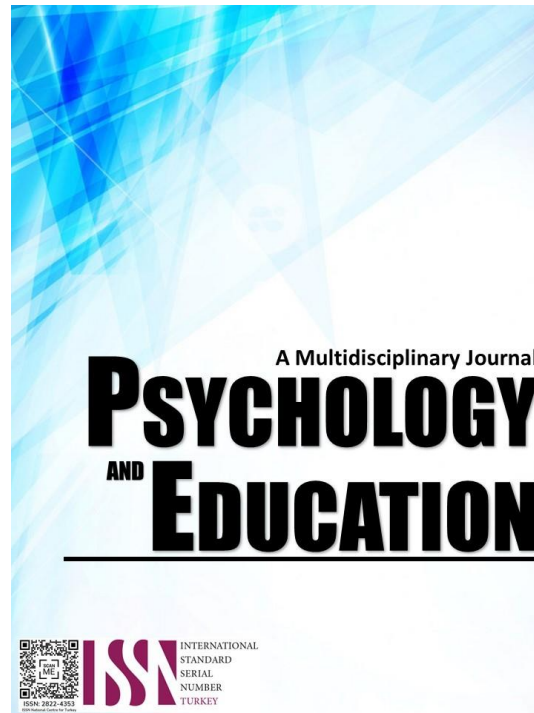


# **FACTORS AFFECTING THE ACADEMIC PERFORMANCE OF GRADE 11 TVL STUDENTS IN ONLINE LEARNING: INPUTS FOR AN INTERVENTION PROGRAM**



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## Factors Affecting the Academic Performance of Grade 11 TVL Students in Online Learning: Inputs for an Intervention Program

Melodia A. Darantinao\*

*For affiliations and correspondence, see the last page.*

### Abstract

The purpose of this study was to determine the factors affecting the academic performance of Grade 11 TVL students during online learning at Judge Feliciano Belmonte Senior High School, District 2, Division of Quezon City during the school year 2020-2021 which served as the basis in proposing an intervention program. The present study used the quantitative descriptive research method. 151 Grade 11 students enrolled in the academic school year 2020-2021 in Technical Vocational Track, 151 Grade 11 parents or guardians, and 12 Technical Vocational teachers were the respondents of the study. The learner-based factors such as environment and home support, students' interest, and gadget used, and internet connection affect the academic performance in online learning of Grade 11 TVL students to a moderate extent. Meanwhile, the teacher-based factors such as teacher competency, monitoring, and coaching as well as the school-based factors such as learning materials, information dissemination, and school administrators' support affect the academic performance in online learning of the students to a high extent. Furthermore, it was found out that there was a significant relationship between the academic performance of the students and the learner-based factors, teacher-based factors and school-based factors.

**Keywords:** *academic performance, Grade 11 students, online learning, intervention program*

### Introduction

The COVID-19 pandemic changed human behavior, relationships, and lifestyles, as well as society's economic, political, and cultural landscapes. In many regions of the world, it exacerbated poverty, inequality, and inequities (Nymia Simbulan, 2020). In order to avoid infections and death containment, mitigation, contact tracing, self-isolation, social distancing, vaccination, wearing of face masks and face shields, improved health care systems, hand washing, and surface cleaning is recommended by the World Health Organization (WHO 2021).

Because of the Covid-19 epidemic, the way schooling is delivered in the Philippines has altered dramatically. Since public and private schools were shut down to safeguard the health of students and teachers, instruction has been provided remotely using digital and modular platforms. In accordance with DepEd Order No. 012, s. 2020, the Basic Education-Learning Continuity Plan (BE-LCP) is the Department of Education's primary response and commitment to safeguarding students' health, safety, and general well-being. This was stated by Department of Education Secretary Leonor Briones on May 8 (Montemayor 2020). The BE-LCP was created with a legal framework that responds to the "new normal," while still upholding the constitutional responsibility to ensure that all citizens have access to high-quality education at all times. As a result, schools can use one

or a mix of distance learning, blended learning, homeschooling, and other learning delivery methods (Tipon 2021).

Online learning is one of the learning modalities used by many schools. Like other learning modalities, there are issues and problems encountered using online learning. This research will be extremely beneficial to the Senior High School Department of Judge Feliciano Belmonte, Sr. High School, District 2, Division of Quezon City because the school uses online learning as a mode of instruction. This will help to resolve the problem that students, teachers, and parents are having with online learning. In addition, the school will continue to employ online learning because it is not yet ready for the limited face-to-face classes because it lacks facilities and is unable to comply with DepEd guidelines and standard health protocols. As a result, there is a need to continue the study in order to identify the factors that affect students' academic performance in online learning and address them through a feasible intervention program based on the study's findings and results, which will benefit not only students but also teachers, parents, and the school as well. These are the reasons why the researcher pursued this study.

