STRATEGIES APPLIED ON THE FACTORS AFFECTING THE PERFORMANCE OF PUPILS IN SELECTED PUBLIC ELEMENTARY SCHOOLS IN THE DIVISION OF LIPA CITY

CRISTY M. MORENO
https://orcid.org/0000-0002-0243-2718
cristy.moreno@deped.gov.ph
Rafael M. Lojo Memorial School
Banaybanay, Lipa City

ABSTRACT

Department of Education's mantra is to produce learners who are literate, able to read, write, can comprehend and equipped with skills needed to be globally competitive. This generation of globalization and technological revolution, education is premeditated as a vital step in every human endeavor. In school, learners need to pass numerous levels of standardized national level of examination like the the National Achievement Test (NAT) that serves as an instrument to test pupil's achievement level. In a standardized test conducted in the Division of Lipa City the results showed that some schools performed low and that was evident in the exam's mean scores. This study determined the effective strategies applied on the factors affecting the performance of pupils in selected public elementary schools in the Division of Lipa City. The research design used in the study was the descriptive correlation as it considered most appropriate in assessing the current phenomena. Results were based from the pupil's report card and from the answers reflected in the questionnaire which served as the data gathering tool. Data gathered were analyzed and interpreted through the use of frequency count, weighted mean, ranking, and Pearson R as the statistical tools of the study. The manifestation of low academic performance is one of the major problems that the Department of Education is facing, which hinders the implementation of the bureaus' vision and mission appropriately. In connection to this problem, there were factors that affect pupils' performance in school and in exploring these factors teachers can devise and apply effective strategies that will help improved pupils' performance.

Keywords: factors, strategies, descriptive correlation, low academic performance

INTRODUCTION

Pupils, as learners are considered to be the vibrant asset of a school. They are expected to possess knowledge, skills and learning needed for day-to-day living. Learning is not only an output of formal schooling but also from conversation with families, communities and peers. Sometimes acquisition of learning in school is being hindered by different inevitable variables. The Education for All (EFA) Global Monitoring Report for the 2013-2014 vividly emphasizes the fact that there are denied opportunities for education over the decade. Lack of attention to quality education and a failure to reach the marginalized have added to a learning crisis that needs a serious attention. In addition, Tamimi (2012) pointed out in his study that weakness in a pupil's performance has become a global problem. He explained that there are factors that affect the performance of

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pupils and therefore needs to be addressed properly.

Studying in school, pupil's evaluation is through examination. They need to pass several levels of standardized national level of examinations like National Achievement Test (NAT) that function as a gauge to show pupils' academic performance and achievement. There has always been an inclination in making a correlation between pupils' academic performance and intelligence. In local context, a standardized national level test was conducted in all public elementary schools in the Division of Lipa City. The result showed that some schools tend to perform low in the above-mentioned standardized test that was observable in mean score percentile of 70.47, 64.74, 65. 07, and 68.81in all subject areas covered in the said examination. Though, this may be factual, but such notion could be plainly too simplistic as there are other contributing factors which could significantly affects pupils' academic performance.

This phenomenon of low academic performance is one of the major problems that an educational institution is facing as reflected in their achievement tests. This situation hinders the Department of Education (DepEd) in the implementation of their educational mission and vision appropriately. There could be many factors and determinants that affect pupils' academic performance that results to failure. Curriculum as the heart of education, teachers as agents of learning, parents as guardians and school as the second home of pupils, must consider continual techniques to help improve pupils' performance. By doing such, pupils may find educational experiences to be rewarding, helping them to become productive, caring and well-rounded individuals. For pupils to achieve high academic laurels, they need to believe that they can learn and what they are learning is useful, relevant, and meaningful. This study wants to find out how to manage the factors affecting the performance of pupils. Through this, teachers would have the chance to know the key factors affecting the performance of pupils and the strategies, techniques and interventions to cope with the phenomenon. In determining the factors affecting the pupil's low performance will not only place blame rightly to the things and people's concern, but to help address issues that will improve and sustain pupil's academic performances. Parents can also use the outcomes of the study to solve their child's problem. It may also create awareness among pupils about their rights and responsibilities on how to achieve quality education. With the result discussed in the study findings could provide an insight to design an effective and impactful short-term and long-term intervention programs and initiatives for significant academic improvements in the long run.

