

Factors Affecting Learners' Academic Performance in Selected Districts, Division of Gingoog City

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Abstract. The study's goal was to find out what levels of factors affect students' academic success in certain districts of Gingoog City during the 2022–2023 school year. Its main goals were to find out how much people knew about the factors that affected students' academic performance, look at how well students did in school in the first and second quarters of the school year 2022–2023, and find out if there was a strong link between the factors that affected students' academic performance and how well they did in school in the first and second quarters of the school year 2022–2023. One hundred fifty-six (156) ninth-graders from the schools where the study was done were the responders. The factors used in the study came from Abela (2019), but the indicators were made by the researchers. Stats like frequency, percentage, mean, and standard deviation were used to describe the study's factors. Also, the Pearson Product Moment Correlation Coefficient r was used to find the important link between the things that students did that affected their academic success and how well they did in school. The results showed that there are a lot of things that affect how well students do in school. Additionally, the student did very well in English, Math, Science, Filipino, and Araling Panlipunan during the first and second quarters. What makes a person do poorly in school doesn't have a strong connection to how well they did in the first and second quarters. Not only do the smartest students do well in school, but anyone who works hard can also get that prize. As a suggestion, schools should make sure that kids have access to good learning materials.

Keywords: academic performance, classroom environment, family, instructional materials

Introduction

The most important thing that everyone needs is education. It's like a ticket that lets you get ahead in this tough world. The kids are at the center of this process. They are the ones who will learn and lead the country in the future. Teachers have spent a lot of time, energy, money, patience, and other things just to give every student the level of education they deserve. It was seen that students in some areas of the Division of Gingoog City did poorly on the Periodical Examinations for the first and second quarters of the 2022–2023 school year. Every teacher needs to pay attention to the problem, but the Division of Gingoog City, which is running a campaign with the phrase "Gearing Outstanding Learners through Dynamism."

Because of this, there is a problem in Philippine education. One study from 2018 by the Organization for Economic Co-operation and Development's Program for International Student Assessment (PISA) found that our students did the worst in reading, science, and math out of students from 79 countries (Villegas, 2021). Global academic rate groups for International Student Assessment, Trends in International Mathematics and Sciences Study, and the Southeast Asia Primary Learning Matrics all agreed with this (Masigan, 2021).

According to Magsambol (2020), the Department of Education said at a press briefing that the Philippines would be taking part in the 2022 PISA in order to improve its poor past results. Khan (2022) said that the Philippines needed to deal with the reasons for bad performance and do something to get rid of them. In his paper, he talked about a few things—school, family, and psychological—that have a big effect on students' academic lives.

Luz (2019) says in his commentary that reading is the first thing that can be done to change these terrible affects. Beginning in Kindergarten and Grade One, reading ability leads

to reading skills at the grade level. Reading here doesn't just mean reading in English; it also means reading in the student's native language, if that's possible. Reading will help them do better on tests in Math, Science, or Reading.

The DepEd said that the four main things they would focus on are reviewing and updating K–12 curricula, making learning settings better, providing professional development for teachers and school leaders, and getting parents and guardians of students involved to help and work together. Furthermore, DepEd urges everyone in the Philippines to actively participate, cooperate, and work together to improve the level of basic education (Dela Cruz, 2019).

The Department of Education also started the Professional Development Program on Assessment and Emerging Literacies with a focus on PISA as part of its plan to improve the quality of basic education in the Philippines. The goal of the assessment professional development is to help teachers improve their assessment methods, procedures, and knowledge of Math, Science, and Reading. It also aims to help them include new literacy skills from foreign tests in their lesson plans (DepEd, 2021).

Orbeta and Paqueo's (2022) study showed that getting parents involved, making classrooms better places to learn, looking at how classroom time is used, and figuring out why teacher credentials aren't linked to test results are all things that can be done. Teachers in Gingoog City Division use a variety of programs and activities to help students do better. These include remedial classes, reading classes, enhancement classes, and a spelling game at the start of every subject session. To address this issue, the researcher did a study to find out what factors affect the academic success of students in certain districts in the Division of Gingoog City.

Literature Review

Factors Affecting Learners' Academic Performance

Learners' performance is important for producing high-quality graduates who will lead and work for the country, promoting its economic and social growth (Olufemi, Adediran, & Oyediran, 2018). But there are some things that affect how well pupils do. A lot of people's educational and life outcomes are affected by their noncognitive traits, such as their motivation, curiosity, effort, perseverance, attitude, and belief. More and more research shows that these traits develop at the same time as academic learning. Furthermore, studies show that course marks, not test scores, are a better reflection of these non-cognitive factors (Farrington, Porter & Klugman, 2019).

The environment a student is in has a big effect on how well they do in school, according to Briones et al. (2021). Some of the things that affect students' academic performance both in and out of the classroom are how their parents raise them, the kinds of people they are, how they use the internet, how well they do in school, how well their teachers do, how motivated they are, and the careers they choose. Abela (2019) also names things like the teacher, the classroom environment, the teaching tools, the student, and the family that can affect how well a student does in school. Brew, Nketiah, and Koranteng (2021) said that factors like student behavior, parental education and income, textbook availability and accessibility, libraries, practical labs, lunch providers, and teachers should be looked at and changed on a regular basis to meet the needs and goals of students.

Teacher

Teachers are very important as role models for their students and have a big effect on how their skills, goals, and knowledge are formed, built, supported, and established (Richland, 2017). How well teachers do in the classroom depends mostly on how well they are prepared. How well students do in school rests on how well teachers are prepared. Teachers need to

believe in their skills as role models and teachers because it has a big effect on how their students feel about themselves and how well they do in school. Also, Yada, Tolvanen, and Savolainen (2018) discovered that teachers who were very sure they could successfully use inclusive practices in their classes had a better attitude about the concept.

Obilor's (2020) study shows that teachers' commitment to their jobs, how they handled their students' homework, and how they interacted with them did not have a big effect on how well they did in school. It was suggested that teachers should have less work to do so they could be more effective and handle all of their students' tasks and other duties. People also said that teachers should be rewarded with higher pay and other things to make them more dedicated to their work. When teachers set up the right learning setting, students can make connections between what they are learning and how it affects them.

Comia (2019) also says that the way a teacher teaches, their emotions, and their actions have an effect on the students. How teachers treat their students and how they teach are very important for these students to do well. The teacher's positive attitude, use of clear language, interactive lessons, and motivational methods can also affect how well the students do in school (Ullah et al., 2018).

In particular, the way a teacher acts affects the kids. The way teachers feel about the material should be more important than the material itself (Tonarely, 2020). A teacher who is positive and inspiring will make a student's life better, while a teacher who is not inspiring will ruin a student's academic future (Khan, 2022). Meanwhile, aloof, unresponsive, or unsupportive teachers could produce a setting that is not favorable to learning (School Dekho Content Team, 2023).

Classroom Environment

Ahmed, Tayyub, and Ismail (2020) say that the classroom setting is important for helping students learn and meeting national educational goals on time. It has something to do with grades because it changes the noncognitive factors that affect how well students do in school (Farrington et al., 2019). Research shows that learning settings are very important for how well students do in school. Many things, like where you sit, the amount of light and noise, and even the color of the room can affect your ability to learn. When students study in an environment that supports them, they are more likely to be driven, interested, and able to learn. However, it will be harder for students to learn and stay motivated when they are in bad learning environments that are noisy, uncomfortable, or otherwise not conducive to learning (Hendrix, 2019).

Ullah et al. (2018) say that a classroom with a supportive learning setting helps students do better in school and helps teachers teach them more effectively. If the right teaching and learning tools are used in the classroom, students will learn more effectively. It helps kids learn and has big effects on that. As a result, it has a good effect on helping students learn more.

According to Kausar, Kiyani, and Suleman (2017), the physical environment of the classroom, including the furniture, electricity, painted walls, water supply, models, charts, overhead projectors, and other ICT-related teaching tools, helps students do better in school. This makes students more likely to take part in class events, which helps them do well on tests. Awan (2018) also said that the best things about schools were their buildings, electricity, natural and artificial lighting, air flow in the classrooms, drinking water, bathrooms, playgrounds, and power (Awan). Along the same lines, Baafi (2020) found that kids do better in school when they are in a comfortable space. Other studies have also shown that a good school environment helps students learn (Manca et al., 2020).

