



PERSONAL, FAMILY, ENVIRONMENTAL FACTORS AND PERFORMANCE IN QUARTERLY ASSESSMENTS OF GRADE 6 LEARNERS

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Abstract:

This study investigated the association between grade 6 learners' personal, family and environmental factors and their performance in quarterly assessment of Alangalang I District, Alangalang, Leyte, Philippines for the 1st and 2nd quarters of School Year 2018-2019. This descriptive-correlational study was implemented to randomly chosen 250 grade 6 learner respondents of the District. Data were collected using a standardized questionnaire comprised of parts; personal, family and environment profiles and quarterly assessment test score for the first and second quarters of the reference period were gathered from the grade 6 Advisers of each participating school. Collected data sets were analysed using Minitab software for the descriptive and inferential statistical tests. The analysis revealed a highly significant direct association between personal and family factors and performance of learners in the quarterly assessments for the 1st and 2nd quarters of school year under review. The findings also indicated that learners' performance in quarterly assessment needs substantial improvement which will need time, require considerable budget allocation and concerted efforts from school stakeholders. The study concluded that personal, family and environmental factors have direct and positive bearings on the learners' performance in quarterly assessment. There is a need for and intervention scheme if improved learner's performance in quarterly assessment is to be attained. Related studies may be further conducted considering other crucial variables not used in this study.

Keywords: personal factors, family factors, environmental factors, learners' performance, quarterly assessment

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1. Introduction

Quality education is viewed as the pillar towards life's success. Accordingly, any country government puts premium on how to provide quality and accessible education to every citizen from basic to higher education level (Abocejo and Padua, 2010). This commitment is evident on the reforms initiated by the government's Department of Education (DepEd) on the type of implemented curriculum. The 1982 Basic Education Act, 2002 Basic Education Act and the newly implemented K to 12 Basic Education Curriculum were all geared at providing education which is responsive to quality needs of the learners.

This is in response to the felt needs of innovating and improving, innovating and sustaining the basic educational system of the country (Abocejo and Padua, 2010). The implementation of the k to 12 program brought significant change in the educational setting of the country. It is seamless, decongested, spiral in progression, learner centred with focus on the optimum development of the Filipino child (Seameo-Innotech, 2012). With the improved curriculum comes the change in assessment. The DepEd Order No. 8 series of 2015 provides the guidelines on how to go about the assessment process of the acquired skills and competencies of learners.

Assessment could either be formative or summative. Formative assessment is an assessment conducted for the purpose of making a decision whether to proceed teaching the next lesson or to reteach or remediate the lesson (Mogboh, and Okoye, 2019). They also explained that summative assessment is conducted at the end of a unit or quarter and is part of the final grade. It is classified into three components: namely; written works, performance tasks, and quarterly assessment.

The quarterly assessment aims to assess learners at the end of the quarter and is part of the computation of the final grade. All grade 6 learners are required to take the quarterly assessment based on a schedule stipulated by the DepEd. This test is teacher-made based on the competencies required to be taught per quarter and served as one of the bases in giving the quarterly grade. It is given in the form of objective tests, performance-based assessment or a combination of the two. It synthesizes all the competencies, knowledge, and values learned in an entire quarter. The weight given to quarterly assessment as a component of the final grade is twenty percent (20 percent) in all learning areas (DepEd Order No. 8, s. 2015).

Optimal performance in quarterly assessment is a primary interest not only of learners but also of parents, teachers and other school stakeholders. This is because of the contention that high score in assessment test means high grades and high scholastic achievement. School stakeholders, particularly the parents emphasize the necessity for their children to academically perform at best since it is viewed as a predictor of personal and professional success in later life (Rodrigues and Abocejo, 2018).

Academic success in the elementary years is fundamentally important because it reflects the child's level of interest, motivation and success in learning (Fernandez and Abocejo, 2014). The foundation of formal education holds a critical role to a child's later

life. Attitude of learners towards the subject affect performance and learning (Jolejole-Caube, Dumlao and Abocejo, 2019). Breiner et al., (2016) noted that family profile has been an important variable that possibly influences children's education. Chohan and Khan (2010). found out that parental support is considered to be one of the strongest factors in student academic success. Motivation practices are accepted by both teachers and learners as key factors which influence learning. Availability of appropriate learning device in school, at home and in the community, including those available online (Trazo and Abocejo, 2019) influence learners' academic performance.

Learners perform differently in assessment tests with some learners performing better than the others in spite of giving the same instruction, learning strategies and classroom environment. Based on the District Monitoring Evaluation and Adjustment (DMEA) data provided by Alangalang I District, Alangalang, Leyte, Philippines on School Year 2017-2018, the average MPS of the district on the first quarterly assessment was 74.30 percent, second quarter was 75.32 percent, third quarter was 76.21 percent and fourth quarter was 77.83 percent. While it is true that the result conformed to the national and division standards based on MPS which is 75 percent, they are still below the goal of the Alangalang District which is 85 percent. Subjects such as Social Studies, Values Education, Technology and Livelihood Education and Filipino tend to have higher mean percentage scores (MPS) compared to subjects like Mathematics, English, and Science.

Determining factors contributing to high and low assessment performance in the elementary level bear important foundation in a child's academic progress. Understanding of these factors will help develop better educational management strategies to address learners' performance in assessment tests. In essence, conducting this research enabled school stakeholders to provide innovations and intervention programs that help learners cope with personal, family and environment problems and difficulties and increase performance in assessment tests.

The researcher contends that determining the relationship of the learners' personal, family and environmental factors and their performance during the first and second quarterly assessments will lead to the formulation of suitable intervention program supportive towards improving their quarterly assessment performance. This will also enable parents, teachers, administrators and other stakeholders to proactively design appropriate measures which could enhance learners' academic performance.

1.1 Study Objectives

This study determined the relationship of the learners' personal, family and environmental factors and their performance in the quarterly assessment of the first and second quarters during the School Year 2018-2019. Specifically, it examined the profile of the learner as to personal, family and environment. It also investigated the learning devices used by the learners within and outside the household, the quarterly assessment test performance of the learners in the first and second quarter period, and the relationship between the quarterly assessment performance of learners and their personal, family, and environment profiles.

