

Factors Affecting Academic Performance of Grade III Pupils Caniogan Valley Elementary School, Sta. Catalina South District

Juneth G. Armentano, MAEd

Master Teacher II, DepEd-Negros Oriental Division, Philippines

Abstract

The study determined the internal and external factors affecting the academic performance of the Grade III pupils in Caniogan Valley Elementary School, Sta. Catalina South District. This study utilized all the thirty-nine pupils of the school. Academic performance in all subject areas are poor. Intellectual and environmental factor has the highest influence in their academic performance and the physical factors show the lowest among others. There is a positive relationship between the pupil factors and this academic performance. The low performance of the pupils is associated with the pupils factors. The proposed action plan be reviewed and implemented.

Keywords: *Academic Performance, Internal and External Factors, Grade III Pupils*

I. INTRODUCTION

Learning can best be understood and promoted through children initiating those performing task well, that is by watching experts. Children will observe especially if the person is clearly rewarded or praised, and then initiated. This process is what we called modeling. Through this method children see those doing a job well, being rewarded for it, and therefore, are motivated to initiate factors that affect learning the work, thereby learning valuable skills (Johnson, 2013).

Children are motivated to initiate behaviour if that behaviour is seen resulting in praise or some other hired of reward. The general concept is that children need the right environment to begin learning useful skills.

Teachers play a vital role in the educational system. For this reason teachers education training and work attribute serve as key factors for the students performance. Teachers are the primary instruments in an excellent academic as well as non-academic performance of pupils.

The observation on pupils performance needs improvements in all subjects like Filipino, English, Science, Mathematics and Makabayan.

The researcher as a school class adviser of the grade III pupils and is capable enough to conduct the study since she had first hand encounter with the respondents and she is capable of planning, making, implementing and monitoring on the proposed action plan or a pupil development plan.

II. METHODOLOGY

Research Design

This study utilized the descriptive correlational method of research. This design will gather data, ideas and information related to the study and determines the extent to which the different variables are related to teaching performance. This study is descriptive because it used the same word in detail the internal factors influencing performance such as age, gender, nutritional status, birth rank, education of parents, distance of home and school. It also described the pupil performance which include grades in English, Science, Mathematics and HEKASI. It also correlates the relationship between these variables..

Research Environment

Caniogan Valley Elementary School of the District of Sta. Catalina South is a newly completed elementary during the school year 2004-2005 with the population of 250 pupils. The schools has 1BSLB 2 CL building, ICLFVR building and a principal office that is overloading the school premises. It has also 3 CL PTCA building which near the pre-school building which served as the Teachers quarters. The entire area of the school enclosed the 10, 000 square meters of the school site caters to food production, tree planting, herbal, flower gardens, playground and stage.

Research Respondents

The study employed universal sampling utilizing the 39 Grade III pupils. Out of 39 pupils 20 are girls and 19 are boys as shown in the table below.

Research Instruments

The researcher made use of a self made questionnaire in gathering information which require the respondents to check the desired options. Part 1 is the profile of the grade III pupils in terms of age, gender, nutritional status, education of mother, education of father, occupation of mother, occupation of father and distance between home and school. Part 2 the secondary data of the academic performance in the form of numerical grades in Filipino, English, Science, Mathematics and Makabayan from the class records of the teachers, part 3 utilized the questionnaire the extent of pupil factor. Part 4 used the interview guide questions to find out the concerns of parents and teachers related to pupils academic performance.

Research Data Gathering Procedure

The researcher secured a written permit from the Supervisor of Sta. Catalina South District to conduct the study in the district. After the approval was obtained, the researcher met the respective elementary school principal and presented them the approval from the District Supervisor. The researcher notified the school principals on the schedule of her visit to their respective schools for the distribution of the questionnaire. The questionnaire was personally administered by the researcher. She personally explained to the respondents the intentions of purposes of the study and the contents of items in the questionnaires for clarity and understanding. The data gathered or the output was then retrieved, classified, tallied and presented in a tabular form to facilitate and statistical presentation. Validated questionnaires were used to gather data and some secondary data were collected from school records.

III. RESULTS AND DISCUSSION

This section presents the result of the study and provides in-depth analysis and interpretation of data.

Table 1. Distribution of Respondents

PUPILS	FREQUENCY	PERCENTAGE
GIRLS	20	51.28
BOYS	19	48.72
TOTAL	39	100.00

Table 1 presents the distribution of the research respondents. Based on the data reflected, 20 or 51.28% are girls while 19 or 48.72 are boys.

Table 2. Profile of the Pupils

Profile	Frequency
Age	
10 years old and below	7
11 years old and above	8
Gender	
Male	11
Female	4
Birth Rank	
Eldest	2
Middle	11
Youngest	2
Nutritional Status	
Normal	15
Occupation of Parents	
Farming	15
Educational Attainment of Parents	
Elementary Level	15
Distance from home	
1-2 kilometers	15

Table 2 represents the profiles of the Grade III pupils in terms of age, gender, nutritional status, birth rank, education of parents, occupation of parents, and distance from home to school.

