

Exploring the Factors that Influence the Students' Learning in the Filipino Subject: Basis for Creating of Children's Communication Primer

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Abstract

This study's main objective is to identify the variables that influence learning. Thirty (30) secondary school students participated in this study, which focuses on students while also attempting to determine the impact of grades and other variables on students' learning. Based on this study's survey questionnaire and descriptive-correlational research, the student's first and second quarter grades were described as high. It was also found that factors affect learning from the teaching method, learning environment, and learning method. There was no significant relationship between the factors affecting learning and students' scores means that even though there are learning factors, a student's score may still be high. The score in the Filipino subject is related to the student's teaching method factor with a Pearson-r of 0.033, while the environment factor is 0.162 and the student's learning method has a -0.002, meaning that the factors affecting learning have no significant relationship with students' scores.

Keywords: *factor, teaching, mark, grade, learning, Filipino subject, descriptive research*

Introduction

All academic levels of education include instruction in Filipino. The curriculum includes teaching Filipino as a subject at all educational levels, including primary, secondary, and university (Truya, 2020). Improving students' communication, critical thinking, and literary appreciation are the three main goals of teaching Filipino, as stated in the Department of Education's K-12 Basic Curriculum. In the realm of education, a teacher is an essential player. With the aid of studies and the instructor serving as a role model and the one who will mold their personalities, they assist the students in learning and achieving their goals. Researchers in the realm of school management become suddenly aware of the low academic achievement of students taking Filipino topics.

Elements influencing students' academic achievement are a crucial topic in education. These problems need to be addressed in order to make learning easier and more bearable because they are the main causes of students losing interest in learning and the rising dropout rate in schools. A student's ability is not determined by their grade, no matter how high or low. It is not indicative of a slow learner when a student receives a poor quiz score. In addition to having trouble understanding what they are studying, many above-average students also have difficulty performing academically because of "external factors" that interfere with learning (Ramli et al., 2018). According to the study "The Higher Education Depends upon Academic Performance of Students," students' academic performance determines their ability to get a high degree of education (Djurovich, 2016).

As a result, this study aims to provide solutions that can help resolve the factors that are considered challenges to the students' present academic performances. In order to clarify the problem that affects the

academic performance of students in secondary education, the studies aim to know what factors affect the academic performance of students in Filipino secondary education. The researchers have expanded and contributed to these studies in order to find out what factors are affecting their academic performance.

Review of Related Literature and Studies

The study "Motivation and Barriers to Learning of Students: The Case of Online Education" by Diuand others in 2022, it can be said that it contradicted what was stated in the previous related literature. In this study, the study found that student's motivation to learn online depends on external barriers to learning. The view of the participants shows that the support of the teacher and simplified activities and the provision of the parent with a good connection to the internet and the device can make strong motivation in learning. It is recommended that online class activities should be very simple as students have no choice as it is still in the middle of the health crisis. Students should be supported in their online classes. Parents, teachers, and other stakeholders work together to meet the needs of students (Diu,et.al.,2022).

Inrelationtothelearningofstudentswithinaforeignlanguageclass,inthestudyExploringFactorsThatImpactonMotivationinForeignLanguageLearningintheClassroombyMochklasin2023theteachingmethodandlearningstyle,feedback,reward,group,classenvironment,technolThe educational effects of learning applications were examined from the perspectives of self-directed learning and smart learning in Kang's (2022) "A study on the educational effects of learning applications for secondary school students," which also included improvement plans for the creation and use of learning applications. Nine learning apps were created for middle school students to use in this study. These applications were chosen and examined according to the sort of self-directed learning they supported, taking into account learning objectives, learning control, and learning evaluation.

Banuaet. al (2022) emphasized in their study that teachers play a very significant responsibility towards enhancing student learning that matter to their future success and that their teaching performance directly influences students' learning and progress.

The findings of the research show that motivation is significantly influenced by both the teaching methodology and the student's learning style, explaining more than 39.50% of the response rate. Reward and feedback come in second and third, respectively, with roughly 19.32% and 12.60%. The results of the study also showed that, at 2.52%, the group has the least impact on motivation—less than the 7.56% effect of the classroom setting. It was found that teachers and students of foreign languages agree that the most significant elements influencing motivation are the type of instruction and the type of learning environment (Mochklas, 2023).

