

Barriers Affecting the Academic Performance of Grade 12 Learners in Pagbasa at Pagsulat

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Abstract: *Pagbasa at Pagsulat is one the offered courses in the Senior High School under the K to 12 Program of the Department of Education. This is one of the subjects that is deemed to be neglected and even do not prioritize by the learners due to different barrier factors. This descriptive research study generally aimed to determine the factors associated to the poor academic performance of learners specifically in the context of Lingsat Integrated School (LIS) Senior High School Program. Considering the 123 Grade 12 Senior High School learners of LIS for this first semester of academic year 2024-2025 as the respondents of the study to the prepared survey questionnaires, the findings were: (a) the profile of the learners shows that there are more female learners than its male counterparts. Learners' attitude is negative but they acknowledge that learning the language or the course itself is necessary to improve one's life; (b) the level of academic performance of learner-respondents is generally average; (c) the level of agreement of learner respondents in internal factors are generally low. As to the level of agreement of the learner-respondents as to external factors, are generally average level barrier; and (d) the factors that greatly hinder the learner performance is on peer influence, school facilities, home environment, and home support. It is recommended that the school administrators and the teachers should come up with a strategy to develop and prepare instructional designs in the onset of the classes so they can better design an instructional intervention and even differentiated instruction to learners who are really at risks. Also, the school should secure that classroom size is properly considered in the classroom and this should be adequate for the size of the classroom. Moreover, the teachers should maintain good learning environment among learners by securing conducive environment for them by devising a language pre-game to those who have common interest so learners can be paired on the learners who have similar preferences.*

Keywords: barriers of learning, level of agreement, Pagbasa at Pagsulat

1. Introduction

Education is very important in today's world as it helps people understand what is true and what is not. It shapes individuals into responsible citizens who follow laws and know the value of voting. However, education systems are facing many challenges, such as climate change, digital advancements, inequality, and health crises, all of which highlight the importance of education. Unfortunately, many systems are failing to provide the quality of education needed for individuals to thrive.

Studies by UNESCO and the World Bank have identified a "learning crisis," especially in developing nations, where basic literacy and math skills are lacking. For example, many young learners in India and South Africa perform poorly on international assessments. This issue has worsened due to the COVID-19 pandemic, which has left students in low- and middle-income countries significantly behind in their studies. Reports suggest that around 70 percent of children in these regions struggle with basic reading and math, resulting in potential long-term economic losses.

In Southeast Asia, satisfaction with schools has declined. Since 2019, the satisfaction rate among parents in this region dropped from 85% to 63%, largely due to significant changes in Indonesia and the Philippines. In these two countries, many parents reported a drastic fall in satisfaction with local schools.

In the Philippines, assessments like the Programme for International Student Assessment (PISA) indicate major

educational challenges. Filipino students performed poorly in reading, math, and science compared to their peers globally, showing alarming rates of low proficiency. In creative thinking, only 22% of students achieved a minimum level of skill, much lower than the average in OECD countries.

The Province of La Union is also experiencing educational issues, with many elementary and secondary students struggling in reading. At Lingsat Integrated School in San Fernando City, a large number of students face difficulties with reading both in Filipino and English, which affects their overall academic performance. Specifically, the senior high school course Pagbasa at Pagsulat, which focuses on reading and writing, is showing a declining trend in student performance.

Considering the presented contexts and gaps, this study aimed to identify the barriers affecting students' learning in Pagbasa at Pagsulat, which is essential for addressing the learning crisis. It is also aligned with goals for quality education outlined in the Sustainable Development Goals. Recognizing these factors is crucial for improving students' educational outcomes, which will ultimately help them succeed in the future.

2. Theoretical Framework and Problems

This study is bounded with two major discussions. The first discussion is focused on the theories of learning and the second is focused on the factors affecting learning.

For the theories of learning, this would include the discussion on Constructivism Learning Theory, Problem-based Learning, and Theory of Change. The first theory, Constructivism Learning Theory, highlights that learners acquire knowledge based on their experiences and cognitive development. When students actively create knowledge through inquiry and evaluation, they reshape their understanding. While some research supports constructive teaching methods, the evidence is mixed. Constructivism allows learners to study independently and to develop problem-solving skills through observation, which aids their understanding of various concepts.

The second theory is Problem-Based Learning (PBL), as described by Duch. PBL utilizes complex real-world problems to help students grasp concepts rather than just memorizing facts. It enhances skills like critical thinking, problem-solving, and communication. PBL can be implemented in many educational settings and can be the main instructional method over a semester or integrated into specific lessons.

