

---

## Relationship between Attitude Factors and Academic Performance of the Students of Elpidio Quirino High School S. Y. 2016-2017

MARY ANN JARMEN J. MENOR

Manulife Business Processing Services – Quezon City

OLIVER A. PADECIO

Sapang Palay National Highschool – Senior High School Department

CHRISTIAN H. VILLEGAS

Polytechnic University of the Philippines – Laboratory High School

VINCENT JOSE C. SETINTA

Elpidio Quirino High School

AMRON JANE T. REGIDOR

Sydney English Learning Center

### **Abstract:**

*There have been a number of studies investigating how attitude factors affect student's academic performance. This study was conducted to identify specifically how 8<sup>th</sup> grade Technology Livelihood Education students affect their academic performance towards school, teacher, peers and family. To gather the data a questionnaire including a Likert scale survey and average grade in Technology Livelihood Education was determined. The results indicated that the three factors such as teacher, peers and family have significant relationship on academic performance. The attitude factors that has the highest weighted mean is the teacher. On the other hand, attitude toward school showed that there is no significant relationship when it comes to academic performance of Grade 8 Technology Livelihood Education students of Elpidio Quirino High School. The study established that teacher, peer and family made significant contribution to the students' academic performance. Therefore, this study suggested that teachers should enhance a conducive learning environment for the learners. Teacher should encourage group activity during class as it is*

*part of learning process for the students. However, students should still be aware of group of people they will join as there will be positive and negative impact on their studies. Lastly, parents play a crucial role in student's development when it comes to encouraging and supporting their children in school activities.*

**Key words:** Attitude factors, Academic Performance, Peer group, Teacher orientation, School environment, Family Background

## **I. INTRODUCTION**

Student achievement and academic performance are often related to different factors which can be considered as a basis to assess their learning. These factors include the school, peer groups, teachers, and environment, which are highlighted to address the issues concerning academic performance.

According to Goodall, his evidence confirms the importance of parental needs analysis, understanding what parents already do with their children and how they are most likely to respond positively to attempts to engage them further in their children's learning.[1] The life of the students are based on their living condition and their physical well-being. Students must take a stand and be aware of the possibilities and make a way to pursue their education because their academic performance will be the determinants to their future. Topor also added that increased parent involvement, defined as the teacher's perception of the positive attitude parents have toward their child's education, teacher, and school, was significantly related to increased academic performance, measured by both a standardized achievement test and teacher ratings of the child's classroom academic performance.[2] Further, parent involvement was significantly related to academic performance above and beyond the impact of the child's intelligence.

School is where the teaching and learning takes place. Schools are the only places that students spend most of their times, so learning space, place and time are worth in gold.[3] Building's structural facilities profoundly influence learning.[4] The physical environment in which children learn is still of compelling interest, especially in correlation to the influence of student learning.[5] It is also assumed that children learning outcome and educational performance are strongly affected by the standard and type of educational institution in which students get their education. The educational environment of the school one attends sets the parameters of students' learning outcomes.[6] Still inadequate provision of facilities and materials to mainstreamed public schools would lead to poor academic performances of students.[7] Allocating funds to support the needs for the construction, replacement, and completion of school building, technical vocational laboratories, and water sanitation facilities is essential to ensure that the students will have the equal chance to education[8].

Peer group has an effect on the academic achievement of the students. Peer group pressure is responsible for the increase in dropout rates. Through peer group influence, the need to put on an act in order to gain acceptance from the specific group with which they would like to be associated.[9] Students tend to believe that peer groups will direct them into paths where they will achieve social satisfaction and will help them achieve their goals in life. It is somehow evident that students from different peer groups will have differences in their attitudes and academic achievements. [10] Peer groups are very influential in an individual life especially at the adolescence stage. The gap between parents and children allow peers to form a group of their desired members. They make discussions regarding their future and assist each other in this regard. The nature and background of group members affect all the decisions including school selection, subject

selection, playground activities and refreshment time. It is therefore recommended that peer groups should be dealt with carefully and counselled in all the respected areas of their studies by the school counsellor. Similarly, parents are also advised to give considerable time to their children to understand their needs. [11]

An effective teacher is someone that we look for in every school. Effective teaching has the potential to improve the learning skills of the students and has an impact to students' achievement. [12] Students achieve more when their teacher emphasizes the goals and objectives of their lessons and its importance in real life. Student learning can be positively impacted by the encouragement of teachers. [13] Students will do better in school if the teacher inspires them to be better students. In an effective teacher-student relationship teachers and students recognize high-quality relationships; they seem effortless because they are intrinsically motivating, enjoyable, and mutually reinforcing. [14]

Hence, this study aims to know the relationship between attitude factors and academic performance of Grade 8 students in Technology and Livelihood Education.

### **1.1 Theoretical Framework**

This study is inspired by the theory of Social Cognitive by Albert Bandura. Social Cognitive Theory refers to the acquisition of an individual which is directly related to the process of observing others within the context of social interactions, experiences, and outside media influences. Bandura stated the social cognitive theory posits that factors such as economic conditions, socioeconomic, status, education and familial structures do not affect human emotional states, and other self-regulatory influences. This theory emphasizes on social influences wherein environment and social systems can affect human behaviour through psychological mechanisms of

the self-system. Among other factors, each individual possesses different behaviour/attitude that enables them to control over their thoughts, feelings, and actions.

