help me remember things that we already learned.	3.50	0.78	At All Times
I want my teacher to allow me to explain my answers - why I think what I think.	2.96	0.99	Most of the Time
I am more interested when my teacher shows pictures, objects, or keywords related to the lesson and ask us to recall any information or experiences we have related to those items. It encourages us to share with the class.	3.25	0.78	Most of the Time
I want to summarize, reflect, and synthesize information learned from the lesson.	2.98	0.99	Most of the Time
Overall	**3.07**	**0.92**	**Most of the Time**
Legend: 3.26-4.00 At All Times/ Highly Perceived 1.76 – 2.50 Sometimes/ Less Perceived 2.51-3.25 Most of the Time/ Moderately Perceived 1.00-1.75 Never/ Least Perceived			

Table 7 shows the distribution of respondents' perceived learning factors as to **knowledge building** with an overall mean of 3.07 (SD=0.92), described as **Most of the Time** and interpreted as **Moderately Perceived**. This means that the respondents generally perceive themselves as frequently engaging in knowledge-building activities. This suggests that activities such as sharing thoughts and ideas, receiving feedback, playing memory games, and summarizing information are commonly utilized and valued by respondents as effective approaches to building knowledge. This also means that learners use their prior knowledge and relate their experiences toward the lessons presented by the teachers.

Moreover, Bereiter (2022) believed that learners need to take part in the process of creating. Adding to, disseminating, and refining what is already known constitutes the ongoing process of building knowledge. Another key part of knowledge building is fostering the understanding among learners that making their own knowledge freely available gives rise to and supports the development of new knowledge. Levi (2018) discusses the positive impact of knowledge building on reading comprehension. By actively engaging with texts and writing about what they learn, students solidify their understanding and improve their overall academic performance.

In particular, the indicator, **My notes help me remember things that we already learned** obtained the highest mean score of 3.50 (SD=0.78), which is described as **At All Times** and interpreted as **Highly Perceived**. This means that respondents overwhelmingly believe that their notes play a crucial role in aiding memory retention. This indicates a strong preference among respondents for utilizing notetaking as a strategy for enhancing learning outcomes. It underscores the importance and effectiveness of notetaking as a study strategy for promoting memory retention among respondents. It suggests that taking comprehensive and organized notes is perceived as a valuable tool for consolidating and reinforcing learned material and is highly valued by students as an effective learning practice.

A study by Mueller et al. (2018) found that students who took handwritten notes during a lecture performed better on comprehension questions compared to those who used laptops. Roessingh (2020) also said in his study that handwritten notes are a powerful tool for encrypting embodied cognition and in turn, supporting the brain's capacity for retrieval of information. Second, when you take notes by hand, your hands form your notebook, a sturdy external memory storage device.

On the contrary, the indicator **It is overwhelming when we are given opportunities to speak up and share ideas about class work** obtained the lowest mean of 2.69 (SD=1.08) described as **Most of the Time** and interpreted as **Moderately Perceived**. It suggests that respondents generally perceive feeling overwhelmed when speaking up in class as a common experience. This indicates that while these opportunities may be perceived as overwhelming by some respondents, they are still valued and commonly practiced by students as effective learning strategies. This implies that while some students may feel overwhelmed when given opportunities to speak up and share ideas about class work, these opportunities are still perceived as valuable for promoting active participation and engagement in the learning process. Educators may consider strategies to support students in feeling more comfortable and confident in contributing to class discussions and sharing their ideas.

According to Beckerman (2020), explaining concepts to others strengthens own understanding and helps solidify information in the memory. In connection, Seth (2018) also believed that **t**he opportunity to share ideas and receive positive feedback can boost student confidence and make them feel more comfortable participating in class.

Table 8: Summary of the Learners' Perceived Learner Factors

Variables	Mean	SD	Interpretation
Active Learning	3.09	0.94	Moderately Perceived
Discovery Learning	3.01	0.98	Moderately Perceived
Knowledge Building	3.07	0.92	Moderately Perceived
Overall	**3.06**	**0.95**	**Moderately Perceived**
Legend: 3.26-4.00 At All Times/ Highly Perceived 1.76 – 2.50 Sometimes/ Less Perceived 2.51-3.25 Most of the Time/ Moderately Perceived 1.00-1.75 Never/ Least Perceived			

Table 8 presents a summary distribution of the respondents' perceived learning factors as to **learner factors** with an overall mean of 3.06 (SD=0.95) described as **Most of the Time** and interpreted as **Moderately Perceived**. This means that the respondents generally perceive themselves as moderately engaged in various learning factors across the three categories. This suggests that activities related to active learning, discovery learning, and knowledge building are commonly practiced and valued by respondents as effective approaches to learning.

However, the overall perception is moderately positive, there may be some indicators within each category that have not been fully practiced by the learners themselves. This implies that while respondents generally perceive these learning factors favorably, there may still be room for improvement or areas where learners could benefit from additional support or encouragement to fully engage in certain learning activities. Overall, the findings suggest a positive perception of various learning factors among respondents, highlighting the importance of incorporating diverse and engaging instructional approaches to promote meaningful learning experiences.