Lastly, the Theory of Change Approaches involves creating a theory to demonstrate how an intervention works, including the assumptions behind it. This approach answers whether the intervention has achieved its goals and relies on input from various stakeholders. It typically includes preparation of evaluations that confirm how well the theory aligns with observed results, using a formula that factors in other influential elements.

Moving on with the factors affecting learning, it is mentioned that there are three main categories influence learning: psychological, social, and environmental factors.

First, are the psychological factors which include an individual's health, sensation, and perception, as knowledge comes through the five senses. Any issue with these senses may hinder learning. Fatigue, both mental and physical, as well as boredom, can decrease a learner's efficiency. Age and maturity also play a crucial role; some children grasp subjects faster than others due to their developmental stage. Positive emotions like joy and satisfaction enhance learning, while negative emotions, stress, and poor nutrition can obstruct it. Next is the social factors which are essential as they can motivate learning through needs, rewards, competition, and societal acceptance. Skills that are valued by society tend to be learned better, while those that are discouraged often are not pursued. Last is the environmental factors and these are about the learning setting, including light, noise, and comfort. An appropriate environment is needed for effective learning. Hence, this study distinguishes between internal factors, such as age and attitude, which can hinder learning, and external factors, like teacher competence and classroom conditions, which also negatively impact learning.

Considering the presented framework, the following are the research problems generated:

- 1) What is the profile of the respondents in terms of:
 - learner-respondents
 - age
 - sex,
 - attitude in learning the subject, and
 - reading status?
- 2) What is the level of academic performance of Grade 12 Senior High School learners in Pagbasa at Pagsulat?
- 3) What is the level of agreement of the learner-respondents on the following factors academic:

Internal,

 - Teacher's pedagogy
 - Classroom climate,
 - Peer influence
 - Reading resources and
 - School facilities,

External

 - Home support,
 - Home environment, and
 - Community-support?
- 4) Based on the level of agreement of the learner-respondents on the different identified factors, what are considered the internal and external barriers of learning Pagbasa at Pagsulat?

3. Methodology

3.1 Research Design

Descriptive research design was used in this study for it is focused on the descriptions and status of the following: (a) profile of the learner-respondents in terms of age, sex, attitude in learning the subject, and reading levels; (b) profile of the teacher-respondents in terms of age, sex, teaching rank/position, highest educational attainment, and number of participated language and communication-training for the last 2 years; (c) level of academic performance of Grade 12 Senior High School learners in Pagbasa at Pagsulat; and (d) the barriers affecting the level of academic performance of Grade 12 Senior High School learners in Pagbasa at Pagsulat in terms of internal and external factors.

3.2 Sources of Data

The general source of data were the Grade 12 learners of Lingsat Integrated School for this first semester of the school year 2024-2025 from the STEM and HUMSS strands. Meanwhile, for the validation of the output of the study, there were five (5) experts tapped. The breakdown of the five experts was presented: three (3) Filipino master teachers; one (1) school head; and one (1) education supervisor. Table 1 shows the breakdown of distribution.

Table 1: Distribution and breakdown of respondents

Respondents	Breakdown	Frequency	%
Learners	STEM	56	45.53
	HUMSS	67	54.47
		123	100.00

3.3 Data Instrumentation and Collection

The main instrument used was an adopted and survey questionnaire from Galisto (2022). The first part is on the learners' profile, while the second part is focused on the barriers affecting their performance in Pagbasa at Pagsulat. For the reading level of the learners, the researcher used the PHI-IRI to determine whether the learners are under the category of instructional, frustration, and independent levels. As to the attitude of learners towards Pagbasa at Pagsulat, an adopted survey questionnaire was used. As to the adequacy of learning materials in Pagbasa at Pagsulat, a survey questionnaire adopted from Sulaimon (2023) was employed. The instrument was divided into two categories namely offline and online instructional materials.

For the academic performance of learners, documentary reviews were administered. As to the level of agreement of respondents, a validated survey questionnaire was adopted highlighting the different factors affecting learning. For the school and classroom climate, the survey questionnaire was adopted from Positive Behavioral Interventions & Supports (PBIS, 2022). This is consisting of nine (9) items questions. It utilized a 5-point Likert Scale. The numerical value for positive statement 5 is the highest, and 1 is the lowest.

Notably, in the onset of the administration of the survey questionnaires to the target respondents, the researcher sought permission from the school authorities.