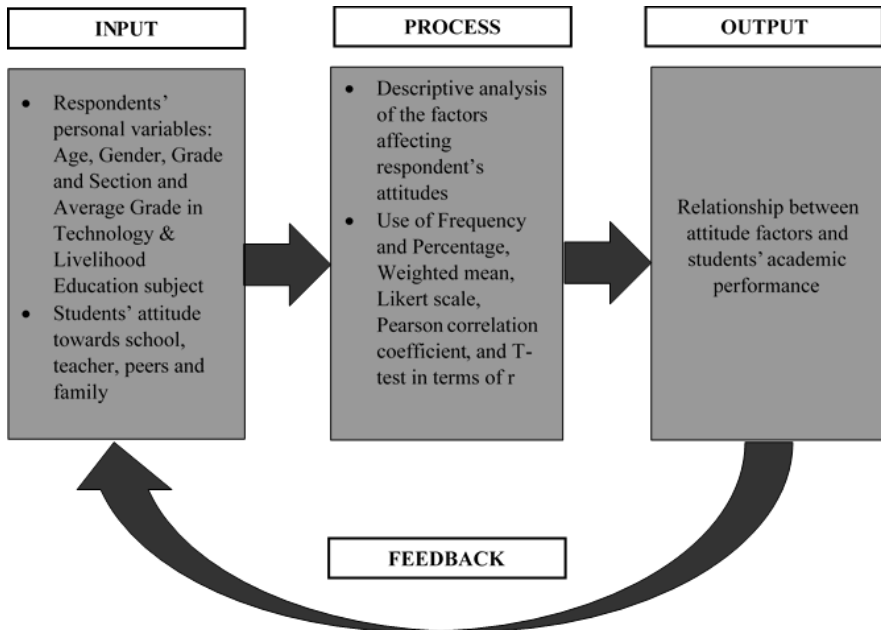
From this theoretical perspective, there is a dynamic and reciprocal interaction of personal, behavioural and environmental influences. An individual with a set of learned experiences (personal) can create a connection with the external social context (environment), in the context of this study it is pertaining to the school environment and the environment outside of the school which includes the home, and make a response to achieve their goals (behaviour).

## **1.2 Conceptual Framework**

The researchers used the Systems Approach or the IPO (Input, Process, and Output) conceptual paradigm.

In this study, the input included the Personal variable of the respondents which include Age, Gender, Grade and Section, and Average grade in technology and livelihood education subject; and Students' attitude factors towards to school, teachers, peer groups and family. The process indicates the descriptive analysis of the factors affecting respondents' attitudes; the use of frequency and percentage, weighted mean, likert scale and person correlation coefficient in determining the academic performance of the students. The output included the significant relationship of attitude factors to students' academic performance (better academic performance).

The feedback indicates that the output of this research gives benefits to students who will serve as the respondents, since they are the reason of this study.



**Figure 1. Research Paradigm**

### 1.3 Statement of the Problem

This study aims to shed light upon the specific psychosocial factors affecting the attitude of Grade Grade 8 students from Elpidio Quirino High School SY 2016-2017 in relation to their academic performance. These factors are school, teachers, peers, and family.

1. What are the profile of the student in terms of:
  - 1.1. Age
  - 1.2. Gender
  - 1.3. Grade and Section
  - 1.4. T.L.E. Average Grade

2. What is the attitude of students towards T.L.E. subject in Elpidio Quirion High School in terms of the following factors?
  - 2.1. School
  - 2.2. Teacher
  - 2.3. Peers
  - 2.4. Family
  
3. Is there a significant relationship between the attitude factors and performance of the students towards T.L.E. subject?

#### **1.4 Significance of the Study**

This study sheds light to the current quality of education rendered in the institution, giving administrators concrete evidence to guide them in the development of the program. Data from this study will enable instructors to streamline their technique and implementation of the lesson. Parents are a vital part of the education paradigm, they guide their children through life and lessons outside of school and this greatly affects a students' disposition academically. Students are greatly favoured in this study, for any particular finding can influence the other factors being studied to adjust to their needs. Any and all of these may serve as reference for future studies.

#### **1.5 Scope and Limitation**

This study is only conducted at Elpidio Quirino High School in the academic year 2016-2017. Participants were grade 8, Technology and Livelihood Education students. The researchers limit it to the two higher sections and two lower sections.

## **II. REVIEW OF RELATED LITERATURE AND STUDIES**

In this chapter, the related literature and studies were reviewed to help researches in gathering data that will identify the significant relationship between attitude factors and academic performance of the respondents.

### **2.1 FOREIGN LITERATURE AND STUDIES**

According to Sule M., one of the most important factors that determine students' academic performance is supervision. Academic performance based on supervision depends on teacher and parental supervisions.[15] In addition, the study of Maende B.J found out that teacher professional development has high influence on student motivation, and has a very high influence on students' participation during lessons.[16] Furthermore, it is revealed in the study of Adeyemi B. that teachers' experience and educational qualifications were the prime predictors of students' academic achievement.[17] Simultaneously, the findings of the study of Kifunya showed that teacher characteristics were more influential in predicting student performance than school factors.[18] Likewise, the study of Udo showed that teacher-pupil gender interactions do significantly affect pupil's academic performance.[19]

The study of Chang S., Gould O. N., and Meuse R. E presented that home-schooled children fair better academically than those who attend public school by using the ACT scores and standardized state test result.[20] According to Ojo, B. J.S & Yilma, T. the Socio-economic status of a family is capable of affecting the behavior of the children and determines their aspiration, and families with high socio-economic status often have more success in preparing their children for school.[21] In addition, the study of Davis-Kean P. states those that students whose parents have a tertiary level of education perform, on average, significantly better in tests of science, reading and



mathematical ability than do those whose parents have only basic schooling.[22]

The study of Korir D.K. and F. Kipkemboi established that school environment and peer influence made significant contribution to the students' academic performance. Peer level factors were also revealed to have a relationship with students' academic performance.[23] In addition, the research of Omotere T. exposed that peer group could positively influence the academic performance of in-school adolescents. Parents and teachers should provide adequate guidance to adolescents to help them understand how the friends they keep can either positively or negatively influence their academic performance in school.[24]

The study of Mohamed L. & Waheed H. revealed that student attitude is influence by home environment and society including educational background, parental expectations and occupation of the parent.[25] The study of Mato M. & De la Torre E. with secondary school students showed that those who are better academically have more positive attitudes towards studies than those with low academic performance.[26]

A student can develop positive attitude towards their studies because he or she learns to associate positive experiences or events with it. Also, positive reinforcement creates room for the formation of positive attitudes according to Mensah. [27]

The study of Perkins C.D indicates that teacher's attitude contributes significantly to student's attention in classrooms.[28] Moreover the study of Bolarinwa revealed that there is a positive relationship between the teachers' qualification and experience and students' performance level.[29]