Table 3. Parameter Limits on Pupils Factor

SCORE	SCALE	INTERPRETATION
4	3.26-4.00	Very high
3	2.51-3.25	High
2	1.76-2.50	Low
1	1.00-1.75	Very low

Table 3 showed the parameter limits on pupils factors.

**Table 4. Academic Performance of the Pupils
(n=39)**

Subjects	Grade	Rank
Filipino	75.20	3rd
English	75.13	4th
Mathematics	75.27	2nd
Science	74.80	5th
Makabayan/ Araling Panlipunan	75.65	1st
General Average	77.21	

The pupils got 75.2 in Filipino, 75.13 in English, 75.27 in Mathematics, 74.80 in Science and 75.65 in Makabayan/Araling Panlipunan.

The academic performance of the pupils were generally poor. It implies that the poor performance is an outcome of the teaching learning process with regards to the academic instructions.

Sanders and River (1998), attested this that the influences of teachers is the most important factors in determining pupils performances. This is also supported by Borisade (2011) that gross endemic poor academic performance of pupils in mathematics at public examination could therefore be said to be the direct reflection of teacher quality and inhibiting school factors.

Table 5. The Extent of Pupil Factor that Affects their Academic Performance

Factors	Weighted Mean	Interpretation
1. Intellectual	3.80	Very High
2. learning	3.53	Very High
3. Physical	1.47	Very Low
4. Emotional-Social	1.92	Low
5. Mental	2.13	Low
6. Environmental	3.37	Very High
7. Teacher	1.78	Low

(N=15) legend, 3.26-4.00, Very High 2.51-3.25, High, 1.76-2.50, Low 1.00-1.75

Table 5 presents the factors that affects the academic performance of the pupils.

The intellectual factor of the pupils has a weighted mean of 3.80 which is very high. Learning factor is 3.53, again very high, environmental also is very high, physical factor is 1.47 which is considered very low, emotional and mental and teacher factors are low. This shows that the intellectual factor has the highest effect on their academic performance, followed by environmental factor. While physical factor shows the lowest among the others.

The very high factors on intellectual contradicts to the poor results of the academic performance of the pupils in all subject areas. This implies that the teacher factor affects the poor performance of the pupils in the teaching-learning process.

As supported by the theory of learning, that in the classroom, the constructivist view of learning means encouraging pupils to use active techniques such as experiments and real-world problem solving using authentic data as possible and to create knowledge and reflect on their understanding (Johansun, 2013).

This shows that the intellectual factor has the highest effect on their academic performance, followed by environmental factor.

Table 6. Pearson *r* Summary on the Significant Relationship between The Extent of Pupil Factors and their Academic Performance

Variables	Pearson <i>r</i>	p- value	Decision on Ho	Interpretation
Factors vs. Performance	-0.526	0.045	Reject Ho	There is a significant relationship

The pupils factor and academic performance have a value of 0.526 and a p-value 0.045, thus, the rejection of the null hypothesis. Therefore, there is a significant relationship between the pupils factors and their academic performance. The positive correlation means that the pupils who have the highest level of pupils factors are those who got better academic performance.

The Concerns of Parents and Teachers Related to the Academic Performance of the Grade III Pupils.

Parents concerns related to the academic performance of their children: lack of follow-up to their children, does not even know the lessons because majority of them are elementary level, and does not attend/involved PTA meetings.

Teachers concerns towards the academic performance of the Grade III pupils: always absent due to poverty (help parents earn a living), comes to school late due to distance, frequent cutting of classes due to peers, minor behaviour problems that can hinder their learning/listening.

SUMMARY OF FINDINGS

Based on the data presented, the following are the findings of the study:

Academic performance in all subject areas like Filipino, English, Mathematics, Science, and Makabayan/Araling Panlipunan which have poor numerical values.

The factor has the highest effect on their academic performance, followed by environmental factor. While physical factor shows the lowest among others.

There is a significant relationship between the pupils factors and their academic performance. The negative correlation means that the pupils who have the highest level of pupils factors are those who got lowest grades.

IV. CONCLUSIONS

Based on the findings and conclusion of the study, it is concluded that:

The low performance of the pupils of Caniogan Valley Elementary School is associated with the intellectual, learning and environmental factors. Pupils do not perform well because they lack the knowledge to comprehend the lesson taught and pupils like this tend to quit from schooling.

V. RECOMMENDATIONS

Based on the findings and conclusion, it is hereby recommended that:

1. A proposed action plan implemented to serve improvement on the academic performance of pupil;
2. Teachers should see to it that an activity enhancing the intellectual faculty of the child will be frequently conducted.
3. For future studies the following title are suggested:
 - 3.1. Factors influence academic performance of pupils at risk
 - 3.2. Classroom innovation and teaching styles: Basic for Proposal Learning Guide
 - 3.3. Teaching performance and pupils factors: Basic for Proposal Intervention Plan
 - 3.4. Emotional-Social Factor Influence Academic Performance

Proposed Action Plan

Rationale

Understanding the academic performance of your pupils is relevant and timely undertaking, the findings of the study provides not only the data but the avenue to proposed an action plan and develop the level of intellect of the at risk pupils of Caniogan Valley Elementary School that will be implemented. To improve such this requires the involvement of stakeholders, peer groups, and leaders of Pupil Body Organization to motivate the pupils not to cut classes and absences and lead them to some school organizations.

