

RESEARCH ARTICLE

Factors affecting the learning process among intermediate pupils at Austrias Elementary School, MBHTE-Sulu

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ABSTRACT. This quantitative study aims to investigate the factors influencing the learning process among intermediate pupils at Asturias Elementary School, MBHTE- Sulu. The research design employed was descriptive, and a purposive sampling method was used to select 100 student-respondents. The study findings indicate that the majority of student-respondents at Asturias Elementary School are female, aged between 10-11 years old, in grade V, and have parents with a college education. Several factors, including pupils' attitude, teaching materials, and home-related factors, significantly impact the learning process. Teaching materials emerged as the most influential and variable factor, as evidenced by their highest mean score and standard deviation. The study found no significant differences in the perception of factors affecting the learning process based on gender, age, and parents' educational attainment. However, a significant difference was observed based on grade level. Correlation analysis revealed a weak negative correlation between pupils' attitude and teaching materials, a low positive correlation between pupils' attitude and home-related factors, and a low negative correlation between teaching materials and home-related factors. These correlations were statistically significant, except for the correlation between pupils' attitude and teaching materials. Based on the findings, the study recommends that the school head of Asturias Elementary School provide teachers with adequate resources and support to address the factors influencing the learning process. Moreover, teachers should utilize diverse teaching methods and materials that are appropriate, relevant, and effective. Parents are encouraged to support their children's learning process and create a positive home environment. Lastly, students are advised to actively engage in sharing their experiences and perspectives on the learning process with teachers, parents, and peers while respecting and valuing others' viewpoints and experiences. This study contributes to the understanding of factors affecting the learning process among intermediate pupils and provides recommendations for effective teaching strategies.

KEYWORDS: *Teachers, Students, Pupil's Attitude, Teaching Materials, Home-related Factors*

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Introduction

According to the prevailing discourse, there is a noted decline in our educational system, a sobering reality faced particularly by many Filipino students, especially those distanced from the currents of global modernization and progress (Schneider, 1998). It is contended that a sturdy foundation in primary education is essential to prepare students for the heightened complexities of learning in

subsequent stages, enabling them to confront challenges with resilience. To address the shortcomings in the educational system, it is imperative to gain insights into the factors influencing the learning process among students.

Classroom interactions present a formidable challenge, as reported by Schneider (1998), contrasting with the idealized notion of academic life. Teachers contend with students exhibiting disruptive behaviors, driven by preferences for engaging instructional methods and peer interaction. Additionally, students display a strong reliance on technology, favoring modern resources over traditional materials, while home-related factors, such as parental involvement in academic pursuits and home environment, significantly influence educational outcomes.

The classroom environment comprises two primary components: the physical setting and the human element. The physical aspect encompasses tangible elements like furnishings, instructional aids, and technology, while the human component involves interactions among teachers and students, shaping the psycho-social atmosphere conducive to learning. Scholars widely acknowledge the impact of learning conditions on academic achievement, influenced by diverse factors such as cognitive processes, personality traits, and environmental factors.

Furthermore, each learner possesses a unique learning style, influencing their pace and method of assimilating information. Varied modalities, including oral repetition, written practice, and hands-on experiences, cater to individual learning preferences. Learning styles encompass cognitive, affective, social, and psychological dimensions, shaping how students engage with educational content and respond to their surroundings. The effectiveness of teaching efforts is heavily influenced by students' learning preferences and behaviors.

Effective parental guidance, particularly from educated and financially stable parents, significantly contributes to children's academic success. Parental engagement in education not only impacts academic performance but also shapes students' social, emotional, and psychological development (Jason et al., 2023). This involvement encompasses various strategies, including social, discursive, and material support, all of which contribute to children's educational journey (Jason et al., 2023). Parental involvement emerges as a critical determinant of students' scholastic achievements, emphasizing the importance of fostering supportive home-school partnerships.

Research Questions

This research primarily examined the factors influencing the learning process of intermediate students enrolled at Asturias Elementary School, MBHTE-Sulu.