In the study of Kraft, Matthew & Shaun, it is said that a constant parent-teacher communication immediately increased student engagement as measured by homework completion

rates, on-task behavior, and class participation.[30] The study of Cogan M.F. revealed that Homeschooled College students did better academically than public schooled students. Their test scores, namely ACT, GPA and graduation rates were equal or higher than public school students.[31]

## **2.2 LOCAL LITERATURE AND STUDIES**

According to Mendezebal, student's academic performance occupies a very important place in education as well as in the learning process. In fact, it is still the most topical debate in higher learning institutions that caused great concern to educators and researchers due to the alarming examination performance of students.[32]

The study of Alos S. et al showed that thinking skills primarily affect student's learning faculties if they do not learn what they need to learn. The student gets lazy because it has a subject that they think that it's a subject he perceives to be not so relevant to their course; nonetheless, they still study it.[33]

According to Andaya O., individual factors and instructional factors are predictors of academic performance of respondents. This also concludes that academic performance is affected by the student themselves and the teacher.[34]

According to Suan, on the basis of experienced, students tend to dislike the subject as he dislike the teacher, as the "domino" effect, this perceived difficulties becoming his subjective experienced causes the loss of interest to learn the subject. [35]

Another conclusion of Alos S. et al states that several factors pose a high impact on the academic performance of student nurses, with teacher-related factors topping the list. Among the five (5) domains, study habits and school-related factors fall behind the teacher-related factors. Nonetheless, both categories are still deemed to be highly impactful.

Conversely, personal conditions and home-related factors pose little effect on student nurses' academic performance.[36]

### **III. Research Methodology**

In this chapter presents the method of research used, the population, sample size, and the sampling technique. However, description of respondents, instrumentation, data gathering procedures, and statistical treatment of data was applied in the collection of data was discussed.

#### **3.1 Method of Research Used**

This study used descriptive correlational research design to find out the relationship between attitude factors and academic performance of Grade 8 students in Technology and Livelihood Education at Elpidio Quirino High School S.Y 2016-2017.

According to Calderon(1993), Descriptive Method of Research is a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, beliefs, processes, trends, and cause-effect relationship and then making inadequate and accurate interpretation about such data with or without the aid of statistical methods.

#### **3.2 Population, Sample Size, and Sampling Technique**

We will conduct the survey for the two higher sections and two lowest sections of Grade 8 students of Technology and Livelihood Education in Elpidio Quirino High School, Bacood, Manila. The population comprises of 42 students of Grade 8 Section A, 44 students of Grade 8 Section B, 34 students of Grade 8 Section H, and 41 students of Grade 8 Section I. In computing the number of respondents, the researchers used the Sloven's Formula which is represented:

$$n \geq \frac{N}{1 + (N * e)^2}$$

Where:

$n$  = Number of respondents

$N$  = Total number of population

$e$  = Margin of error

The number of respondents was determined using 5 % or 0.05 Margin of Error. Applying the Sloven's Formula:

$$n \geq \frac{N}{1 + (N \times e^2)}$$

$$n \geq \frac{161}{1 + [(161)(0.05)^2]}$$

$$n \geq \frac{161}{1 + (161)(0.0025)}$$

$$n \geq \frac{161}{1 + 0.4025}$$

$$n \geq \frac{161}{1.4025}$$

$$n \geq 114.79 \text{ or } 115$$

To get the proportional allocation of the percentage, the researchers use the proportional allocation formula which is represented:

$$\% = \frac{n}{N} \times 100$$

Where:

$n$  = Number of respondents

$N$  = Total number of population

$\%$  = Percentage

See *Table 1* for the presentation of data in tabular form.

The researchers used the Convenience Sampling. It can help us to gather data an easy access for those respondents easy to reach that represent the section from Grade 8 student that help us to our study. A certain percentage of the population is to be selected. In this research, 71% of each class in the sample size; the total sample size is 115 which were 70% of 161. Therefore, if there are 42 students in a class, 70% of that is 30.

### 3.3 Description of the Respondents

In this study, the process used was a survey of the responses of the Grade 8 Section A with 30, Grade 8, Section B with 31, Grade 8 Section H with 25 and Grade 8 Section I students with 29. A total of 116 respondents in two highest and two lowest sections of Grade 8 Elpidio Quirino High School at Bacood, Manila for the School Year 2017-2018.

**Table 1**  
**Description of the Respondents**

Grade 8 Sections	Population per Section	Sample Size
A	42	30
B	44	31
H	34	25
I	41	29
<b>Total</b>	<b>161</b>	<b>115</b>

### 3.4 Instrumentation

The main instrument in gathering the necessary data is a researcher-made questionnaire. Before preparing the questionnaires, the researchers gathered information from books and other sources such as published or unpublished theses in order to gain more knowledge and insights about the study. All information related to the study was put together in a form of questionnaire. The researchers also consulted experts in regards to the grammar and content of the questionnaire. The people who had validated the questionnaire suggested

revising and editing some parts of the questions to be more accurate to the study. After which, the researchers personally disseminated the questionnaire to the respondents respectively. Four parts of questionnaire were prepared, Attitude Factor towards School, Attitude Factor towards Teacher, Attitude Factor towards Peer and Attitude Factor towards Family of the students. Likert Scale was used to modify the answers of the respondents considering four options with the corresponding scale. The options were: Strongly Agree (SA); Agree (A); Disagree (D); and Strongly Disagree (SD). Respondents checked the space provided for each option.

### **3.5 Data Gathering Procedure**

The administration of the questionnaire was personally conducted by the researchers. Permission was sought from the school principal who gladly accommodate researchers. The principal of the school direct us to the Technology and Livelihood Education Department Head of that school to assist the researchers. The Technology and Livelihood Education Department Head will give us the schedule of every rooms that conduct Technology and Livelihood Education classes. The researchers will ask permission from Technology and Livelihood Education teachers for them to distribute the questionnaire, then wait for the students to complete it and give back to the researchers.