2. Literature Review

Several factors influence students' academic achievement. Among these are personal responsibility (Diaz, 2003), class attendance (Ferdnandez and Abocejo, 2014), teachers' attitudes (Rodriguez and Abocejo, 2018), types of assignment (Trazo and Abocejo, 2019), importance of performance (Saraspe and Abocejo, 2020), time management, amount of study time (Diaz, 2003), size of classes (Mushtaq and Khan, 2012), difficulty of work and social life (Akessa and Dhufera, 2015)

Chaiklin (2011) explained that attitudes as a learned tendency to evaluate things in a certain way. Attitude constructs include students' perceptions about learning, their perceived competence as a result of academic achievement (Cuñado and Abocejo, 2018) and motivation (Wood, 2020). Students' attitude towards studies may pertain as to how the students regulate their learning or their approach to learning (Trazo and Abocejo, 2019). The focus of research is to understand the learning process in order to perform better (Learn II, 2018).

Diaz (2003) attested that the most probed factor affecting learning is the home and family. The home environment is critical to the formation of the child's self-concept towards his ability to achieve. Family involvement in school activities improves daily attendance, achievement, and behaviour of learners (Khajehpour and Ghazvini, 2011). When parents help in doing assignments and projects, motivate to join in non-academic activities, attend parents-teacher association meetings and help children develop plans for their future, children perform well in school (Đurišić and Bunijevac, 2017).

In constructing a valid and reliable test, a teacher must be competent in the subject matter, know the principles in making a test (Tan, Cordova, Saligumba and Segumpan, 2019). It is not expected that test will always be perfectly consistent. Two types of tests are formative assessment test and summative assessment test. Formative assessment is diagnostic in nature and served as basis in decision making whether to proceed with the lesson or reteach the lesson (Mogboh and Okoye, 2019). Summative assessment measures what the learners have learned in a specific quarter in relation to curriculum standards, content standard, performance standard and competencies.

The results of these assessments are used as bases for computing grades. Summative assessment is classified into three components, namely; Written Works, Performance Tasks, and Quarterly assessment. The quarterly assessment is the main focus of this study. The quarterly assessment in the K to 12 Curriculum are aimed in assessing what the learners have learned at the end of a particular period or quarter. All learners take the quarterly assessment test as part of the curricular requirement and final grade of learners for each quarter (DepEd Order No. 8, s. 2015).

Quarterly assessment is given in the form of objective tests, performance-based assessment or a combination of the two. It synthesizes all the competencies, knowledge, and values learned in an entire quarter. The weight given to quarterly assessment as a component of the final grade is twenty percent (20 percent) in all learning areas (DepEd Order No. 8, s. 2015). Bugge and Wikan (2013) stressed that personal characteristics is one

of the many factors affecting academic performance. They added that other factors are “sex, age, ability, parenthood, housing expenditures, social background, time spent on studies, time spent on paid work and motivation”.

Several studies (Devine, Fawcett, Szucs and Dowker, 2012; Alade, Kuku, & Osoba, 2017; (Goni, 2015; Salehi et al., 2019; Motallebzadeh and Nematizadeh, 2011) all agree based on their research findings that there is no significant relationship between performance and gender (male and female) of learners in assessment tests. “No significant effect on academic performance with regard to gender” was observed in other studies (Bugge and Wikan, 2013; Adigun, Onihunwa, Irunokhai, Sada and Adesina, 2015). However, Islam and Al-Ghassani (2015) confirmed that gender is significantly correlated with grade point average (GPA).

Study habits as predictor of performance in assessment test proved to be significant (Jhamil and Khalid, 2016; Rabia, Mubarak, Tallat and Nasir, 2017). Some studies (Rabia, Mubarak, Tallat and Nasir, 2017; Numan and Hasan, 2017). Rabia, Mubarak, Tallat and Nasir (2017) and Abid (2006) disclosed that proper and effective study habits resulted to positive performance in achievement test. Sharma (2017), Kumar (2006), Rabia, Mubarak, Tallat and Nasir (2017) proved in their study that better study habits were shown by high achiever students as compared to low achiever student. Time spent in studying also influence academic achievement (Sharma, 2017; Diaz, 2003; Ng, Zakaria, Lai and Confessore, 2016).

Jhamil and Khalid (2016) noted that low academic achievers spent more time in studying than high achievers due to the fact that parents are concerned with the performance of their low achieving children. They added that better habits to study is present in “nuclear family system as compared to joint family system” because joint families share space thereby making it hard to find a quiet corner for studying and completing assignments. Boys had better study habits than girls (Nagaraju, 2004; Sangtam, 2014; Jhamil and Khalid, 2016). However other researchers (Sangtam, 2014; Nissar, Muhammad and Ashiq, 2017; Singh, 2018) found out that girls had better study habits than boys. While Ahuja (2017), Charles-Ogan (2015), Adigun et al. (2015) and Singh (2017) did not find significant relationship between gender and study habits.

Compelling results show a correlation between attitude towards assessment and performance in assessment tests (Ifeoma, 2016; Kapuco, 2017; Chou and Chang, 2011). However, in the studies of Magno (2003), Metin (2011), Faaz and Khan, (2017), Dowker, Cheriton, Horton and Mark (2019), no significant relationship was found between attitude towards assessment and performance in assessment test. Manstead and Van Eekelen (as cited in Kapuco, 2017) showed that students’ performances in exams were also correlated with their behaviour. Accordingly, there can be a strong relationship between attitudes and academic achievements (Kapuco, 2017).

Kumar (2015) noted that, willingness to learn and knowing the purpose of learning affect performance. Learners who are willing to learn and know why to learn becomes more active, engage, and organized in his goals. Diaz (2003) reveals that learners with developed positive academic self-concept fulfil their goals. Thill (2016) noted that ill-

disciplined learners have poor student-teacher relationship, ineffective learning and poor peer group adjustments. Kusrkar et al. (2015), concluded that a learner who is highly motivated can perform well in class than an intelligent learner who doesn't care about his education. Nisar and Ashiq (2017) found out that conducive home and school learning environment resulted in better study habits and better academic achievement while non-conducive to learning school and home environment caused poor study habits and poor assessment performance.