Specifically, it answered the following queries upon its very completion:

1. What are the key demographic characteristics of the participants, including:
 - 1.1 Gender;
 - 1.2 Age;
 - 1.3 Grade level; and
 - 1.4 Educational background of parents?
2. What is the extent to which various factors influence the learning process among intermediate students at Asturias Elementary School, MBHTE-Sulu, specifically focusing on:
 - 2.1 Student attitudes;
 - 2.2 Use of teaching materials; and
 - 2.3 Home-related aspects?
3. Do significant differences exist in how factors affect the learning process among intermediate students at Asturias Elementary School, MBHTE-Sulu, based on demographic variables such as:
 - 3.1 Gender;
 - 3.2 Age;

3.3 Grade level; and

3.4 Educational background of parents?

4. Is there a discernible correlation among the various elements of the learning process among intermediate students at Asturias Elementary School, MBHTE-Sulu, specifically focusing on:

4.1 Student attitudes;

4.2 Utilization of teaching materials;

4.3 Home-related factors?

Literature

Foreign Literature And Studies

An Education has long been recognized as a pivotal aspect of personal and societal development, with the quality of learning significantly impacting individuals, families, nations, and the global community. Numerous factors, encompassing individual characteristics, environmental elements, and societal influences, shape the learning experience. While identifying the most influential factors is complex, academic success remains a primary focus for educational institutions worldwide. Understanding these factors is crucial for both learners and educators, as it provides insights for enhancing teaching and learning practices.

Despite the multifaceted nature of academic success, students bear responsibility for their own achievements (Jay & Zain, 2019). According to Brew et al. (2021), researchers focus on various factors affecting learners' academic performance, including parental education, teacher competence, and school environment. Effective teachers play a crucial role in students' success by fostering positive relationships, maintaining discipline, and creating conducive learning environments.

School infrastructure and physical conditions significantly impact learning outcomes, with factors like ventilation, lighting, and classroom organization playing vital roles (Clare, 2018; Cephas et al., 2021). Limited resources in schools and supporting agencies have resulted in a lack of aid for students from low-income families, contributing to their social isolation and increased rates of dropping out of school (Jason, 2023). Psychological factors, such as family issues and financial constraints, can also affect student performance (Ceka & Murati, 2016). Improving school conditions and promoting teacher development are essential for enhancing academic achievement (Nartgun & Kaya, 2016).

Home-based Factors

The home environment significantly influences a child's academic performance, shaped by factors like parental education and support (Bhattacharya, 2016). Parental involvement in home learning activities significantly impacts children's achievement, overcoming other influences (Heystek, 2020). Various parenting styles, such as supportive, strict, and democratic, affect learners' motivation and success. Positive home environments and parental support, especially in early reading experiences, play crucial roles in fostering children's literacy skills and overall learning success (Jason et al., 2023).

Socioeconomic background and basic needs significantly impact learning (Heystek, 2020). Initiatives like school feeding programs aim to improve outcomes for underprivileged children. Parents should create a tranquil reading atmosphere at home (Ameyaw & Kwabena, 2018). Furthermore, the home environment profoundly influences academic success, including parental education, occupation, and relationships (Kirk, 2015; Mark, 2017). Creating conducive learning environments at home and school is essential for optimizing academic performance (Gilavand, 2016; Balog, 2018).

Pupil's Attitude

Teachers' behavior influences pupils' attitudes positively (Yunus & Ali, 2018). Creating a safe classroom environment is essential for academic success (Waldman, 2016). Personalized learning enhances critical thinking and engagement (Racoon gang, 2018).

Productive learning settings are crucial for academic, emotional, and social success (Becton, 2017). Laziness and personal attitudes hinder academic performance (Becton, 2017). Internal factors like mental and physical well-being affect learning (Becton, 2017). Acquisition of knowledge and skills is vital for meaningful lives (Becton, 2017).

Teaching Materials

Instructional materials, as highlighted by Masvaure (2019), are essential for clarifying lessons and optimizing classroom experiences. They clarify lessons and enhance classroom experiences (Ajoke, 2017). These materials, ranging from traditional tools like books and chalkboards to modern resources like the internet, contribute significantly to academic performance by facilitating research and project work (Masvaure, 2019; Ajoke, 2017).

Local Literature and Studies

Attitudes significantly impact learning outcomes, with positive attitudes enhancing motivation and engagement, while negative attitudes may impede academic progress (Fabito et al., 2018). The learning attitudes of millennial learners, revealing preferences for interactive, technology-driven, and collaborative learning environments (Corpus, 2018). These learners also value informal interactions with teachers and peers, often opting for group study sessions to enhance engagement and alleviate classroom monotony.

Understanding and accommodating diverse learning styles can help educators create inclusive learning environments that cater to the needs of all students. Utilizing specific techniques can assist students in mastering course material, boosting critical thinking skills, and enhancing verbal communication abilities (Jason et al., 2023). Pupils today often exhibit laziness and reliance on technology for learning, but teachers can enhance academic performance by understanding and accommodating different learning styles (Fabito et al., 2018).

Faculty members' teaching behaviors greatly influence pupils' attitudes and academic performance, with positive behaviors leading to positive outcomes (Dela Cruz et al., 2022). Additionally, instructional materials are integral to the teaching-learning process, although their utilization varies depending on school environments (Cempron, 2021).