### Research Questions

The purpose of the study was to determine the factors that affect the academic performance of Grade 11 TVL students during online learning at Judge Feliciano

Belmonte Senior High School, District 2, Division of Quezon City during the school year 2020-2021 which served as the basis in proposing an intervention program. More specifically, this sought answers to the following questions:

1. To what extent did the following factors affect the academic performance of Grade 11 students during online learning as perceived by themselves, parents, and Grade 11 TVL teachers in terms of the following areas?
  - 1.1 Learner-based factors;
    - 1.1.1 Environment and home support;
    - 1.1.2 Student's Interest; and
    - 1.1.3 Gadget used and internet connection?
  - 1.2 Teacher-based factors
    - 1.2.1 Teacher competency;
    - 1.2.2 Teacher monitoring; and
    - 1.2.3 Teacher coaching?
  - 1.3 School-based factors
    - 1.3.1 Learning materials;
    - 1.3.2 Information dissemination; and
    - 1.3.3 School administrator's support?
2. Were there significant differences among the perceptions of the three groups of respondents on the factors affecting the academic performance of students relative to the above enumerated areas?
3. What was the academic performance of Grade 11 students in TVL based on their Form 137 during the School Year 2020-2021?
4. Was there any significant relationship between the academic performance of Grade 11 TVL students and the above-perceived factors?
5. What intervention program was proposed to address the findings of the study?

## Literature Review

Online learning, according to Simamora (2020), is education that is conducted wholly or mostly online. A structured learning environment that enriches and increases educational opportunities is the hallmark of online learning. It can also be asynchronous (time-separated communication such as e-mail or online discussion forums) or synchronous (communication when participants participate at the same time-space as a video conference) and accessed from a variety of locations (at school and/or outside the school building). Furthermore, online learning can be described as a technology that can improve the teaching-learning process by making it more student-centered, inventive, and adaptable. Learning activities in a synchronous or asynchronous environment using different devices with internet connectivity are referred

to as online learning. Students can learn and interact with teachers and other students from any location (independently) in these environments (Dhawan, 2020).

According to Spitzer and Musslick (2021), a variety of factors could contribute to students' improved performance in online learning settings. First, due to the increasing use of similar educational online platforms during the epidemic, students' performance inside the software may have improved. Second, stronger teacher incentives during the epidemic, compared to the previous year, may be a factor in improved performance. As a result, it's probable that the teachers' increased incentives during the epidemic, compared to the previous year, contributed to the observed gains in performance. Third, it's possible that pupils who utilized home-based online learning software received more tutoring from their parents or caretakers, skewing the accuracy of homework assignments that were returned.

The internet's stability and speed, on the other hand, were identified by Maheshwari (2021) as the most important aspect determining students' learning experience with online learning. He also noted that a comfortable and quiet learning environment, teachers' assistance, and the convenience of utilizing the learning platform are the three essential variables that affected students' online learning experience. In addition, Mustafa et al. (2020) stated that teaching and professional behavior were also highlighted as one of the most important factors that influenced the success of online learning. Students can adjust to the online learning system with the support of effective instruction and professional behavior. The instructor's devotion and sincerity have an impact on the students' commitment. They went on to say that the conditions for an acceptable and successful learning system are online connectivity and system availability. In order to improve online learning, a strong and steady internet connection, recorded video lectures, clear audio, and high internet speed are all important.

Gocotano et. al. (2021) determined the advantages and disadvantages of online learning. Students can work from home, feel more motivated and in charge of their education, engage in virtual classes, and use learning aids stored in the learning management system, among other advantages. Because of the online and offline learning connections, students are more accountable, attentive, and self-directed. It also aids in the delivery of a high-quality education by allowing students to organize their work around their passions and interests. Concerns regarding social inclusion and peer culture,

as well as the chance of values being transmitted in a virtual classroom, are downsides of online learning. In such a scenario, children may learn less than in a traditional classroom. In a developing country like the Philippines, there are difficult socioeconomic issues to consider when it comes to online education. Roads and energy are not available to pupils in rural sections of the country, let alone digital gadgets and networking kits. Because of the current internet infrastructure, even students in urban areas may have restricted online access.

Barrot, Llenares, and del Rosario (2021) enumerated the several major concerns relating to online learning such as policy, pedagogy, logistics, socioeconomic factors, technology, and psychosocial factors. The government's education authorities and schools hurried to devise fool-proof regulations for governance, teacher management, and student management, among other things. Online learning seminars and peer support networks were created to address this issue. Dropout rates among students grew as a result of economic, psychological, and academic factors.

In addition, Esteron (2021) identified the aspects of online learning that are related to issues of equity. The three crucial pillars of online learning pedagogy are equity consciousness, cultural affirmation, and social involvement. Equity-mindedness, reflecting the cultural diversity of students in course materials and design, using universal design to make materials more accessible, and intentionally building communities for social engagement are all important considerations when thinking about or designing online learning.

In the study "Factors Affecting Students' Online Learning Outcomes during the Covid-19 Pandemic: A Bayesian Exploratory Factor Analysis" Pham, Le, and Do (2021) used the quantitative research method with 404 respondents who are students in Ho Chi Minh City. The findings indicated that, in descending order, learner characteristics, perceived usefulness, course content, course design, convenience of use, and faculty capacity all have an impact on students' outcomes during the online learning process. Gopal, Singh, and Aggarwal (2021) conducted a study entitled "Impact of Online Classes on the Satisfaction and Performance of Students During the Pandemic Period of COVID-19" to identify the factors affecting students' satisfaction and performance regarding online classes during the pandemic period of covid-19 and to establish the relationship between these variables. The result showed the four independent factors used in the study viz. quality of instructor, course design, prompt feedback and expectations of students positively

impact students' satisfaction and further students' satisfaction positively impact students' performance.