Education for poor families is an investment to lift them out of poverty (Fernandez and Abocejo, 2014). It is an investment and a consumption (Hadna and Kartika, 2017). Relationship between family and educational outcomes was widely discussed across disciplines. A family into which a child is born significantly influence his course of life despite the widely held value of equality of opportunity (Hadna and Kartika, 2017). In some cases, older children are the first to be sent to school while the other children are working to support the finances of the family and of the sibling studying. When the older children graduated and found a job, the younger children will then study and the cycle continues (Jhamil and Khalid, 2016).

Jhamil and Khalid (2016) argued that educational attainment of fathers does not significantly affect performance of learners in assessment test. It is because fathers are not generally involved in the learners' studies. However, educational attainment of mothers significantly predicts academic performance (Jhamil and Khalid, 2016), because mothers are more involved in the educational activities of their children. They further disclosed that mothers are the first teachers, usually they taught their children to read, write, do basic arithmetic, assists in making home works and projects, guides in the decision making of their children. Apparently, the participation of mothers, and women in general, in the educational development of children in society cannot be understated (Abocejo, et al., 2012)

Nisar and Dogar (2016) found out that educational level of parents is an essential factor that help students reach their potential in a maximum, productive way. Hull (2017) stated that educated parents places more emphasis on helping their children in completing homework, assignments and free reading when their children are at home. Educated parents communicate better to their children regarding academic activities and assist them in their schoolwork (Arora and Singh, 2017).

Being a dynamic environment, the family always undergone some changes. Oreopoulosetal (as cited in Hull, 2017) reported that job loss of a parent lowers performance score by nine percent. Stevens and Schaller (2011) stated that parental job loss increases the probability of grade retention. Fernandez and Abocejo (2014) and Breger (2017) examined how poverty influences of academic achievement and performance in assessment test. They found that children with parents who are below minimum wage earners find it hard to support their children in their study to the point that children are forced into labour to help support family finances. Children who suffer poverty for the long time experienced worst consequences in terms of educational consequences (Fernandez and Abocejo, 2014)

Academic achievement relies heavily on family income (Dahl and Lochner, 2012) and boosts family income can lead to significant increases in academic achievement of children (Adzido, Dzogbede, Ahiave and Dorkpah, 2016). Usaini and Abubakar (2015) revealed that occupation of parents significantly affects performance of learners in quarterly assessment. However, some research also found family income and occupation to be non-significant in influencing academic achievement (Zhao, Maideen and Nasirudeen 2018).

Yi, Youi and Bae (2016) noted limited studies which address the role of learning devices inside and outside the household. Zhao et al. (2018) explained that *“using smartphones would increase effectiveness of learning as they could access information quickly”*. Several studies (Sung, Chang and Liu, 2016; Ifeanyi and Chukwuere, 2018; Smith, Blackburn, Stair and Burnett, 2018; Fabian, Topping and Barron, 2018) reported that the use of smartphones as a learning device increases performance in learning and assessment test because it maximizes the possibility for students to get information as fast as possible and it is not limited to the classroom alone.

On the other hand, Kibona and Mgaya (2015), Ng, Hassan, Nor and Malek, (2017), Zhao et al. (2018) reported that the use of smartphones and other multimedia decreased the academic performance of learners. This was so because multimedia was used negatively by the learners. Latest mobile phones allow users to access a wide range of electronic media at virtually any time and location. Now with most cell phones, common activities such as playing video games, browsing the Web and tracking social media sites are all easily accomplished.

The relationship between *“TV viewing and academic achievement, age, and home environment”* are complex, multidimensional, and inconclusive (Thompson and Austin, 2003). 59. Sharma, Chavez, Jeong and Nam (2017) noted that that educational television directly associates with pupils’ academic performance and all television programs (i.e. soap opera, comedy, entertainment, cartoons, educational shows, public affairs, music television video, reality television shows, sports show and religious shows) are significantly correlated with the perceived benefits of television watching.

Patrikakou (2016) noted that multimedia increases interaction among parents and students. It provides wide dimensions of quality teaching and learning, thus increasing academic achievement. Delen and Bulut (2011) explained that pupils, who are exposed to media materials downloaded from the internet, have higher mathematics achievement than the pupils not exposed to materials downloaded from the internet.

2.1 Theoretical and Conceptual Framework

The study anchored its theoretical framework from the Zone of Proximal Development, Attitude Theory, and Blake’s Dilution Theory. The Zone of Proximal Development of Vygotsky (as cited in DepEd Order No. 8. Series of 2015), stated that curriculum should be intended to engage learners in different learning tasks. With the help of parents and teachers, children will be able to perform learning tasks on their own. With this in mind,

parents and teachers must only help children when it is needed. Scaffolding helps learners develop problem solving skills and solve problems on his/her own.

Vygotsky (as cited in DepEd Order No. 8. Series of 2015) emphasized that assessment methods must take into account the Zone of Proximal Development (ZPD). Assessment methods measure both the level of actual development and the level of potential development of the learners. The parents can serve scaffolding in the learning process; they assist, give encouragement, follow up, and are always ready to support their children in all school undertakings. Such support can help the children stand-alone and be independent enough in dealing with school work.

Another theory which is of great importance in this study is the Attitude Theory by Kapuco (2017). Attitude Theory argues that some dimensions of attitudes such as importance of any test performance, liking or disliking the results of a test, and interest or without interest in achieving high scores in the test can be closely related to achievement performances (Simpson, Koballa, Eccles, Oliver and Crawley as cited in Kapuco, 2017).

Blake's Dilution Theory (2015) states that means of the families are thinned when allotted to a large number of offspring, and thus limiting the chances to provide for school needs. It states that as the number of offspring increases, the degree of competition for family resources are increases.