3.4 Data Analysis

For the profile of the learners and teachers, the use of mean and percentage were considered. For the attitude and school and classroom climate, the below norm was utilized.

Scale	Scale Equivalent	Description
5	Strongly Agree	Fully accepts and believes that the statement is true
4	Agree	Accept that the statement is true
3	Neutral	Does not believe not deny
2	Disagree	Denies that the statement is true
1	Strongly Disagree	Fully denies that the statement is true

For the academic performance of learners in Pagbasa at Pagsulat, the norm presented below was considered.

Grade Range	Description
98-100	Very High Proficiency
95-97	High Proficiency
90-94	Above Average Proficiency
85-89	Average Proficient
80-84	Below Average Proficiency
75-79	Developing standards
Below 75	Did Not Meet Standards

As to the level of agreement of learners in Pagbasa at Pagsulat, as well as in the identification of the extent of the barriers, the norm presented below was considered.

Statistical Range	Level of Agreement Description	Interpretation and Decision on Barrier
1.00 – 1.79	Very Low	Great Extent barrier
1.80 – 2.59	Low	Average extent barrier
2.60 – 3.39	Average	Low extent barrier
3.40 – 4.19	High	Not a Barrier
4.20 – 5.00	Very High	Not a Barrier

As to the validity of the output, the norm presented below was considered.

Point	Statistical Range	Description
1	1.00 – 1.79	Very High Validity
2	1.80 – 2.59	High Validity
3	2.60 – 3.39	Average validity
4	3.40 – 4.19	Low validity
5	4.20 – 5.00	Not valid

4. Results and Discussions

4.1 Profile of the Respondents

Profile – Leaner Respondents – Age. Based on the data presented in Table 2, it can be gleaned that the highest frequency fore age among learner-respondents is 18. It can be interpreted that based on percentage, approximately 5 out of 10 do have an age of 18 in Lingsat Integrated School.

Table 2: Profile of the learner-respondents as to Age

Age	Frequency	%
15	3	2.44
16	10	8.13
17	49	39.84
18	57	46.34
19	4	3.25
Total	123	100.00

Considering the presented findings, this implies that age of the learner-respondents in the Grade 12 taking the Pagbasa at Pagsulat as a subject is still in the ideal school age of 17 to 18. Considering the said ideal age for Grade 12, the second highest frequency that is shown in the table is 17 and this is equivalent to 39.84 percent. To support the findings of the study, the study of Galvez (2022), focusing on the academic performance of learners in Pagbasa at Pagsulat, shows that the highest frequency for the age bracket of learner-respondents is 17 to 18 and this is composed of 83.97 percent of the 146 total respondents.

Profile – Leaner Respondents – Sex. Concentrating on the context of sex, it can be seen in Table 3 that there are more female Grade 12 learners enrolled in Lingsat Integrated School than those of its male-learner counterparts for there are 71 female registered learners while there are 52 registered learners for male.

Table 3: Profile of the learner-respondents as to Sex

Sex	Frequency	%
Male	52	42.28
Female	71	57.72
Total	123	100.00

This could mean that learner-feminism is possibly evident in the classroom since there are more female learners dominating the group. Hence, feminism might be observable in the school due to a greater number of female learners, but this could be one strength of the school for most of them are of the same fit-age for their peer. In the same context of the findings of the study along sex, the study of Galvez (2022), focusing on the academic performance of learners in Pagbasa at Pagsulat, shows that the highest frequency for sex among learner-respondents is female and this is composed of 65 percent of the total target participants in the study. This can be interpreted that the study of Galvez (2022) is a manifestation that there are really more female learners than that of the male respondents.

Overall level of Attitude Towards Pagbasa at Pagsulat.

Table 4 on the next page shows that the overall level of attitude of learner-respondents towards *Pagbasa at Pagsulat* is neutral for the computed overall mean across four areas is 3.29.