### **3.6 Statistical Treatment of the Data**

The data collected in this study was organized and classified according to the research design and the problems formulated. Data management was done using Statistical Package for Social Sciences (SPSS version 20). The data coded, tallied and tabulated to facilitate the presentation and interpretation of results using the following:

## 1. Frequency and Percentage

The percentage and the frequency distributions used to classify the respondents according to personal background variables such as section of the respondents, gender, age, and general weighted average in Technology and Livelihood Education subject. The frequency presented the actual response of the respondents to a specific question or item in the questionnaire.

On the other hand, the percentage of that item was computed by dividing it with the sample total number of the respondents who participated in the survey.

The formula used in the application of this technique is:

$$P = f \times \frac{100}{N}$$

Where:

$P$  = Percentage

$f$  = Frequency

$N$  = Number of Class

## 2. Weighted Mean

Another statistical technique used by the researcher was the weighted mean. It was used to determine the average responses of the different options provided in the various parts of the survey questionnaire used. The method was used in conjunction with the Likert Scale. It was solved by the formula:

$$\bar{X}_w = \frac{f(w)}{n}$$

Where:

$\bar{X}_w$  = Weighted Mean

$w$  = Weighted Factor

$f$  = Frequency

$n$  = Number of Respondents

## 3. Likert Scale

Likert Scale was used to modify the answers of the respondents considering five options with the corresponding scale. The

options are Strongly Agree (SA); Agree (A); Disagree (D); and Strongly Disagree (SD). Respondents checked the space provided for each option.

Range	Interpretation	Verbal Interpretation	Weight
4.00 – 3.25	Strongly Agree	SA	4
2.50 – 3.24	Agree	A	3
1.75 – 2.49	Disagree	D	2
1.00 – 1.74	Strongly Disagree	SD	1

#### 4. Pearson Correlation Coefficient

It was used to determine the significant relationship between the respondent's attitude towards the school; teacher; peers; and family to the academic performance of selected Grade 8 students. Pearson Correlation Coefficient denoted by  $r$  is given by:

$$r = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{n\sum x^2 - (\sum x)^2} \sqrt{n\sum y^2 - (\sum y)^2}}$$

Where:

$x$	=	First set of score
$y$	=	Second set of score
$\sum x^2$	=	First set of score squared
$\sum y^2$	=	Second set of score
$n$	=	Number of cases
$xy$	=	x multiply by y
$(\sum x)^2$	=	Sum of all x
$(\sum y)^2$	=	Sum of all y

##### a. Interpretation on r:

0	-	No relationship
$\pm 0.01 - \pm 0.20$	-	Very Low Relationship
$\pm 0.21 - \pm 0.40$	-	Low Relationship
$\pm 0.41 - \pm 0.60$	-	Medium Relationship
$\pm 0.61 - \pm 0.80$	-	High Relationship
$\pm 0.81 - \pm 1$	-	Very High to Perfect Relationship



## **b. Interpretation of T-Test in terms of r**

Ho: There is no significant relationship between attitude factors and academic performance in Technology and Livelihood Education of Grade 8 students

Ha: There is significant relationship between attitude factors and academic performance in Technology and Livelihood Education of Grade 8 students

The formula used was:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

## **IV. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA**

This chapter presents the findings of the study, its analysis and interpretation of data. For continuity of purpose, all the data are presented in accordance with the sequence discussions aim to answer the main problem of the study with each specific questions thoroughly answered through the analysis based on the summarized data and interpretation derived from them.

### **1. Profile of Respondents**

#### **1.1 Age**

**Table 2**

<b>Age</b>	<b>Frequency</b>	<b>Percent</b>
13-14	86	74.8
15-16	29	25.2
<b>Total</b>	<b>115</b>	<b>100</b>

Table 2 shows the description of the respondents according to age. 86 students with an equivalent of 74.8 percent of the total respondents were in the range of 13-14 years old, while 25.2 percent or 29 students were in the range of 15-16 years old.

And the most numbered of respondents consist of 13-14 years old.

## 1.2 Gender

Table 3

Sex	Frequency	Percentage
Male	62	53.9
Female	53	46.1
<b>Total</b>	<b>115</b>	<b>100</b>

Table 3 determines that 62 respondents are male which is equivalent to 53.9% while 53 female respondents is equal to 46.1%.

## 1.3 Section

Table 4

Grade & Section	Frequency	Percentage
8-A	30	26.1
8-B	31	27.0
8-H	25	21.7
8-I	29	25.2
<b>Total</b>	<b>115</b>	<b>100</b>

Table 4 demonstrates that 31 respondents or 27% belonged to section B. 30 respondents or 26.1% belonged to section A, also 29 respondents with an equivalent of 25.2% belonged to section I. And 25 respondents or 21.7% belonged to section H.

## 1.4 T.L.E. Final Average Grade

Table 5

Average Grade	Frequency	Percentage
75 Below	17	14.8
76-80	20	17.4
81-85	35	30.4
86-90	38	33.0
91 Above	5	4.3
<b>Total</b>	<b>115</b>	<b>100</b>

Table 5 shows the T.L.E. Final Grade of the respondents, 33% of the total population got the most number of frequency of 38. Followed by the grade from 81-85, garnering of 35 frequency with an equivalent percentage of 30.4% and 76-80 got a frequency of 20 with an equivalent percentage of 17.4%. And 75 below got 17 frequency with an equivalent percentage of 14.8. While the remaining 5 or 4.3% of the total population got a grade of 91 above.