As cited by Brown (2022), active learning involves actively engaging with the learners through discussions, problem-solving activities, case studies, role plays, and other hands-on training methods. This method increases learner participation and encourages more meaningful engagement. This also involves asking learners to figure out the answer to a question using context clues, interactions, and materials.

Specifically, the variable **active learning** obtained the highest mean of 3.09 (SD=0.94), interpreted as **Moderately Perceived**. This means that they have been executing the indicators most of the time. This also implies that learners are motivated to learn when they are actively engaged in the lesson. They are more interested when they can relate and do hands-on activities themselves compared to just traditionally channeling information and listening to what the teacher discusses in front of them. In addition, Dalton (2021) explained that there are many benefits of active learning, including improved understanding and retention of information, development of critical thinking and problem-solving skills, increased motivation and engagement and enhanced communication and collaboration skills. Moreover, Chrelle (2020) said that passively listening to lectures can be dull. Active learning keeps students engaged by making them active participants. Whether it's debates, simulations, or group projects, active learning fosters a more stimulating environment that boosts motivation and keeps students interested in the lesson.

Meanwhile, the variable **discovery learning** got the lowest mean of 3.01 (SD=0.98), described as **Most of the Time** and interpreted as **Moderately Perceived**. Since the mean score has not reached a perfect score, this means that while respondents generally perceive themselves as actively engaged in discovery learning, there is still an opportunity for further development and refinement of their analytical skills through continued practice and engagement in discovery learning activities. This also means that some learners lack a strong foundation in the subject matter, they might find it frustrating or overwhelming to try and discover things on their own. As a matter of fact, there are learners who are anxious about making mistakes and are hesitant to actively participate in the discovery process. This suggests that educators should encourage learners to engage in discovery learning through scaffolding, such as prompts, guiding questions, or partial information. This can help them to stay on track and feel more confident in their exploration. Some learners might struggle, while others find discovery methods to be highly engaging and motivating. They enjoy the challenge of figuring things out on their own and the sense of accomplishment that comes with successful discovery. Ilmu (2018) supports that the discovery learning method led to improvement in both listening comprehension scores and social attitudes towards learning.

Moreover, Mirzoyan (2023) said that the discovery method motivates students to build on past experiences and knowledge. Due to this method, they make use of their intuition,

imagination, and creativity. Students can search for new information to find facts, correlations, and new truths. In addition, Balim (2018) revealed that discovery learning is a method that encourages the learners to arrive at a conclusion based upon their own activities and observations.

Problem 3. What is the learners' academic performance in English, Science and Math during the First and Second Quarters of School Year 2023-2024?

Table 9: Distribution of Learners' Academic Performance in English during the 1st and 2nd Quarter

		1st Quarter		2nd Quarter	
Rating	**Description**	**Frequency**	**Percent**	**Frequency**	**Percent**
90-100	Outstanding	0	0.00	0	0.00
88-89	Very Satisfactory	0	0.00	0	0.00
80-84	Satisfactory	236	100.00	236	100.00
75-79	Fairly Satisfactory	0	0.00	0	0.00
Below 75	Did not meet Expectation	0	0.00	0	0.00
Total		**236**	**100**	**236**	**100**
		Mean:	80	*Mean:*	82
		SD:	1.41	*SD:*	0.71
		Description: Satisfactory		*Description: Satisfactory*	

Legend: Below 75 Did not Meet the Expectation 88-89 Very Satisfactory 75-79 Fairly Satisfactory 90-100 Outstanding 80-84 Satisfactory

Table 9 illustrates the pupils' academic performance in English 6 as measured in their 1st Quarter and 2nd Quarter grades. The data indicated that during the first quarter, the pupils obtained a grade of 80 or equivalent to Satisfactory. Two hundred thirty-six learners (236) reached the satisfactory level. This means that the pupil's performance met the minimum requirements for every subject. Their academic performance is acceptable but not that great. This implies that teachers should consider the quality of the assessments given to learners or may somehow provide modified or simplified learning activities for the learners' improvement. Analyzing this result reveals the areas where students struggle as a whole. This helps teachers identify gaps in their instruction and materials, allowing them to adjust their approach to provide more targeted support and address weak areas. Teachers must also take note of this result to assess their strategies and materials being utilized during the quarter and identify areas in which the pupils need to focus for improvement.

In fact, Mantta (2020) said in his study that by noting learning capacity levels and student performance, teachers can see which strategies and materials are most effective for different learners. This allows them to refine their teaching methods and choose resources that resonate best with their students' learning styles and needs. In addition, Luiste (2021) said that if a student consistently struggles in a particular area, recognizing their capacity level allows for earlier intervention. Teachers can provide additional support, modify assignments, or suggest specific resources to help them overcome challenges.

On the other hand, during the Second Quarter, the pupils obtained a grade of 82 or equivalent to satisfactory. This means their performance has been consistent and met the minimum requirements for the subjects. This also implies that even if the equivalent remains consistent, there is still a slight improvement in the learner's understanding or performance compared to the first quarter. A two-point increase in the average score from 80 to 82, even if

it remains within the satisfactory range, carries some positive implications. This could indicate that the teacher's recent efforts or adjustments might be having a positive impact.

