

**FACTORS INFLUENCING THE ACADEMIC PERFORMANCE OF
SENIOR HIGH SCHOOL STUDENTS**

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In Partial Fulfillment
of the Requirements for the Degree
MASTER OF ARTS IN EDUCATION
(Educational Management)

NOEL B. LAGARAS

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APPROVAL SHEET

In partial fulfillment of the requirements for the degree Master of Arts in Education major in Educational Management. This thesis entitled, "**FACTORS INFLUENCING THE ACADEMIC PERFORMANCE OF SENIOR HIGH SCHOOL STUDENTS**" has been prepared and submitted by **NOEL B. LAGARAS**, who having passed the comprehensive examination, is hereby recommended for oral examination.

PEDRITO G. PADILLA, PhD
SVP for Academic Affairs
Adviser

Approved by the Committee on Final Oral Defense on **March**
20, 2020 with a rating of **PASSED**.

NIMFA T. TORREMORO, PhD
Dean, College of Graduate Studies
Chairman

LETECIA R. GUERRA, PhD
Vice-President for Basic
Education
Member

NATALIA B. UY, PhD
Dean, College of Business
and Management
Member

MICHELLE L. MUSTACISA, PhD
Public Schools District
Supervisor, DepEd, City
Schools Division of
Catbalogan
Member

GUILLERMO D. LAGBO, DPA
Statistical Specialist II,
Philippine Statistics
Authority
Member

Accepted in partial fulfillment of the requirements for the degree, **MASTER OF ARTS IN EDUCATION (Educational Management)**.

NIMFA T. TORREMORO, PhD
Dean, College of Graduate Studies

Date of Final Oral Defense
March 20, 2020

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DEDICATION

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A B S T R A C T

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Academic achievement is one of the major factors considered by employers in hiring workers especially for the fresh graduates. Thus, students have to put the greatest effort in their study to obtain good grades and to prepare themselves for future opportunities in their career, and, at the same time, to fulfill the employer's demand. However, academic achievement depends largely on the extent of students' academic performance.

This study determined the factors influencing the academic performance of Senior High School students of the District of Daram II, Schools Division of Samar, during the School Year 2019 - 2020. Specifically, it sought answers to

the following questions: 1) What is the profile of the student-respondents in terms of the following variates, namely: age and sex, civil status, place of residence, gross monthly family income, parents' highest educational attainment, parents' occupation, number of siblings, birth order, nutritional status, and attitude toward schooling; 2) what are the factors that influence the academic performance of the student-respondents in terms of the following: homesickness, absence of parental guidance, peer influence, distractions, and arrangement and nature of the boarding house.

Likewise, this study answered the following questions: 3) what is the academic performance of the student-respondents based on the mid-term grades of the first and second semesters; 4) is there a significant relationship between the factors influencing the academic performance of Senior High School students and their first semester and mid-term second semester academic performance; and 5) what implications may be derived from the findings of this study.

From the afore-listed specific questions, the following hypothesis was tested: 1) there is no significant relationship between the factors influencing the academic performance of Senior High School students and their first semester and mid-term second semester academic performance.

From the findings of the study, it was revealed that homesickness, absence of parental guidance, peer influence, and nature and arrangement in the boarding house were considered factors influencing academic performance and were found out as "moderately influencing". However, in terms of distractions, it was found out as "slightly influencing".

Likewise, in associating relationship between the academic performance of students-respondents and the factors influencing their academic performance, a significant evaluation was found along homesickness, absence of parental guidance, peer influence, and distractions while a not significant evaluation was found along arrangement and nature of boarding house.

Meanwhile, the student-respondents assessed the factors influencing their academic performance as "moderately influencing" along homesickness, absence of parental guidance, peer influence, and nature and arrangement of boarding house while "slightly influencing" along distractions suggesting that they were a bit not comfortable with their set-up being away from their parents while schooling. However, student-respondents manifested favorable academic performance during the aforementioned period.

Furthermore, as the factors influencing the academic performance had been found in this study to significantly

influence the academic performance of the senior high school students who were studying far away from home and tended to manifest unfavorable performance due to absence of parental supervision and guidance which led them to indulge in several distractions like computer games and peer activities that diverted their focus away from their studies, it would be best if the students would be proximate to their parents so that they could have more focus on their studies.

Finally, in associating the relationship between factors influencing the academic performance of the student-respondents and their mid-term first and second semester academic performance, the evaluation was significant.

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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

Students are the key assets of school institutions. The students' performance plays an important role in producing best quality graduates who will become great leaders and manpower for the country for economic and social development. Academic achievement is one of the major factors considered by employers in hiring workers especially for the fresh graduates. Thus, students have to put the greatest effort in their study to obtain good grades and to prepare themselves for future opportunities in their careers, and at the same time, to fulfill the employer's demand.

According to Minnesota (2007:8), the higher education performance depends upon the academic performance of high school students. Staffaloni and Bratti (2002:18) observed that the measurement of the students' previous educational outcomes are the most important indicators of their future achievement which implies that the higher the previous appearance, the better will the academic performance of the students in future endeavors be.

The Philippines has always endeavored to improve the country's educational outcomes through various educational

reforms. As a matter of fact, the government enacted Republic Act Number 10533, known as the Enhanced Basic Education Act of 2013. It aimed at enhancing the Philippine Basic Education System by strengthening its curriculum and increasing the number of years for basic education. For this purpose, the State shall create a functional basic education system that will develop productive and responsible citizen equipped with essential competencies, skills, and values for both life-long learning and employment (<https://www.offialgzette.gov.ph>, 22 June 2020).