## 2. Attitude Factors

### 2.1 Attitude towards School

**Table 6**

Statements	School Factors				Weighted Mean	Verbal Interpretation
	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree		
1. I enjoy going to school to gain more knowledge in T.L.E subject.	47	64	4	0	3.3739	Strongly Agree
2. My school is free from distress (noise and air pollution).	6	35	60	14	2.2870	Disagree
3. The school environment promotes students to think creatively.	29	68	16	2	3.0783	Agree
4. The facilities of the school meet my expectation.	14	63	36	2	2.7739	Agree
5. The T.L.E laboratories are accessible for usage.	44	57	12	2	3.2435	Agree
6. I am comfortable to use our facilities, such as the canteen, the comfort room, etc.	16	36	35	28	2.3478	Disagree
7. The classroom is very conducive to learning.	26	81	6	2	3.1391	Agree
8. My classroom is well-ventilated and well-lighted.	24	58	33	0	2.9217	Agree
9. My classroom motivates me to learn.	37	68	9	1	3.2261	Agree
10. I can properly perform the activities with the appropriate tools and equipment in T.L.E subject.	53	56	5	1	3.4000	Strongly Agree
<b>General Weighted Mean</b>					<b>2.9791</b>	<b>Agree</b>

The Table 6 shows that students “Strongly Agree” that they can properly perform the activities with the appropriate tools and

equipment in T.L.E. subject with a mean of 3.4000 as well as that they enjoy going to school where they gain more knowledge in TLE subject having a mean of 3.3739. The students also “Agree” that the TLE laboratories are accessible for usage with a mean of 3.2435, and their classrooms motivates them to learn with a mean of 3.2261. Alongside with it, the respondents also agrees their classrooms are conducive to learning by having a mean of 3.1391, and that the school environment promotes students to think creatively with a mean of 3.0783, and that their classroom is well-ventilated and well-lighted with a mean of 2.9217 and lastly, the respondents also agree that the facilities of the school meet their expectations having a mean of 2.7739. While students expressed that they “Disagree” with the comfortability of facilities such as the canteen, comfort rooms and the like with a mean of 2.3478. And also, the students disagreed with, that their school is free from distress like (noise and air pollution) with a mean of 2.2870. School got an over-all rating of 2.9791 with a verbal interpretation of “Agree”.

Byoung-suk, K. stated that children need safe, healthy and stimulating environment in which to grow and learn. This condition requires careful planning and designing to optimize experiences that support education, health and stewardship. Therefore, the school environment is of paramount importance in shaping and reshaping intellectual ability. However supportive and favorable school environment enriched with enough learning facilities, and favorable climate makes students more comfortable, more concentrated on their academic activities that resulted in high academic performance.[37]

## 2.2 Attitude towards Teacher

**Table 7**

Statements	Teacher Factors				Weighted Mean	Verbal Interpretation
	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree		
1. My TLE teacher is well-groomed.	62	46	5	2	3.4609	Strongly Agree
2. My TLE teacher is approachable inside and outside the classroom.	43	63	7	2	3.2783	Strongly Agree
3. My TLE teacher encourages me to go to my class.	54	53	8	0	3.4000	Strongly Agree
4. My TLE teacher motivates me to learn.	45	63	7	0	3.3304	Strongly Agree
5. My TLE teacher is punctual.	40	67	7	1	3.2696	Strongly Agree
6. My TLE teacher uses proper tools and equipment in discussing lessons.	65	43	7	0	3.5043	Strongly Agree
7. My TLE teacher has the mastery of the subject matter.	50	60	4	1	3.3826	Strongly Agree
8. My TLE teacher gives an organized subject matter.	44	58	12	1	3.2609	Strongly Agree
9. My TLE teacher uses different strategies in teaching T.LE.	46	50	18	1	3.2261	Agree
10. My TLE teacher uses appropriate teaching techniques and instructional materials.	61	44	10	0	3.4435	Strongly Agree
<b>General Weighted Mean</b>					<b>3.3557</b>	<b>Strongly Agree</b>

A deeper breakdown of Table 7 clearly indicated that in terms of attitude factors towards teacher, the verbal interpretation is “Strongly Agree” as all questions and overall result. The highest weighted mean is 3.5043 with a statement, “My TLE teacher uses proper tools and equipment in discussing lessons”. Followed by the statements, “My TLE teacher is well-groomed” having a mean of 3.4609 and “My TLE teacher uses appropriate teaching techniques and instructional materials” with a mean of 3.4435, and “My TLE teacher encourages me to go to my class” with a mean of 3.4000. And “My TLE teacher has the mastery of the subject matter” with a mean of 3.3826; and “My TLE teacher motivates me to learn” with a mean of 3.304; together with the statement “My TLE teacher is approachable inside and outside the classroom” having a mean of 3.2783.

While the statements “My TLE teacher is punctual” and “My TLE teacher gives an organized subject matter” with a mean of 3.2696 and 3.2609 respectively. And a mean of 3.2261 for the statement of “My T.L.E. teacher uses different strategies in teaching T.L.E” with a verbal interpretation of “Agree”. Overall, the table 8 has a general weighted average of 3.3557 with a verbal interpretation of “Strongly Agree”.

Learning is enhanced when teachers demonstrate a variety of behaviors associated with kindness: interpersonal warmth, care, empathy, support, safety, and intellectual encouragement. Research suggests that these behaviors increase a learner’s creativity, criticality, autonomy, and satisfaction; and result in better student attendance and grades. Students who experienced positive relationships with teachers are more likely to try to develop similar bonds with others in their school community, while students tend to be most receptive to teachers who convey an understanding of them as distinct individuals, this proves to be especially true in culturally mixed classrooms. [38]

## 2.3 Attitude towards Peers

**Table 8**

Statements	Peer Factors				Weighted Mean	Verbal Interpretation
	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree		
1. I enjoy brainstorming with my friends/classmates.	60	46	7	2	3.4261	Strongly Agree
2. I love spending leisure time with my friends/classmates.	54	52	9	0	3.3913	Strongly Agree
3. I can perform classroom confidently.	34	58	22	1	3.0870	Agree
4. I can finish my school works with my friends.	32	59	22	2	3.0522	Agree
5. During activities, I work better with group than doing it individually.	48	44	18	5	3.1739	Agree
6. It encourages me to contribute ideas with my group mates.	47	54	12	2	3.2696	Strongly Agree
7. It helps me to construct an answer immediately with my group mates.	39	61	11	4	3.1739	Agree

8. It enables me to verify the decisions made from group assignment.	32	62	20	1	3.0870	Agree
9. I am productive when I'm working with my friends.	41	58	12	4	3.1826	Agree
10. I have better outputs whenever I'm working with my friends.	44	48	21	2	3.1652	Agree
<b>General Weighted Mean</b>					<b>3.2009</b>	<b>Agree</b>

Table 8 shows that the respondents “Strongly Agree” that they enjoy brainstorming with friends/classmates and love spending leisure time with them, as well as encourages them to contribute ideas with their groupmates having a mean of 3.4261, 3.3913, and 3.2696 respectively. While the students “Agree” that during activities, they are productive when they are with their friends, they work better with group than doing it individually; it helps them to construct an answer immediately with their groupmates; that they have better outputs whenever they are working with friends; they can perform in the classroom confidently; that it enables them to verify the decisions made from group assignment; and they can finish their school works with their friends, these statements got a means of 3.1826; 3.1739; 3.1739; 3.1652; 3.0870; 3.0870; 3.0522 respectively. Attitude Factors towards Peers got an overall rating of 3.2009 with a verbal interpretation of “Agree”.