However, teachers should explore what might have contributed to the increase. The teachers should also consider new teaching methods, clearer explanations, or additional practice opportunities and provide ample enhancement or enrichment activities to learners to improve their academic performance. Teachers must identify the learning capacity level of the pupils and provide activities that suit their capacity and will also hit the learning target expected from them.

As cited by Honler (2018), tailoring instruction to a student's learning capacity allows the teacher to present information and activities at an appropriate level of difficulty. By understanding a student's current knowledge and skills, teachers can design activities that bridge the gap and lead them toward the desired learning objectives. This targeted approach increases the possibility of students achieving the expected learning outcomes. Activities designed for various levels ensure all students, regardless of prior knowledge or learning pace, have opportunities to learn and grow. Students who receive activities matched to their learning capacity are more likely to feel successful and engaged in the learning process. This creates a positive learning environment where students are motivated to participate and persevere through challenges. Identifying learning capacity allows teachers to recognize students who might need additional support or enrichment activities. This approach ensures no student falls behind or gets bored due to inappropriate difficulty levels.

Table 10: Distribution of Learners' Academic Performance in Mathematics during the 1st and 2nd Quarter

		1st Quarter		2nd Quarter	
Rating	**Description**	**Frequency**	**Percent**	**Frequency**	**Percent**
90-100	Outstanding	0	0.00	0	0.00
88-89	Very Satisfactory	0	0.00	0	0.00
80-84	Satisfactory	236	100.00	236	100.00
75-79	Fairly Satisfactory	0	0.00	0	0.00
Below 75	Did not meet Expectation	0	0.00	0	0.00
Total		**236**	100	**236**	**100**
		Mean:	83	*Mean:*	84
		SD:	0.71	*SD:*	1.41
		Description: Satisfactory		*Description: Satisfactory*	

Legend: Below 75 Did not Meet the Expectation 88-89 Very Satisfactory
75-79 Fairly Satisfactory 90-100 Outstanding

Table 10 illustrates the pupils' academic performance in Mathematics 6 as measured in their 1st Quarter and 2nd Quarter grades. The data indicated that during the First Quarter, the pupils obtained a grade of 83 or equivalent to Satisfactory. Two hundred thirty-six learners (236) of 236 reached the satisfactory level. This means that the pupil's performance met the minimum requirements for the course. This implies that there are many factors that influence as a satisfactory result in the First Quarter. These include summer learning loss, adjustment to a new school year or teacher and even some personal circumstances. This is an implication that the learning methods implemented in this quarter may not be equally effective to all students.

Further, another implication is that students might be actively engaged in this subject, but these skills may not be adequately reflected in the First Quarter. In fact, the First Quarter

is a very short timeframe to see a significant increase in their grades, particularly for students who need more time and need more adjustments in the new learning methods in Mathematics.

On the other hand, during the Second Quarter, the pupils obtained a grade of 84 or equivalent to Satisfactory. This means their performance has been consistent and met the minimum requirements. The number of pupils who reached a satisfactory level increased. A one-point increase, while seemingly small, suggests a slight improvement in overall understanding or performance by the learners. This could indicate that the teaching strategies are effective and leading to gradual progress. This implies that teachers should track performance in future assessments to see if the upward trend continues. This will provide a clearer picture of learning progress. This can motivate both teachers and students.

Table 11: Distribution of Learners' Academic Performance in Science during the 1st and 2nd Quarter

		1st Quarter		2nd Quarter	
Rating	**Description**	**Frequency**	**Percent**	**Frequency**	**Percent**
90-100	Outstanding	0	0.00	0	0.00
88-89	Very Satisfactory	0	0.00	0	0.00
80-84	Satisfactory	236	100.00	236	100.00
75-79	Fairly Satisfactory	0	0.00	0	0.00
Below 75	Did not meet Expectations	0	0.00	0	0.00
TOTAL		**236**	**100**	**236**	**100**
		Mean:	81	*Mean:*	82
		SD:	0.71	*SD:*	1.41
		Description: Satisfactory		*Description: Satisfactory*	

Legend: Below 75 Did not Meet the Expectation 88-89 Very Satisfactory
75-79 Fairly Satisfactory 90-100 Outstanding

Table 11 illustrates the pupils' academic performance in Science 6 as measured in their 1st Quarter and 2nd Quarter grades. The data indicated that during the First quarter, the pupils obtained a grade of 81 or equivalent to Satisfactory. Two hundred thirty-six learners (236) of 236 reached the satisfactory level. This implies that the pupil's performance met the requirements for this subject. It typically indicates good or above average understanding of the material. This means that the learners grasped the core concepts and can demonstrate them to a satisfactory level and needs further improvement. A grade of 81 in the First Quarter suggests a good start, but it is important to consider the context and individual performance of every learner to promote significant progress or improvement. Teachers should consider giving feedback because it can provide a clear understanding of the student's strengths and weaknesses.