The study "Home Environmental Factors Influence on Academic Performance of Secondary School Students in Owerri Zone II, Imo State, Nigeria" by Nnorom, Ezenwagu, and Nwankwo (2020) stated that the basic goal of this study was to determine some factors influencing the academic performance of secondary school students in Owerri Zone II. According to the study's findings, some families lack modern or electric devices, educational resources, and parental supervision necessary to improve students' academic performance. Some parents are also unwilling to be involved in their children's academic performance because of their socioeconomic status. The recommendation suggests that parents, regardless of their educational background and development, should provide their children with proper orientation, devote time to their academic work, provide necessary guidance, and discuss their academic concerns with their children's teachers or school guidance counselors in order to identify and address the students' problems before they have an impact on the students.

Baticulon, et. al. (2021) conducted a study entitled "Barriers to Online Learning in the Time of COVID-19: A National Survey of Medical Students in the Philippines. The study aimed to identify barriers to online learning from the perspective of medical students in a developing country. 3670 medical students in the Philippines were the respondents and a descriptive method was used in the study. According to the findings, 93% of the 3670 medical students had a smartphone and 83% had a laptop or desktop computer. A postpaid internet subscription was used by 79%, while prepaid mobile data was used by 19% to access online resources. Only 1505 students (41%) thought they were physically and intellectually capable of engaging in online learning under the current circumstances. Technological, individual, domestic, institutional, and communal barriers were the five types of hurdles that were identified.

Tipon et. al. (2021) used a descriptive correlational research design, specifically a quantitative research method, to collect and analyze numerical data for their study titled "The Self-efficacy and its Relationship to the Academic Motivation of the Senior High School Students from Public Schools Amidst the New Normal Education in the Philippines." The findings demonstrated that online learning helped students attain a greater level of education and accomplishments. Due to various circumstances, some students were dissatisfied with their academic

performances and results. They may have struggled because they lacked the drive to put any effort into each activity, had trouble managing their time, and couldn't do their homework and other assignments on time. Despite this, the results for self-efficacy were quite high, indicating that senior high students still had high self-esteem and a strong desire to complete their academic and extracurricular obligations.

Similarly, Reyes et. al. (2021) also used mixed-methods in their study entitled "Assessment of Filipino Higher Education Students' Readiness for E-learning during a Pandemic: A Rasch Technique Application". The results demonstrated that e-learning student readiness is a multifaceted metric that supports numerous assertions. Filipino students were prepared in terms of computer/internet self-efficacy, but not in terms of learner control. Gender significantly separates e-learning preparedness under learner control and self-directed learning, according to the differential item functioning analysis. Online communication self-efficacy and computer/internet self-efficacy scores for program classification differ significantly.

## Methodology

The present study used the quantitative descriptive research method. Quantitative descriptive research is a type of research that collects data through the use of numbers and uses mathematical models as the approach for doing so. Additionally, the researcher investigates or observes the current statistical data collection methods to make sure the data results are consistent with the method based on numbers (Williams, 2007). The major goal of this quantitative method is to figure out how different variables interact with one another and how they interact with one another or how they are linked. Observations from samples collected through the collection of statistical behavior data from existing samples are used to gain behavior information in this quantitative research. The information gathered will be examined in a numerical or graphical format (Santika, 2019). The researcher believed that this method is best used to determine the perceived factors that affect the academic performance of the students. It also helps the researcher to find out the academic performance of the students based on their form 137 (sf10) School Year 2020-2021.

### Participants of the Study

The study was conducted at Judge Feliciano Belmonte Sr. High School, Division of Quezon City. 151 Grade 11 students enrolled in the academic school year

2020-2021 in Technical Vocational Track, 151 Grade 11 parents or guardians, and 12 Technical Vocational teachers were the respondents of the study. 26 respondents were getting from TVL 1- Locsin, 28 respondents were from TVL 2- Lumbera, 31 respondents were getting from TVL 3- Abueva, 31 respondents were from TVL 4- Avellana and 35 respondents were from TVL 5- Juan Luna with a total number of 151 respondents. Since there were only 12 Grade 11 TVL teachers in Judge Feliciano Belmonte Sr. High School, the researcher decided to get 100% of the population to be the respondents. They were chosen purposively. 26 respondents were from the parents/guardians of TVL 1-Locsin, 28 were from the parents/guardians of TVL 2-Lumbera, 31 were from the parents/guardians of TVL 3-Abueva and TVL 4-Avellan, 35 respondents were from the parents/guardians of TVL 4- Juan Luna. A total of 151 respondents for the parents/guardians. Slovincs' formula with a 0.05 margin of error and stratified sampling method was also used in the study. The parent respondents were chosen purposively since they were the parents of the randomly selected student respondents.