OBJECTIVES OF THE STUDY

This study focused on effective strategies applied on the factors affecting the performance of pupils in selected elementary schools in the Division of Lipa City during the School Year 2017-2018. This study answered the following queries: 1) to identify the academic performance of pupils in selected low-performing schools in Lipa City in terms of: grades and Philippine Informal Reading Inventory (Phil-IRI) results; 2) to identify the factors that affect the performance of pupils in selected elementary schools in Lipa City namely: school-related factors; home-related factors; and pupil-related factors; 3) to know the different strategies utilized by the teachers to manage performance of pupils in terms of academic performance and the factors that affect pupils' performance; 4) to determine the relationships among the performance of the pupils, factors that affect the low performance and the strategies used by the teachers; and 5) to propose a series of activities to manage the factors affecting the performance of pupils.

METHODOLOGY

The researcher used the descriptive correlation research design as a research methodology. The goal of correlation research was to identify predictive relationships by using correlations or more refined statistical techniques. Descriptive studies provide essential

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knowledge about the nature of objects and persons. In addition, the respondents of the study were chosen through purposive sampling from the four districts in the Division of Lipa City. The two low performing schools from each district were chosen based on the data of 2015 NAT result that was asked from the division planning office. Using stratified random sampling design there were 94 respondents from the North district, 95 respondents from the East District, 71 from the West District and 82 from the South district that comprised 342 respondents from the four districts. To mention, there were two instruments that were used in this study, the documentary analysis and the questionnaire. The researcher coordinated with the adviser of the pupil-respondents to get the data needed. Meanwhile, documentary analysis was used to get the grades of pupil-respondents from first to third quarter using the report card or the form 137 together with the Phil-IRI result that was used to assess the reading readiness of the pupil-respondents. There were two separate types of questionnaire that was used as the research instrument, questionnaire for pupil-respondents that dealt with the factors and the other one was questionnaire for teacher-respondents. The questionnaire for pupil-respondents used the Likert Scale with the rate 1-5, 1 as the lowest and 5 as the highest.

RESULTS AND DISCUSSION

1. Academic performance of pupils in selected low-performing schools in Lipa City

1.1 In terms of grades. Based on the academic performance of pupil-respondents as reflected in their grades from the first three quarters, it can be gleaned that pupils were low-performing in eight learning areas. The movements of grades from low to high for every grading period was very minimal. This can be deduced as there were factors that affect academic performance in school that was not properly addressed with an effective strategy to help them achieve to get better marks.

1.2 In terms of Phil-IRI. The results of the reading on the reading ability of pupil-respondent showed that pupil respondents cannot read fully passages in English and in Filipino. Based on the interview to the teachers, the low percentage and pupil count of independent readers were one of the major problems classroom teachers and the institution is facing nowadays. Due to inevitable factors, teachers are having hard time to follow the mandate of DepEd to its flagship "Every Child a Reader Program," wherein the goal is to enable every Filipino child to communicate proficiently both in English and Filipino through effective reading instruction. Limited time in school due to shifting of classes in local setting and parental involvement and the pupils themselves were inferred to be reasons behind why there were struggling readers.

2. Factors Affecting the Performance of Pupils

2.1 In terms of school-related factors. In the above's view table, it implies that bullies inside the classroom or at school affects the performance of pupils with a verbal interpretation of affecting and with 3.67 weighted mean.