On the other hand, during the Second Quarter, the pupils obtained a grade of 82 or equivalent to Satisfactory. This means their performance has been consistent. The number of pupils who reached a satisfactory level increased. A one-point increase, while seemingly small, still suggests a slight improvement in overall understanding or performance by the learners. This could indicate the learners are grasping the material better over time. Some learners might need more support, while others might be exceeding expectations. The teacher should consider monitoring the least mastered skill in science of the learners for learning enhancement. If the upward trend continues, the implemented strategies might be working well. If not, adjustments might be needed. This also implies that teachers should identify the specific science concepts or skills where students are struggling. Identifying these areas can help tailor instruction for better understanding.

As cited by White (2020), focusing on areas of difficulty, teachers can help students overcome challenges and achieve better understanding of scientific concepts and skills. This can lead to higher overall performance in Science. White (2020) shared that identifying common student struggles can inform professional development programs for teachers. These programs can equip teachers with strategies and resources to address specific learning gaps they might encounter in their classrooms.

Table 12: Summary of Level of Learners' Academic Performance during the 1st and 2nd Quarter

Subject	1st Quarter			2nd Quarter			Overall		
	Mean	**SD**	**Description**	**Mean**	**SD**	**Description**	**Mean**	**SD**	**Description**
English	*80*	*1.41*	*Satisfactory*	*82*	*0.71*	*Satisfactory*	*81*	*1.41*	*Satisfactory*
Mathematics	*83*	*0.71*	*Satisfactory*	*84*	*1.41*	*Satisfactory*	*83*	*0.71*	*Satisfactory*
Science	*81*	*0.71*	*Satisfactory*	*82*	*1.41*	*Satisfactory*	*81*	*0.70*	*Satisfactory*
Overall	*81*	*0.94*	*Satisfactory*	*83*	*1.18*	*Satisfactory*	*82*	*1.41*	*Satisfactory*

Legend: Below 75 Did not Meet the Expectation 88-89 Very Satisfactory
75-79 Fairly Satisfactory 90-100 Outstanding

Table 12 shows the pupils' academic performance in English, Mathematics and Science as measured in their 1st Quarter and 2nd Quarter grades. The data indicated that during the First Quarter, the pupils obtained an average grade of 80 in English. An average grade of 83 was obtained in Mathematics and an average of 81 in Science which were all within the range of satisfactory level. This implies that the pupils are meeting course expectations and have a grasp of the fundamental concepts in each subject (English, Math, and Science). With an average of 83, Mathematics appears to be the subject where pupils performed best compared to English (80) and Science (81). The grades presented in every subject during the First Quarter show the effective teaching methods and students' interest in the subject. This suggests that teachers must make use of the subject knowledge to give pupils opportunities to extend their understanding through linking it to other subject areas and to previously learned concepts for enhancement. They may integrate other core subjects that will help boost the interest and understanding of the learners in a certain subject.

On the other hand, during the Second Quarter, the pupils obtained a grade of 82 in English, 84 in Mathematics and 82 in Science, still within the satisfactory level. This means their performance slightly increases compared to the first quarter. This is an indication that there is an improvement in the way the learners learn. Some teaching strategies used by the teachers are effective and some are not. Mathematics appears to be the subject where pupils performed best compared to English (82) and Science (82). It is best to use Math-related activities across the two subjects to improve the learners' grades in the specific subject. This suggests that teachers must also develop and employ differentiated instructions for the pupils. They should be provided with activities that cater to their multiple intelligences.

According to Lazear (2022), all seven bits of intelligence are needed to function productively in society. Children cannot be evaluated in the same way because they all learn differently. Therefore, it is important that an educator creates intelligence profiles for each student. In addition, to be successful in teaching all students, teachers should be aware of the individual differences, individual learning styles, and multiple intelligence profiles of each student. Understanding how each student learns will enable the teacher to properly assess the child's progress. Pupils with higher levels of development in other areas of intelligence are frequently overlooked. Students who are more developed in other intelligence dimensions are often ignored. Identifying and knowing students' intelligence profiles is important and has implications for instruction (Shalk, 2020).

Problem 4. Is there a significant relationship between the learners' perceived learning factors and their academic performance?

Table 13: Result of the Test on Relationship between the Learners' perceived Learning Factors and their Academic Performance

Variables	Academic Performance											
	ENGLISH			MATH			SCIENCE			OVERALL		
	R-value	p-value	Interpretation	R-value	p-value	Interpretation	R-value	p-value	Interpretation	R-value	p-value	Interpretation
Teacher Factors												
Teaching Strategies	-.040	.543	NS	-072	.272	NS	-.026	.686	NS	0.000	1.000	NS
Teacher's Competence	-.078	.232	NS	.025	.702	NS	.024	.719	NS	-.008	.897	NS
Teacher's Attitude	.018	.781	NS	-.004	.952	NS	.012	.857	NS	.008	.903	NS
Learner Factors												
Active Learning	-.010	.879	NS	-.110	.091	NS	-.032	.624	NS	.051	.051	NS
Discovery Learning	-.013	.844	NS	.064	.327	NS	-.013	.841	NS	.282	.282	NS
Knowledge Building	-.081	.214	NS	-.004	.504	NS	-.017	.793	NS	.704	.704	NS

Legend: Significant (S) Not Significant (NS)

Table 13 summarizes the findings of a statistical analysis investigating the relationship between students' perceived learning factors and their academic performance in English, Mathematics, and Science during the first and second quarters of the School Year 2023-2024. The analysis revealed that there is no significant relationship between these two factors and the learners' academic performance. In other words, the data suggests that students' perceptions of their learning experiences were not linked to their achievements in these subjects during the First and Second Quarter. This is because the p-value, a statistical measure of significance, was greater than 0.05. The null hypothesis, which states that there's no significant relationship between perceived learning factors and learners' academic performance in English, Mathematics and Science during the First and Second Quarters of School Year 2023-2024, is accepted.