In ways similar to the community, the peer group becomes an agency of enculturation and learning. Even very young children develop a sense of self from their perceptions of important people in their surroundings, including relatives, teachers, and peers. Socioeconomic status, ethnic identity, and parents’ occupations affect how families view themselves and the process by which they socialize their children. Later, as children leave the home setting, their self-perception and socializing skills become influenced by how their peers view them.[39]

According to Glaser, Shelton & Bree 2010 the peer group may on one hand, serve as a model and influence behaviors and attitudes, whilst on the other hand, it may provide easy access, encouragement and an appropriate social setting for consumption. [40]

## 2.4 Attitude towards Family

**Table 9**

Statements	Family Factors				Weighted Mean	Verbal Interpretation
	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree		
1. I am proud because my parent supports me in choosing my specialization.	75	34	6	0	3.6000	Strongly Agree
2. I am motivated to study because I am free to discuss technical vocational subject at home.	51	55	7	2	3.3478	Strongly Agree
3. I am happy when my parents support me financially with materials I need.	69	37	9	0	3.5217	Strongly Agree
4. I am motivated to do my assignments with the help of my parent/siblings.	34	59	17	5	3.0609	Agree
5. It strengthens my will to study when my parents cheers me up.	50	47	14	4	3.2435	Agree
6. I am comfortable to share my school problems with my family.	35	43	25	12	2.8783	Agree
7. I am glad that my family trusted me to go home late due to school activities.	54	47	10	4	3.3130	Strongly Agree
8. I feel great when my family are proud of my work.	67	41	5	2	3.5043	Strongly Agree
9. It boost my self-esteem when my parents keep track with my grades.	52	53	10	0	3.3652	Strongly Agree
10. I am happy when my parents give me reward.	75	28	6	6	3.4957	Strongly Agree
<b>General Weighted Mean</b>					<b>3.3330</b>	<b>Strongly Agree</b>

Table 9 indicates that the respondents' answers are interpreted as "Strongly Agree" that they are proud because their parents supports them in their chosen specialization, they are supported financially with the materials they need, that they feel great when their family are proud of their works, when



they are rewarded by their parents, that it boosts their self-esteem when their parents keeps track with their grades, and that they are motivated to study because they are free to discuss technical vocational subject at home; and lastly they are glad that their family trusted them to go home late due to school activities. It garnered weighted means of 3.6000, 3.5217, 3.5043, 3.4957, 3.3652, 3.3478 and 3.3130 respectively. Also, the students “Agree” that it strengthens their will to study when they are being cheered up by their parents, it also motivates them to do their assignments with the help of their parents or siblings, as well as they are comfortable to share their school problems with their family. And these statements got a means of 3.2435, 3.0609 and 2.8783 respectively. Overall, Attitude Factors towards Family got a weighted mean of 3.3330 with a verbal interpretation of “Strongly Agree”.

According to Dr. Ishtiaq Hussain, family setting and background is key to a student’s life inside and outside of the school, it has been the most important influence on student’s academic achievement and consists of factors such as socio-economic status; two-parent versus single-parent households; divorce case; parental practices and aspirations; family size; maternal characteristics; and neighbourhood, the environment inside home is the basic socializing agent and affects student’s interest in school and aspirations for the future. [41]

### 3. Significant relationship between the attitude factors towards the academic performance in Technology and Livelihood Education subject.

**Table 10**  
**Significant Relationship between the Attitude Factors and Academic Performance of the students in Technology and Livelihood Education subject**

Attitude Factors	Pearson r	Interpretation on r	p-value	Decision	Interpretation
Attitude in School and Academic Performance	0.178	Very Low Relationship	0.057	Accept Ho	There is no significant relationship
Attitude in Teacher and Academic Performance	0.317	Low Relationship	0.001	Reject Ho	There is a significant relationship
Attitude in Peers and Academic Performance	0.207	Low Relationship	0.027	Reject Ho	There is a significant relationship
Attitude in Family and Academic Performance	0.233	Low Relationship	0.012	Reject Ho	There is a significant relationship

Table 10 shows that Attitude in School and Academic Performance relationship is 0.178 with an interpretation of “Very Low Relationship”. The p-value is 0.057 which leads the researchers to a decision to “Accept” the Ho, it means that there is no significant relationship between attitude in School and Academic Performance of the Grade 8 students towards T.L.E. subject.

It also shows that the Attitude in Teacher and Academic Performance relationship is 0.317 with an interpretation of “Low Relationship”. The p-value is 0.001 which leads the researchers to a decision to “Reject” the Ho, it means that there is a significant relationship between attitude in Teacher and Academic Performance of the students towards T.L.E. subject.

While the Attitude in Peers and Academic Performance relationship is 0.207 with an interpretation of “Low Relationship”. The p-value is 0.027 which also lead the researchers to a decision to “Reject” the Ho, it means that there

is a significant relationship between Attitude in Peers and Academic Performance of the students towards T.L.E. subject. And the Attitude in Family and Academic Performance relationship is 0.233 with an interpretation of “Low Relationship”. The p-value is 0.012 which still lead the researchers to a decision to “Reject” the Ho, it means that there is a significant relationship between Attitude in Family and Academic Performance of the students towards T.L.E. subject.