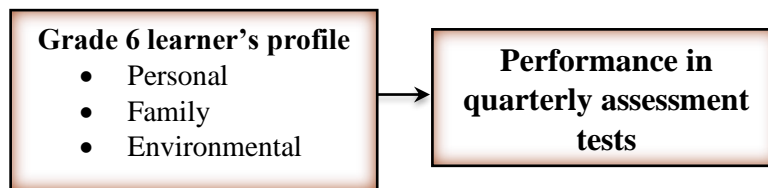


Figure 1: Conceptual framework of the study

In Figure 1, the identified independent variables are the: (1) personal profile in terms of age, gender, study habits, religious affiliation and attitude towards assessment; (2) family profile in terms of number of siblings, birth order, household size, parents' educational attainment, parents' occupation, parents' motivational practices, monthly household income; and (3) environment factors in terms of learning devices available at the household and learning devices outside the household that affect the dependent variable which is the performance of learners in quarterly assessment test.

The individual scores of the grade 6 learners of the areas under study for the first and second quarterly assessments (school year 2018-2019) were treated as the dependent variables - the outcome effected by the existing conditions. This study tested the null hypothesis of no significant relationship between the quarterly assessment performance of learners and their personal, family, and environment profiles.

3. Research Methodology

3.1 Research Design

This study employed the descriptive and correlational research designs to assess the existing situation of the learner in terms of personal profile, family conditions and his own environment and performance in quarterly assessment test. The correlational component looked into the relationships among continuous variables.

3.2 Research Respondents and Sampling Technique

The sample respondents included 15 complete elementary schools of Alangalang I District, in the municipality of Alangalang, Leyte, Philippines. Using the Slovin's formula, a random sample of 250 respondents were obtained from the total of 667 grade 6 learners. Proportional allocations were considered to obtain the actual respondents from schools with multiple sections.

3.3 Locale of the Study

The study was conducted in schools with grade 6 classes of Alangalang I District, Alangalang, Leyte, Philippines. It was implemented in 15 government-run elementary schools under the District on grounds that these schools were noted to be diverse in terms of learner's personal, family and environment backgrounds.

3.4 Research Instruments

The researcher utilized a standardized research instrument developed by Nicolas-Victorino (2011) to gather the data on personal, family and environment factors affecting the assessment performance of learners and from the learners' score in quarterly assessment test in the e-class record with permission from the class advisers and school administrator.

The survey questionnaire solicited information on the personal profile of the respondents in terms of age, gender, study habits, religious affiliation and attitude towards assessment in part 1; family profile in terms of number of siblings, birth order, household size, parents' educational attainment, parents' occupation, parents' motivational practices and monthly household income in part 2; and environment profile in terms of learning devices at the household and learning devices outside the household in part 3. The individual quarterly assessment scores of the learner for the 1st and 2nd quarters of school year 2018-2019 constituted the secondary data.

3.5 Ethical Considerations

In the conduct of this study, research ethics was of paramount consideration. To fulfil this, respondents were given a comprehensive explanation about the purpose of the study. They were also informed that their participation was voluntary, and they have the right to withdraw from the study without consequences. All the derived information was dealt with utmost confidentiality and solely used for this study.

3.6 Data Gathering Procedure

Permission was obtained from the schools' District Supervisor and school heads of different schools to collect data from the grade 6 learners using a survey instrument from the 16 schools with grade 6 classes. Individual scores of the learners in the first and second quarterly assessment tests were also gathered from the grade 6 class advisers with assurance of confidentiality on the gathered data.

As part of the school-based management practice of the District, the grade level Advisers were assigned to collect all the rating sheets of the learners for every subject for compilation. These were done for easy access of learners' data and fast response to clients in need of data. The respondents were instructed to pass or give the survey questionnaire to the researcher once they were finished answering. After the data had been retrieved, the researcher organized them for analysis.

4. Results and Discussion

4.1 Personal Profile of Grade 6 Learner

The large majority of the learner respondents were 11 years old (Table 1) comprising 54 percent of the total respondents, followed by twelve-year old learners who constituted about one-fourth of the entire respondents, and those who were 10 years of age at 12 percent. This conforms to the guidelines of the DepEd that grade 6 learners should be eleven years old. The mean age of the respondents is 11.34 years old with more male respondents than their female counterparts. Of the 250 respondents of the study, 136 or 54.40 percent of the respondents were male while 114 or 45.60 percent of the respondents were female.

Meanwhile, the average time spent by the respondents doing their assignment is one hour and 23 minutes per day. Most of the learners used textbooks as reference in doing their assignments as confirmed by 69 percent of the respondents, 57 percent used the internet as reference, and 11 percent used encyclopaedia. It can be deduced that the grade 6 learners do not only limit themselves on learning through textbooks but extends to world-wide-web access for learning. However, the use of internet needs thorough monitoring by parents for danger of accessing other applications away from education learning.

On the positive note, 98 percent of the respondents confirmed they study their lessons. The average daily time spent in studying their lessons is 1 hour and 57 minutes. English is in the top list with 74 percent of the respondents studying for it, followed by Filipino (70 percent), Science (67 percent), Mathematics (60 percent) and Social Studies (59 percent).

Meanwhile, 60 percent affirmed that their parents helped them when they were studying, 18 percent answered being helped by their siblings, 13 percent assisted by their classmates, while 6 percent asked their relatives for help in studying their lessons. These findings affirmed the important role that parents play in assisting their children studies and educational activities.

The learner respondents tend to study more the courses and topics which are difficult and with English as a medium of instruction than courses with Filipino as a medium of instruction. However, even if the learners preferred to study English, Science and Math, they still got low scores in these areas in general as compared with the other courses. While it is true that majority of the parents help them in studying, the amount of assistance provided by parents to their children in terms of knowledge are very limited as most parents only reached high school level education.

Table 1: Personal profile of grade 6 learners (n = 250)

Variable and Indicator	Frequency	Percent (%)
Age (years)		
Ten (10)	31	12.40
Eleven (11)	136	54.40
Twelve (12)	64	25.60
Thirteen (13)	14	5.60
Fourteen (14)	5	2.00
Sex		
Male	136	54.40
Female	114	45.60
Religious affiliation		
Protestant Christian (UCCP)	2	0.80
Church of Christ (INC)	4	1.60
Roman Catholic Christian	244	97.60
Study habits		
Hours spent doing assignment	243	97.20
References for assignment		
Textbooks	173	69.20
Internet	142	56.80
Encyclopaedia	27	10.80
Hours spent studying	244	97.60
Courses (or subjects) often studied		
Filipino	174	69.60
English	183	73.80
Mathematics	151	60.00
Science	168	67.20
Social Studies	148	59.20
MAPEH	107	42.80
EPP	102	40.80
ESP	115	46.00
Helped in studying by		
Parents	151	60.40
Sibling	45	18.00
Relative	16	6.40
Classmate	33	13.20
Tutor	4	1.60
None	58	23.20

4.2 Attitude towards Assessment

As presented in Table 2, the attitude of learner respondents was measured using attitudinal statements where learner respondents were asked to indicate their agreement or disagreement using six-point rating scale. Indicatively, an agreement to the statement indicates favourable attitude, a disagreement to the statement signifies an unfavourable attitude.