### Instruments of the Study

The data-gathering instruments used in this study were the documentary analysis and structured questionnaire. The documentary analysis was used to analyze the academic performance of Grade 11 TVL students based on their (GWA) General Weighted Average in form137 (sf10). A structured questionnaire was used to gather the data needed for the study. Three sets of questionnaires were prepared using the Likert scale. The first set was used to elicit the perceived factors affecting the academic performance of Grade 11 TVL students' respondents of Judge Feliciano Belmonte Sr. High School, such as learner-based factors, teacher-based factors, and school-based factors. The second set was for the Grade 11 TVL teachers' respondents while the third set was for the Grade 11 TVL parents/guardians' respondents.

### Procedures

Prior to the distribution of questionnaires, letters were prepared for the Schools Division Superintendent, for the principal of Judge Feliciano Belmonte Sr. High School, and for the Master Teachers requesting them to allow the researcher to conduct the study in their respective institution. Also, a request letter to get the data of students (GWA) General Weighted Average in Form-137 (sf 10) for the school year 2020-2021 was prepared. The letter of request was sent by the

researcher via email or messenger. It can also be handed in, the request letter from the researcher to the respective office.

The survey questionnaires were made in google forms and administered via email or messenger. The data gathered was encoded and tabulated accordingly using MS Excel software. Then, the data were computed, analyzed, and interpreted through the use of the most appropriate statistical procedures. All the data collected was treated with the utmost confidentiality.

### Ethical Considerations

The researcher herself explained and gave the informed consent to each participant before the conduct of the study. She ensured them that the information would be used with utmost confidentiality and within the purpose of the study only.

## Results and Discussion

Extent of the Factors that Affect the Academic Performance of Grade 11 Students During Online Learning as Perceived by Themselves, Parents, and Grade 11 TVL Teachers

Table 1. *Respondents' Evaluations on the Extent of the Factors Affecting the Academic Performance of Grade 11 Students During Online Learning with Respect to Learner-Based Factors as to Environment and Home Support*

Environment and home support	Respondents						Composite mean	
	Teachers WM	Teachers VI	Students WM	Students VI	Parents WM	Parents VI	WM	VI
There is a study area at home for online classes.	3.42	HE	3.34	ME	3.56	HE	3.44	ME
There is a study area that free from noise and disruptions.	2.92	ME	2.97	ME	2.61	ME	2.83	ME
There is concentration and focus in study.	2.92	ME	3.20	ME	3.73	HE	3.28	ME
There is assistance if encounter some technical difficulty during online classes or with modular.	2.83	ME	2.92	ME	2.59	ME	2.78	ME
Overall Weighted Mean	3.02	ME	3.11	ME	3.12	ME	3.08	ME

The table revealed that there is a moderate extent of the study area at home for online classes (WM=3.44). Likewise, there is a moderate extent of concentration and focuses on the study (WM=3.28) and a moderate extent of study area that is free from noise and disruptions (WM=2.83). Lastly, there is a moderate extent of assistance if encountering some technical difficulty during online classes or with modular (WM = 2.78).

Overall, there is a moderate extent in the learner-based factors as to the environment and home support as assessed by teachers, parents, and students (WM=3.08).

Table 2. *Respondents' Evaluations on the Extent of the Factors Affecting the Academic Performance of Grade 11 Students During Online Learning with Respect to Learner-Based Factors as to Student's Interest*

Student's interest	Teachers		Respondents Students		Parents		Composite mean	
	WM	VI	WM	VI	WM	VI	WM	VI
There is a good use of study time.	3.75	HE	3.77	HE	3.74	HE	3.75	HE
Coping with the lesson presentation.	4.08	HE	3.73	HE	4.11	HE	3.97	HE
There is time to review notes and readings after online classes.	3.42	HE	3.16	ME	4.05	HE	3.54	HE
Finishing the activities in the modules and seeking help from the teacher if there is difficulty in understanding.	4.00	HE	3.95	HE	4.33	HE	4.09	HE
Overall Weighted Mean	3.81	HE	3.65	HE	4.06	HE	3.84	HE

The table displays that there is a high extent of finishing the activities in the modules and seeking help from the teacher if there is difficulty in understanding (WM=4.09). Moreover, there is a high extent of coping with lesson presentation (WM=3.97) and a high extent of good use of study time (WM=3.75). Finally, there is a high extent of time to review notes and readings after online classes (WM=3.54).

Overall, there is a high extent in the learner-based factors as to student interest as assessed by teachers, parents, and students (3.84).

The table exhibits that there is a high extent of schools providing other gadgets needed for online learning (WM=3.83). Similarly, there is a high extent of technological tools to use in online learning such as computers, tablets, and smartphones (WM=3.72). Conversely, there is a moderate extent of providing a free load for online classes (WM=3.33) by schools and there is a moderate extent of strong internet connectivity that allows the students to attend all their online classes (WM=3.08).

Generally, there is a moderate extent in the learner-based factors as to gadget used and internet connection as assessed by teachers, parents, and students (WM=3.49).