## **V. SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Summary of Findings**

Based on the questionnaire utilized by the researchers, the following results were gathered:

Out of the 115 respondents, 86 or 74.8% ages from 13-14 and 29 or 25.2% ages from 15-16 years old. While 62 or 53.9% were male and 53 or 46.1% were female. Also, out of the 115 respondents, 31 or 27% belongs to Grade 8 Section B, and 30 or 26.1% belongs to Section A and 29 or 25.2% belong to Section I and 25 or 21.7% belongs to Section H. And in terms of the respondent's final grade, the researchers found out that 38 or 33% of the total population got a grade ranging from 86-90.

In terms of School factors towards the academic performance of the respondents, most of the respondents can properly perform the activities with the appropriate tools and equipment in T.L.E subject, having a mean of 3.4000 with a verbal interpretation of “Strongly Agree”, also the respondents “Disagree” that their school is free from distress (noise and air pollution) with a weighted mean of 2.2870. Overall, the school factors toward the academic performance of the respondents got a general weighted mean of 2.9791 with a verbal interpretation, “Agree”.

In terms of Teacher factors towards academic performance, the highest weighted mean is 3.5043 with a statement of “My TLE teacher uses proper tools and equipment in discussing lessons” with a verbal interpretation of “Strongly Agree” while the lowest weighted mean of 3.2261 is the statement “My T.L.E. teacher uses different strategies in teaching T.L.E.” with a verbal interpretation of “Agree”. And as a result, a general weighted average of 3.3557 with a verbal interpretation of “Strongly Agree” were then identified.

The respondents enjoys brainstorming with their friends or classmates with a weighted mean of 3.4261 with a verbal interpretation of “Strongly Agree” and, that they can finish their school works with their friends, this statement got the lowest weighted mean of 3.0522 with a verbal interpretation of “Agree” in terms of their Peers towards their academic performance, it also got a general weighted mean of 3.2009 with a verbal interpretation of “Agree”.

In terms of the Family factors towards academic performance, most of the respondents “Strongly Agree” that they are proud because their parents supports them in their chosen specialization and it has a weighted mean of 3.6000, and also the researchers found out that the respondents are comfortable to share their school problems with their families and it has a weighted mean of 2.8783. Overall, Attitude Factors towards Family got a weighted mean of 3.3330 with a verbal interpretation of “Strongly Agree”.

Attitude in School and Academic Performance relationship is 0.178 with an interpretation of “Very Low Relationship” based on the computation using the Pearson Correlation Coefficient. With a p value of 0.057, it shows that there is no significant relationship between attitude in School and Academic Performance of the students towards T.L.E. subject.

Attitude in Teacher and Academic Performance relationship is 0.317 with an interpretation of “Low Relationship” using the formula of *Pearson r*. With a p value of 0.001, it shows that there is a significant relationship between attitude in Teacher and Academic Performance of the students towards T.L.E. subject.

Attitude in Peers and Academic Performance relationship is 0.207 with an interpretation of “Low Relationship” using the formula of *Pearson r*. With the p value of 0.027, it shows that there is a significant relationship between Attitude in Peers and Academic Performance of the students towards T.L.E. subject.

Attitude in Family and Academic Performance relationship is 0.233 with an interpretation of “Low Relationship”. With a p value of 0.012, it shows that there is a significant relationship between Attitude in Family and Academic Performance of the students towards T.L.E. subject with the aid of *Pearson r* formula.

## 5.2 Conclusion

Majority of the respondents ages ranges of 13-14 years old. There are more male than female respondents. Section B has the highest class population. The average grade of the respondents ranges from 86-90. The attitude factors that has the highest weighted mean is the attitude towards the teacher based on the summary of attitude factors. Overall, the result of Pearson's *r* indicated that the three attitude factors which are teacher, peers, and family have significant relationship on academic performance in Technology and Livelihood Education of Grade 8 students at Elpidio Quirino High School. While attitude in school showed that there is no significant relationship when it comes to academic performance of Grade 8 students.

### **5.3 Recommendation**

It has been proven that teachers influence the students' academic performance and achievement. The teacher should be able to provide a conducive learning environment in which the learners are able to consult them when in need, provide adequate learning activities, and arouse interest in the learners to work hard. The researchers recommend that teachers should use a variety of strategies and instructional materials that can enhance the learning of their students.

Attitude factors in peers were also proven to have a significant relationship with learning attitudes. The teacher should encourage interactive group activities that could promote interaction, not only between the teacher and the student, but also among the students. Students should always be aware of choosing their peer group as there will be positive and negative effects not just towards their studies, but as a whole.

Teachers and parents should encourage and support the students' school activities. School activities involving teachers, parents and students could enhance the performance of the latter and could provide holistic growth. Researchers also suggest that parent should attend parent-teacher conferences and be proactive in different school activities -especially when it involves their children.

School administrators should post signage to encourage to lessen the noise pollution in school. They should also provide high quality and well maintained facilities that are user friendly and available to all students. School should provide conducive facilities such as canteen, classroom, comfort rooms, library, etc. accessible to students. Lastly, the school administrators and teachers should work hand in hand to establish a program to hone and promote student's creativity.

## VI. REFERENCES

- [1] Goodall, J. (2012). Parental engagement to support children's learning: a six point model.
- [2] Topor, D. R. (2017). Parent Involvement and Student Academic Performance: A Multiple Mediation Analysis. .
- [3] Mohsen, G. A., & Fatameh M. (2016). "The Effect of School Design on Student Performance" *International Education Studies*;
- [4] Boser, U. (2015). School infrastructure can have a big impact on students.
- [5] Bailey, J. D. (2017). Building Condition and the Influence on Student Learning.
- [6] Shoukat, A., Zubair, H., K., H., & Awais, A. (2013). Factors Contributing to the Students Academic Performance: A Case Study of Islamia University Sub-Campus: *American Journal of Educational Research*. .
- [7] Fareo, D. O. (2012). Impact of facilities on academic performance of students with special needs in mainstreamed public schools in Southwestern Nigeria.
- [8] Briones, L. (2016) [http://www.deped.gov.ph/sites/default/files/order/2015/DO\\_s2015\\_44\\_0.pdf](http://www.deped.gov.ph/sites/default/files/order/2015/DO_s2015_44_0.pdf). Retrieved from www.deped.gov.ph.
- [9] Temitope, E. (2015). *Influence of Peer Group on Academic Performance of Secondary School Students in Ekiti State*.
- [10] Ampadu, E. (2011). Does peer group influence affect students participation in mathematics.
- [11] Sajjad, H. e. (2013). "The Impact of Peer Groups on the Academic Achievements of Secondary School Students" *Journal of American Science* 2013; 9(11s).
- [12] Mihaly, K. (2012). Teacher matters: understanding teachers' impact on student achievement.
- [13] Olquendo, K. (2012). How does your child's teacher influence academic performance.