Table 2: Attitude towards assessment

Assessment Level	Frequency	Percent (%)
Very highly favourable	139	55.60
Highly favourable	50	20.00
Moderately favourable	28	11.20
Slightly favourable	14	5.60
Very slightly favourable	6	2.40
Not at all favourable	13	5.20
Total	250	100.00
Weighted mean = 5.05 (<i>Highly Favourable</i>)		
Standard deviation = 1.39		

Findings revealed that 56 percent very highly favoured, one fifth highly favoured, 11 percent moderately favoured, 6 percent slightly favoured, 2 percent favoured very slightly and 5 percent did not favour at all. It can be deduced that the learner respondents' attitude towards quarterly assessment was generally positive as indicated by the grand weighted mean of 5.05 manifesting highly favourable attitude towards assessment.

This means that the learner respondents were trying to perform better in order to succeed in school and with positive attitude towards assessment. However, even if the learner respondents were highly favoured, they still did not meet the expected performance in all courses except for values education in the second quarterly assessment examination.

4.3 Family Profile of the Learners

As can be gleaned from Table 3, a little over one-fourth of the learner respondents have three siblings, followed by two, four, five, six and one. This means that families of learner respondents have children close to 4 which is typical for a Filipino family size.

By birth order, eldest learner respondents comprised 36 percent, followed by the second child (24 percent), third child (14 percent), fourth child (8 percent) and six children (5 percent). This indicates that the largest group, roughly one-third, of learner respondents are first born child of the family while one-fifth of the respondents are second child with a little over one-tenth belonging to third child of the family.

Table 3: Family profile by number of siblings and birth order

Variable and Indicator	Frequency	Percent (%)
Number of Siblings		
1	13	5.20
2	59	23.60
3	65	26.00
4	29	11.60
5	28	11.20
6	20	8.00
7	12	4.80
8	6	2.40
9	7	2.80
10	7	2.80
11	2	0.80
12	1	0.40
Total	250	100
Birth Order		
1 st	91	36.40
2 nd	59	23.60
3 rd	34	13.60
4 th	21	8.40
5 th	12	4.80
6 th	13	5.20
7 th	10	4.00
8 th	4	1.60
9 th	4	1.60
10 th	1	0.40
12 th	1	0.40
Total	250	100

4.4 Household Size

The term “household (HH)” signifies members of a domestic unit. It does not merely imply mother, father and children, but includes extended family members such as aunts, uncles, cousins, and grandparents, provided that their place of residence is the same household of the respondents’ nuclear family.

From Table 4, the mode for HH size is five (5) comprising about 28 percent of the entire learner respondent groups. This was followed by six HH size (16 percent), four (14 percent), seven (12 percent), eight (11 percent), nine (6 percent) and ten (4 percent). The rest including one HH size constituted the minority group. The average HH size is seven which is higher than the Philippine Statistics Authority [PSA] (2019) average of five for the entire Philippines. This reflects, that in the study area, HHs are composed of extended family members like relatives, grandparents, among others.

Table 4: Family profile by household size

Household Size	Frequency	Percent (%)
3	3	1.20
4	34	13.60
5	69	27.60
6	41	16.40
7	29	11.60
8	27	10.80
9	16	6.40
10	10	4.00
>10	21	8.40
Total	250	100.00

4.5 Parents' Educational Attainment

For the parents of the learner respondents, 32 percent of their mothers reached high school level as highest educational attainment (Table 6), followed by university level at 20 percent. Elementary level mothers comprised 14 percent, while 20 mothers (8 percent) completed elementary education. Mothers who graduated from high school and university accounted 13 percent. This reflects that majority of the parents of learner respondents did not reach nor complete tertiary level education. On the father side, 38 percent of the respondents indicated their father reached high school level, 15 percent were attained tertiary level and graduated from the university, 12 percent were elementary level and 8 percent graduated from the elementary while 11 percent finished high school studies.

Table 5: Learners' family profile by parents' educational attainment

Educational Attainment	Frequency	Percent (%)
Mothers' Educational Attainment		
Elementary level	36	14.40
Elementary graduate	20	8.00
High school level	81	32.40
High school graduate	32	12.80
College level	49	19.60
College grad	32	12.80
Total	250	100.00
Fathers' Educational Attainment		
Elementary level	31	12.40
Elementary graduate	21	8.40
High school level	96	38.40
High school grad	28	11.20
College level	37	14.80
College graduate	37	14.80
Total	250	100.00

4.6 Parents' Occupation

More than half or 144 (57.60 percent) of the respondents' mothers are housewife. This is significantly larger than the second highest response, which is housekeeper occupation with 28 or 11.20 percent. This is followed by OFW's with 20 or 8 percent, teachers with 15 or 6 percent, vendors with 13 or 5.20 percent, farmers with 9 or 3.60 percent, barangay secretary, librarian, cook, and medical secretary with 2 or 0.80 percent each, book keeper, caregiver, doctor, fish vendor, lady guard, "palay" buyer, physical therapist, practical nurse, saleslady, self-employed and welder with 1 or 0.40 each. There were two or 0.80 percent of the respondents with mothers who are already deceased.

The data presented in Figure 2 is consistent with the findings in parents' educational attainment. Most of the respondents' mothers are high school graduates reflective of the nature of work they are engages. Housewives as occupation, collectively characterize the mothers of Alangalang I district learners.