In other research, the theory behind this is sometimes not fully grasped, despite the fact that most teachers are competent at creating possibilities for children's learning progress. The study of behaviorism and the earliest stages of the theory of cognitive and constructivist study of multiple intelligences and learning styles are two books that teachers are advised to read about the theory of effective teaching in order to help students learn effectively. This is according to "Ways of Learning: Learning Theories for the Classroom," which provides more insight into what is currently known about learning processes and about individual students with learning. When certain students have elements that affect their learning, it can be challenging to investigate how those factors affect their learning (Pritchard, 2017).

The study of Filipino is offered at the elementary, middle, and even collegiate levels. There are numerous sections within this subject, the foremost of which is literature and grammar. One of the most important subjects to study is Filipino since it will help students become more proficient readers and writers and fully comprehend our culture, all of which will support and strengthen our sense of national identity as Filipino people (Elena, 2021).

Theoretical Framework

The cognitive-behavioral theory, or cognitivism, first put forth by Jean Piaget in 1930 was taken into account in this study and is concerned with the variables influencing pupils' learning in the Filipino language. The study of cognitive-behavioral theory looks at the relationship between our thoughts and feelings. This theory states that an individual's learning is influenced by their thoughts, feelings, and behaviors. To put it another way, the way they think and think about things influences the information they process and remember (Jarre, 2020). Because it deals with students' learning and thinking, this idea serves as a foundation. Furthermore, it is asserted that a student picks up knowledge from his environment, emotions, and body language in addition to his thoughts. It's also claimed that a student absorbs up knowledge via his environment, emotions, and body language in addition to his thoughts. To enhance learning in both oneself and others, people can modify the internal and external elements that influence our thinking.

Statement of the Problem

The research on factors affecting student learning in the Filipino subject aims to answer the following questions:

1. What is the overall score of the students based on:

- 1.1 First quarter and

The research on factors affecting student learning in the Filipino subject aims to answer the following questions:

- 1.2 Second quarter?

2. What are the factors that affect students' learning?

- 2.1 Teaching Methods of the Teacher

- 2.2 Learning Environment

- 2.3 Student learning method

3. Is there a significant relationship between the total scores in the Filipino subject and the factors that affect the student's learning based on the following variables?

- 3.1 Teaching Methods of the Teacher

- 3.2 Learning Environment

- 3.3 Student learning method

Methodology

The researchers used a descriptive-correlational research method. Its purpose is to describe the factors that affect students' learning in the Filipino subject. Using stratified random sampling, this study was participated by 30 Senior High school students in one the Laboratory Schools in the City of Zamboanga, Philippines. In order to answer the research questions, the researchers used a questionnaire that is divided into two parts. First, the profile of the respondents was obtained based on their gender and grade in Filipino from the first grade and the second quarter. Part of the research instrument was also to determine if the components, such as the teacher's teaching methods, the learning environment, and the students' learning methods, may be factors in learning the Filipino subject. Each component contains ten (10) descriptive statements that were research-formulated and validated by experts. In order to interpret the level of the respondents' agreement, a 5-point Likert scale was also utilized.

Table0.1 Interpretation of Data

Range	5-point Likert Scale	Interpretation
1.0–1.80	1	Strongly Agree
1.81–2.60	2	Agree
2.61–3.40	3	Neutral

3.41–4.20	4	Disagree
4.21–5.0	5	StronglyDisagree

In order to find out the academic performance of the respondents, the researchers take the final grade of the respondents in the Filipino subject from the first and second quarters in the 2022-2023 school year by using DepEdOrderno.8,s.2015 as a basis to describe the efficiency of the score in the Filipino subjects of the respondents.(SeeTable0.2)

Table 0.2 AcademicPerformance Measures

Mark/Grade	Interpretation
97-100	Excellent
94-96	VeryOutstanding
91-93	Outstanding
88-90	VeryGood
85-87	Good
82-84	VerySatisfactory
79-81	Satisfactory
76-78	Fair
75	Passing
Below 75	Failure

Results and Discussions

On the Respondents' OverallScore per Quarter

In the average score in the first quarter, the result showed that the total score of the students was 89.97, which means that the status of the students in the first quarter is describe as **very good**. Moreover, the average score of the respondents in the second quarter is91.30whichmeans that the status of the students is **outstanding**.

In order for the students to maintain a high level of understanding on their lessons, Sandal, Saavedra, Madrazo, & Ramos (2022) as cited in the study of Nochefrancaet. al (2022) emphasized the importance of motivation in every teaching endeavor. Aside from reviving the intrinsic motivation among the students, many studies also recommend that students must be exposed and engaged in technology-assisted teaching-learning strategies. This was found out to be effective in developing mastery among the students as well as on their critical thinking skill.