Table 4: Overall Level of Attitude of Learner-respondents Towards Pagbasa at Pagsulat

Areas of Attitude Towards <i>Pagbasa at Pagsulat</i>	Mean	DER
Enjoyment	3.27	N
Self-confidence	2.93	N
Motivation	3.00	N
Value	3.97	A
Overall Attitude Towards <i>Pagbasa at Pagsulat</i>	3.29	N

Legend: 4.21 – 5.00 Strongly Agree (SA)

3.41 – 4.20 Agree (A)

2.61 – 3.40 Neutral (N)

Considering further the overall mean, the generated value is considered as a negative attitude. This implies that senior high school respondents are not believing nor even denying the value of their learnings towards *Pagbasa at Pagsulat*. Moreover, the table shows that learner-respondents do have low self-esteem as to the three areas (enjoyment, self-confidence, and motivation) but learners still believe that *Pagbasa at Pagsulat* is a significant subject to learn which give them hope to still strive and do their best even it caused much of their stress. The negative attitude of SHS learners disclosed that there is a need to motivate them to consider loving and valuing *Pagbasa at Pagsulat*. Utilizing their understanding on the value of *Pagbasa at Pagsulat* in real-life applications, the senior high school learners can be influenced by making *Pagbasa at Pagsulat* lessons enjoyable to them, providing different activities to them that builds their self-esteem and elevates their motivation towards learning *Pagbasa at Pagsulat*. With the presented findings, it cannot be denied that attitude is a possible determinant of *Pagbasa at Pagsulat* competence.

According to Casinillo et al., (2020), student attitudes are important for *Pagbasa at Pagsulat* learning and achievement. Furthermore, high school students' positive learning attitude in the classroom leads to active participation and improves their ability to understand topics clearly. Additionally, attitudes toward *Pagbasa at Pagsulat* reflect students' levels of confidence, satisfaction, motivation, and anxiety regarding the difficulty of the subject.

Profile – Leaner Respondents – Reading Status. As to the reading status of the learner-respondents, it can be gleaned that 91 out of 123 are categorized as independent readers; 29 are instructional readers; and 3 are under the frustration level. This could mean that majority of the learner-respondents in Grade 12 at Lingsat Integrated School can read passages and comprehend with 80 to 100 percent accuracy and fluency. This is also depicting that for every 10 learners, 7 are competent readers and 3 are learners who are in need of instructional guidance and assistance or intervention program.

Table 5: Profile of learner-respondents as to Reading Status

Reading Status	Frequency	%
Independent	91	73.98
Instructional	29	23.58
Frustration	3	2.44
Total	123	100.00

With the presented profile of the learner-respondents, it can be concluded that there are more female learners who can competently read passages with 80 to 100 percent accuracy and fluency. Unfortunately, their attitude is neutral towards learning the *Pagbasa at Pagsulat* but they are acknowledging the significance and importance of the subject.

4.2 Level of Academic Performance of Grade 12 Senior High School Learners in Pagbasa at Pagsulat

Table 6 shows the academic performance of learner-respondents in the *Pagbasa at Pagsulat*. Based on the presented findings, the highest frequency ($f=41$, $\%=33.33$) belongs to the grade range 85 to 89 which implies that the performance of learners is average proficiency.

Table 6: Academic Performance of Grade 12 Senior High School Learners in Pagbasa at Pagsulat

Grade Range	Description	Frequency	%
98-100	Very High Proficiency	9	7.32
95-97	High Proficiency	13	10.57
90-94	Above Average Proficiency	23	18.70
85-89	Average Proficient	41	33.33
80-84	Below Average Proficiency	32	26.02
75-79	Developing standards	8	6.50
Below 75	Did Not Meet Standards	-	
Total	Overall	123	100.00

This implies that 33.33 percent of the respondents can perform tasks on the *Pagbasa at Pagsulat* at an average level. This could also mean that learners who belong in this category still need to learn a lot of things in the course. They still need to be familiarized with the different context of the courses including the different intricacies of the subject matter. Meanwhile, it can also be seen in Table 6 that there were no learners who belong to the did not meet standards; unfortunately, there are 8 who are under developing standards and they need to undergo intervention to prevent them from failing. Despite of the said percentages, the combined percentage of those learners who are considered to be potential at risk is 65.85 percent. This shows that for every 10 learners, there are approximately 7 learners who are in need of intervention program in order to prevent them to fall under the did not meet standards category.

4.3 Level of Agreement of the Learner-respondents on Internal and External Factors

Table 7 shows that the level of agreement of the learner-respondents along internal factors is average for the computed mean is 2.76. This is evident for it is attributed to the means of teachers' pedagogy, classroom climate, and reading resources. This could mean that in terms of internal factors, learners are satisfied with the environment he belongs. On the other hand, in the case of external factors, the level of agreement is low and this is associated to home support and home environment signifying that the learner-respondents are more focused and has a feeling of comfort in school rather than at home.