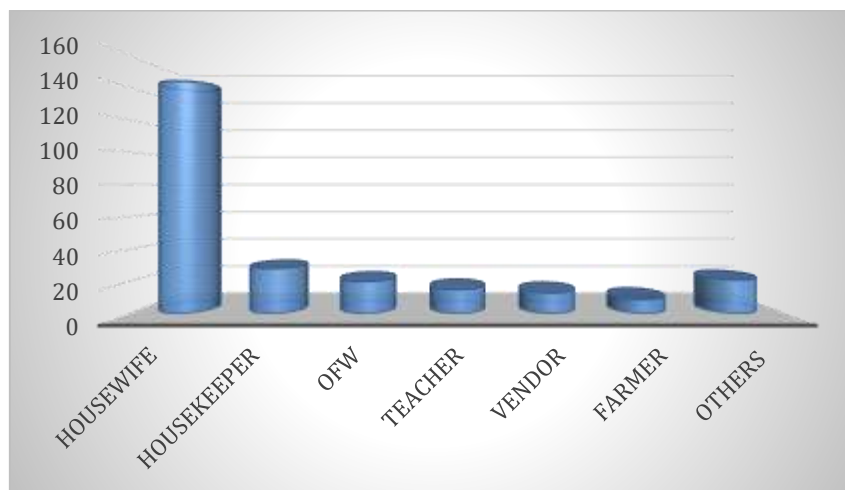


Figure 2: Learners' family profile by parents' occupation

A little over 30 percent of the learner respondents admitted that their father are farmers, followed by drivers at 16 percent. Other occupations of fathers included carpenters (10 percent), vendors (4 percent), construction worker (4 percent) and OFW's among others. Fathers who were unemployed comprised 6 percent.

4.7 Motivational Practices of Parents

Another personal profile of the learner respondents which was considered in this study was the motivational practices of parents. The level of motivation of the learner to do well in school was measured using statements that describe parents and family motivational practices. For each of these statements, the learner respondents were required to indicate their degree of agreement or disagreement using six-point rating scale. That is, an agreement to the statement indicates highly motivated, while a disagreement to the statement signifies slightly motivated.

Table 6: Level of motivational practices of parents of respondents

Motivational Level	Frequency	Percent (%)
Very highly motivated	145	58.00
Highly motivated	51	20.40
Moderately motivated	24	9.60
Slightly motivated	14	5.60
Very slightly motivated	5	2.00
Not motivated at all	11	4.40
Total	250	100.00
Weighted mean = 5.14 (<i>Highly Motivated</i>)		
Standard deviation (SD) = 1.33		

As revealed in Table 6, of the 250 learner respondents, 145 or 58 percent were very highly motivated, 51 or 20.40 percent were highly motivated with about one-tenth moderately motivated. The remaining few mothers were slightly motivated and very slightly motivated, accordingly. It can be deduced that parents were highly motivated as indicated by the grand mean of 5.14. The standard deviation of 1.33 that the learner respondents' mothers are more or less found within highly motivation group. This means that most of the learners are highly motivated to do well in school because of the motivational practices and expressions of support provided by the parents and family members.

4.8 Monthly Household Income of Grade 6 Learner's Family

Most of learner respondent's households belong to low income groups with a little over three-fourths or 76 percent falling into poor family category. The middle-income group constituted about one fifth or 21 percent while those families in the high income group comprised just about three percent.

Table 7: Monthly household income of grade 6 learner's family

Monthly Household Income (Philippine peso - Php)	Frequency	Percent (%)
Low Income (1.00- 11,914.50)	191	76.40
Middle Income (11,914.51- 49,526.00)	52	20.80
High Income (49,526.01- 1,000,000)	7	2.80
Weighted Mean = Php9,784		
Standard deviation = Php13,925		

The mean income is Php9,784 with a standard deviation of Php13,985. These suggest that income values are sparsely distributed around the mean. To note, the lowest income is Php500 and the highest income is Php130,000 pesos which is very far from the mean. Evidently, the learners under study belong to low income group of families.

4.9 Environment Profile of Grade 6 Learners

Table 8 shows that cellular phones are the most commonly used devices with 77 percent of grade 6 learners accessing them inside the homes for school and other purposes. The

television came next 71 percent of students using them, cable TV (26 percent), internet connection (19 percent), MP3/MP4 (18 percent), personal computers (14 percent) and PSP (5 percent). Among the learning devices outside the household, cellular phones again topped the list with 67 percent of learners using them, followed by internet café (39 percent), library (33 percent), cable TV (19 percent), personal computer (14 percent), Learning Centres (13 percent), MP3/MP4 (9 percent) and PSP (6 percent).

These reflects that cellular phones and televisions are common learning devices found in the community and at home. It also reflects the most of the learners are exposed to these devices most especially cellular phones, televisions and internet cafes that may influence their performance in assessment negatively.

Table 8: Learning devices used by grade 6 learners

Learning Device	Inside		Outside	
	Frequency	Percent (%)	Frequency	Percent (%)
Cellular Phone	192	76.80	167	66.80
With internet Connection	47	18.80	97	38.80
Cable TV	65	26.00	48	19.20
Personal Computer	34	13.60	34	13.60
MP3/MP4 Player	44	17.60	23	9.20
PSP	12	4.80	14	5.60
Television	177	70.80	-	-
Library	-	-	83	33.20
Learning Centres	-	-	33	13.20

4.10 Quarterly Assessment Test Performance

The performance evaluation of learners was based on the average 100 percent mean scores their first and second quarterly assessment test scores of each subject. Tables 9 reveals that they did not meet the expected performance in Filipino after posting a grand weighted mean of only 69.92. Their performance in English was even slightly lower at 62.94 reflective of not meeting what is expected from them.