Moreover, it shows an odd result because a student's academic performance is influenced by many things beyond just teacher and learner factors. Some of these are the community, extracurricular activities, parental involvement and a lot more. These factors can play a significant role and may overshadow the impact of teacher and learner factors in this study. The survey also measures student perception of teaching rather than the actual effectiveness of those strategies. Students may not have the ability to fully assess the effectiveness of the teacher and learner factors. Another implication is the short time frame. The First and Second Quarters represent a very short period in the academic year. The impact of active learning, discovery methods, and knowledge-building approaches might take longer

to show up in standardized assessments. These strategies are intended to cultivate deeper understanding, which may not be immediately reflected in grades.

Importantly, the study is based on student perception rather than objective measures of learning. Students may not be able to fully assess the effectiveness of these teaching methods, especially in the short term. The quality of implementation can significantly impact the effectiveness of these strategies. A poorly designed or implemented active learning exercise may not be as beneficial as a well-designed lecture. Moreover, many factors beyond the classroom can influence academic performance in the First and Second Quarters. These include factors like summer learning loss, adjustment to a new school year or teacher, and even personal circumstances students may be facing. These learning methods may not be equally effective for all students. Some students may flourish in these environments, while others may need more traditional instruction.

Additionally, factors like prior knowledge, motivation, and participation can vary significantly among students. This also suggests that some of the variables in the study are already being practiced and are considered obsolete, so it was not significant anymore. Some practices are not applicable, that is why it suggests the need to conduct new ways or other interventions that are relevant to the learners especially in teaching.

As cited by Beetham (2019), this world is characterized as complex and dynamic, deeply influenced by globalization and the revolution in digital technology. Developing these skills calls into question outmoded transmission models of teaching and requires teachers and school leaders to approach their work in new ways. The open school model offers substantial educational benefits by promoting flexibility in both teaching and learning. This also implies that students might be actively engaged in discovery learning and building knowledge, but these skills may not be adequately reflected in the First and Second Quarter assessments. Teachers also face implementation challenges like balancing strategies and traditional methods. Teachers transitioning to active learning methods might still rely on traditional approaches like lectures for content delivery. This mix could create confusion for students and hinder the effectiveness of the newer methods. Limited time and resources are also one of the factors.

Effective implementation of active learning requires careful planning, differentiated instruction, and ongoing assessment. Teachers in a fast-paced environment with limited resources might struggle to fully utilize these strategies in the second quarter. Students might perceive teachers as competent and using good strategies, but their own motivation or engagement levels could be impacting performance. Factors like personal issues, difficulty with specific concepts, or lack of study skills could be contributing to lower grades. Some students might not thrive in active learning environments and may need more traditional instruction to grasp concepts effectively. This mismatch can lead to frustration and lower performance. The study also relies on perceptions of teaching strategies, teacher competence and attitude, which can be subjective and prone to bias. Observing teachers in action or using objective measures of their effectiveness could provide a clearer picture. While the second quarter offers slightly more time than the first quarter for these strategies to show impact, it might still be too early to see a significant change in standardized test scores, particularly for students who need more time to adapt to new learning methods.

In furtherance, it also means that students' perceptions of their learning experiences might not accurately represent the actual effectiveness of those experiences in leading to achievement. There could be other, more influential factors impacting academic performance that this study didn't consider. Evaluating learning effectiveness might require looking beyond student perception and include objective measures like assignments, tests, and classroom observations. This also implies the need for other interventions. Catering to different learning styles might be more important than relying solely on students' perceptions of their learning

experience. Magulod (2020) supports these findings and emphasized that the different students learning styles lead to a good level of academic achievement.

Conclusions

Based on the results and discussions that have been presented, the following conclusions were made:

This study demonstrates a strong link between teachers' perceived competence and learners' active engagement in the learning process. Learners in Balingasag Central District highly perceived their teachers as competent as it shows the highest results while they moderately perceived themselves as actively participating in the learning activities. The learners also perceived Mathematics as an interesting subject since it is the highest among the other core subjects as shown in their first and second quarter grades.

Moreover, the academic performance of the respondents was all Satisfactory in English, Science and Mathematics in the First and Second Quarter. It can be inferred that the learners' perceived learning factors have no bearing with the learners' academic performance. There could be other, more influential factors impacting academic performance that this study did not consider. Evaluating learning effectiveness might require looking beyond student perception and include objective measures. Overall, this research emphasizes the importance of both teacher competence and active learning in promoting student achievement.