Instructional Materials

That which is used to teach can be called educational materials. These include books, extra teaching aids, audiovisual materials, and other sensory aids, as well as scripts for teaching and manipulating audio and video (Brown, 2017).

The research by Harison Inyang in 2022 showed a strong link between how well government teachers use teaching tools and how well they teach. Hafiz and Lawal (2020) said that using instructional materials was important for both teaching and learning. They also said that using instructional materials made technical education learning more effective and that using instructional materials made knowledge more valuable in technical education.

Abubakar (2020) said that using instructional materials can make kids much more motivated to do well in school by making their brains work better. The main goal of these tools is to help students learn as much as they can, which will make it easier for the teacher to teach the students.

At the same time, instructional tools boost students' intelligence and get them excited about class by asking them to think critically while they are learning and being taught. They are Amos, Eghan, and Oppong (2022). For example, student materials should be user-friendly by including many types of help that emphasize important ideas, clear explanations, and extra data to complete tasks (Davis et al. 2017; Roblin, Schunn & McKenny 2018).

It was found that the way teachers and students used laptops, computers, multimedia, smartphones, projectors, tablets, and LCD screens in classrooms, offices, and homes had a huge impact on how they taught, graded, and tested students. LCD screens in the classroom have made presentations available to students, which has improved teaching and learning in many ways, making it more interesting and useful, and producing results that help students learn (Imran, Mahmood & Ahmed, 2020).

It was suggested, among other things, that facilitators or teachers should be creative in the way they choose and use educational tools that are relevant to the subjects they teach each lesson. Harrison Inyang came to the conclusion in 2021 that students who are taught with instructional tools do better than those who are taught without them.

Family

It is well known that a child's family background, the difference between living in a city or a country area, and regional differences can all affect how well they do in school. Lyu, Li, and Yu Xie (2019). A lot of social factors affect a child's growth and development, but family is by far the most important (Chenge, Chenge & Maunganidze, 2017). Physically absent parents for a variety of reasons, parents and children not spending enough time together, parents not paying attention to their children's activities, and parents not teaching their children educational values are all things that have been shown to hurt a child's chances of finishing school (Babalís & Tsoli, 2017).

Finally, Tsolou and Babalis (2020) found that family factors played a big role in why some kids dropped out of high school. The main ones were parental support for poor school performance, parental encouragement for best effort, parental knowledge of their child's social life, and the number of times parents visited school and teachers told those parents about their child's activities. Luukkainen et al. (2020) also say that family factors, like parental views, expectations, and educational background, have a big effect on a child's early skills and success in school.

Some parents know where their kids go after school and have met most of their friends. These parents are involved in their kids' lives and make those lives better. Kids whose parents are involved are less likely to do bad things like smoking, drinking, or fights (Drinkworth, 2017). A child may, however, suffer long-term effects if parents are not present. It has been shown that kids who don't have a close bond with their parents are more likely to be overweight,

drink alcohol, or smoke cigarettes. They are more likely to shut themselves off or feel hopeless (Drinkworth, 2017).

In the same way, Esguerra (2019) pointed out that a student's academic progress is linked to how much money their parents make. Research shows that kids are more likely to do well in school if their parents make more money. The study also shows that parents' educational background has a big effect on how well their kids do in school. The results show that the mother has a lot more power. Khan (2022) said that the economic problem is one of the most important factors that affects a student's career. When students can't afford new shoes, bags, clothes, or books, it's hard for them to concentrate in class. This lowers their confidence, which in turn lowers their grades. Lastly, Bennette (2018) says that when a child acts up or doesn't do what they're supposed to at school, their home life and family should be taken into account.

Academic Performance in Mathematics

People think of math as the basis of science and technology, both of which are important for the social and economic progress of a country. Indeed, study by Ayebale, Habaasa, and Tweheyo (2020) shows that mathematics as a subject has different impacts on all areas of human life. In any school structure, teaching and understanding math are very important. Many experts (Guinocor et al. 2020) are looking into the reasons why some students do better than others in the subject.

Different authors use different words to describe how students feel about math. What made students like or dislike math were their abilities, how they were taught, and the social and psychological situations they were in. The results also show that failing an exam is due to bad learning and testing strategies, inadequate school resources, not understanding the directions, and bad teaching methods (Mazana, Montero & Casmir, 2019).

Ngussa and Mbuti (2017) say that the goal of the math curriculum is to give students the skills and information they need to work in a technology world that is changing quickly. The authors stress that there are high failure rates because of many factors that make it hard for students to focus on their math learning. Smith (2017) found that teaching math in a student's own language helps them understand mathematical ideas better and, as a result, does better in school.

Ayebale, Habaasa, and Tweheyo (2020) discovered that teaching methods, teacher attitudes, and student attitudes are the three main factors that affect how well students do in math. According to Guinocor et al. (2020), there was a strong positive relationship between how students studied and how well they did in school, as shown by their Math grade points. Aguhayon, Tingson, and Pentang (2023) also said that differentiating math instruction can help students do better in school and be more interested in learning. It can also set them up for future success and create a supportive environment that values each student's unique learning needs and preferences. Differentiated teaching must be used correctly, though, in order to get the results that are wanted (Deunk et al., 2018). Wong and Wong (2019) also talked about how important it is to get students who aren't doing well in math interested in it because it has a strong link to math success.

Academic Performance in English

English is a big language that most people find hard to learn. They suffer when they don't understand an English word they read or heard (Sayson, Opancia & Macasojot, 2020). But Nishanthi (2018) agreed with the idea that knowing English is important because it lets you talk to people from all over the world easily. In many schools around the world, English has become an important language for kids. It is now the main way that all schools teach, a recognized language used for teaching and learning, and in some schools, a subject that students have to study (Omare, 2020).

Putra (2020) says that some of the reasons or factors are related to the English language itself. For example, there are rules that can be broken. Second, the words are sometimes said in a strange or unfamiliar way. Third, a lot of words sound alike but mean different things. That brings us to the fourth group: synonyms. Sometimes these words can't be used instead of other synonyms in the sentence. The last group is idioms. It can be hard to understand the term because it is a unique phrase.

According to Ghosh (2020), the requirement for instructional communication in English has led many students to fall behind in their studies by getting in the way of their learning. They do much better, though, when the rules are taught in their own language, especially their mother tongue.

Mainly et al. (2022) discovered a positive link between students' motivation and their academic success. Motivation is a key sign of how well students will do in school when they are learning English. Not only that, but Omare (2020) shows that there is a strong link between how students in public secondary schools learn and how well they do in English classes. Lebeci et al. (2022) say that if teachers want to help their students get better at English as a second language, they should use a range of teaching materials and methods, keep up with cool new materials, and be more creative and flexible in the way they teach.

Academic Performance in Science

Science education is very important for kids to get because it has a big impact on the economic growth of a society (Mao et al., 2021). According to Homden's (2017) study, one important learning goal for science as a subject is to use lab work to improve understanding, build scientific reasoning skills, help students understand how complicated and unpredictable experiential work is, and encourage functional skills. All of these things help students become passionate about studying science.

Bernardo et al. (2023) also found the factors that affect students who do poorly in science. They found that it has to do with parental traits, having access to ICT and the internet, making friends at school, having goals and being proud of your achievements, and family and home life. They also found that it has something to do with knowing how to think about reading techniques.

Almoslamani (2022) also found that learning styles are a good indicator of how well kids will do in school. Most studies that looked at this topic found that how people feel about science, what drives them to study it, and how stressed they think they are all affect how well they do in school. Mao et al. (2021) found a moderately positive link between how people feel about science and how well they do in school.

Academic Performance in Filipino

The teaching of Filipino is one of the most developed basic topics. In particular, it helps with most of the stages of modern society. In addition, it is a field that has a big effect on how society works and how students live their daily lives (Capuno, 2019). Fernando (2018) says that teaching people how to speak Filipino is only one part of learning the language. It's more important to understand and accept other people's cultures. It means talking or writing about human situations in a language that is important to the people who speak it. One way to understand a country, for example, is through its language. It shows how different we are from other countries around the world. This word also means freedom and sovereignty. This is because it sounds more like the mother tongue than Spanish or English.