Table 9: Quarterly assessment test performance by course or subject

Course (or Subject)	1 st Quarter		2 nd Quarter	
	WM	SD	WM	SD
Filipino	70.78	7.51	69.06	10.58
GWM = 69.92 (<i>Did not meet expectations</i>)				
Overall SD = .05				
English	62.18	9.11	63.69	9.97
GWM = 62.94 (<i>Did not meet expectations</i>)				
Overall SD = 9.54				
Mathematics	62.94	10.75	60.87	8.53
GWM = 60.91 (<i>Did not meet expectations</i>)				
Overall SD = 9.64				
Science	60.87	9.38	70.10	8.35
GWM = 65.49 (<i>Did not meet expectations</i>)				
Overall SD = 8.87				

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Social Studies	71.88	10.33	71.57	9.05
GWM = 71.73 (<i>Did not meet expectations</i>)				
Overall SD = 9.69				
Music, Arts, Physical education, and Health (MAPEH)	69.36	9.38	62.26	10.55
GWM = 65.81 (<i>Did not meet expectations</i>)				
Overall SD = 9.97				
Technology and Livelihood Education	69.88	8.94	69.61	9.41
GWM = 69.75 (<i>Did not meet expectations</i>)				
Overall SD = 9.18				
Values Education	97.90	9.62	75.14	7.80
GWM = 75.02 (<i>Fairly satisfactory</i>)				
Overall SD = 8.71				
WM – weighted mean SD – Standard deviation GWM – grand weighted mean				

In Mathematics, their overall performance was 60.91 while in Science it was 65.49, in both subjects they did not meet the expected performance. In Social Studies, the learner respondents got a bit higher numerical scores of 71.73 while they posted 65.81 in Music, Arts, Physical Education and Health (MAPEH). Similarly, they did not reach the expected performance. The learner respondents also did not meet the expected performance in technology and livelihood education when their achieved grand mean performance was only 69.75. On the positive note, they posted 75.02 grand weighted mean in values education reaching fairly satisfactory performance. The learner respondents, in their overall performance considering all the courses or subjects was registered at 68.67 indicating they did not meet the expected performance.

Particularly, in Filipino 25 or 10 percent of the learner respondents in the first quarter and 57 or 22.80 percent in the second quarter got an outstanding quarterly assessment test performance, 16 or 6.40 percent in the first quarter and 10 or 4 percent got very satisfactory, 50 or 20 percent in the first quarter and 17 or 6.80 percent got satisfactory performance, 29 or 11.60 in the first quarter and 12 or 4.80 percent got fairly satisfactory performance and 130 or 52 percent in the first quarter and 154 or 61.60 percent got did not expectations performance.

In English, close to 10 percent of the learner respondents in the first quarter and roughly 18 percent in the second quarter got outstanding quarterly assessment test performance, one percent in the first quarter and about 6 percent got very satisfactory, nearly 5 percent in the first quarter and a little over 5 percent got satisfactory performance with about 5 percent having fairly satisfactory performance in both quarters. Notably, more than three-fourths or 76 percent in the first quarter and about 74 percent in the second quarter exhibited did not meet expectations performance.

In Mathematics, 34 or 13.60 percent of the learner respondents in the first quarter and 23 or 9.20 percent in the second quarter got an outstanding quarterly assessment test performance, 14 or 5.60 percent in the first quarter and 10 or 4.00 percent got very satisfactory, 9 or 3.60 percent in the first quarter and 14 or 5.60 percent got satisfactory performance, 19 or 7.60 in the first quarter and 16 or 6.40 percent got fairly satisfactory

performance and 174 or 69.60 percent in the first quarter and 187 or 74.80 percent got did not expectations performance.

In Science, 15 or 6 percent of the learner respondents in the first quarter and 29 or 11.60 percent in the second quarter got an outstanding quarterly assessment test performance, 4 or 1.60 percent in the first quarter and 31 or 12.40 percent got very satisfactory, 27 or 10.80 percent in the first quarter and 32 or 12.80 percent got satisfactory performance, 13 or 5.20 in the first quarter and 29 or 11.60 percent got fairly satisfactory performance and 191 or 76.40 percent in the first quarter and 129 or 51.60 percent got did not expectations performance.

In "*Araling Panlipunan*", 65 or 26 percent of the learner respondents in the first quarter and 48 or 19.20 percent in the second quarter got an outstanding quarterly assessment test performance, 19 or 7.60 percent in the first quarter and 24 or 9.60 percent got very satisfactory, 21 or 8.40 percent in the first quarter and 24 or 9.60 percent got satisfactory performance, 10 or 4.0 percent in the first quarter and 14 or 5.60 percent got fairly satisfactory performance and 135 or 54.00 percent in the first quarter and 140 or 56.00 percent got did not expectations performance.

In MAPEH, 42 or 16.80 percent of the learner respondents in the first quarter and 39 or 15.60 percent in the second quarter got an outstanding quarterly assessment test performance, 20 or 8.0 percent in the first quarter and 10 or 4.0 percent got very satisfactory, 30 or 12.0 percent in the first quarter and 7 or 2.80 percent got satisfactory performance, 29 or 11.60 percent in the first quarter and 8 or 3.20 percent got fairly satisfactory performance and 129 or 51.60 percent in the first quarter and 186 or 74.40 percent got did not expectations performance.

In "*Edukasyong Pantahanan at Pangkabuhayan*", 60 or 24.0 percent of the learner respondents in the first quarter and 57 or 22.80 percent in the second quarter got an outstanding quarterly assessment test performance, 11 or 4.40 percent in the first quarter and 15 or 6.0 percent got very satisfactory, 11 or 4.40 percent in the first quarter and 17 or 6.80 percent got satisfactory performance, 14 or 5.60 in the first quarter and 13 or 5.20 percent got fairly satisfactory performance and 154 or 61.60 percent in the first quarter and 148 or 59.20 percent got did not expectations performance.

In Values Education, 68 or 27.20 percent of the learner respondents in the first quarter and 52 or 20.80 percent in the second quarter got an outstanding quarterly assessment test performance, 16 or 6.40 percent in the first quarter and 19 or 7.60 percent got very satisfactory, 43 or 17.20 percent in the first quarter and 45 or 18.0 percent got satisfactory performance, 18 or 7.2.0 in the first quarter and 31 or 12.40 percent got fairly satisfactory performance and 107 or 42.80 percent in the first quarter and 103 or 41.20 percent got did not expectations performance. The findings indicated that majority of the learner respondents failed to pass the 1st and 2nd quarterly assessment tests. Generally, their performance was low and unable to meet the standards set by the current curriculum of the DepEd.

4.11 Relationship between Personal, Family and Environment Profiles and Performance in Quarterly Assessment

Based on the analysis of data, it was found that personal profile in terms of age, study habits (hours spent on assignment and hours spent on studying lessons) and attitude of learners towards assessment collectively and performance in quarterly assessment was significant. The p-value of 0.027 indicates that there is a significant correlation between personal profile and performance of learners in quarterly assessment.