Table 1
School-Related Factors

Items	WM	VI
1. presence of bullies	3.67	A
2. pupil and book ratio	3.01	MA
3. class size	2.98	MA
4. peer relationship	2.98	MA
5. lack of modern learning aids and materials	2.96	MA
6. grouping assignment	2.95	MA
7. classroom task assignment	2.93	MA
8. time allotment for each learning area	2.88	MA
9. seating arrangement	2.86	MA
10. daily class routines	2.79	MA
GRAND MEAN	**3.00**	**MA**

Bullying is an important but often neglected issue that can hinder performance in school at was considered as a serious and

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worldwide phenomenon. Daily routines do not affect the performance of pupils in school with a verbal interpretation of moderately affecting and weighted mean of 2.79. To note, it cannot be denied the severity of the occurrence of bullying in a local school setting and around the world. Results from this study conformed with the study conducted by Gabiana (2017), which found out that performance in the school of most bullied pupils are affected and tend to have some issues coming to school regularly to avoid being bullied. Omoteso (2010) study showed that those involved in prolonged and serious bullying of others experience a wide range of mental health, academic and social problems. He also pointed out that studies point to the connection between bullying and sexual harassment and violence in later years. Recently, there had been a rising academic interest to precisely quantify the causal effect of school bullying on academic achievement and lifetime earnings beyond school. Most of the studies claimed that bullying behavior leads to poor academic performance.

2.2 In terms of home-related factors. Based on Table 2, among the 13 items under home-related factor, distance of school from home yielded the highest weighted mean of 2.99 and described as moderately affecting, while, a number of family members got the lowest weighted mean of 2.51 with described as moderately affecting. It can be gleaned that pupils were affected if home was far away from school. For pupils living far from school, the long commute in public transport or walking kilometers to reach school was very tiring not only mentally but also physically. Their lifestyle was more hectic because of travel time. As an effect it was harder for pupils to focus on studying when they got home and this may result to poor performance in school. Reche et al. (2012) indicated that walking long distances to school greatly make pupils tired. This seemed that lateness influencing negatively pupils' concentration on their studies that results to poor academic performance. On the other hand, pupils may utilize this traveling time in many other ways, such as reading a book, studying,

listening to music and relaxing. These pupils learn to manage their time better than their peers who live closer to the school.

2.3 In terms of pupil-related factors. Under pupil-related factors, this reflects the assessment of pupil respondents regarding pupil related factors affecting their performance. On the contrary, item with verbal description of less affecting was the factor that affected pupils' performance. Pupil assessed that their performance were affected when they got sick and make absences with 2.51 as the weighted meanwhile listening attentively to the teacher got a weighted mean of 3.75. If pupils were frequently absent from school this can have an effect on their ability to cope up with the lesson intended for the day. When pupils missed too much lessons, they may begin to drop behind their peers. Absenteeism not only affects pupils' achievement but it can also affect their attitude and behavior in school. When a pupil has attendance issue it increases the chance of dropping out of school. Some pupils missed school because of illness and chronic health condition which can also be observed in the local setting.

3. Effective Strategies used by Teachers

3.1 In terms school-related factors. The result reflects the assessment of the teachers on strategies for school-related factors affecting the performance of pupils. Results revealed that the teachers very often implement activities to have a favorable classroom management for maximum learning. As viewed in the table, the teacher very often checks the total number of pupils before the class starts with a weighted mean 4.67 and described as very often. In other hand, imposing sharing of books with 1:2 ratios got the lowest weighted mean. Teachers also manage classroom through checking pupils attendance before the class starts. It is inferred then that it is important for teachers to check the number of pupils before the class starts to track the number of pupils who were present and absent that day. It is a classroom routine a teacher must do the same

as checking the attendance daily. In addition, attendance rate is also important because it gives the teacher an eye view for learners who are likely to succeed in academics when they attend school consistently. Relatively, when learners were habitually absent in school their grades suddenly drops down. In public elementary school, school budgets are based on the average daily attendance of learners in school. The relationship between attendance and achievement may appear early in a child's school career.