Socio-economic, psychological, and environmental factors can affect pupils' academic performance, highlighting the importance of creating favorable home and learning environments (Ormilla, 2022; Aina, 2015). Ultimately, education plays a vital role in a society's socio-economic, psychological, and environmental development (Education for All goal, 2015).

Methodology

The methodology section of this study details the approach taken in conducting the research, including the design, research locale, participants, sampling method, data collection techniques, instruments used, and statistical analysis methods.

Research Design

A research design serves as a framework guiding researchers in gathering, analyzing, and interpreting observed data (Bless and Higson-Smith, 1995; Babbie and Mouton, 2001). In this study, a descriptive research design employing quantitative methods was utilized to describe, quantify, and infer the factors influencing students' learning processes, as well as to explore potential variations in these factors based on gender, age, grade level, and parental educational background. The primary data source was elementary students, particularly those in intermediate grades at Asturias Elementary School MBHTE-Sulu, whose data were analyzed using appropriate

statistical tools. The study also drew upon library and internet research to enrich its theoretical and conceptual frameworks. Questionnaires on factors affecting the learning process served as the primary data collection instrument.

1. Research Locale

This study was conducted at Asturias Elementary School (AES) situated on Scott Road in Asturias, Jolo, Sulu. The school falls within the Jolo-III district and is adjacent to Hadji Butu School of Arts and Trades (HBSAT), which houses both elementary and secondary school buildings. Commercial establishments such as JRS and M' Lhuilier are located nearby. The presence of a police post ensures the safety of the surroundings and assists children in crossing the street. Located in the town proper of Jolo, Sulu, the school is easily accessible for students. Barangay officials play a significant role in supporting both students and school infrastructure, offering scholarships, providing cleaning tools, and occasionally supplying food assistance to the most disadvantaged students. These initiatives greatly benefit students and enhance their educational experience. Asturias Elementary School is renowned for its clean and green environment, led by an accommodating, energetic, and efficient principal, supported by a competitive and active staff. The school operates under the supervision of the Ministry of Basic, Higher, and Technical Education – Sulu.

2. Respondents of the study

The study participants comprised intermediate level students (grades 4-6) enrolled at Asturias Elementary School, MBHTE-Sulu, during the academic year 2023-2024. However, only students were purposively selected and included in the study. This study included one hundred (100) public elementary school teachers who were chosen from eleven elementary schools and one primary school located in the Patikul East District of the Division of Sulu. The participants were selected from among the elementary school instructors. In the following table, you will find a presentation of the sample distribution that was used in this investigation.

Distribution of Respondents According to Grade levels

Respondents	Competency Number of Learners
Grade IV pupils of Asturias Elementary School, MHBTE	30
Grade V pupils of Asturias Elementary School, MHBTE	40
Grade VI pupils of Asturias Elementary School, MHBTE	30
Total	100

3. Sampling design

Intermediate students in grades 4-6 from Asturias Elementary School were deliberately selected as the study's sample. The purposive sampling method was utilized to guarantee the acquisition of sufficient data quality and quantity for the research.

4. Data Gathering Procedure

In the collection of data, this study was applied the following steps:

1. A permit to administer the questionnaire was sought from the office of the Dean of the Graduate Studies, District Supervisor, office of the Principal of Asturias Elementary School and of course the Class Advisers of grades 4-6; and
2. The launching and administering as well as the retrieval of the questionnaire was conducted personally by the researcher.

5. Research Instrument

The primary tool utilized for data collection in this study was a standardized questionnaire derived from Ormilla R. C. G.'s (2022) research on the academic performance of elementary pupils in Alfonso Lista District, Ifugao, Philippines. This questionnaire was adapted to gather demographic information and assess factors influencing the learning process at Asturias Elementary School. The research instrument consisted of two parts: the first part focused on gathering socio-demographic profiles of respondents, including gender, age, grade level, and parental educational background, while the second part gathered data on factors affecting learning processes such as Pupils' attitudes, Teaching materials, and Home-related factors.

6. Validity And Reliability

The research instrument utilized in this study was adapted from Ormilla R.C.G.'s (2022) questionnaire on factors affecting pupils' learning processes. While its validity and reliability were established in the original study, it underwent scrutiny by at least two experts from the faculty members of the School of Graduate Studies at Sulu State College to ensure its suitability for the current research context.