Table 3. Respondents' Evaluations on the Extent of the Factors Affecting the Academic Performance of Grade 11 Students During Online Learning with Respect to Learner-Based Factors as to Gadget Used and Internet Connection

Gadget used and internet connection	Teachers		Respondents				Composite mean	
			Students		Parents			
	WM	VI	WM	VI	WM	VI	WM	VI
There are technological tools to use in online learning such as computers, tablets, and smartphones.	3.25	ME	4.11	HE	3.79	HE	3.72	HE
There is strong internet connectivity that allows the students to attend all their online classes.	2.92	ME	2.99	ME	3.34	ME	3.08	ME
The school provided other gadgets needed for online learning.	4.00	HE	3.89	HE	3.59	HE	3.83	HE
The school provided a free load for online classes.	3.67	HE	3.62	HE	2.71	ME	3.33	ME
Overall Weighted Mean	3.46	HE	3.65	HE	3.36	ME	3.49	ME

Table 4. Respondents' Evaluations on the Extent of the Factors Affect the Academic Performance of Grade 11 Students During Online Learning with Respect to Teacher-Based Factors as to Teacher Competency

Teacher Competency	Teachers		Respondents				Composite Mean	
			Students		Parents			
	WM	VI	WM	VI	WM	VI	WM	VI
The teacher is enthusiastic in presenting the lesson.	4.75	VHE	4.58	VHE	4.34	VHE	4.56	VHE
The teacher used varied teaching methods in presenting the lesson.	4.50	VHE	4.51	VHE	4.26	VHE	4.42	HE
The teacher used different online applications in teaching.	4.42	VHE	4.41	VHE	4.27	VHE	4.37	HE
The teacher has a high level of expertise in the implementation of online learning.	4.25	VHE	4.40	VHE	4.39	VHE	4.35	HE
Overall Weighted Mean	4.48	VHE	4.47	VHE	4.32	VHE	4.42	HE

The table demonstrates that there is a very high extent of enthusiasm in presenting the lesson by the teacher (WM=4.56). Besides, there is a high extent of varied teaching methods in presenting the lesson by the teacher (WM=4.42) and a high extent of the use of different online applications in teaching (WM=4.37). As a final point, there is a high extent of high level of expertise in the implementation of online learning (WM=4.35).

As a whole, there is a high extent in the teacher-based factors as to teacher competency as assessed by teachers, parents, and students (WM=4.42).

The table 5 validates that there is a very high extent of fairness and consideration of the submission of outputs and activities by the teacher (WM=4.71).

Table 5. Respondents' Evaluations on the Extent of the Factors Affect the Academic Performance of Grade 11 Students During Online Learning with Respect to Teacher-Based Factors as to Teacher Monitoring

Teacher Monitoring	Teachers		Respondents				Composite Mean	
			Students		Parents			
	WM	VI	WM	VI	WM	VI	WM	VI
1. The teacher is fair and considerate as far as the submission of outputs/activities.	5.00	VHE	4.50	VHE	4.63	VHE	4.71	VHE
2. The teacher is frequently monitoring the students' learning and mentor the students on lessons that are difficult to understand.	4.58	VHE	4.26	VHE	4.23	VHE	4.36	HE
3. The teacher give fast feedback using a variety of methods.	4.42	VHE	3.74	HE	4.32	VHE	4.16	HE
4. The teacher follows up on the tasks and activities he/she gave to the students.	4.83	VHE	4.41	VHE	4.42	VHE	4.55	VHE
Overall Weighted Mean	4.71	VHE	4.23	VHE	4.40	VHE	4.45	HE

In addition, there is a very high extent of follow-ups on the task and activities given by the teacher (WM=4.55). Still, there is a high extent of frequent monitoring of students' learning and mentoring the students on lessons that are difficult to understand (WM=4.36). Last but not least, there is a high extent of fast feedback using a variety of methods by teachers (WM= 4.16).

To sum up, there is a high extent in the teacher-based factors as to teacher monitoring as assessed by teachers, parents, and students (WM=4.45).

Table 6. Respondents' Evaluations on the Extent of the Factors Affect the Academic Performance of Grade 11 Students During Online Learning with Respect to Teacher-Based Factors as to Teacher Coaching

Teacher Coaching	Teachers		Respondents				Composite Mean	
			Students		Parents			
	WM	VI	WM	VI	WM	VI	WM	VI
The teacher support and counsels the students with regard to the learning process.	4.67	VHE	4.19	HE	4.46	VHE	4.44	HE
The teacher gives praise, rewards, or recognition for excellent answers, ideas, or performance.	4.67	VHE	4.29	VHE	4.40	VHE	4.45	HE
The teacher gives immediate feedback on the student's responses and outputs.	4.50	VHE	3.67	HE	3.96	HE	4.04	HE
The teacher reminds the students of the tasks they missed in class.	4.83	VHE	4.24	VHE	4.56	VHE	4.54	VHE
Overall Weighted Mean	4.67	VHE	4.10	HE	4.35	VHE	4.37	HE

The table authenticates that there is a very high extent of reminding the students of the tasks they missed in class (WM=4.54). Likewise, there is a high extent of giving, praising, rewarding or recognizing students with excellent answers, ideas, or performance (WM=4.45). On the other hand, there is a high extent of supporting and counseling students with regard to

the learning process (WM=4.44). Lastly, there is a high extent of giving immediate feedback on the students' responses and outputs (WM=4.04).