Teachers should see to it that an activity enhancing the intellectual faculty of the child will be frequently conducted. Thus, a proposed action plan to develop the level of intellect of at risk pupils of Caniogan Valley Elementary School will be implemented.

General Objectives

Successful implementation of this training plan will result to:

1. Improvement to mean percentage scores of the at risk pupils of Caniogan Valley Elementary School.
2. Develop the intellectual faculty and learning capabilities of the at risk pupils of Caniogan Valley Elementary School.
3. Strengthen School Community relationship among teachers, school heads, parents, and other community stake holders.

ACTION PLAN

Areas of Concern	Objectives	Activities	Resources Need	Time Frame	Expected Outcome
Improvement of Pupils MPS	To increase the performance of the at risk pupils in different learning areas	Conduct training program among teachers and improve classroom management	Pupils, Teachers, Administrators, Parents, and other Community Leaders	June to March 2013	Improve Pupils Mean Percentage Score
Development of Pupils Factors	To enhance the pupils potentials in terms of knowledge and disposition	Initiate activities that develop their learning potentials like games, play/drama, etc.	Pupils, Teachers, Administrators, Parents, and other Community Leaders	June to March 2013	Improve Pupils Internal Factors
Strengthen Community Relationship	To build a good standing relationship with peers and other stakeholders	Participate in barangay initiated program. Conduct General Assembly with parents like Family Day	Pupils, Teachers, Administrators, Parents, and other Community Leaders	June to March 2013	Smooth School Community Relationship

REFERENCES

Books

Brodbeck, May(1986), “The Role of Small Groups in Mediating Propaganda”, Abnormal Psychology.

Gregorio, Herna (1974),”Theories of Learning and their Implications to Teaching”, R.p. Garcia Publishing Co.

- Krech, David Crutchfield, Richard (1992), "Individual Society", New York: Mc Graw-Hill Book Cp.,Inc.
- Lehrer, George and Kube Ella, "The Dynamics of Personal adjustment", Englewood Cliffs. New Jersey: Prentice Hall, Inc.
- McClelland, D.C. (1986), "Personality".New York: Holt-Rinehart and Winston.
- Mitnick, L.D. and McGinnies E. (1990), "Influencing Ethnocentrism in Small Discussion, "Groups", Abnormal Psychology.
- Terman, L.M. Miles, Catherine (1936), "Sex and Personality, Studies in Masculinity and Femininity", New York: McGraw-Hill Book Co.,Inc.
- Waller, W.,(1987), "The Sociology of Teaching"/ New York:Wiley Publishing Co. Inc.
- Carter, V.K. (2008). Five steps to become a better peer reviewer. *College Teaching*, 56(2),85-90.
- Danielson, C., & McGreal, T.L.(2000). *Teacher evaluation to enhance Professional Practice* [Electronic version]. Princeton, New Jersey: Educational Testing Service.
- De Guzman, E. (2000). Evolving and testing of a faculty performance evaluation model. *Siyasik*, 7(1), 1-26.
- Dela Rosa, P. (2001). Research as an essential element of effective instruction. *Ad Veritatem*, 1(1), 54-80.
- Goe, L., Bell, C., & Little, O. (2008). *Approaches to evaluating teacher effectiveness: A research Synthesis*. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved Nov. 30, 2009
- Magno, C., & Sembrano, J. (2007). The role of teacher efficacy and characteristics on teaching effectiveness, performance, and use of learner-centered practices. *The Asia-Pacific Education Researcher*, 16, 73-91.
- Ochave, J.A.,& Abulon, E. (2006). Students' ratings of professors' competence: An application of the G-Theory. *PNU Research Series*, 88.
- Wright, R. (2006). Student evaluations of faculty: Concerns raised in the literature, and possible solutions. *College Student Journal*, 40(2), 417-422.

Internet Sources:

- Company profile*. (2008). Retrieved March 24, 2012, from <http://www.davidson.com.ph/>.
- About Ricky*. (2008). Retrieved March 24, 2012, from <http://www.rickyeyes.com/>.
- Info-Tech Research Group (2003). *Questions for employee satisfaction surveys*. Retrieved January 29, 2012, from <http://www.hrpa.org/files/surveyquestions.pdf>.
- <http://www.infosforyouandme.com/2009/04/factors-that-may-affect-learning.html>
- <http://www.infosforyouandme.com/2009/04/learning-is-process-of-growth-and-not.html>
- <http://www.infosforyouandme.com/2009/04/learning-as-process-of-integration.html>.
- <http://www.experiment-resources.com/cognitive-learning-theory.html#ixzz1sSEKacW4>.