3.2 In terms home-related factors. Based on the results presented, teachers perceived that they often conduct activities that have a positive implication in pupil's performance attested by a grand mean of 3.88. These activities included encouraging parents to involve themselves to school related programs and encourage parents to comply with the school requirement, yields both 4.37 as the weighted mean. While the item conducts literacy program to parents yields 3.23 as the weighted mean. It can be noted also in the above data that parental connection capitulate pupils enhanced performance in school; thus families must find out a supportive home environment for their children. The parents are the most noticeable factors in the lives of their children. Hence, it is significant to hit upon parents' feelings and reactions about school involvement of their child. Lau, Li & Rao, (2011), asserted that parental involvement in child's learning serves as a gel that helps to make learning for children pleasant were not in school. On the other hand, there were also teachers who cannot do their jobs if

4. Relationships among the Performance of Pupils

4.1 Relationship between performance of the pupils and the factors that affect their performance. Results from the table show the relationship of the factors affecting the performance of pupils based on the first, second and third quarter general average together with

and encourages them to work even more as they seek to make those closest to them proud.

3.3 In terms of pupil-related factors. Based on Table 2, teachers perceived they very often conduct activities to help pupils with their performance as attested by the grand mean of 4.58. Activities such as checking of pupil's attendance before the class starts got 4.80 weighted mean while conducting home visitation, which ranked lowest with 4.26 weighted mean.

Table 2
Pupil-Related Factors

As a teacher I make sure that I…	WM	VI
1. check pupils attendance before the class start	4.80	VO
2. check pupils homework	4.71	VO
3. accepts pupils ideas and insights regarding the lesson	4.71	VO
4. administer review activities	4.66	VO
5. deliver the lesson with mastery	4.63	VO
6. organize groups for collaborative learning	4.60	VO
7. give praises and rewards to those who are participating and listening attentively	4.51	VO
8. conduct reading remediation	4.31	VO
9. conduct home visitation	4.26	VO
GRAND MEAN	**4.58**	VO

It is always the teacher's duty to check the number of pupils or attendance before the class starts simply because it serves as the basis of the teacher to monitor pupils who were present and who were absent. Pupils cannot learn if they pupils were not required to show up on school daily.

the reading ability based on Phil-IRI result. It can be implied from the results that the factors have a direct relationship to the performance of pupils as attested by positive correlation. The p-values less than 0.05 also revealed a significant relationship between the factors and the

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performance of the pupils. Moreover, a chi-square was used to measure and explore the relationship between the factors and pupil's reading ability in Filipino and English

Table 3

Relationship between Performance of the Pupils and the Factors that affect their Performance

Factors Affecting Pupils' Performance	Pupils' Performance														
	GWA 1st Quarter			GWA 2nd Quarter			GWA 3rd Quarter			English Reading Level			Filipino Reading Level		
	R - coefficient	P- value	Int.	R - coefficient	P- value	Int.	R - coefficient	P- value	Int.	X^2 Value	P- value	Int.	X^2 Value	P- value	Int.
School-Related Factors	.276	.000	HS	.297	.000	HS	.315	.000	HS	38.2	.000	HS	35.32	.000	HS
Home-Related Factors	.325	.000	HS	.351	.000	HS	.362	.000	HS	35.06	.000	HS	33.25	.000	HS
Pupil- Related Factors	.322	.000	HS	.274	.000	HS	.257	.000	HS	47.22	.000	HS	43.66	.000	HS

Since reading ability is a categorical data, the relationship was measured using the chi-square. Also, results revealed that a significant relationship also exists between the factors and the reading ability of the pupils which was measured via PHIL-IRI as attested by p-values. In addition, findings showed that the variation or differences in the performance of pupils in terms of general weighted average and reading ability were affected by the factors such as school, teacher and pupil related. School might be source of poor performance if learner support materials were not adequate and lack of facilities. Moreover, pupil's home environmental factors that affect their performance include: parents' educational background, occupation, socioeconomic status, marital status and home location; family size and peer group. Innate traits of learners can also be factors that affect their performance in school.