Ariaso's study (2020) also stresses that each teacher who has contributed their skills to the growth of each student has a big effect on how well those students do in school. To reach their educational goals, teachers should pay attention to different learning factors. Learning factors have a big effect on how well each student does, especially in Filipino. One thing that

affects how well students learn Filipino is how they feel about learning. So, among other things, teachers have the most impact on how well students learn Filipino. Most of the people who answered, though, thought that their language was very different from Filipino (Tana, 2021).

On the other hand, Capuno (2019) found that people of all ages, genders, and classes feel the same way about Filipino teaching. The interviewees did pretty well in school when they were learning Filipino. When respondents were put into groups based on their age, there was a big difference in how well they did in Filipino school. There is a small but not very important link between how well a student does in school and how they feel about Filipino instruction in general.

Academic Performance in Araling Panlipunan

Students learn how to create a nationalistic identity and be responsible for their social responsibilities in the class Araling Panlipunan. According to Wayne (2018), the point of teaching should be to find the things that people take for granted in everyday life and look into them. Fuentes and Gono (2023) say that one problem with teaching Araling Panlipunan is that the students need to be more interested. However, Mestiola et al. (2018) saw that there is something missing in the way social studies teachers teach. Students still find history dull because it needs to be connected to their lives. People who don't like social studies might not be able to build patriotism and nationhood (Ocampo, 2021).

Still, there are a lot of helpful ways to teach that can help students do better in Araling Panlipunan and other subjects. As an example, Joe (2021) lists brainstorming, group talks, lectures with technology presentations, expert panels, role-playing, report-back sessions, worksheets or surveys, case studies, lectures with debate, and class discussions that can be used.

The above books and studies are related to this study, which looks at what makes students do poorly in school and how they did in Math, English, Science, Filipino, and Araling Panlipunan in the first and second quarters of the school year 2022–2023. Additionally, the books and studies offer new ideas that improve the study's analysis and interpretation.

Statement of the Problem

This study aimed to determine the level of the factors affecting learner's academic performance in selected districts in the division of Gingoog City during the School Year 2022–2023. Specifically, this paper sought to answer the following questions:

1. To what level are the factors affecting learners' academic performance as to teacher, classroom environment, instructional material, and family?
2. To what level is the learner's academic performance in the 1st and 2nd Quarters of SY 2022–2023 as to Mathematics, English, Science, Filipino, and Araling Panlipunan?
3. Is there a significant relationship between the factors affecting learner's academic performance and their performance in the 1st and 2nd Quarters of SY 2022–2023?

Theoretical and Conceptual Framework

Walberg's (1986) Productivity Theory is what this work is based on. The main point of this theory was to figure out what factors affected how well kids did in school and how they did that. The four main parts of this theory are ability, environment, learning in line with the theory of educational output, and teacher.

Ability is the first part of Walberg's idea that it is based on. What matters is that the kids can move forward and do well. But it is made up of four things: past success, cognitive variables, motivation, and stage of maturity. The second thing is the surroundings. This is a place to learn. The mood, attitude, standard, and tone that students feel in the classroom make up the environment. A bad classroom climate can make people feel like they have no power,

while a good classroom climate makes people feel safe and supported. The third part is the home. It refers to things that people do in their homes that affect their living situations. It includes not only the genes that affect a child's development, but also the child's environment, such as their friends and family and their level of schooling. Learning is the fourth important part of Walberg's model of educational output. The long, mostly academic class periods wear students out and make them bored. To stop this from happening, new ways of teaching like Montessori need to be used.

But public schools are still based on a plan that doesn't encourage different kinds of students. Walberg says that group learning is an important way to learn that isn't used enough. Finally, teaching is the last part. To add to what has already been said about learning here, it is very important that the teachers are good. The quality of education has a big effect on how well a student does in school because it shows how good a teacher is at teaching his students. A good teacher helps their students learn and grow by making sure they understand the material and can talk to others. They learn new things all the time and are dedicated to their kids. They teach by communicating clearly, understanding how children grow and develop, and being able to meet the needs of their students. They create a setting where students can learn well in school. This type of instruction has a big effect on how well a student does in school because it shows how much the students have learned based on how the teacher teaches.

The parts of Walberg's Theory are also easy to understand. But one important problem hasn't been talked about yet: how dedicated parents are to their homes (Educational Psychology, 2021). That being said, this could go in the environmental section, more especially the home section. A very important source of support is parents who go to groups and want to help their kids do better. It is also based on the idea of Abela's (2019) study called Learning Factors Related to the Performance of Secondary Students in Batangas City Division in Social Studies. Based on this idea, the researcher wants to find the link between the things that affect how well students do in school and how well they do in Math, English, Science, Filipino, and Araling Panlipunan.

Scope and Limitation

This research looked at what factors affect students' academic achievement and how well they did in the first and second quarters of the school year 2022–2023, in certain districts in Gingoog City. One hundred fifty-six (156) ninth-graders in that class were the ones who answered. The independent variables were limited to things that affect a student's academic success, like family, teachers, the classroom environment, and learning materials. As well, how well the student did in Math, English, Science, Filipino, and Araling Panlipunan in the first and second quarters of SY 2022–2023, is what is being measured.

Methodology

Research Design

A descriptive poll was used to do the research for this study. It is a way of getting information that uses both numeric and qualitative data to be useful and correct. It talks about the what, how, when, and where less than the why (McCombes, 2022). Questions about the topic of the study are used in the survey design method. The poll questions are then sent to the people who want to answer them in the hopes that they will give honest answers. It's a flexible way to gather information. When it comes to survey descriptive research, the main goal is to get to the heart of the study problem so that it is easier to understand. Its method gives you a deep understanding of the study problem before you look into why it exists. To find out what factors affected the success of the 156 students who filled out a survey questionnaire from eight public schools in the Gingoog City Division, the researcher used a survey questionnaire. There

are four parts to that questionnaire: the teacher, the classroom environment, the teaching tools, and family factors. The respondent's academic performance for the first and second quarters of the school year 2022–2023 was also gathered from their respective advisers. This information was used to figure out the level of their academic performance as well as the significant relationship between factors affecting learners' performance and their academic performance in Mathematics, English, Science, Filipino, and Araling Panlipunan.

Research Setting

There were eight public schools in Gingoog City that took part in the study. They were Eureka National High School, Kalipay National High School, Kisandi National High School, Malibud National High School, Malinao National High School, Kamanikan Integrated School, Talon Integrated School, and Murallon Integrated School. The sizes of these schools range from small to big, and they are all in the countryside. It was important to the writer to include these eight (8) schools because they are close to their heart. On top of that, the researcher was born and raised in the countryside, where links were already made. In the meantime, these schools have a lot in common with each other in terms of culture and money.

Study Population and Sampling Technique

The study asked 156 9th graders from eight (8) schools in certain areas of Gingoog City to fill out a survey. The researcher used Slovin's Formula with a 6% error margin and a group of 352 students to figure out the sample size. A stratified sampling method was also used to find the right percentage and number of responses from each school. This was done by dividing the sample number by the whole population.

Table A: Distribution of Respondents

District/ School	Number of Respondents
North I: Malinao National High School	28
North II: Malibud National High School	22
North II: KISANDI National High School	22
North II: Talon Integrated School	9
North II: Kamanikan Integrated School	8
North III: Kalipay National High School	41
North III : Eureka National High school	10
West II: Murallon Integrated School	16
Total	156

Research Instrument

There are two parts to a questionnaire that are used to collect the necessary information. Part 1 talked about the things that affect a student's academic success, like teachers, the classroom environment, the materials used for learning, and the student's family. It was Abela's (2019) study on Learning Factors Related to the Performance of Secondary Students in Social Studies in Batangas City Division that the factors were taken from. But the signs were made by researchers. For a total of fifty (50) items, this questionnaire has ten (10) indicators for each variable. The choices are: At All Times (4), Most of the Time (3), Sometimes (2), and Never (1). Part II asked about how well the student did in school in the first and second quarters of the 2022–2023 school year in Math, English, Science, Filipino, and Araling Panlipunan. The students' lasting records from the first and second quarters were used to find their average grades in the five learning areas listed above.

Statistical Treatment of Data

Once the study's data was gathered and written down, the following statistical tools were used to describe the variables: frequency, percentage, mean, and standard deviation showed the variables. Also, Pearson Product Moment Correlation Coefficient (r) was used to find the important link between the things that learners did that affected their academic performance and how well they did in Math, English, Science, Filipino, and Araling Panlipunan in the first and second quarters of SY 2022-2023.