Overall, there is a high extent in the teacher-based factors as to teacher coaching as assessed by teachers, parents, and students (WM=4.37).

*Table 7. Respondents' Evaluations on the Extent of the Factors Affect the Academic Performance of Grade 11 Students During Online Learning with Respect to School-Based Factors as to Learning Materials*

Learning Materials	Teachers		Respondents		Parents		Composite mean	
	WM	VI	WM	VI	WM	VI	WM	VI
School has adequate instructional materials for online learning.	3.75	HE	4.06	HE	4.17	HE	3.99	HE
School provides learning materials in a timely manner.	3.67	HE	4.13	HE	4.17	HE	3.99	HE
School distributes learning materials on time.	3.83	HE	4.13	HE	4.25	VH E	4.07	HE
School provides learning materials that have learner-centered activities.	4.08	HE	4.11	HE	4.09	HE	4.09	HE
Overall Weighted Mean	3.83	HE	4.11	HE	4.17	HE	4.04	HE

The table confirms that there is a high extent of learning materials that have learner-centered activities (MW=4.09). Also, there is a high extent of distributing learning materials on time (WM=4.07). Additionally, there is a high extent of adequate instructional materials for online learning (WM=3.99) and a high extent of providing learning materials in a timely manner (WM = 3.99).

Overall, there is a high extent in the school-based factors as to learning material as assessed by teachers, parents, and students (WM=4.07).

The table 8 approves that there is a high extent of informing the students regarding the school activities using the school's Facebook page or other platforms (WM=4.43). Furthermore, there is a high extent of dissemination of information about online classes and the distribution of learning materials through the school's official Facebook page or other platforms (WM=4.29). Moreover, there is a high extent of providing adequate advice and resources to prepare for success in online classes (WM=4.28). Moreover, there is a high extent of providing an organized and structured orientation session prior to the beginning of the online class (WM=4.20).

*Table 8. Respondents' Evaluations on the Extent of the Factors Affect the Academic Performance of Grade 11 Students During Online Learning with Respect to School-Based Factors as to Information Dissemination*

Information Dissemination	Teachers		Respondents		Parents		Composite mean	
	WM	VI	WM	VI	WM	VI	WM	VI
1. School provides adequate advice and resources to prepare for success in online classes.	4.33	HE	4.18	HE	4.34	HE	4.28	HE
2. School provides an organized and structured orientation session prior to the beginning of the online class.	4.42	HE	4.21	HE	3.97	HE	4.20	HE
3. School disseminates information about online classes and the distribution of learning materials through the school's official Facebook page or other platforms.	4.17	HE	4.33	HE	4.36	HE	4.29	HE
4. School informs the students regarding the school activities using the school's Facebook page or other platforms.	4.67	VH E	4.26	HE	4.36	HE	4.43	HE
Overall Weighted Mean	4.40	HE	4.24	HE	4.26	HE	4.40	HE

Overall, there is a high extent in the school-based factors as to information dissemination as assessed by teachers, parents, and students (WM=4.40).

*Table 9. Respondents' Evaluations on the Extent of the Factors Affect the Academic Performance of Grade 11 Students During Online Learning with Respect to School-Based Factors as to School Administrator's Support*

School Administrator's Support	Teachers		Respondents		Parents		Composite mean	
	WM	VI	WM	VI	WM	VI	WM	VI
1. School provides adequate coaching and student support.	3.92	HE	4.34	HE	4.48	HE	4.25	HE
2. School stakeholders promote and support online learning.	4.25	HE	4.19	HE	4.32	HE	4.25	HE
3. School administrators promote taking classes online.	4.50	VHE	4.34	HE	4.40	HE	4.41	HE
4. School supports all the activities in online learning.	4.67	VHE	4.23	HE	4.48	HE	4.46	HE
Overall Weighted Mean	4.33	HE	4.27	HE	4.42	HE	4.34	HE

The table supports that there is a high extent of supporting all the activities in online learning (WM=4.46). Likewise, there is a high extent of promotion in taking online classes (WM=4.41). On the other hand, there is a high extent of promoting and supporting online learning (WM=4.25) and there is a high extent of providing adequate coaching and student support (WM=4.25).

Overall, there is a high extent in the school-based factors as to school administrators' support as assessed by teachers, parents, and students (WM=4.34).