7. Statistical Treatment Data

Various descriptive and inferential statistical methods were employed to analyze the data gathered for this study:

- i. For the number I research question, which examines the demographic profile of the respondents in terms of gender, age, grade level, and parent's educational attainment, frequency and percentage analyses were conducted.
- ii. Regarding the number II research question, which investigates the extent of factors influencing the learning process among intermediate pupils (including attitudes, teaching materials, and home-related factors), mean and standard deviation calculations were utilized.
- iii. In addressing the number III research question, which explores significant differences in the extent of factors affecting the learning process among intermediate pupils based on gender, age, grade level, and parent's educational attainment, the t-test and One-way Analysis of Variance (ANOVA) were employed. The t-test assessed differences by gender, while ANOVA analyzed variations across age, grade level, and parent's educational attainment.
- iv. For problem number IV it examine the correlation among factors affecting the learning process, specifically pupils' attitudes, teaching materials, and home-related factors, Pearson's correlation coefficient R was utilized.

Results and Discussion

The subsequent section delves into the examination, presentation, and elucidation of the findings derived from the data collected in this study, which aimed to identify the factors influencing the learning process among intermediate pupils at Asturias Elementary School, MBHTE-Sulu. It scrutinizes the demographic profiles of student-respondents in terms of gender, age, grade level, and parent's educational background, as well as the extent of factors impacting the learning process among intermediate pupils at Asturias Elementary School, MBHTE-Sulu, encompassing pupils' attitude, teaching materials, and home-related factors. Furthermore, it investigates the disparities and associations among these variables based on the demographic profiles of student-respondents.

The following are the analysis, presentation, and interpretation of results according to the research questions and the data analysis methods:

1. What is the demographic profile of the students concerning 1.1 gender, 1.2 age, 1.3 grade level, and 1.4 parental educational background?

Table 1.1 displays the demographic composition of students enrolled at Asturias Elementary School regarding gender. The data reveals a slight inclination towards female students, constituting 51% of the total 100 respondents, while male students represent 49%. This indicates a minimal 1% disparity between male and female populations, suggesting a somewhat unbalanced gender distribution.

1.1 Gender

Table 1.1: Demographic profile of the student-respondents in terms of gender

Gender	Number of Respondents	Percent
Male	49	49%
Female	51	51%
Total	100	100%

Table 1.2 illustrates the age distribution among student respondents at Asturias Elementary School. The data shows that the majority, comprising 68% of the total 100 respondents, fall within the age range of 10-11 years old. Meanwhile, 12-13 year olds account for 16%, and those aged 9 and below constitute 14%. The smallest group comprises students aged 14 years or older. These findings suggest that a significant majority of student respondents are in their pre-teen years, with a notable disparity of at least 52% among the different age groups, indicating a considerably skewed age distribution

1.2 Age

Table 1.2: Demographic profile of the student-respondents in terms of age

Age	Number of Respondents	Percent
9 years old below	14	14%
10-11 years old	68	68%
12-13 years old	16	16%
14 years and above	2	2%
Total	100	100%

Table 1.3 provides an overview of the distribution of student respondents at Asturias Elementary School based on their grade level. The data reveals that out of 100 student respondents, the largest proportion is enrolled in grade V, constituting 40% of the total. This is followed by an equal representation of grade IV and grade VI students, both comprising 30%. Consequently, the majority of student respondents are in grade V, with a minimal discrepancy of no more than 10% between the other groups. This indicates a marginally skewed distribution of grade levels among the student respondents.

1.3 I Grade kevel

Table 1.3 : Demographic profile of the student-respondents in terms of grade level

Grade level	Number of Respondents	Percent
Grade IV	30	30%
Grade V	40	40%
Grade VI	30	30%
Total	100	100%

Table 1.4 outlines the distribution of student respondents at Asturias Elementary School concerning their parents' educational achievement. The data demonstrates that out of 100 student respondents, the majority come from households where the parents have attained a college degree, constituting 50% of the total. This is followed by those with parents who have completed elementary and secondary levels, accounting for 27% and 16%, respectively. Additionally, there are smaller proportions of students whose parents hold master's and doctoral degrees, comprising 5% and 2%, respectively. This indicates that a significant portion of the student respondents have parents with college-level education. Moreover, there is a considerable disparity of at least 23% between the other educational attainment groups, suggesting a notably skewed distribution of parents' educational achievements.

1.4 Concerning Parental Educational Attainment

Table 1.4: Demographic profile of the student beneficiary-respondents in terms of parent's educational attainment

Parent's Educational Attainment	Number of Respondents	Percent
Elementary level	27	27%
Secondary level	16	16%
College graduate	50	50%
Master's degree	5	5%
Doctorate degree	2	2%
Total	100	100%

2.1 Exploring Pupils' Attitudes Towards Learning

Table 2.1 provides insights into the factors influencing the learning process among intermediate pupils at Asturias Elementary School, MBHTE- Sulu, focusing on Pupils' Attitudes. The findings reveal a total mean score of 3.7002, indicating an overall assessment of "Often." The total standard deviation of 0.40649 suggests minimal variation among student-respondents in their agreement with the statements, indicating that attitude factors frequently impact their learning process.