Results and Discussion

Problem 1. To what level are the factors affecting learners' academic performance as to teacher, classroom environment, instructional material, and family?

Table 1: Distribution of the Level of Factors Affecting Learners Academic Performance as to Teacher

Indicators	Mean	SD	Description
My teacher has good relationship with the students in school.	3.59	0.555	At All Times
My teacher is simple and considerate in making decisions.	3.46	0.695	At All Times
My teacher imposes proper discipline and is lenient in following the school rules.	3.67	0.581	At All Times
My teacher has a pleasant personality. With good sense of humor.	3.50	0.657	At All Times
My teacher is open to suggestions, questions and is worthy of praise.	3.53	0.647	At All Times
My teacher explains the purpose of the lesson clearly at the start of each topic.	3.63	0.623	At All Times
My teacher has a well-modulated voice.	3.61	0.563	At All Times
My teacher presents the lesson simply and orderly	3.49	0.705	At All Times
My teacher is updated in using new technology in the class.	3.17	0.743	Most of the Time
My teacher uses various teaching aids/devices and techniques in introducing the lesson to us	3.44	.625	At All Times
Overall	3.51	.338	At All Times

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

Table 1 shows the factor affecting learners as to teacher's factor with an overall mean of 3.51 (SD=0.338) described as At All Times. This means that the students like following the rules, knowing what the goals are, and being given clear directions in a modulated voice. The statement says that the teacher knows a lot about the subject being taught and can successfully share that knowledge with the students. It's clear that when teachers and students get along well, students work together and pay attention more in class. They also help make the school a friendly place where everyone feels welcome, which supports fairness, social and emotional learning, and better results for all students. The outcome fits with Comia's (2019) research, which says that teachers' teaching methods, attitudes, and actions have an effect on their students. Students' academic success is also affected by how engaging the lessons are, how positive the teacher is, how clear the language is, and how they motivate the students (Ullah, Badshah & Qamar 2018).

The indicator My teacher imposes proper discipline and is lenient in following the school rules obtained the highest mean with 3.67 (SD=0.581) described as At All Times. It means that the students agree with the rules that their teachers set. According to this idea, teaching students the right way to behave in school can help them learn how to meet standards and also teach them how to make better decisions as they grow up. As thought, rules and regulations in the classroom help students stay on task with their work. This helps them learn to focus on other things over time. Students who are dedicated can keep their eyes on their goals and put their work first.

Also, how well teachers do in the classroom depends mostly on how well they are prepared. How well students do in school rests on how well teachers are prepared. Teachers need to believe in their skills as role models and teachers because it has a big effect on how their students feel about themselves and how well they do in school. Also, Yada, Tolvanen, and Savolainen (2018) discovered that teachers who were very sure they could successfully use inclusive practices in their classes had a better attitude about the concept.

On the other hand, My teacher is updated with new technique like interesting communicative technique in our lesson, got the lowest mean of 3.17 (SD=0.743), described as Most of the Time. Even though it has the lowest mean, it is still seen as good. This means that the teacher can use a variety of communication methods to help all of the students. It means that the teacher has updated their method and now connects with their students in a new way. It has been seen that a class with a mix of teaching methods is livelier and interested in learning and teaching. Drashti Shah in 2021 says that using the same way to teach all the time doesn't always work and can also get boring for students. So, keeping teachers up to date and planning lessons around that information affects how well kids learn and the level of their education. Luukkainen et al. (2020) also say that family factors, like parental views, expectations, and educational background, have a big effect on a child's early skills and success in school.

Table 2: Distribution of the Level of Factors Affecting Learners' Academic Performance as to Classroom Environment

Indicators	Mean	SD	Description
We have enough desk and space to study in the classroom.	3.26	0.936	At All Times
Our classroom is better than other classrooms in the campus.	2.69	0.839	At All Times
Our classroom is big enough for the number of learners enrolled in the class.	3.03	0.943	Most of the Time
Our classroom is provided with the latest technology such as television, projector, and audio devices.	2.87	1.078	Most of the Time
The seats in the classroom are enough to all of us.	3.33	0.938	At All Times
The seats in the classroom are well-arranged, clean, and surrounded with learning materials.	2.63	0.852	Most of the Time
The lighting in the classroom is very good.	3.38	0.748	At All Times
Our classroom is well-ventilated.	2.65	0.776	Most of the Time
Our classroom is free from noise and disturbance outside.	2.32	0.997	Sometimes
Our classroom is provided learning materials that help us understand our lesson.	3.54	0.739	At All Times
Overall	2.97	0.441	Most of the Time

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

Table 2 reveals the factor of classroom environment in affecting students' academic performance with an overall mean of 2.97 (SD=0.441), described as Most of the Time. This means that the classroom has enough chairs, good air flow, enough light, and learning tools are easy to get to. It means that a positive classroom setting helps students pay attention, feel less anxious, and control their emotions and behavior. From what I've seen, a positive classroom setting encourages students to learn, which can make learning more fun and interesting. Students do better in school when they are in a good physical setting, like a classroom with nice furniture and lots of ICT-related teaching materials. This makes students more likely to take part in class events, which helps them do well on tests. Baafi (2020), on the other hand, found that students do better when they learn in a real setting.

The indicator Our classroom is provided with learning materials that help us in understanding our lesson obtained the highest mean of 3.54 (SD=0.739), described as At All Times. In this case, it means that there are learning materials in the school that help the students learn more. To make sure that educational programs work well, it talks about how important it is to make sure that there are enough and right learning tools. It should be mentioned that having learning materials on hand keeps both the teacher and the students from focusing too much on memorization and recitation, which can take over a lesson. It agrees with the study by Elisabeth, Hesbon, and Amos (2020), which found that using teaching tools makes students do better in school.

Also, the setting in the classroom is important for helping students learn better and meeting national educational goals on time (Ahmed, Tayyub & Ismail, 2020). It has something to do with grades because it changes the noncognitive factors that affect how well students do in school (Farrington et al., 2019). Many things, like where you sit, the amount of light and noise, and even the color of the room can affect your ability to learn. When students study in an environment that supports them, they are more likely to be driven, interested, and able to learn. However, it will be harder for students to learn and stay motivated when they are in bad learning environments that are noisy, uncomfortable, or otherwise not conducive to learning (Hendrix, 2019).

Meanwhile, the indicator Our classroom is free from noise coming outside obtained the lowest mean of 2.32 (SD=0.997), described as Sometimes. For students, this means that the noise outside keeps them from paying attention in class. In other words, it means that constant noise in schools can hurt students' mental health and well-being. As was seen, too much noise made it harder to focus, which hurt academic achievement. Simonsen (2020), who said that noise is bad for people's health and makes it harder for students to learn, agrees with the conclusion. It makes it harder to learn speech and language and makes it harder to focus, which could make you do worse in school. When there is a lot of background noise, teachers and students need to speak harder.

So, many things can affect a person's ability to learn, such as where they sit, the amount of light and noise, and even the color of the room. When students study in an environment that supports them, they are more likely to be driven, interested, and able to learn. However, it will be harder for students to learn and stay motivated when they are in bad learning environments that are noisy, uncomfortable, or otherwise not conducive to learning (Hendrix, 2019).

Table 3: Distribution of the Level of Factors Affecting Learners' Academic Performance as to Instructional Material

Indicators	Mean	SD	Description
The chalk and chalkboard are used in explaining the lesson to us.	3.72	0.490	At All Times
We are provided with workbooks suited to our lesson.	3.29	0.653	At All Times
We have enough textbooks in every subject area.	2.44	0.852	Sometimes

Television and other devices are available in the classroom.	2.82	1.000	Most of the Time
Indigenous instructional materials are prepared and ready to use in discussing the lesson.	3.22	0.756	Most of the Time
Other instructional materials such as drill cards, pictures, etc. are used to supplement our reading lesson.	3.02	0.723	Most of the Time
The instructional materials such as charts, flash card and video presentation are visible to us.	3.09	0.722	Most of the Time
Classroom materials such as books, dictionary, workbooks are also provided to make learning easy.	2.56	0.903	Most of the Time
The instructional materials help us to perform our work independently.	3.24	0.623	Most of the Time
We have access to internet connection.	2.38	1.121	Most of the Time
Overall	2.98	0.339	Most of the Time

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

Table 3 reveals the factor of instructional material in affecting students' academic performance with an overall mean of 2.98 (SD=0.339), described as Most of the Time. It means that the students like the things that are used to help them learn in regular classes. It means that learning is more fun, useful, realistic, and interesting when you use teaching tools. Additionally, it lets both the teacher and the students be fully involved and successful in the lessons. Instructional tools are thought to help students learn and remember what they have learned. Inyang found in 2021 that students who are taught with instructional tools do better than those who are taught without them. Meanwhile, Abubakar (2020) said that using instructional materials can make kids much more motivated to do well in school by making their brains work better.