Table 10. *Summary of Respondents' Evaluations on the Extent of the Factors that Affect the Academic Performance of Grade 11 Students During Online Learning*

	Respondents							
	Teachers		Students		Parents		Composite	
	OWM	VI	OWM	VI	OWM	VI	WM	VI
Learner-Based Factors	3.43	HE	3.47	HE	3.51	HE	3.47	ME
Teacher-Based Factors	4.62	VHE	4.27	HE	4.36	HE	4.42	HE
School-Based Factors	4.19	HE	4.21	HE	4.28	HE	4.23	HE

It can be seen from the table, that the learner-based factors affect the academic performance of Grade 11 students to a moderate extent as manifested by the composite weighted means of 3.47 from the three groups of respondents. Meanwhile, the teacher-based factors and school-based factors affect the academic performance of the Grade 11 students to a high extent with composite weighted mean of 4.42 and 4.23 respectively.

This means that the teachers' competency, monitoring and coaching as well as the school's provision of instructional materials, information dissemination and administrator's support play a vital role and greatly affect the academic performance of the students. This implies that there is a need for the teachers and school to empower their role in delivering online teaching hence an intervention program is necessary.

Significant Differences among the Perceptions of the Three Groups of Respondents on the Factors Affecting the Academic Performance of Students Relative to the Enumerated Areas

The associated p-value in the environment and home support ( $p=0.931$ ) and gadget used and internet connections ( $p=0.834$ ) were revealed to be greater than the significance level at 0.05. Thus, there is no substantial evidence to reject the null hypothesis and conclude that there is no significant difference between learner-based factors as to the environment and home support and gadget used and internet connections. This implies that the two factors have the same assessment among the three groups of respondents.

On the other hand, the associated p-values in Student's interest ( $p=0.000$ ) is less than 0.05 level of significance.

Table 11. *Post-analysis of the Differences among the Perceptions of the Three Groups of Respondents on the Factors Affecting the Academic Performance of Students Relative to the Learner-Based Factors*

Factors	Type of Respondents	Mean	SD	F-value	p-value	Decision	Interpretation
Environment and home support	Student	3.11	0.92	0.72	0.931	Fail to Reject Ho	No Significance
	Parent	3.12	0.88				
	Teacher	3.02	0.89				
Student's Interest	Student	3.65	0.79	9.53	0.000	Reject Ho	Significant
	Parent	4.06	0.83				
	Teacher	3.81	0.67				
Gadget used and Internet Connections	Student	3.65	0.89	0.31	0.834	Fail to Reject Ho	No Significance
	Parent	3.36	0.62				
	Teacher	3.46	0.55				

Hence, there is enough evidence to reject the null hypothesis and conclude that there is a significant difference among the three groups of respondents. Using Tukey's posthoc analysis, it was shown that the assessment of students differs from the assessment of parents and teachers.

Students have a slightly lower answer to this factor than their parents and teachers. Parents and teachers need to know the interest of students in terms of learning perspective.

Table 12. *Post-analysis of the Differences among the Perceptions of the Three Groups of Respondents on the Factors Affecting the Academic Performance of Students Relative to the Teacher-Based Factors*

Factors	Type of Respondents	Mean	SD	F-value	p-value	Decision	Interpretation
Teacher Competency	Student	4.47	0.75	2.06	0.13	Fail to Reject Ho	No Significance
	Parent	4.32	0.62				
	Teacher	4.48	0.55				
Teacher Monitoring	Student	4.23	0.80	4.24	0.015	Reject Ho	Significant
	Parent	4.40	0.58				
	Teacher	4.71	0.40				
Teacher Coaching	Student	4.10	0.83	6.31	0.002	Reject Ho	Significant
	Parent	4.35	0.67				
	Teacher	4.67	0.76				

The associated p-value in the teacher competency ( $p=0.13$ ) was discovered to be greater than the significance level at 0.05. Thus, there is no substantial evidence to reject the null hypothesis and conclude that there is no significant difference between teacher-based factors as to teacher competency and their types. The three groups of respondents have the same opinion about the teacher's competency and given that one of the respondents is the teacher. Meaning, the teacher shows their competencies to his/her students at the same time as their parents.

Conversely, the associated p-values in Teacher Monitoring ( $p=0.015$ ) and Teacher Coaching ( $p=0.002$ ) are less than 0.05 level of significance. Hence, there is sufficient evidence to reject the null hypothesis and conclude that there is a significant

difference among the three groups of respondents.

Using Tukey's posthoc analysis, it was shown that the assessment of teachers differs from the assessment of students and parents. Teachers answered the indicators in teaching monitoring and coaching higher than students and parents. The teacher needs to change his/her monitoring and coaching style so that students and parents can appreciate it more.

Table 13. *Post-analysis of the Differences among the Perceptions of the Three Groups of Respondents on the Factors Affecting the Academic Performance of Students Relative to the School-Based Factors*

Factors	Type of Respondents	Mean	SD	F-value	p-value	Decision	Interpretation
Learning Materials	Student	4.11	0.82	1.15	0.32	Fail to Reject Ho	No Significance
	Parent	4.17	0.72				
Information Dissemination	Teacher	3.83	0.61	0.21	0.82	Fail to Reject Ho	No Significance
	Student	4.24	0.83				
School's Administrator Support	Parent	4.26	0.75	1.66	0.19	Fail to Reject Ho	No Significance
	Teacher	4.40	0.56				
	Student	4.27	0.72				
	Parent	4.42	0.69				
	Teacher	4.33	0.60				

The table shows the Post-analysis of the differences among the perceptions of the three groups of respondents relative to the School-Based Factors. The associated p-values in the Learning Materials ( $p=0.32$ ), Information and Dissemination ( $p=0.82$ ), and School Administrator's Support ( $p=0.19$ ) was discovered to be greater than the significance level at 0.05.