Table 2.1: Extent of Influential Factors on Learning Processes Among Intermediate Students at Asturias Elementary School, MBHTE- Sulu in Terms of Pupils' Attitude

	Statements	Mean	S.D.	Rating
1	Learning is most effective when the instructor provides clear instructions.	4.84	.443	Always
2	Expressing our own thoughts enhances our learning experience.	4.26	.928	Often
3	Classroom discussions sometimes create confusion during learning.	2.32	.1537	Rarely

4	Occasionally, school lessons become monotonous.	1.47	.1010	Never
5	Collaborating with adults improves the learning environment.	3.93	.1466	Often
6	Personal reflection contributes more to learning than listening to others' ideas.	3.89	.1780	Sometimes
7	Learning becomes enjoyable when classmates offer assistance.	4.29	.1313	Often
8	Valuing diverse perspectives enhances the learning process.	3.82	.1480	Often
9	Engaging in group discussions enriches our understanding of reading materials.	4.61	.751	Always
10	Assisting peers aids in better comprehension of concepts.	4.58	.713	Always
Total		3.7002	.40649	Often

Legend: 4:50 -5:00= Always (A), 3:50-4.49= Often (O), 2:50-3.49= Sometimes (S), 1:50-2.49= Rarely (R), 1.00-1.49= Never (N)

The analysis demonstrates that students consistently thrive when provided clear instructions from their teachers and engage in class discussions. They frequently enjoy collaborative learning experiences and value diverse perspectives. However, they occasionally prefer independent thinking over receiving ideas from others. Moreover, students seldom find school lessons boring, indicating a general engagement with the learning environment.

The highest-rated statement, "Learning is most effective when the instructor provides clear instructions," reflects a strong preference for teacher-led instruction. Conversely, the statement "Occasionally, school lessons become monotonous" received the lowest rating, indicating a lesser likelihood of students experiencing boredom during school learning sessions.

2.2 Considering Teaching Materials

Table 2.2 delves into the impact of various teaching materials on the learning process among intermediate pupils at Asturias Elementary School, MBHTE- Sulu. The analysis reveals a total mean score of 4.317, corresponding to an overall rating of "Often." With a total standard deviation of 0.6178, there exists some variability among student-respondents in their perceptions of teaching materials, suggesting their significant influence on the learning process.

Table 2.2 Extent of Influential Factors on Learning Processes Among Intermediate Students at Asturias Elementary School, MBHTE- Sulu in Terms of Teaching Materials

	Statements	Mean	S.D.	Rating
1	Visual aids facilitate my understanding of topics.	4.42	.867	Often
2	Books provide comprehensive and up-to-date information.	4.27	1.127	Often
3	Chalkboard use benefits both teachers and students.	4.17	1.248	Often
4	Instructional videos are clear and easy to follow.	3.92	1.383	Often
5	Charts and graphs effectively present essential information.	4.54	.896	Always
6	Chalk use facilitates erasure during activities.	4.35	1.077	Often
7	Hands-on demonstrations clarify object functions.	4.31	1.195	Often
8	Overhead projectors streamline instruction repetition.	4.47	1.020	Often
9	Visually appealing posters align with lesson themes.	4.36	.969	Often
10	Maps aid in understanding geographic features.	4.37	.981	Often
Total		4.317	.6178	Often

Legend: 4:50 -5:00= Always (A), 3.50-4.49= Often (O), 2.50-3.49= Sometimes (S), 1.50-2.49= Rarely (R), 1.00-1.49= Never (N)

Student-respondents consistently find charts and graphs invaluable for presenting essential information. They frequently express ease in comprehending topics through visual aids, informative books, and chalkboard use during classroom activities. Moreover, instructional videos are often deemed easy to follow, and students appreciate the use of tangible objects during lessons to enhance understanding. Additionally, overhead projectors are commonly acknowledged as time-saving tools during instruction repetition, and relevant posters are well-received by students. Furthermore, maps are frequently utilized to illustrate natural features, facilitating learning. Notably, “Charts and graphs effectively present essential information “ garners the highest mean score (4.54) and rating (Always), indicating students’ strong preference for visual aids. Conversely, “Instructional videos are clear and easy to follow “ receives the lowest mean score (3.92) and rating (Often), suggesting a moderate level of understanding through educational videos.