Sandal et. al (2022) also agreed with the previous ideas where in this study it was emphasized that the motivation of the student is one of the most important factors in determining progress in learning a second language.

Table 1.0 Respondents' First Quarter Score

<i>First Quarter Score</i>	<i>Adjectival Interpretation</i>
89.97	Very Good

Table 1.1 Respondents' Second Quarter Score

<i>Second Quarter Score</i>	<i>Adjectival Interpretation</i>
91.30	Outstanding

On the Factors that Influence the Students learning in Filipino Subject

As can be seen in Table 2.0, the variable on the teacher's teaching method is a factor in students' learning, with the lowest mean score of 3.50. This data indicates that students do not understand the teacher's teaching using modern teaching technology. Relative to this, according to the results of the study by Salpocial (2023) titled "Effective Teaching of Teachers, Self-Regulation, and Study Habits among Students: Structural Equation Model on Learning of Filipino," the teaching method of teachers (teaching methods) in a classroom is one of the factors in the learning of students in the classroom.

Table 2.0 On the Component of Teaching Methods

Teaching Methods of the Teacher	Mean	Adjectival Interpretation
I understand my teacher's lesson teaching better if there are visual aids or pictures in front of me.	4.43	Strongly Agree
I understand the discussion of the lesson faster if the teacher's presentation is clear in his teaching.	4.40	Strongly Agree
My attention is more aroused by the teacher's teaching in the lesson if there is enthusiasm in his teaching.	4.37	Strongly Agree
I don't understand the subject when the subjects are discussed with us.	4.17	Agree
I understand better the topics we discuss in the lesson if the teacher compares it to real life.	4.17	Agree
I fully understand the discussion in the lesson by using the teacher's visual instructions.	4.03	Agree
I understand the topic discussed in the lesson better if the topics are reported to us.	4.00	Agree
I don't understand the topic we are discussing if only about the life of our teacher is being taught.	3.93	Agree
I understand my teacher's lesson teaching better by using modern teaching tools. (TV, PPTX, CANVA, PREZI, etc)	3.90	Agree
I don't understand how my teacher teaches the lesson by using modern teaching aids.	3.50	Agree

On the Component of Learning Environment

As shown in Table 3.0, we can see that the highest mean score is 4.50, which indicates that students devote more time to learning when the place is quiet, while the lowest mean score is 3.77, which indicates that students cannot do their studies in crowded places, which only means that it has also become a factor

in their learning in the Filipino subject. The same idea has been noted in Go-Monilla's (2015) study, where there are two factors that affect students' learning: the teacher's teaching method and the learning environment, or area of learning.

Similar thought was raised in the study of Noche Franca (2022) where teacher-respondents claimed that they have very satisfactory performance in maintaining clean and orderly classroom. It can be inferred that teachers are very concerned of the classroom cleanliness and order. Because they believe that it can positively affect students' learning. Similarly, they described their performance as very satisfactory in maintaining conducive classroom learning. They want that conducive learning environment will be maintained so that students will have greater amount to learn the lessons.

Table 3.0 Learning Environment as Factor on Students' Learning

Learning environment	Mean	Adjectival Interpretation
I devote more of my time and attention to studying in a quiet place.	4.50	Strongly Agree
I could not fully understand the discussion because of the simultaneous noise of my classmates.	4.40	Strongly Agree
I couldn't concentrate on listening to the discussion because of the noise around.	4.20	Agree
I can follow the lesson more easily because of my friends helping me.	4.03	Agree
I am not comfortable studying because of the lack of electric fan causing the classroom to be hot.	4.03	Agree
I get easily distracted by the clutter I see around every corner.	3.97	Agree
I often break my listening due to the small space of the school which becomes due to the heat.	3.97	Agree
I prefer reading a book rather than reading various information about the lesson on the internet.	3.97	Agree
I could not study well because of the broken school facilities.	3.93	Agree
I couldn't do my studies with many people around me.	3.77	Agree

On the Component of Student Learning

In table 4.0, we can see the highest mean score is 4.37 which indicates that students are more focused when they are in a comfortable place, which means that it becomes a factor in learning the Filipino subject when students are not in a comfortable place. According to the study of Abante, et al., (2014) with the topic "Learning Styles and Factors Affecting the Learning of General Engineering Students" said that there are different types of students especially in learning, it emerged from the results of this study that some other students have difficulty understanding if the environment is noisy or chaotic.