- [14] Furrer, C., Skinner, E., & Pitzer, J. (2012). The Influence of Teacher and Peer Relationships on Students' Classroom Engagement and Everyday Motivational Resilience .
- [15] Sule, M. (2013). The influence of the principals' supervisory demonstration strategy on teacher's job performance in Nigeria. *IQSR journal of Humanities and Social science*, 39-44.
- [16] Maende, B.J. (2012). Influence of Professional Development on Teacher Effectiveness in Public Secondary Schools in Mumias District, Kenya - See more at: <http://gjournals.org/GJER/Publication/2016/June/HTML/060216102%20Waseka%20et%20al.htm#sthash.6ZonEleo.dpuf>.
- [17] Adeyemi, B. (2010). Teacher Related Factors as Correlates of Pupils Achievement in Social Studies. *Electronic journal of Research in Educational psychology*, 313-332.
- [18] Kifunya. (2010). Teachers' Characteristics and Their Effects on Students' Achievements in Chemistry: A Case Study of Bungoma North District.
- [19] Udo. (2012). Teacher Gender and the Academic Performance of Children in Primary Schools in Uyo Metropolis, Akwa Ibom State, Nigeria.
- [20] Chang, S., Gould, O. N., & Meuse, R. E. . (2011). The Impact of Schooling on Academic Achievement: Evidence from Homeschooled and Traditionally Schooled Students. *Canadian Journal of Behavioral Science*, 195-202.
- [21] Ojo, B. J.S & Yilma, T. .(2010). Comparative study of the influence of the home background on students' achievement in mathematics in Bensihangul Gumuz Regional state of Ethiopia.
- [22] Davis-Kean P. (2010). The Influence of Parent Education and Family Income on Child Achievement . *Dournal of %amily - sychology*.
- [23] Korir, D.K. and F. Kipkemboi. (2014). The impact of school environment and peer influences on students' Academic Performance. *Journal of Education and Practice*, 34-45.



- [24] Omotere, T. (2011). The influence of peer group on adolescents' academic.
- [25] Mohamed, L. & Waheed, H. (2011). Secondary students' attitude towards mathematics in a selected school of Maldives. *International Journal of Humanities and Social Science*, 277–281.
- [26] Mato, M. & De la Torre, E. (2010). Evaluación de las actitudes hacia las matemáticas y el rendimiento académico. 197-208.
- [27] Mensah et al. (2013). Student attitude towards Mathematics and performance: Does the teacher attitude matter? .
- [28] Perkins, C.D. . (2013). Perkins Act of 2006 Implementation Guide.
- [29] Bolarinwa. (2014). Teachers Characteristics and Students' Performance Level in Senior Secondary School Financial Accounting.
- [30] Kraft, Matthew & Shaun . (2011). Teacher-parent communication.
- [31] Cogan, M. F. (2010). Exploring academic outcomes of homeschooled students. *Journal of College Admission*, 19-25.
- [32] Mendezabal, M. J. (2013). Study Habits and Attitudes: The Road to Academic Success. *Open Science Repository Education, Online(open-access)*.
- [33] Alos, S. et al. (2015). Factors Affecting the Academic Performance of the Student Nurses of BSU. *International Journal of Nursing Science*.
- [34] Andaya O. (2016). Factors That Affect The Academic Performance Of Indigenous People (Ip) Students Of Philippine Normal University-North Luzon. *Asia Pacific Journal of Research*.
- [35] Suan. (2015). Factors Affecting Underachievement In Mathematics.

[36] Alos, S. et al. (2015). Factors Affecting the Academic Performance of the Student Nurses of BSU. *International Journal of Nursing Science*.

[37][https://www.researchgate.net/publication/305659360\\_Influence\\_Of\\_School\\_Environment\\_On\\_Academic\\_Performance\\_Of\\_Secondary\\_School\\_Students\\_In\\_Kuala\\_Terengganu\\_Malaysia](https://www.researchgate.net/publication/305659360_Influence_Of_School_Environment_On_Academic_Performance_Of_Secondary_School_Students_In_Kuala_Terengganu_Malaysia).

The Influence of School Environment on Academic Performance of Secondary School Students in Kuala Terengganu, Malaysia – Mudassir Ibrahim Usaini & Norsuhaily Abu bakar – International Conference on Empowering Islamic Civilization in the 21<sup>st</sup> Century September 6-7 2015

[38] What is the influence of teacher-student relationships on learning? By Roger Saul December 15, 2015 – [m.ceace.ca/blog/roger-saul/2015/12/2/what-influence-teacher-student-relationships-learning](http://m.ceace.ca/blog/roger-saul/2015/12/2/what-influence-teacher-student-relationships-learning)

[39] C. Barbour/N.H. Barbour/P.A. Sully – Pearson Allyn Bacon Prentice Hall – Peer Group Influence October 25, 2010 <https://www.education.com/reference/article/peer-group-influence/>

[40] Global Journal of Health Science Canadian Center of Science and Education – Gina Tome, Margarida Gaspar de Matos, PhD, and Jose AlvesDiniz, PhD – <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4777050>

[41] Effects of Family Structure on the Academic Achievement of Students at Elementary Level in Karak District, Pakistan – Journal of Sociological Research – ISSN 1948-5468 2012, Vol. 3, No. 2