2.3 Exploring Home-Related Factors

Table 2.3 examines the influence of home-related factors on the learning process among intermediate pupils at Asturias Elementary School, MBHTE- Sulu. The findings indicate a total mean score of 3.759, reflecting an overall rating of “Often.” However, with a total standard deviation of 0.9069, there is considerable variability among student-respondents’ perceptions of home-related factors, underscoring their impact on the learning process.

Table 2.3: Extent of Influential Factors on Learning Processes Among Intermediate Students at Asturias Elementary School, MBHTE- Sulu in Terms of Home-Related Factors

	Statements	Mean	S.D.	Rating
1	I have sufficient time to study at home.	4.30	1.046	Often
2	Classroom workloads are manageable	3.52	1.605	Often
3	Family members provide academic support	4.31	1.032	Often
4	My study environment at home is conducive.	3.29	1.653	Sometimes
5	My parents ensure adequate learning resources at home.	3.32	1.632	Sometimes
6	Good health and nutrition minimize absences.	3.73	1.406	Often
7	Parent-teacher communication supports academic progress	3.00	5.410	Sometimes
8	My parents help maintain my school attendance.	3.98	1.464	Often
9	Parental involvement in school activities motivates me.	3.50	1.521	Often
10	Academic achievements are recognized and rewarded by my parents.	4.66	5.272	Always
	Total	3.759	.9069	Often

Legend: 4:50 -5:00= Always (A), 3.50-4.49= Often (O), 2.50-3.49= Sometimes (S), 1.50-2.49= Rarely (R), 1.00-1.49= Never (N)

Consistently student-respondents report that parental recognition for good grades serves as a significant motivator. They frequently enjoy ample study time at home and receive academic assistance from family members. Moreover, students often attribute their punctuality and attendance to parental involvement in monitoring their school activities. However, access to learning facilities and parental communication with teachers are less consistent, with varying degrees of occurrence. Notably, “Academic achievements are recognized and rewarded by my parents “ receives the highest mean score (4.66) and rating (Always), highlighting the motivational influence of parental support. Conversely, “Parent-teacher communication supports academic

progress” garners the lowest mean score (3.00) and rating (Sometimes), indicating sporadic parental involvement in school-related matters.

Are there notable distinctions in the impact of various factors on the learning journey of intermediate students at Asturias Elementary School, MBHTE- Sulu when data are categorized based on pupil characteristics such as 3.1 sex, 3.2 age, 3.3 grade level, and 3.4 parental educational background ?

The data presented in Table 3.1 illustrates the comparison of factors influencing the learning process among intermediate students at Asturias Elementary School, MBHTE- Sulu, categorized by gender. The factors considered include student attitudes, instructional materials, and home-related aspects. The analysis reveals that there are no statistically significant differences in mean values or probability values for any of the variables at a significance level of 0.05. This indicates that the perceived impact of these factors on learning remains consistent regardless of gender. Consequently, the hypothesis suggesting that gender-based differences do not significantly affect the learning process among intermediate students at Asturias Elementary School, MBHTE- Sulu, is upheld.

Table 3.1 Illustrates the variance in the degree to which factors influence the learning process among intermediate students at Asturias Elementary School, MBHTE- Sulu, when segmented by gender.

VARIABLES	Grouping	Mean	S. D.	Mean Difference	<i>t</i>	Sig.	Description
Pupil’s Attitude	Male	4.2831	.06119	-.135600	-1.683	.096	Not Significant
	Female	3.7665	.05274				
Teaching Materials	Male	5.5112	.07873	-.11382	-.920	.036	Not Significant
	Female	6.7648	.09473				
Home-related Factors	Male	5.6179	.08026	-.15860	-.873	.385	Not Significant
	Female	1.14568	.16043				

*Significant at alpha 0.05

Table 3.2 demonstrates the variation in how different factors impact the learning process among intermediate students at Asturias Elementary School, MBHTE- Sulu, when categorized by age groups. The factors examined include student attitudes, teaching materials, and home-related aspects. The analysis indicates that for most variables, except for student attitudes, the F-values and probability values are not statistically significant at the 0.05 alpha level. This suggests that the perceptions of students aged 9 years and below do not significantly differ from those aged 10-11 years, 12-13 years, and 14 years and above, or vice versa, regarding the impact of these factors on their learning experience.

However, concerning student attitudes, there is a notable difference in perception between students aged 12-13 years and those aged 9 years and below, and 10-11 years, or vice versa. This implies that students perceive the influence of various factors on their learning journey similarly across different age groups, except for student attitudes. Consequently, the hypothesis

asserting that there is no significant difference in the impact of factors affecting the learning process among intermediate students at Asturias Elementary School, MBHTE- Sulu, when categorized by age, is supported.