Table 4.0 Students' Learning Method as Factor on Students' Learning

Student learning method	Mean	Adjectival Interpretation
I can focus more on studying in a more comfortable place.	4.37	Strongly Agree
I don't understand Filipino lessons if I'm around loud people.	4.27	Strongly Agree
My search for important Filipino information is not made easy through the internet.	3.93	Agree
My attention is focused more on the various designs of technology used in teaching.	3.90	Agree
I prefer many questions to the teacher than to understand and read a lesson in one sitting.	3.80	Agree
I was able to study well when I was with my classmate while studying different lessons.	3.50	Agree
I was able to study well when I was with my classmate while studying different lessons.	3.50	Agree
I can't concentrate on my studies if I listen to music along with it.	3.47	Agree
I prefer many questions to the teacher than to understand and read a lesson in one sitting.	3.43	Agree
I like to read a book rather than reading various information about the lesson on the internet	3.40	Agree

On the relationship between the total scores in the Filipino Subject and the factors that affect the student's learning

The table shows the relationship between the total score in the Filipino subject and the teacher's teaching methods with the factors that affect the students' learning. The result that came out using Pearson's r is positive 0.033 which means that there is a very weak relationship with this variable. In addition to this, the probability value of the total score in the Filipino subject and the teacher's teaching methods is 0.865 which indicates that there is no significant relationship between the variables.

	Pearson r	description	Sig. (2tailed)	interpretation
Grades in Filipino vs. Teaching Methods of the Teacher	+0.033	Low relationship	0.865	Not Significant

On the Relationship Between the Respondents' Grades in Filipino with the Learning Environment

The table shows the relationship between the total score in the Filipino subject and the learning environment with the factors that affect students' learning. The data showed a Pearson's r positive **0.162** which means that there is a **very weak relationship** with this variable. In addition, the probability value of the total score in the Filipino subject and learning environment is **0.391** which indicates that there is **no significant relationship** through the variable.

Table 5.0 Relationship Between the Respondents' Grades in Filipino with the Learning environment

	Pearsonr	description	Sig. (2-tailed)	Interpretation
Grades Filipino Student Learning Method	-0.002	Low relationship	0.993	NotSignificant

Relationship Between the Respondents' Grades in Filipino with the Student learning method

Table 5.1 shows the relationship between the total score in the Filipino subject and the student's learning method with the factors that affect the students' learning. In the result, Pearsonr is positive **0.002** which means that **there is a very weak relationship** with this variable. In addition to this, the probability value of the total score in the Filipino subject and learning environment is **0.993** which indicates that **there is no significant relationship** through the variable.

Relationship Between the Respondents' Grades in Filipino with the Students' Learning Method

It has been proven that factors affect learning from the teacher's teaching method, learning environment, and learning method. In the teacher's teaching method, the highest obtained mean score that can be seen as a factor is 4.17, which indicates that "I do not understand the subject when we discuss the subject lessons." This is a factor because it is seen by the lack of understanding of the students if they present the subject lesson. In the learning environment, the highest showing factor has a mean score of 4.40, which indicates "I could not fully understand the discussion because of the simultaneous noise of my classmates." It is shown here that the students do not understand the students' discussion if the learning environment is noisy. Therefore, in the way students learn, a factor with a mean score of 4.27 indicates that "I do not understand Filipino lessons if I am around many people," meaning anywhere students are surrounded by many people. In this regard, even though factors affect their learning, such as the teacher's teaching method, the learning environment, and the student's learning method, the first and second grades are not affected.

Conclusion and Recommendation

In the conducted study, the researchers came to the conclusion that the factors of learning method, teacher's teaching method, and the learning environment affect the learning of students in the Filipino subject. The results showed that the learning factors did not hinder the students from learning the Filipino subject. In this regard, the learning factors do not have a significant relationship with the students' scores, meaning that the factors do not affect the students' overall scores. With these results, the researchers recommend that teachers must have different teaching styles in teaching Filipino subjects. Having different teaching styles is important in a classroom so that the students can have collaborative learning. Based on this, the researchers also recommend having good facilities inside the classrooms so that they can help the students with their study behavior. This research can also be a basis for future researchers to help resolve the factors that are affecting the academic performance of the students. It can study different fields and other subjects aside from Filipino subjects. More so, in the study of Puno (2022), teachers shared seven strategies which includes 1) translation of lessons/ideas, 2) using different visual aids such as pictures, flashcards and graphs, 3) reading strategies like marungko approach, phonetic approaches, vocabulary and storytelling, 4) differentiated activities/strategies like lecture and discussion, 5) using additional textbooks in cultural language, Filipino and English, 6) Using Teacher-made Instructional Materials and 7) peer coaching.

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