4.2 Relationship between performance and strategies. It can be gleaned from the table that there was a positive correlation between the performance of the pupils measured through their GWA in the first three quarters and the strategies employed by teachers. This shows that the performance of the pupils tended to go higher when favorable strategies were employed by their teachers. The classroom is a dynamic environment, bringing together pupils from different backgrounds with various abilities and personalities. Being an effective teacher therefore requires the implementation of creative, innovative and effective teaching strategies in order to meet pupils' individual needs.

Table 4

Relationship between Performance of the Pupils and the Strategies used by the Teacher

Factors Affecting Pupils' Performance	Pupils' Performance														
	GWA 1st Quarter			GWA 2nd Quarter			GWA 3rd Quarter			English Reading Level			Filipino Reading Level		
	R - coefficient	P- value	Int.	R - coefficient	P- value	Int.	R - coefficient	P- value	Int.	X^2 Value	P- value	Int.	X^2 Value	P- value	Int.
School Factors – classroom management	0.323	.000	HS	0.300	.000	HS	0.402	.000	HS	39.5	.000	HS	37.60	.000	HS
Home-related Factors	0.321	.000	HS	0.372	.000	HS	0.385	.000	HS	38.05	.000	HS	35.01	.000	HS
Pupil-Factors	0.318	.000	HS	0.284	.000	HS	0.296	.000	HS	42.50	.000	HS	45.06	.000	HS

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Teachers are expected to adapt the curriculum to suit the various needs of different learners. They are also expected to do appropriate assessments to determine the level of progress of learners and plan alternative strategies and techniques to help learners that are struggling to get better marks. Managing a class with diverse learners also involves a great deal of work for teachers and the school itself. There are lot more different strategies that teacher can employ to help pupils achieve better in school. According to some teachers, encouraging pupils to ask questions and investigate their own ideas helped improve their problem-solving skills as well as gain a deeper understanding of academic concepts.

5. Proposed Action Plan for Effective Strategies

In the light of findings, a proposed action plan was created for effective strategies addressing the factors affecting the performance of pupils. Such action plan was crafted to help struggling learners get better marks. It includes the factors identified as school-related, home-related and pupil-related factors, the management strategies and activities regarding factors that affect pupil's performance, persons involved in the activities, the time frame and lastly, the success indicator were the basis to measure pupils progress in school.

CONCLUSION

Based on the different findings generated from the interpretation of data, the following conclusions were drawn.

1. The academic profile of the respondents tells that the majority of the respondents are low performing. The movement of grades from low to high for every grading period is very minimal; it may be an indication that low performance of pupils in school was not addressed properly.
2. The findings revealed that there are more pupils who found it difficult to read passage in English than in Filipino. Reading ability of pupils is contributory to their low performance in school.
3. Bullies inside the classroom or at school affect the performance of pupils that if neglected can hinder the ability of pupils to perform in class.
4. The distance of pupils' home to school is contributory to pupils' performance.
5. Sickness is likewise contributory to pupils' absenteeism.
6. There is a high significant relationship between the factors affecting the performance of pupils and their performance in school.

RECOMMENDATION

Based on the findings and conclusions of the study, below are the researcher's recommendations.

1. Since the findings showed an alarming number of pupils under frustration level both in English and in Filipino, there is a need to strengthen the conduct of reading drills and activities.
2. Strict rules and regulations may be imposed to bullies.
3. There may be time adjustment in class schedule especially for those in shifting classes.
4. Instructional materials make teaching and learning more effective. Teachers may be provided sufficient and relevant instructional materials in teaching.
5. Provide first aid kit intended for child common sickness
6. Teachers may provide modules and conduct home-visitation and monitor the performance of the concerned pupil closely.
7. Strategies recommended in the action plan may be considered.

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AUTHOR'S PROFILE

Cristy M. Moreno, is an elementary teacher at Rafael M. Lojo Memorial School, Division of Lipa City. She graduated Bachelor in Elementary Education at Romblon State University in 2011; Master of Arts major in Educational Management at Lipa City Colleges in 2018. At present, she is taking up Doctor of Philosophy major in Education Management at Batangas State University.

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