Table 7. Level of Agreement of the Learner-respondents on Internal and External Factors

Factors	Category	Mean	DER
Internal	Teachers' Pedagogy	3.09	Average
	Classroom Climate	3.27	Average
	Peer Influence	2.51	Low
	Reading Resources	2.82	Average
	School Facilities	2.11	Low
	Sub-mean	2.76	Average
External	Home Support	2.10	Low
	Home Environment	2.19	Low
	Community Support	3.43	High
	Sub-mean	2.57	Low

Legend:	1.00 – 1.79	Very Low
	1.80 – 2.59	Low
	2.60 – 3.39	Average
	3.40 – 4.19	High
	4.20 – 5.00	Very High

The findings suggest that internal school-related factors such as teachers' pedagogy, classroom climate, and availability of reading resources—play a crucial role in shaping learners' perceptions of their academic environment, contributing positively to their overall learning experience. This underscores the importance of continuously improving in-school support systems to maintain and enhance student engagement and satisfaction. Conversely, the low level of agreement concerning external factors, particularly home support and environment, implies a gap that may hinder the holistic development of learners. This indicates a need for future interventions and policies that actively involve and support families in the learning process, potentially through community outreach programs, parent education, or partnerships between schools and families to bridge the home-school divide.

4.4. Barriers of learning Pagbasa at Pagsulat

In this section, Table 8 shows the summary of the overall level of agreement of the learners towards the different internal and external factors that affect their learning in Pagbasa at Pagsulat.

Based on the findings presented in the level of agreement of the internal and external factors, there were five (5) internal factors affecting the performance of learners while there are only two (2) external factors affecting the learning performance. Delineating the internal factors, the low extent barriers that were identified are the Teachers' Pedagogy, Reading Resources, and the classroom Climate

while the average extent barriers are the peer influence and the school facilities.

Table 8: Barriers of learning Pagbasa at Pagsulat

Factors	Level of Agreement	Interpretation and Decision on Barrier
Internal	Teachers' Pedagogy	Average
	Classroom Climate	Average
	Peer Influence	Low
	Reading Resources	Average
	School Facilities	Low
External	Home Support	Low
	Home Environment	Low
	Community Support	High

Legend:	Statistical Range	Level of Agreement Description	Interpretation and Decision on Barrier
	1.00 – 1.79	Very Low	Great Extent barrier
	1.80 – 2.59	Low	Average extent barrier
	2.60 – 3.39	Average	Low extent barrier
	3.40 – 4.19	High	Not a Barrier
	4.20 – 5.00	Very High	Not a Barrier

In the context of teachers' pedagogy, it is identified as the low extent barrier for Grade 12 learners dealing in Pagbasa at Pagsulat. The low extent barrier of teachers' pedagogy imply that teachers are effectively doing their best to teach the learners with varied approaches and instructional designs. These variations among instructional designs imply that teachers' competence in delivering varied approaches are significantly improving learners' abilities the Pagbasa at Pagsulat as a course. This is even supported by the study of Glen (2023) indicating that pedagogy demands classroom interactions between the teacher and students which create a significant impact on the learner's mind. Also, pedagogy enables teachers to understand the best suitable practices for a classroom setting. It helps them to know how different students learn and grasp information so that they can tailor their lessons to satisfy those needs. It is likely to improve the quality of teaching and the way it is received by the students. Collectively, pedagogy plays an important role to help teachers understand the best ways to conduct a classroom. It gives them insights into how students learn differently in different topics so that they can conduct lessons to suit these needs. It aims to improve the quality of education for students.

In the context of classroom climate, it is deemed as a low extent barrier. The low extent barrier implies that classroom climate can affect the learners' performance negatively at a certain extent. The classroom climate can significantly or possibly delay learning performance of learners; however, the agreement of the learners' shows that classroom climate in the classroom is low which means that classroom climate in Lingsat Integrated School is not a problem among learners. This is possible for learners are given with enough spaces for them to learn and interact with other learners. In the study of Isnani (2021), it shows that: (a) class climate can be classified good, learning interest can be classified good, learning discipline can be classified good, learning motivation can be classified good, and learning outcomes can be classified quite high; (b) there is no positive effect and significant between class climate on learning outcomes; (c) there is no positive effect and significant of learning interest on learning outcomes; (d) there is no positive effect

and significant of learning discipline on learning outcomes; (e) there is no positive effect and significant of learning motivation on learning outcomes; and (f) learning motivation is the dominant variable affecting learning outcomes.