Further, the indicator The Chalk and Blackboard are used in explaining the lesson to us, obtained the highest mean of 3.72 (SD=0.490), described as At All Times. This means that the teacher teaches the daily lessons the old-fashioned way, with chalk and a whiteboard. These results show that chalk and a whiteboard are still good ways to teach and learn, even though they are considered traditional methods. Using chalk and a whiteboard has been shown to help students remember what they have learned by giving them a copy of their lesson. This conclusion is backed up by Goerndt (2021), who said that a chalkboard is a great way to help kids learn and remember new things. College students can take better, more accurate notes if the teacher writes down important points and draws helpful pictures on the board.

On the other hand, We have enough textbook in every subject area obtained the lowest mean of 2.44 (SD=0.852), described as Sometimes. It means that not having enough materials can make things very hard for both students and teachers. As was seen, students would not be able to learn and improve their academic success as much if they did not have access to learning materials. Maffea (2020) says that schools' lack of tools is very bad for both the students' learning and the teachers' ability to teach. Tapel (2019) also found that not having manuals has a positive effect because it helps them get better at researching. On the other hand, not having a guide is also bad because it makes it harder for students to learn enough. So, the students turned to their phones, computers, and other devices to find the information. Because they didn't have textbooks, the students did poorly in school and made slow progress.

Table 4: Distribution of the Level of Factors Affecting Learners Academic Performance as to Family

Indicators	Mean	SD	Description
My parents extend help when I achieved low in Mathematics, English, Science, Filipino and Araling Panlipunan and in another subject.	2.77	0.936	Most of the Time
My parents visit or confer my subject teacher regarding my progress.	2.41	0.879	Sometimes
My parents provide and support my needs at school.	3.58	0.623	At All Times
My parents encourage me to do better in English, Mathematics, Science, Filipino and Araling Panlipunan.	3.38	0.723	At All Times
My parents feel proud when I do well in school.	3.47	0.722	At All Times
My parents tell me the benefits of education.	3.76	0.470	At All Times
My parents spend time in helping my assignment and projects.	2.64	0.936	Most of the Time
My parents provide me with enough time to study my lesson at home.	3.19	0.777	Most of the Time
My parents talk to me about my school accomplishment.	2.97	0.727	Most of the Time
My parents were concerned when I failed to submit my projects and any requirements at school on time.	3.13	0.881	Most of the Time
Overall	3.13	0.450	Most of the Time

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

Table 4 reveals the family factors affecting learners' performance with an overall mean of 3.13 (SD=0.450), described as Most of the Time. By this, it means that parents are good at taking care of their kids and helping them learn. It says that kids whose parents are interested in their education are more likely to go to school and behave well. They also get better grades, have better social skills, and adjust better to school. From what I've seen, a student who takes part in any school activity normally has a parent who supports them.

Finally, Tsolou and Babalis (2020) found that family factors played a big role in why some kids dropped out of high school. The main ones were parental support for poor school performance, parental encouragement for best effort, parental knowledge of their child's social life, and the number of times parents visited school and teachers told those parents about their child's activities.

Moreover, the indicator My parents tell me the benefits of education obtained the highest mean of 3.76 (SD=0.470) described as At All Times. It means that students are shown the way to reach their life goals. It could be said that students who know how important school is are sensible students. Northeast Ohio Parents Magazine (2022) says that parents need to help their kids have a good mood about learning and know why and how the things they learn are important. Some people also say that it's hard for parents to get their kids to love something that doesn't make them passionate. Because of this, parents need to be interested in their children's schooling. If a kid sees that their parents are genuinely interested in their growth and learning, that child will want to be like their parents.

On the other hand, My parents visit or confer my subject teacher regarding my progress obtained the lowest mean of 2.41 (SD=0.879), described as Sometimes. This means parents are less likely to drop their kids off at school and keep an eye on them. It means that when parents aren't involved in their kids' school life, those kids are more likely to fail and have problems

with their thinking, relationships, emotions, and social skills. It's clear that kids whose parents don't help them with school are more likely to get bad grades and cause trouble at school. Brooks (2019) backs up this conclusion by saying that the most common predictors of how well a student does in school are not family income or social class, but how involved the family is in the child's education. Lane (2022) also says that parents play an important part in their child's education. Being involved in your child's education can make a big difference in how well they do in school, how well they get along with others, and how healthy they are generally.

Table 5: Summary of the Factors Affecting Learners Academic Performance

Variables	Mean	SD	Description
Teacher Factor	3.51	0.338	At All Times
Classroom Environment Factor	2.97	0.441	Most of the Time
Instructional Material Factor	2.98	0.339	Most of the Time
Family Factor	3.13	0.449	Most of the Time
Overall	3.15	0.233	Most of the Time

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

Table 5 indicates the summary of factors affecting learners' academic performance with an overall mean of 3.15 (SD=0.233) described as Most of the Time. This shows that all of the factors, like the teacher factor, the school environment factor, the instructional material factor, and the family factor, have a big effect. This also showed that these different school factors have an impact on how well students do in school, creating a setting where all students can learn and reach their full potential.

The table shows that Teacher Factor got the highest mean of 3.51 (SD=.338), described as At All Times. This means that the teacher has a big effect on how well the students do in school. It shows that the way teachers connect with their students affects how well they do in school. It said that having a good teacher means having a good student. Some people have noticed that when a teacher gets along well with their students, the teaching and learning process goes smoothly and is fun. The finding fits with Oppen's (2019) idea that teachers are the most important part of school for student success. A student's academic success is affected by many things, such as their personal traits and their family and neighborhood experiences. But study shows that teachers are the most important thing about school. It is thought that teachers have two to three times the impact on how well students do on reading and math tests than any other factor in the school, such as services, buildings, or even leadership.

On the other hand, Classroom Environment Factor got the lowest mean of 2.96 (SD=0.441), described as Most of the Time. Although it is noted as the lowest mean, it is still interpreted as high. This means that the environment of the classroom has a good effect on how well students do in school. In other words, it means that the respondents' school creates a good learning setting for their students. As was seen, students who are disciplined and work hard do well in a classroom with good energy. Ahmed, Tayyub, and Ismail (2020) say that the classroom setting is important for helping students learn and meeting national educational goals on time. It has something to do with grades because it changes the noncognitive factors that affect how well students do in school (Farrington et al., 2019). Research shows that learning settings are very important for how well students do in school. Many things, like where you sit, the amount of light and noise, and even the color of the room can affect your ability to learn. When students study in an environment that supports them, they are more likely to be driven, interested, and able to learn. However, it will be harder for students to learn and stay motivated when they are in bad learning environments that are noisy, uncomfortable, or otherwise not conducive to learning (Hendrix, 2019).

Problem 2. To what level is the learner's academic performance in the 1st and 2nd Quarters of SY 2022-2023 as to Mathematics, English, Science, Filipino, and Araling Panlipunan?

Table 6: Distribution of the Level of Learners Academic Performance on Mathematics in the 1st and 2nd Quarters SY 2022-2023

Level of Academic Performance	1st Quarter		2nd Quarter	
	F	%	F	%
Outstanding (90-100)	8	5.1	15	9.6
Very Satisfactory (85-89)	25	16	43	27.6
Satisfactory (80-85)	73	46.8	64	41
Fairly Satisfactory (75-79)	44	28.2	19	12.2
Did not Meet Expectations (Below 75)	6	3.8	15	9.6
Total	156	100	156	100
Mean	82.878		83.923	
SD	4.1757		4.9612	

Table 6 reveals the frequency distribution of the level of academic achievement for Mathematics grades in the 1st and 2nd Quarters of School Year 2022-2023. The data shows that the highest frequency number for the 1st Quarter grades in Mathematics is 73 (46.8%) out of 156 respondents described as Satisfactory with the grade range from 80-85. It means that the respondents got more than the minimum number needed to pass. Based on this number, it means that these students met the academic requirements for that topic. It has been seen that students who get good grades in math are the ones who put in the time and effort to study it. Wakhata, Mutarutinya, and Balimuttajjo (2022) say that kids who are positive about math do better in school and may have an effect on how well they do in school and how they use math in real life.