Recommendations

In accordance with the findings and conclusion of the study, the following recommendations are hereby presented:

1. Teachers may develop and improve student-centered activities where learners can choose based on their confidence, desired challenge and where to focus their time to come up with different project ideas. A learning activity that will allow learners to pick elements that appeal to them, personalize their project and offer a variety of ways for them to demonstrate their understanding.

2. Teachers may conduct or allow learners to attend historical reenactments or living history events to experience a glimpse of the past through clothing, demonstrations, and interactions where learners can choose a specific historical event or figure that interests them.

3. Teachers should encourage healthy discussions and debates in class. This allows students to practice communication skills, express their ideas, and learn from each other. Incorporate project-based learning where students can apply their English skills to a real-world project. This shows ownership of learning and promotes critical thinking skills.

4. Teachers should offer additional support for learners who need extra help like one one-on-one tutorials or remedial sessions and allow advance learners to enhance and fully develop their skills. Believe in the learners' ability to encourage a significant change in their satisfactory grades or improve their academic performance.

References

Aina, J.L., Seabra, C., & Lages, L.F. (2022). Pedagogical affect, student interest, and learning performance. *Journal of Business Research, 60*(9), 960-964. https://doi.org/10.1016/j.jbusres.2021.10.026

Aji, L. I., Roy, G., & Lea, K., (2019) The Impact of Active Learning on Students' Academic Performance.https://www.google.co.id/#q=The+Impact+of+Active+Learning+on+Students%E2%80%99+Academic+Performance.

Akpan, W. S. (2020). Parents' involvement in children's schooling: A multidimensional conceptualization and motivational model. *Child Development, 65*, 237–252. https://doi.org/10.2307/1131378

Alberta Education (2018). Inquiry-Based Learning: A Review of Research Literature. 7, 167-174. http://dx.doi.org/13.1257/jep.7.3.1617

Allen, C. (2021). Exploring collective cognitive responsibility through the emergence and flow of forms of engagement in a knowledge building community: Smart pedagogy for technology enhanced learning. In Daniela, L., (Ed.), *Didactics of smart pedagogies* (pp. 213–232). AG Springer International Publishing.

Azarkhordad., & Khan. S.N. (2009). The Effect of Discovery Learning on Students' Success and Inquiry Learning Skills. *Eurasian Journal of Education Research, 35*.

Balim, Y. C. K. (2018). Dynamics of reflective assessment and knowledge building for academically low-achieving students. *American Educational Research Journal, 57*(3), 1241–1289.

Barberos, M.T., & Gozalo, E.P., (2023) The Effect of Teachers' Teaching Style on Students Motivation.

Bartholomew., J.M, & Zeam L.M. (2018). Do students go to class? Should they? *The Journal of Economic Perspectives, 7,* 167-174. http://dx.doi.org/10.1257/jep.7.3.167.

Beetham, H., & Sharpe, R. (Eds). (2013). *Rethinking pedagogy for a digital age: Designing for 21st century learning* (2nd ed.). New York, NY: Routledge.

Beckerman, M. (2020) Deeper Understanding and Retention. https://doi.org/12.3390/su141710703.

Beetham., K.S. (2019). Globalization and Technology in Learning, 8, 160-180. http://dx.doi.org/08.1257/jep.1.1.121.

Bereiter, C., Daniela, L., Montejo-Gámez, J., & Aliaga, F. (2022). Developing and comparing indices to evaluate community knowledge building in an educational research course. *Sustainability, 14*, 10603. https://doi.org/10.3390/su141710603

Bernstein, U.A. (2018). The Employment of Active Learning Method. http://dx.doi.org/13.1207/jep.7.3.1227

Bratti, M. (2020). Student time allocation and educational production functions. *Annals of Economics and Statistics, 111/112*, 103-140. doi: 10.2307/23646328.

Brown, L.B. (2022). Homework in the home: How student, family, and parenting-style differences relate to the homework process. *Contemporary Educational Psychology, 25*, 464–487. c

Café, R. (2022) Learned Competencies and Learners' Academic Performance in Indahag Elementary School, Cagayan de Oro City, no. 111/112, pp. 103-140, 2013, doi: 10.2307/23646328.

Casey, I.S. (2019) Parental Involvement and Its Effect on Students' Achievement.

Cate, H.G., Gimne, E.T., Pihola, W.A. (2018). Teaching Strategies. P. 30-56.

Chen, D., J., & Chan, C. K. (2018). Do students go to class? Should they? *The Journal of Economic Perspectives, 7,* 167-174. http://dx.doi.org/10.1257/jep.7.3.167.

Chrelle, J. (2020). Active Learning Keeps Learners Fully Engaged in the Lesson.

Dalton, H. (2021). Benefits of Active Learning to Learners, 532–544. https://doi.org/10.1037/0022-0663.99.3.532

Danhoff, S.L. (2022) Gamification Promotes Active Learning. https://doi.org/12.3390/su186710703.