Table 10: Relationship between personal and family profile and quarterly assessment performance

Variable	X ² -value	p-value
Personal	10.956*	0.027
Family	13.776**	0.008
* - significant at $\alpha < 0.05$ ** - highly significant at $\alpha < 0.01$		

The data reveals that family profile in terms of number of siblings, household size, household income and motivational practices have significant association to performance in quarterly assessment (Table 10). The p-value of 0.008 tells that there is a positive correlation between family profile and performance in quarterly assessment. This reflects no sufficient evidence to conclude that there is a significant relationship between age and performance in quarterly assessment based on the p-value of 0.393 and 0.163 respectively. This is because based on age, the learners are ready to learn the competencies required for grade 6 and therefore not a factor in the low performance of grade 6 learners in the first and second quarterly assessment. The r-value of negative 0.089 in the first quarter and negative 0.038 in the second quarter indicated no association at all.

Also, there is no significant relationship observed between hours spent in doing assignment and performance in assessment as pointed by the p-values of 0.475 in the first quarter and 0.555 in the second quarter. With r-values of 0.046 and 0.038, respectively, the results indicate no association. In terms of hours spent studying lessons, no sufficient evidence was also found to prove its significant relationship to quarterly assessment. Its p-value in the first quarter was 0.652 and in the second quarter was 0.383. This is verified by the r-value of 0.029 which indicated no association and 0.555 that infer moderately positive correlation. It can be inferred that no significant relationship existed between study habits and quarterly assessment performance of learners.

Table 11: Correlations between quarterly assessment performance and personal profile

Variable	First Quarter		Second Quarter	
	r-value	p-value	r-value	p-value
Age	-0.054 ^{ns}	0.393	-0.089 ^{ns}	0.163
Hours spent in doing assignment	0.046 ^{ns}	0.475	0.038 ^{ns}	0.555
Hours spent studying Lesson	0.029 ^{ns}	0.652	0.555 ^{ns}	0.383
Attitude towards assessment	0.179**	0.005	0.222**	0.001
ns – not significant; ** - highly significant at $\alpha < 0.01$.				

However, sufficient evidence was found to prove that attitude towards assessment significantly affect performance in quarterly assessment test because the p-value in the first quarter is 0.005 and in the second quarter is 0.001. However, the strength of association is weakly positive as indicated by the r-values of 0.179 and 0.222. This means that while attitude is a predictor of performance in assessment, it is not the sole factor that could affect performance in quarterly assessment.

The family profile in terms of number of siblings shows no significant relationship towards performance in quarterly assessment as expressed by the p values 0.240 in the first quarter and 0.234 in the second quarter (Table 12). This is further claimed by the r value of -0.075 and -0.076 that show no association.

No sufficient proof was found that household size and quarterly assessment performance are significantly correlated (p-values of 0.141 in both quarters). This entails that regardless of household size, learners have the potential to perform better in school. However, there was a significant relationship between household income and quarterly assessment (p-value = 0.000 in the first quarter and 0.002 in the second quarter). It should be noted that the correlation was weak positive (r-values of 0.237 and 0.193) indicating that household income has no association with performance in the quarterly assessment. Also, very interesting to note, household income significantly relates to household size and number of siblings.

Table 12: Correlations between quarterly assessment performance and family profile

Variable	First Quarter		Second Quarter	
	r-value	p-value	r-value	p-value
Number of Sibling	-0.075 ^{ns}	0.240	-0.076 ^{ns}	0.234
Household Size	-0.093 ^{ns}	0.141	-0.093 ^{ns}	0.141
Household Income	0.237 ^{**}	0.000	0.193 ^{**}	0.002
Motivational Practices of Parents	0.118 ^{ns}	0.062	0.191 ^{**}	0.002

ns – not significant; ** - highly significant at $\alpha < 0.01$.

There is also a significant direct but weak relationship between motivational practices of parents and quarterly assessment in both quarters (p-value = 0.062 in the first quarter and p-value = 0.002 in the second quarter). This means that motivational practices do not correspond with the result of quarterly performance among grade 6 learners. There have to be other factors which are contributory to learners' performance in quarterly assessment.

5. Conclusion and Recommendations

In the light of the findings of the study, the grade 6 learners in the study area poorly performed in the first and second quarterly assessments. Their performance in English and Mathematics subjects were far below expected levels. Learners who come from poor families, experiences limited access to learning resources such as internet connectivity, computers and gadgets which could have facilitated and helped in the learning activities

if they have access to. Similarly, learners whose parents did not attain higher education, poorly performed in the assessment tests. Arguably, parents' educational attainment indirectly contributes to their children's performance in school particularly in quarterly assessment test.

Personal and family profiles have direct bearing on the learners' quarterly assessment performance. The better the personal profile indicators, correspondingly, the learners' quarterly assessment performance tend to be higher. The same hold true for family profile except on the number of siblings and household size which did not manifest bearing on the quarterly assessment performance of the learners.

This study confirms the argument put forward by Vygotsky in his Zone of Proximal Development (ZPD) where parents, community and teachers play crucial role in the performance of learning tasks among learner. The study also affirms the argument of Fishbein and Ajzen in their Attitude Theory which argues that positive attitude to assessment brings about favourable actions specific towards the assessment. As to household size and number of sibling indicators, Blake's Dilution Theory likewise validates in the study whose findings confirms the theory's argument that families are thinned when allotted to a large number of offspring thereby limiting the opportunity to provide school needs.

The problem of low performance in quarterly assessment could be solved, however it may take time with sufficient budget allocation and combined efforts of concerned school stakeholders. It could be improved if appropriate and efficient study habits and positive attitude towards assessment is developed within learners with the help of teachers and parents. Parents have to be aware and informed about the effects of number of siblings, household size, household income and parents' motivational practices on learners' performance in quarterly assessment for them to be able to make necessary decisions that alleviate the effects of personal and family factors on learners' performance. It is recommended that further studies be carried out on the variables mentioned to see whether there are any similarities in the findings.

About the Author

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