On the other hand, the lowest frequency number on Mathematics for the 1st Quarter is 6 (3.8%) out of 156 respondents described as Did not Meet the Expectations. That means six students got a poor grade of 75 or less on that subject. In it, it says that these six kids do not meet the requirements for the Math class. It has been seen that students who failed math are those who don't try their hardest and just take the subject for granted. This finding is backed up by Casinillo (2019), who says that the failure rate in math is affected by five main factors that don't spread out evenly: bad study habits (51%), negative learning attitudes (22.5%), social environment (13.9%), and money problems (5.3%).

Further, the data also shows the highest frequency number of the 2nd Quarter grades on Mathematics is 64 (41%), described as Satisfactory with the range of 80-85. For more than half of the people who answered, this means they met the academic requirements for the Math courses. That's why it says "satisfactory performance" because the work was of a good quality and was done quickly and correctly. It could be said that this type of student knows how to study math well. Capuno et al. (2019) came to the conclusion that how students feel and how they study are important factors that affect how well they do in math.

On the other hand, the lowest frequency number on the subject Mathematics for the 2nd Quarter is 15 (9.6%), described as Outstanding with the grade range from 90-100, and there are 15 (9.6%) described as did not meet expectations who attained a grade below 75. Fifteen of the 156 students who answered got a score between 90 and 100, making them stand out. Additionally, fifteen students failed the subject in the second quarter. It means that these 15 students are very good at meeting the subject's academic requirements, while the other 15 students failed to meet the subject's academic requirements for the second quarter. Ahmed,

Tayyub, and Ismail (2020) say that the classroom setting is important for helping students learn and meeting national educational goals on time.

It has something to do with student grades because it changes the noncognitive factors that affect how well students do in school (Farrington et al., 2019). Research shows that learning settings are very important for how well students do in school. Many things, like where you sit, the amount of light and noise, and even the color of the room can affect your ability to learn. When students study in an environment that supports them, they are more likely to be driven, interested, and able to learn. However, it will be harder for students to learn and stay motivated when they are in bad learning environments that are noisy, uncomfortable, or otherwise not conducive to learning (Hendrix, 2019).

Math for the 2022–2023 school year. It could be said that kids who do really well are responsible people. Students who do well in Math are busy and dedicated in their studies, while students who fail are more likely to dislike the subject. They keep telling themselves that it is the hardest subject, which is why their minds are set on the idea that it is really hard.

Table 7: Distribution of the Level of Learners Academic Performance on English in the 1st and 2nd Quarters SY 2022-2023

Level of Academic Performance	1st Quarter		2nd Quarter	
	F	%	F	%
Outstanding (90-100)	13	8.3	23	14.7
Very Satisfactory (85-89)	41	26.3	55	35.3
Satisfactory (80-85)	63	40.4	49	31.4
Fairly Satisfactory (75-79)	36	23.1	19	12.1
Did not Meet Expectations (Below 75)	3	1.9	10	6.4
Total	156	100	156	100
Mean	84.026		85.224	
SD	4.3373		5.5038	

Table 7 reveals the frequency distribution of the level of academic achievement for English in the 1st and 2nd Quarter of the School Year 2022-2023. The highest frequency in English for the 1st Quarter is 63 (40.4%), described as Satisfactory with a grade range of 80-85. In other words, 63 of the 156 students who answered met the academic standards for English for the first quarter of the school year 2022–2023. It says that these students turned in their work and met the requirements set by the teacher for that topic, which is how they got the above-passing grade. Students who get good grades work hard and are motivated to do what they need to do in order to meet the standards of the subject. Cabaobao, Regalado, and Crispino (2022) make it clear that students may lose confidence and enthusiasm for their academic work if they don't follow the subject standards.

On the other hand, the lowest frequency number in English subject for the 1st Quarter is 3 (1.9%), described as Did Not Meet Expectation and attained a grade below 75. It means only 3 students out of 156 respondents who failed the subject English for the 1st Quarter of SY 2022-2023. It means that the kids didn't do as well as expected and that one or more of the most important goals were not met. It's possible to notice that these students are less likely to be interested in learning English than in other subjects. But Nishanthi (2018) agreed with the idea that knowing English is important because it lets you talk to people from all over the world easily. In many schools around the world, English has become an important language for kids. It is now the main way that all schools teach, a recognized language used for teaching and learning, and in some schools, a subject that students have to study (Omare, 2020).

Meanwhile, the table also shows that the highest frequency number for the 2nd Quarter in English subject is 55 (35.3%) described as Very Satisfactory with the grade range from 85-

89. It means that there are 55 respondents out of 156 who attained a Very Satisfactory performance in English for the 2nd Quarter. It means that success was better than expected. All goals, aims, and targets were met or surpassed the standards that were set. As seen, this student always met all the basic requirements and often did even better than expected. In 2019, a story from St. Claire College said that students who do well in school have goals. Setting priorities and keeping motivated to reach your goal will help. Also, reaching your goals can help you feel less stressed and more in charge.

On the other hand, the lowest frequency number for the 2nd Quarter in English subject is 10 (6.4%), described as Did not Meet Expectation. It means that there are 10 of the respondents failed on the said subject by attaining a grade below 75. It means that the ten (10) people who answered did not meet the academic standards for the second quarter of English for the school year 2022–2023. It should be mentioned that students have a hard time because they are learning a second language. Ali (2019) says that some students may fail their first English preparation class, but they do well on their second or third try because they know that the classes were easy and that failing such a basic class was a big loss. Different authors use different words to describe how students feel about math. What made students like or dislike math were their abilities, how they were taught, and the social and psychological situations they were in. The results also show that failing an exam is due to bad learning and testing strategies, inadequate school resources, not understanding the directions, and bad teaching methods (Mazana, Montero & Casmir, 2019).

Table 8: Distribution on the Level of Learners Academic Performance on Science in the 1st and 2nd Quarters SY 2022-2023

Level of Academic Performance	1st Quarter		2nd Quarter	
	F	%	F	%
Outstanding (90-100)	7	4.5	17	10.9
Very Satisfactory (85-89)	47	30.1	49	31.4
Satisfactory (80-85)	59	37.8	54	34.6
Fairly Satisfactory (75-79)	35	22.4	27	17.3
Did not Meet Expectations (Below 75)	8	5.1	9	5.8
Total	156	100	156	100
Mean	83.532		84.429	
SD	4.8279		5.0916	

Table 8 reveals the frequency distribution of the level of academic achievement in Science for the 1st and 2nd Quarters of SY 2022-2023. The highest frequency for the 1st Quarter is 59 (37.8%) described as Satisfactory. That means that 59 of the 156 people who answered got a score between 80 and 85, which means they met the requirements for the first quarter of Science. It says that the students met the requirements for the course properly. As you can see from the table, students are very interested in meeting the standards at an average level of competence in their own classrooms, and they are getting good grades. There are many more things that can be done to improve the level of skills and grades of students who are studying science. According to Brown's research from 2023, high school science teachers try to make classes that are interesting, useful, and make the most of the time they have to teach. The goal is on getting the most out of the most important parts of lesson planning and teaching order to get the best results.

On the other hand, the lowest frequency for the 1st Quarter is 7 (4.5%) described as Outstanding. Although it is the lowest frequency but, it does not indicate as bad performance. Still, that means that seven of the 156 people who answered do better than expected in Science,

getting grades between 90 and 100. It says that students showed they loved science by doing great work and being enthusiastic, which made other people feel good. As was seen, students who do well in school are goal-oriented and independent in both their personal and classroom lives. Chellappa (2023) says that setting goals gives people a sense of direction and purpose, which makes it easier for them to change the ways they think and act that will help them reach their goals. It gives you the drive and faith you need to take daily steps toward self-mastery and build up your strength when things go wrong.