De Marcos, N.D., Pratini, D.G., Linae, J.P. (2018). Gamification as Motivation

Demirci, H. B. (2018). Quality of parental homework involvement: Predictors and reciprocal relations with academic functioning in the reading domain. *Journal of Educational Psychology, 106.*

Engalla, M.T. (2022). Pupils' Competencies and Learners' Academic Performance in Mathematics 4 of Balingasag District, Misamis Oriental Division, no. 111/112, pp. 103-140, 2013, doi: 10.2307/23646328.

Fatta, R., Federico, J., (2019) Effects of Four Teaching Strategies on the Academic Performance of Senior High School Students Joefel T. Libo-on1,2, and Jeannie C. Perez1,3

Fauth, B.E. (2019) Teachers' Competence and Students' Interest. http://dx.doi.org/10.1257/jep.7.3.167.

Fehintola, J. (2020). Parents' motivations for involvement in children's education: An empirical test of a theoretical model of parental involvement. *Journal of Educational Psychology, 99*, 532–544. https://doi.org/10.1037/0022-0663.99.3.532

Fench, Q. (2018). Patience in Teaching Affects Students in School. https://doi.org/12.3390/su141710703.

Ferdinand, R., & Andala, H. O. (2023). Teachers' Competence and Students Academic Performance in Secondary Schools in Rwanda. *Journal of Education*, *6*(1), 73–90. https://doi.org/10.53819/81018102t5182

Fernandez, L., & Wong, H. O., Jik, H.A. (2018). Positive Personalities and Learning Styles, 75–90.

Fuster-Guilló, A., Pertegal-Felices, M. L., Jimeno-Morenilla, A., Azorín-López, J., Rico-Soliveres, M. L., & Restrepo-Calle, F. (2019). Evaluating impact on motivation and academic performance of a game-based learning experience using Kahoot. *Frontiers in Psychology*, *10*, 2843. https://doi.org/10.3389/fpsyg.2019.02843

Gannan, M. (2018). For Kids; Academic Success, Parents May Trum Schools.

Gay, E.R. (2018). Descriptive Correlational Survey Method.

Heller, R. (2024). 4 Ways to Use AI in Implementing Restorative Practices.

Herwandi, W.C., Kale C.S., (2018). Do students go to class? Should they? *The Journal of Economic Perspectives, 7,* 167-174. http://dx.doi.org/10.1257/jep.7.3.167.

Hikmat Braojos, C., Montejo Gámez, J., Poza Vilches, M. D. F., & Marín Jiménez, A. E. (2020). Evaluation of research on the knowledge building pedagogy: A mixed methodological approach. *RELIEVE, 26*(1). https://doi.org/10.1016/j.compedu.2020.104061

Histou, W.A. (2018). Virtual Tours Has Positive Effect on Students' Academic Performance.

Honler, V. (2018) Instructional Approaches to Students Learning. https://doi.org/19.1016/h.compedu.2020.104081

Ilmu, EM. (2018). Parent beliefs and children's social -behavioral functioning: The mediating role of parent-teacher relationships. *Journal of School Psycholog, 51*(2), 175-185

Ivanova. (2019). Quality Learning, 7, 167-174. http://dx.doi.org/10.1257/jep.7.3.167.

Ivowi, M.S. (2018) Effects of Families on Students Achievement- https://farzanasite.wordpress.com/edu-696/effects-of-families-on-students-academic-achievement/

Jorgensen, R. (2023) Artificial intelligence can be an effective tool in implementing restorative practices by tailoring the approach to the situation. https://doi.org/10.1016/j.compedu.2020.104061

Kendeou , P. (2020). Journal of Educational Psychology. http://dx.doi.org/10.1257/jep.7.3.177.

Lazear, E.A. (2022). Multiple Intelligences. http://dx.doi.org/10.1257/jep.7.3.167

Levi, D. (2018). SCD: Setting the Conditions for Building Knowledge [ASCD Setting the Conditions for Building Knowledge]

Lohr, K.P. (2019). Universal Sampling Method. http://dx.doi.org/11.13457/jep.7.2.1373.

Luiste, G.A. (2021). Intervention for Struggling Learners in School.

Maende, A. V. Y. (2019). Learning analytics in online knowledge building speech. In S. C. Tan & S.-H. Chen (Eds.), *Transforming teaching and learning in higher education* (pp. 171–187). Springer. https://doi.org/10.1007/978-981-15-4980-9

Main, O.Y. (2021). Constructivism Theory

Magulod, S. J. (2020). Learning styles, study habits and academic performance of Filipino University students in applied science courses: Implications for instruction.

Mamur, J.H., Huebe, K.W., Kinesti, E.K. (2020) Technological Development & Virtual Museum in Virtual Environment.

Manaarah, F. (2019) Different Learning Styles and Instructional Technology.

Mantta K.L. (2020). The Importance of Noting Learning Capacity of the Students.

Meng (2022). Teachers' Personalities, Attitudes, Teaching Style and Behavior 7, 167-174. http://dx.doi.org/10.1257/jep.7.3.167.