Thus, there is no considerable evidence to reject the null hypothesis and conclude that there is no significant difference between school-based factors as to teacher competency and their types. The three groups of respondents have the same opinion (Agree) about the Learning Materials, Information Dissemination of the school, and support of the school administrator.

The Academic Performance of Grade 11 Students in TVL Based on their Form 137 During the School Year 2020-2021

Table 14. *The Academic Performance of Student Respondents Based on their Form 137 During the School Year 2020-2021*

Student's Performance	Frequency	Percentage
Outstanding	30	19.9
Very Satisfactory	26	17.2
Satisfactory	29	19.2
Fairly Satisfactory	36	23.8
Did not Meet Expectations	30	19.9
Total	151	100.0

There are 30 (19.9%) Outstanding students, 26 (17.2%) Very Satisfactory students, 29 (19.2%) Satisfactory students, and 36 (23.8%) Fairly Satisfactory students. On the other hand, 30 (19.9%) of the students were marked as Did Not Meet Expectations. Overall, the academic performance of students is satisfactory.

Significant Relationship Between the Academic Performance of Grade 11 TVL Students and the Perceived Factors

Table 15. Post Analysis on the Relationship Between the Academic Performance of Grade 11 TVL Students and the Perceived Factors

Factors	r-value	p-value	Decision	Interpretation
Learner-Based Factors	0.510	0.000	Reject Ho	Significance
Teacher-Based Factors	0.772	0.000	Reject Ho	Significance
School-Based Factors	0.554	0.000	Reject Ho	Significance

The associated p-values in the Learner-based factors ( $p=0.000$ ), Teacher-based factors ( $p=0.000$ ), and School-based factors ( $p=0.000$ ) was exposed to be less than the significance level at 0.05. Thus, there is enough evidence to reject the null hypothesis and conclude that there is a significant relationship between the academic performance of grade 11 TVL students and the above-perceived factors. This implies that grades or students' performance is dependent on Learner-based factors, Teacher-based factors, and School-based factors.

## Research Output

Intervention Program to Improve the Academic Performance of Grade 11 TVL Students in Online Learning

**Rationale:** Online learning is an alternative method of learning in which students' study at home or wherever they choose via the internet rather than in classrooms. Online classes, teaching materials, support, and assessments are all available. This is one of the new modalities implemented by the Department of Education since the outbreak of the covid-19 virus. This is one of the ways that students can continue to study in private and public schools. With Judge Feliciano Belmonte Sr. High School, the online learning modality is adopted. Students have a schedule to follow in attending their class in each subject. To attend the online class, the students are created and

given a DepEd account that they will use to attend their classes via google meet and access the google classroom to pass their outputs or activities. Like any other modality, online learning also has its downside. Due to the number of people using the internet, the connection slows down and the students even the teachers have difficulty in their classes which is the reason why the students find it difficult to follow the lesson and cause lowering their grades. It is also a challenge for teachers to monitor and coach each student because they do not see them in person and only connect with them through G Meet and messenger. On the other hand, even parents find it difficult to guide and monitor their student's learning.

The stated problems made the researcher to think of a way to help and guide the teachers, students, and parents on providing possible solutions that would help in the implementation of online learning modality and that would improve the student's academic performance.

This intervention program is geared toward achieving the following objectives: (a) To provide inputs on different online teaching techniques that will help the teachers and students in the learning process; (b) To provide teachers with knowledge on how to unpack learning competencies that will help students learn better; (c) To improve the coaching and monitoring styles or techniques of the teachers; (d) To enhance students' level of academic performance through intervention program provided by the school; and (e) To strengthen parent-teacher partnership using intervention program.

## Conclusion

Based on the results of the study, the following conclusions are arrived at: (1) Parents and teachers need to know the interest of students in terms of learning perspective. Also, the teachers need to change their monitoring and coaching style so that students and parents can appreciate it more. (2) The overall academic performance of grade 11 TVL students based on their Form 137 during the school year 2020-2021 is satisfactory. Based on the result of the study, the academic performance of the students is dependent on learner-based factors, teacher-based factors, and school-based factors. (3) An intervention program seminar or workshop for students, teachers and parents was deemed necessary.

Based on the conclusions of the study, the researcher is

recommending that the proposed intervention program can be used: (1) The school may offer a seminar/workshop for the teachers, parents and students on different strategies and techniques in an online learning modality. (2) Teachers and parents may work together on the follow-ups and monitoring of the academic performance of the students. (3) Future researchers may conduct similar studies on the factors affecting the academic performance of students in online learning. (4) Other researchers may conduct similar study in schools of other cities/ locale to determine if similar results will occur.

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## Affiliations and Corresponding Information

**Melodia A. Darantinao**

Marikina Polytechnic College - Philippines