However, the highest frequency for the 2nd Quarter is 54 (34.6%) described as Satisfactory. It means that there are 54 out of 156 respondents who attained a grade range of 80-85 in Science subject. This amplifies those students who satisfactorily completed the academic requirements on the said subject. In the second quarter, students maintain a comfortable level of skills. This is a big reminder to both teachers and students that interactive and new ways of learning need to be improved, like using technology to make science more fun and help students understand it better. This can change a student's grade from "satisfactory" to "very satisfactory" or even "outstanding."

The authors Vlachopoulos and Makri (2017) say that creative teaching methods can help students learn well with today's new tools, especially because the internet is always changing. More than anything else, these new tools are said to have made school more fun and active. Aside from that, Table 8 shows that the least common response for the second quarter in Science was 9 (5.8%), which means "did not meet expectations." That means 9 out of 156 students who took that subject failed, with an average grade of less than 75. It says that these students did not meet the standards set out for the Science. It shows that the students are less sure of themselves when they are in Science because they need to be tested on their learning all the time.

Bernardo et al. (2023) also found the factors that affect students who do poorly in science. They found that it has to do with parental traits, having access to ICT and the internet, making friends at school, having goals and being proud of your achievements, and family and home life. They also found that it has something to do with knowing how to think about reading techniques. Almoslamani (2022) also found that learning styles are a good indicator of how well kids will do in school. Most studies that looked at this topic found that how people feel about science, what drives them to study it, and how stressed they think they are all affect how well they do in school.

Table 9: Distribution of the Level of Learners Academic Performance on Filipino in the 1st and 2nd Quarters SY 2022-2023

Level of Academic Performance	1st Quarter		2nd Quarter	
	F	%	F	%
Outstanding (90-100)	12	7.7	34	21.8
Very Satisfactory (85-89)	48	30.8	49	31.4
Satisfactory (80-85)	60	38.5	52	33.3
Fairly Satisfactory (75-79)	35	22.4	19	12.2
Did not Meet Expectations (Below 75)	1	.6	2	1.3
Total	156	100	156	100
Mean	84.718		86.558	
SD	4.1609		4.7277	

Table 9 shows the frequency distribution in Filipino for the 1st and 2nd Quarters of SY 2022-2023. The highest frequency for the 1st Quarter is 60 (38.5%), described as Satisfactory. It means 60 out of 156 respondents had a satisfactory grade in Filipino for the 1st Quarter by

attaining a grade range from 80-85. According to it, the students met the academic standards in Filipino by the due date, which is why they were able to get good grades. As can be seen, students are involved in these learning areas because they can easily understand the language that is being used for teaching and talking. Villanueva et al. (2020) say that using the Filipino language is important because it helps teachers and students talk about ideas and concepts. Additionally, good conversation helps people understand each other better. Teachers should think about adding Filipino to their lesson plans to help kids do better in school and get better grades.

On the other hand, the lowest frequency for the 1st Quarter is 1 (.6%) described as Did not Meet Expectation. This means that only 1 of the respondents failed in Filipino for the 1st Quarter. It says that the kids got less than a 75, which is a failing grade according to the Department of Education. It should be mentioned that students who failed this class may not have done their work honestly or have not taken it seriously. Fecich (2023) said that cheating in school can have big consequences. You could fail a class or even be kicked out of school. She said that academic dishonesty is taking someone else's work and passing it off as your own.

Meanwhile, the highest frequency for the 2nd Quarter in Filipino is 52 (33.3%) described as Satisfactory. The grade range for these 52 people was 80 to 85, which means they got a good grade in Filipino for the second quarter. It means that those students met all of their academic requirements for that topic. As was seen, students need to have their daily actions constantly watched. They will be able to change their behavior and do better in school if they are closely watched.

Ariaso's study (2020) emphasizes that each teacher who has contributed their skills to the growth of each student has a big effect on how well those students do in school. To reach their educational goals, teachers should pay attention to different learning factors. Learning factors have a big effect on how well each student does, especially in Filipino. One thing that affects how well students learn Filipino is how they feel about learning. So, among other things, teachers have the most impact on how well students learn Filipino. Most of the people who answered, though, thought that their language was very different from Filipino (Tana, 2021). On the other hand, out of 156 responders in the second quarter, only two (1.3%) said that the product did not meet their expectations. The average score for those two people who failed the subject was below 75. In it, it says that these students did not meet the requirements for the Filipino topic. Students don't seem to be putting much effort into Filipino events or aren't interested in them as much as they used to be. This could be because they don't know how important the subject is. Also, how the teacher teaches the subject affects how interested the students are in it, so it is very important to teach Filipino in a way that is interactive and to support healthy competition in Filipino classroom activities.

Fernando (2018) says that teaching people how to speak Filipino is only one part of learning the language. It's more important to understand and accept other people's cultures. It means talking or writing about human situations in a language that is important to the people who speak it. One way to understand a country, for example, is through its language. It shows how different we are from other countries around the world. It also means freedom and independence because it is better expressed in the mother language than in Spanish or English.

Table 10: Distribution of the Level of Learners Academic Performance on Araling Panlipunan in the 1st and 2nd Quarters SY 2022-2023

Level of Academic Performance	1st Quarter		2nd Quarter	
	F	%	F	%
Outstanding (90-100)	15	9.6	30	19.2
Very Satisfactory (85-89)	71	45.5	65	41.7
Satisfactory (80-85)	49	31.4	40	25.6

Fairly Satisfactory (75-79)	20	12.8	21	13.5
Did not Meet Expectations (Below 75)	1	.6	0	0
Total	156	100	156	100
Mean	85.558		86.692	
SD	4.2567		4.4557	

Table 10 reveals the result of the frequency of academic achievement of Araling Panlipunan for the 1st and 2nd Quarters of SY 2022-2023. The highest frequency of the 1st Quarter is 71 (45.5%) described as **Very Satisfactory**. The most common response in the first quarter was "Very Satisfactory," which was given by 71 people (45.5%). That means 71 of the 156 people who answered got a number between 85 and 89. It says that success goes above and beyond the goals and standards. This kind of student is very good at managing their time, as was seen. Even though they have a lot of work to do, they know what to focus. They also really pay attention in class and study for all of their tests. Alyami et al. (2021) stress that time management skills or habits are believed to help students do better in school.

On the other hand, the lowest frequency for the 1st Quarter in Aralin Panlipunan is 1 (.6%) described as **Did not Meet Expectation**. That is, only one of the 156 people who answered failed on that subject in the first quarter of the school year 2022–2023. It means the performance wasn't up to par and there wasn't enough progress made toward important goals. As can be seen, teachers give students chances and extend due dates for all projects and needs. However, some students don't take those chances seriously, which leads to them having a failing grade. People who take things for granted miss out on the important things in life, like people, places, events, and occasions. They also miss out on the joy that comes from the little things.

Meanwhile, the data shows the highest frequency of the 2nd Quarter in AP is 65 (41.7%) described as **Very Satisfactory**. Also, 65 of the 156 people who answered got a number between 85 and 89. It means that the students are good at school in that topic. Students who are good at something are aware of how they learn and try to change their learning style to fit the needs of the job at hand. A 2023 article from SEL backs up the idea that having a strong sense of self is good for your emotional health and self-esteem. It shows kids how to get better and helps them understand why they act the way they do. It is important for students to do well in everything they do and helps them reach their goals.

In addition, the data also reveals that the lowest frequency for the 2nd Quarter is 21 (13.5%), described **Fairly Satisfactory**. This means that 21 of the people who answered got a score between 75 and 79. No matter how rare it is, you can still pass the subject because the grade range is within the passing grade set by the DepEd program. This word refers to a performance, result, or event that isn't really good or bad. From what I've seen, kids who do pretty well in school usually have trouble paying for the things they need to do to meet the requirements. This finding is supported by an earlier study by Olufemioladebinu et al. (2018), which found that students from lower-income families usually do worse in school than students from higher-income families. So, students from higher-income families may have a better chance of doing well in school and getting a higher standing than students from low-income families.