S Table 3.2 illustrates the discrepancy in the influence of factors on the learning process among intermediate students at Asturias Elementary School, MBHTE- Sulu, when categorized by age.

SOURCES OF VARIABLES		Sum of Squares	df	Mean Square	F	Sig.	Description
Pupil's Attitude	Between Groups	1.470	3	.490	3158	.028	Significant
	Within Groups	14.889	96	.155			
	Total	16.358	99				
Teaching Materials	Between Groups	1.028	3	.343	.895	.447	Not Significant
	Within Groups	36.757	96	.383			
	Total	37.785	99				
Home-related Factors	Between Groups	2.341	3	.780	.948	.421	Not Significant
	Within Groups	79.066	96	.824			
	Total	81.407	99				

Significant alpha .05

A Tukey test was utilized for a post hoc analysis to determine which age groups exhibit differing mean levels in Pupils' Attitude when data are stratified by student-respondents' age demographics.

Regarding Pupils' Attitude: The analysis reveals that student-respondents aged 12-13 years display a mean difference of .405536* with a Standard Error of .14412 and a p-value of .03 compared to those aged 9 years and below. Similarly, they show a mean difference of .29600* with a Standard Error of .10943 and a p-value of .040 compared to student-respondents aged 10-11 years. These differences are statistically significant at the 0.05 alpha level.

Table 3.2.1 presents a comparative analysis of the degree to which various factors impact the learning process across different age groups.

Dependent variable	(I) Grouping by Age	(J) Grouping Age	Mean Difference (I-J)	Std Error	Sig
Pupil's Attitude	12-13 years old	9 years old and below	.40536	.14412	.030
		10-11 years old	.29600	.10943	.040
		14 years old	.21250	.29536	.889

Table 3.3 illustrates the discrepancy in the impact of factors on the learning process among intermediate students at Asturias Elementary School, MBHTE- Sulu, when categorized by grade level. The factors analyzed include pupils' attitude, teaching materials, and home-related factors. The table indicates that the F-values and probability values for all variables are statistically significant at the 0.05 alpha level. This suggests that the perceptions of student-respondents in grade IV regarding the extent of these variables differ from those of students in grade V and grade VI, or vice versa, as depicted in table 3.3.1.

Consequently, it can be inferred that students perceive the influence of factors on the learning process differently depending on their grade level. Therefore, the hypothesis proposing that there is no significant difference in the impact of factors affecting the learning process among intermediate students at Asturias Elementary School, MBHTE- Sulu, when categorized by grade level, is not supported.

Table 3.3 Displays the variation in the influence of factors on the learning process among intermediate students at Asturias Elementary School, MBHTE- Sulu, when classified by grade level.

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Pupil's Attitude	Between Groups	2.026	2	1.013	6.858	0.002	Significant
	Within Groups	14.332	97	0.148			
	Total	16.358	99				
Teaching Materials	Between Groups	20.347	2	10.173	56.589	.000	Significant
	Within Groups	17.438	97	0.18			
	Total	37.785	99				
Home-related Factors.	Between Groups	12.452	2	6.226	8.759	.000	Significant
	Within Groups	68.955	97	0.711			
	Total	81.407	99				

*Significant alpha .05

A Tukey test was employed for a post hoc analysis to determine which grade groups exhibit differing mean levels in Pupils' Attitude, Teaching Materials, and Home-related Factors when data are stratified by student-respondents' grade level.

Regarding Pupils' Attitude: The analysis indicates that grade VI student-respondents show a mean difference of .34278* with a Standard Error of .09284 and a p-value of .001 compared to grade V student-respondents, which is statistically significant at the 0.05 alpha level.

On Teaching Materials: Grade VI student-respondents demonstrate a mean difference of -.26259* with a Standard Error of .10948 and a p-value of .048 compared to grade IV student-respondents. They also exhibit a mean difference of -1.02833* with a Standard Error of .10241 and a p-value of .000 compared to grade V student-respondents, both of which are statistically significant at the 0.05 alpha level.

Regarding Home-related Factors: Grade VI student-respondents display a mean difference of .57852* with a Standard Error of .21770 and a p-value of .025 compared to grade IV student-respondents. Additionally, they show a mean difference of .84574* with a Standard Error of .20364 and a p-value of .000 compared to grade V student-respondents, both of which are statistically significant at the 0.05 alpha level.

Table 3.3.1 presents the multiple comparisons of the impact of factors on the learning process across different grade levels.