Mirzoyan, S.O. (2023). Discovery Methods on Students' Learning. https://doi.org/10.1038/a1038020

Mueller, D.A., Boulton, G.D., & Dakkot, M.A (2018). Handwritten Notes Increases Learners' Achievement.

Nurbavliyev S. R., I.V Wilson., J.A., & Wade (2022). School Attendance: Equities and Inequities in growth trajectories of academic performance. University of West Australia and Telethon Kids Institute. https://research.acer.edu.au/research_conference/RC2019/4august/7

Obadara, I., & Khan. S.N. (2020). FA-35: Factors Affecting Students' Academic Performance. *Pakistan Global Journal of Management and Business Research*.

Oanite, M.R. (2018) Parental Involvement in Schools: Its effect on Pupils' Academic Performance.

Ohiman, P. (2022) Inadequacies Among Learners in Lagonglong District, Division of Misamis Oriental, pinky.ohiman@deped.gov.ph, p.14

Orhan, K.A., Hudge, R., & Siea, J. (2019) Interactive Quizzes Motivates Students.

Pajares, A. (2018). Child, family, and school characteristics related to English among low income learners. *Developmental Psychology.* https://doi.org/10.1037/a0038050

Pirrozo, G.H. (2022) Parental Involvement: Responding to the needs of all learners. Alexandria, USA: ASCDFrontiers in Psychology, 2022). Teachers' Attitude.

Pit-ten Cate, M.C., Caviola, S., De Agostini, R., Perin, C., & Mammarella, I.I. (2018). Mathematics anxiety, working memory and mathematics performance. *Frontiers in Psychology*. https://doi.org/10.3389/fpsyg.2019.00042

Prasetyo, L., Gijselaers, H. G. M., Ritzen, H., & Brand-Gruwel, S. (2018). A review of the relationship between parental involvement indicators and academic achievement. *Educational Research Review, 24*, 10–30. https://doi.org/10.1016/j.edurev.2018.02.001

Ramos, N.O. (2021). Learners' Progress Perspectives, 7, 167-174.11.

Robinson, D., J., & Chan, C. K. (2018). Do students go to class? Should they? *The Journal of Economic Perspectives, 7,* 167-174. http://dx.doi.org/10.1257/jep.7.3.167.

Roessingh, B.N. (2020). The Benefits of Notetaking by Hand.

Saritas, D. (2019). Should Students Be Allowed to Miss? *The Journal of Educational Research, 104*(3), 194-201.

Seth, C. (2018) Sharing Ideas Can Boost Confidence. 7, 160-164. http://dx.doi.org/10.1257/jep.7.3.167

Setiawan, M.A. (2020) The Impact of Teaching Innovative Strategy on Academic Performance in High Schools, 10–30. https://doi.org/10.1016/j.edurev.2018.02.001

Shalk, R. B. (2020). Individual Differences, Learning Styles & Multiple Intelligences.

Shahjahan, M., Ahmed, K.R., Hadrami A. Md., Rabiul, I., Hossain, S. Md., Khan, S. (2021) Factors Influencing Poor Academic Performance Among Urban University Students in Bangladesh. http://ijere.iascore.com

Sheikh, R.P., S. M., Kwon, K, & Koziol, N. (2019). Behavioral Problems in Schools and academic performance.

Shofun, T.D. (2021). Active Learning Integration in Blended Learning Environment.

Smith, M.H., Houisin, J.A., Juin, K.L. (2018). Active Learning Method and Its Effects on Students' Performance.

Spark, L.O. (2018) Increased Motivation and Engagement. 7, 167-174. http://dx.doi.org/10.1257/jep.7.3.167.

Sriram, B.F. (2020) The Neuroscience Behind Productive Struggle. https://doi.org/10.1002/tea.3660200906

Stanford, D.E. (2023) Does Parent Involvement Really Help Students?. https://research.acer.edu.au/research_conference/RC2019/4august/7

Swartz, D., J., & King, D. K. (2018). Math Science Perspectives, 8, 127-156. 8.

Talis, S. B. (2019). The Role of Teaching Strategies, Competence and Attitudes on Learners' Academic Performance, 15 & 16 (1), 148-161.

Thompson, H.F. (2023). The Construct of 'Respect' in Teacher-Student Relationships: Exploring Dimensions of Ethics of Care and Sustainable Development. https://doi.org/10.1186/s41239-021-00271-9

Tomlinson, C. (2019). *The Differentiated Classroom: Responding to the needs of all learners*. Alexandria, USA: ASCD.

Tulbure (2019). *Attendance lifts achievement: Building the evidence base to improve student outcomes.* Research Report. The Smith Family.

Wade, B. G., & Neil G. M (2018) Trends and futures of education, Implications for distance education. *Quarterly Review of Distance Education, 3*(1), 103.

Wen, D., Lim, A., & Wang, N., (2020). Positive Interaction of Learning Experiences.

White, H.L. (2020). Statement in Support of Anti-Racist Education.

Zeak, G. (2019). The Effects of Active Learning, Discovery Learning and Knowledge Building Method on Students' Academic Success. *Int J Educ Technology High Educ, 18*, 37. https://doi.org/10.1186/s41239-021-00276-9