Table 11: Summary of the Learners Academic Performance in the 1st and 2nd Quarters

Learning Areas	Academic Performance						Overall		
	1st Quarter			2nd Quarter					
	Mean	SD	Des.	Mean	SD	Des.	Mean	SD	Des.
Mathematics	82.878	4.1757	S	83.923	4.9612	S	83.401	4.2931	S
English	84.026	4.3373	S	85.224	5.5038	VS	84.625	4.663	VS
Science	83.532	4.8279	S	84.429	5.0916	S	83.981	4.8149	S
Filipino	84.718	4.1609	VS	86.558	4.7277	VS	85.638	4.2028	VS
Araling Panlipunan	85.558	4.2567	VS	86.692	4.4557	VS	86.125	4.2531	VS
Overall	84.142	3.6561	S	85.365	4.313	VS	84.754	3.9231	VS

Legend: 90-100 Outstanding, 85-89 Very Satisfactory, 80-84 Satisfactory, 75-79 Fairly Satisfactory, below 75 Did not Meet Expectations

Table 11 manifests the learners' level of Academic Performance of students in Mathematics, English, Science, Filipino and Araling Panlipunan during the First and Second Quarters with an overall mean of **84.754 (SD=3.9231)** described as **Very Satisfactory**. These people went above and beyond what their school and the Department of Education expected of them. It means that students who do well in school have better job perks, higher income, higher self-esteem and confidence, lower levels of anxiety and depression, and are less likely to abuse drugs. As was seen, people who do poorly in school will miss out on many chances in the future compared to those who do well. Olufemi, Adediran, and Oyediran (2018) agree with the results. They said that even though there are many factors that affect students' performance, performance is very important for producing top graduates who will lead the country and work for it, helping it grow socially and economically.

In particular, the learners showed a **Very Satisfactory** performance in Araling Panlipunan as indicated by their overall mean grade of 86.125 (SD=4.2531) while **Satisfactory** in Mathematics with an overall mean grade of 83.401 (SD=4.2931) and Science 83.981 (SD=4.8149). The performance of the learners for the subjects Araling Panlipunan got the highest mean which translates that these learners exceeded the expectations on the competencies of this subject. It means that the students understand the lesson from Araling Panlipunan and think it is simple enough for them to understand, so they get a higher grade than what was required. As seen, students can easily understand that topic compared to Science and Math because it is taught in Filipino. At the same time, the lesson talks about things they can relate to, like national pride and social duty.

Fernando (2018) says that teaching people how to speak Filipino is only one part of learning the language. It's more important to understand and accept other people's cultures. It means talking or writing about human situations in a language that is important to the people who speak it. One way to understand a country, for example, is through its language. It shows how different we are from other countries around the world. This word also means freedom and sovereignty. This is because it sounds more like the mother tongue than Spanish or English.

Meanwhile, Mathematics and Science have been shown to have the lowest academic performance of the learners, which was **Satisfactory**. The opposite is true: these two subjects are called "tool subjects," and students are expected to do well in them because they are very important in the K-12 program. It means that the kids are having a hard time with the subject. It talks about how having trouble in math and science would make it harder for students to think clearly and figure out solutions to their own problems. This has been seen to happen with students who are weak in math and science. These students also do poorly in other subjects.

This finding comes from a study by Kaur, McLoughlin, and Grimes (2022), which found that students' academic success, feelings about science and math, and identity-related issues all changed after going through difficult transitions. These transfer issues affect all subject areas, but they seem to be most noticeable in science and math. These kinds of bad transitional situations can really slow down a student's growth in their mathematical and scientific identities and limit how far they can go in school in these subjects.

Problem 3. Is there a significant relationship between the factors affecting learner's academic performance and their academic performance in the 1st and 2nd Quarters of SY 2022-2023?

Table 12: Result of the Test on Relationship Between Factors Affecting Learners' Academic Performance and their Performance in the 1st and 2nd Quarters

Factors Affecting Learners Academic Performance	Learners Academic Performance in the 1st and 2nd Quarter					Overall Interpretation
Teacher	Math	English	Science	Filipino	Arapan	
	$r=-.023$	$r=.016$	$r=.079$	$r=-.023$	$r=.034$	$r=.021$
	$P=.775$	$P=.841$	$P=.326$	$P=.780$	$P=.672$	$P=.796$
	NS	NS	NS	NS	NS	NS
Classroom Environment	$r=.092$	$r=-.018$	$r=-.068$	$r=-.049$	$r=.028$	$r=-.005$
	$P=.251$	$P=.822$	$P=.396$	$P=.543$	$P=.733$	$P=.946$
	NS	NS	NS	NS	NS	NS
Instructional Material	$r=-.030$	$r=-.144$	$r=-.128$	$r=-.142$	$r=.034$	$r=-.082$
	$P=.714$	$P=.073$	$P=.112$	$P=.076$	$P=.675$	$P=.307$
	NS	NS	NS	NS	NS	NS
Family	$r=-.127$	$r=-.154$	$r=-.123$	$r=-.161^*$	$r=-.018$	$r=-.133$
	$P=.114$	$P=.054$	$P=.127$	$P=.044$	$P=.828$	$P=.098$
	NS	NS	NS	S	NS	NS
Overall	$r=.014$	$r=-.104$	$r=-.058$	$r=-.131$	$r=.069$	$r=-.049$
	$P=.865$	$P=.196$	$P=.472$	$P=.102$	$P=.394$	$P=.542$
	NS	NS	NS	NS	NS	NS

Legend: *significant at $p<0.05$ alpha level, S- significant, NS- not significant

Table 12 shows the relationship between factors affecting learners' academic performance and their academic performance in the 1st and 2nd Quarters. Overall, the result shows that factors affecting learners' performance such as teacher, classroom environment, instructional material and family factors show **Not Significant Relationship** on their academic performance in Mathematics, English, Science, Filipino and Araling Panlipunan has a p-value of .542; thus, **the null hypothesis is accepted**. It means that all the factors suggest efforts to improve educational outcomes. It explains that the teacher factor, classroom environmental factor, instructional material factor, and family factor are independent and do not affect the academic performance of the students. As observed, it is contrary to the actual setting because the factors mentioned above has connections to the development of the students in all aspects such as mental, emotional, physical, and even spiritual; therefore, it has an impact on their academic performance.

The result goes against what Suleiman (2023) said, which was that students' poor academic performance was mostly caused by their peers' performance, their parents'

background, their own learning skills, and things in their environment. The same is true for factors that have to do with schools, teachers, the sociocultural setting, and other sources. Further, Husaini and Shukor (2022) confirmed that the most important things that affect a student's academic success are their GPA, their learning activities, their gender, their family support, their accommodations, their low entry grades, and the grade they got on an internal assessment. We all know that students are the most important part of the learning process, so it is important to do study on their learning styles, motivations, and challenges. This is because students are the most important people in improving how they learn and doing better in school (Al-Khayyal, 2020).

It's important to note that personal traits have a big impact on getting different good results in different topics. So, the things listed in Table 12 have an effect on students' academic success on their own, since students' own traits play a big part in their success. Alhamad et al. (2021) say that students who are highly motivated have a clear advantage over their peers because they are more likely to be flexible and change their plans all the time in reaction to changes in their workload and the circumstances. In the same way, Brew et al. (2021) say that teachers and researchers have been interested in factors that affect the quality of students' academic achievement for a long time. Many things affect how well a student does in school, including their parents' educational background and financial situation, their teachers' subject knowledge, their absences, and how easy it is to get to textbooks, libraries, practice labs, meal services, and other things. Also, Tani et al. (2019) looked at the factors that affect students' poor academic success in college. They looked at how things like worrying about money, work and social obligations, and family duties affected people. The results showed that there was a strong link between students' attendance and how well they did in school. Some other interesting things that were found were the links between attendance and study level, work shift, race, having children, and how the research was funded.

Conclusions

Performance in school is a very important credential for kids. It gives you the chance to fight in this tough and competitive world. When looking at the things that affect how well students do in school, the teacher factor had the highest mean. One thing that could be said is that the teacher is the main person who helps the kids learn. The teacher is in charge of teaching the lesson and using different tools and methods to help the students understand. As it turned out, the students did very well in Araling Panlipunan. They learn how to create a nationalistic identity and be responsible for their social responsibilities in this class. It's easy to understand because it's about patriotism and duty to the country, which are things that everyone can connect to. However, there isn't a strong link between the factors that affect students' academic success and how well they did in the first and second quarters.

Recommendations

Based on the result of this study, the following are recommended:

1. The school and the teacher may provide a positive classroom environment that will make learners feel comfortable and confident in learning.
2. The teacher may be innovative and resourceful in providing activities to the learners that will motivate them to do well and give their best in Mathematics.
3. Further research on factors affecting academic performance should be conducted by teachers in other places, considering other variables to validate the result.

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