In the concept of peer influence, it shows that it has an average extent barrier. This means that peer influence greatly impacts learners' academic development in Pagbasa at Pagsulat. During the informal interview with learners, it was revealed that learners are sometimes being bullied by classmates which affect their mental fortitude. This is even evident for the results of the level of agreement indicating low agreement along with the following statement-indicators: "my classmates do not bully me whenever I made a wrong answer in the recitation or activities." In the study of Wilkinson (2023), it was revealed that there may also be reciprocal effects whereby peers influence teachers and school organization and management, although the magnitude of these effects is undetermined. In concert with the three layers of influence, it is argued that family resources have greater effects at uppers layers and smaller effects at the lower layers; conversely, curriculum and teaching resources have greater effects at lower layers and smaller effects at upper layers. Home and school support for learning carry the lion's share of the weight in predicting student learning outcomes, whereas peer effects, as currently constituted, carry much less weight.

In the aspect of reading resources, it was shown that it is a low extent barrier indicating that Lingsat Integrated School has its own reading resources and this could not give negative delays on learning development of learners. This could also mean that learners are given enough reading resources for them to read. In the statement indicators, it was revealed that teachers provide plenty of reading resources for the use of the class and also observes that the school has a mini library where learners can get reading resources at any time. Due to these reasons, it can be resolved that learners are truly given much importance on reading resources.

As to the context of school facilities, it was revealed that school facilities can be a barrier towards mastery of learning of learners along Pagbasa at Pagsulat. Based on the study of Galvez (2023) it was revealed that the quality of school facilities impacts student academic performance and learning. Learners focus better when they are comfortable, are more likely to attend classes, and may be less likely to become ill. These qualities all come from classrooms that have proper ventilation, are well-lit, and maintain efficient cleaning schedules. Learners who are not distracted or uncomfortable due to environmental factors are students who can remain attentive and better retain information. In the case of Lingsat Integrated School, it shows that the school has sufficient laboratory rooms where learners can practice and observe quality intervention and remediation; the school has sufficient academic classrooms and laboratory rooms where learners can practice and observe quality education; laboratory equipment such as speech lab is hard/ difficult to use during the Pagbasa at Pagsulat; the school has several tools and equipment for the assessment of learners' fluency and reading levels; and the school has

numerous activities to observe differentiated instruction specifically during their Pagbasa at Pagsulat classes.

In the case of external factors, the community support is not tagged as a barrier for the learners believe that they have strong support coming from the community. This is evident for the community respects time and holy hour for the learners so they can study freely and comfortably; there is support from barangay or NGO most especially in mastering the language – both Filipino and English; and there are rules and ordinances that support learners to study in all aspects and disciplines.

As to the home support and home environment, these are tagged as average barrier. This indicates that learners are affected by various factors for both intrinsic and extrinsic factors. The findings are also supported for there is a low agreement on the home serves as a haven place for learning, low agreement on a space allotted for the learners to study and work with academic problems and issues; and there is a peace in the home and there is no disturbance while learners are studying at home.

5. Conclusions and Recommendations

5.1 Conclusions

With the presented findings, the following conclusions were transpired: (a) Lingsat Integrated School is housed of competent teachers who have multifarious backgrounds who can also handle and teach learners who have diverse origins and cultural orientation; (b) Pagbasa at Pagsulat is one of the subjects' learners' need to master and taken seriously; (c) The learner-respondents are intrinsically being affected by various factors and even whenever they are at home; and (d) The learner-respondents do not have much a great learning space to focus on learning the course.

5.2. Recommendations

With the presented conclusions, the following recommendations were transpired: (a) the school administrators and the teachers should come up with a strategy to develop and prepare instructional designs in the onset of the classes so they can better design an instructional intervention and even differentiated instruction to learners who are really at risks; (b) the school should secure that classroom size is properly considered in the classroom and this should be adequate for the size of the classroom. Moreover, the teachers should maintain good learning environment among learners by securing conducive environment for them by devising a language pre-game to those who have common interest so learners can be paired on the learners who have similar preferences; (c) the teachers should secure that no bullying is observed in the classroom. In addition, the school and the teacher should observe equal opportunity for learners to recite, react, and participate in the classroom to ensure that everybody can give his/her opinions and even ideas for the development of the learning topics or arguments; and (d) the school should maintain their reading corners to engage learners to read. Also, the teachers should consider sustaining the provision

of learning or reading modules to learners to make sure that all are given with equal reading opportunities and resources.

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