Dependent variable	(I) Grouping by Age	(J) Grouping Age	Mean Difference (I-J)	Std Error	Sig
Pupil's Attitude	Grade VI	Grade IV	.22000	0.9925	.073

Teaching Materials	Grade VI	Grade V	.34278	0.9284	.001
		Grade IV	-.26259	.10948	.048
Home-related Factors	Grade VI	Grade V	-1.02833	.10241	.000
		Grade IV	.57852	.21770	.025
		Grade V	.84574	.20364	.000

Table 3.4 illustrates the contrast in the impact of factors on the learning process among intermediate students at Asturias Elementary School, MBHTE- Sulu, when categorized by parent's educational attainment. The factors considered include pupils' attitude, teaching materials, and home-related aspects. The table reveals that the F-values and probability values for all variables are not statistically significant at the 0.05 alpha level. This suggests that the perceptions of student-respondents with college graduate parents regarding the extent of these variables do not differ from those of students whose parents have educational backgrounds ranging from elementary to doctorate degrees, or vice versa.

It can be inferred that students perceive the influence of factors on the learning process similarly regardless of their parent's educational attainment. Therefore, the hypothesis proposing that there is no significant difference in the impact of factors affecting the learning process among intermediate students at Asturias Elementary School, MBHTE- Sulu, when categorized by parent's educational attainment, is upheld.

Table 3.4 presents the variation in how different factors influence the learning process among intermediate students at Asturias Elementary School, MBHTE- Sulu, when classified by parent's educational attainment.

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Pupil's Attitude	Between Groups	.327	4	.082	.485	.747	Not Significant
	Within Groups	16.032	95	.169			
	Total	16.358	99				
Teaching Materials	Between Groups	1.191	4	.298	.773	.546	Not Significant
	Within Groups	36.594	95	.385			
	Total	37.785	99				
Home-related Factors	Between Groups	3.487	4	.872	1.063	.379	Not Significant
	Within Groups	77.920	95	.820			
	Total	81.407	99				

*Significant alpha .05

The Pearson correlation coefficients (Pearson r) calculated between these variables reveal significant correlations, except for the relationship between pupils' attitude and teaching materials. Here are the interpretations based on the table:

1. There exists a very weak negative correlation between pupils' attitude and teaching materials, though statistically insignificant. This indicates no linear relationship between these variables, suggesting they do not impact each other.

2. A low positive correlation is observed between pupils' attitude and home-related factors, which is statistically significant. This suggests a slight linear relationship between them, with one affecting the other to a small extent. As pupils' attitude improves, so do the home-related factors, and vice versa.

3. Similarly, a low negative correlation is noted between teaching materials and home-related factors, also statistically significant. This indicates a slight linear relationship, where improvements in teaching materials correspond to a decline in home-related factors, and vice versa.

4. These findings imply that pupils' attitude and home-related factors carry more weight than teaching materials in the learning process of intermediate students at Asturias Elementary School. However, the correlations are relatively weak, suggesting other unmeasured factors may have a stronger influence. Consequently, the hypothesis asserting no significant correlation among the sub-categories subsumed under the extent of factors affecting the learning process among intermediate students at Asturias Elementary School, MBHTE-Sulu, is dismissed.

Table 4 correlation among the sub-categories comprising the extent of factors influencing the learning process among intermediate students at Asturias Elementary School, MBHTE-Sulu.

Variables					
Dependent	Independent	Person <i>r</i>	Sig	N	Description
	Teaching Materials	-.093	.358	100	
Pupil's Attitude					
	Home-related Factors	.225	.025	100	Low
Teaching Materials	Home-related Factors	-.283	.004	100	Low

*Correlation coefficient is significant at alpha .05

Correlation Coefficient Scales Adopted from Hopkins, Will (2002):

0.0-0.1 = Nearly Zero; 0.1-0.3 = Low; 0.3-0.5 = Moderate; 0.5-0.7 = High; 0.7-0.9 = Very High; 0.9-1 = Nearly Perfect

Conclusion

The study findings indicate the following conclusions:

1. The distribution of student-respondents based on gender is imbalanced, with a skewed distribution towards certain age groups, particularly the 10-11 years old bracket. Similarly, the distribution by grade level leans slightly towards grade V, while parental educational attainment is heavily skewed towards college graduates.
2. Student-respondents actively engage in their learning process, demonstrating positive attitudes, utilizing appropriate teaching materials, and effectively managing home-related factors.
3. Despite varied demographics, student-respondents generally share similar perceptions and experiences regarding factors affecting the learning process. However, differences emerge based on grade level, suggesting potential variations in curriculum and instructional methods across different grades.

4. Student-respondents play a proactive role in their learning, with their attitudes positively correlating with home-related factors, indicating mutual influence. Moreover, effective teaching materials negatively correlate with home-related factors, suggesting an offsetting effect.

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