Furthermore, the said Act stated in its Section 4 that the basic education level shall encompass at least one year of Kindergarten education, six years of elementary education, and six years of secondary education, in that sequence. Hence, the secondary education level now includes four years of junior high school and two years of senior high school. The creation of the Senior High School level was one of the major breakthroughs of the Enhanced Basic Education Act of 2013.

Moreover, students on this stage are critical since this is the transition of college life or for seeking employment in the real-life situations. Other studies pointed out that homesickness, absence of parental guidance, peer influence, distraction, and arrangement and nature of boarding house were some of the factors influencing academic performance at

this point. For instance, in the study of Omran and Saleh (2019:1), they ascertained that parental guidance or parents' involvement influenced student academic performance. On the other hand, students always look forward for their parents' encouragement and proper guidance in all of their school-related works. Thus, the absence of parental guidance will definitely affect the academic performance of the students.

In a different context, peer relationships play an important role in human development. The process of socialization extends beyond early familial relationships and is rooted in a child's early academic experience. Hence, the bonds of friendship that have been developed within the students' circle of friends will evolve into a dynamic and multilevel construct that will have an effect on the decision-making, behavior, and academic performance of the students. As Moldes et al. (2019:1) argued, peer pressures often seem to have effect toward the academic performance of students in school, either in a positive or negative way. They found out that students needed to seek comfort from others that they were found in the presence of their peers, and they were not even aware on how their peers influenced them academically.

In addition, students' distraction in learning also plays a significant role on their academic performance. In fact, May and Elder (2018:3) reported in their study that the

presence of distracters interferes with attention and working memory of the students during in-class activity, thus, negatively affecting their academic performance. This is the very reason why during actual teaching-learning processes and when students are trying to learn new concepts and new information, the teacher must get the attention of students.

Musthtaq and Khan (2012:4) underscored that students' performance was significantly correlated with the arrangement and nature on the place where they lived including that of boarding houses. They have concluded that there was a positive relationship between students' living conditions and academic performance. Indeed, the study conformed to the general notion that students who live in decent housing units have a better chance of excelling academically. In fact, poor living conditions are detrimental to the health of the students and will hinder them from attaining their full academic potential and in strengthening their level of success in future.

However, most students need to travel to a different school because of the unavailability of schools in their community, prompting them to study in a distant school. Due to the geographical distance, students opt to rent boarding houses within the community where the school is located.

Furthermore, with the abrupt separation from their family, a student may experience homesickness and with the

sudden absence of parental guidance, it may lead to distraction and they may seek acceptance and belongingness from their peers. They also need to adjust with their environment, especially in the new arrangement and the nature of the boarding house where they live. In a typical island barangay, students live in congested rooms with poor facilities, in hazardous location with no security measures, and with other arrangements that lead to a poor quality of living condition.

The situation, as pointed in the previous paragraph, also holds true among students in the District of Daram II, Daram, Samar. Thus, many high school students from the said district come from neighboring barangays where access to transportation to the schools in the town's center is not easy considering that these barangays are situated in coastal areas. The major mode of transportation is by boat or, if not by land, by walking several hours traversing rivers and mountains.

With said scenario, the question had always been that this situation of students might have impact on their academic outcomes in school. Records showed the general weighted average (GWA) of the Senior High School students from three years back taken from School Form 9 or School Report Card and School Form 10 or Permanent Record in Birawan Senior High

School was posted at 84.83 during the School Year 2016-2017, combining the Technical, Vocational and Livelihood (TVL) and General Academic (GA) tracks; 82.88 during the School Year 2017-2018, which was noticeably lower than the previous year; and 80.40 during the School Year 2018-2019, still lower than the previous years for both TVL and GA tracks.

Similarly, in the past three years, Sua National High School recorded a mean percentage score (MPS) of 80 percent during the midterm of first semester of School Year 2016-2017 which increased to 82 percent during the final term in the same school year, a noticeably higher MPS in the final term. Likewise, during the second semester of the same school year, the MPS of 78 percent was recorded by the students during the midterm which was comparatively lower than the MPS of 81 percent during the final term. For the School Year 2017-2018, the students recorded an MPS of 79 percent during the midterm of the first semester and followed by an MPS of 84 during the final term, which was significantly higher. However, there was an opposite trend during the second semester of the same school year since students recorded a higher MPS of 82 percent during the midterm as opposed to 81 percent MPS during the final term.

Finally, during the first semester of School Year 2018-2019, the midterm MPS was 83 percent compared to the 80

percent MPS in the final term, a lower MPS than the midterm. In the midterm of the second semester of the same school year, the MPS was recorded at 82 percent which was lower than the MPS of the final term at 84 percent.

The aforementioned premise served as the springboard of the researcher to look into the factors that influence the academic performance among Senior High School Students in the District of Daram II.

Statement of the Problem

This study determined the factors influencing the academic performance of Senior High School students of the District of Daram II, Schools Division of Samar during the School Year 2019 - 2020.

Specifically, it sought answers to the following questions:

1. What is the profile of the student-respondents in terms of the following variates:

- 1.1 age and sex;
- 1.2 civil status;
- 1.3 place of residence;
- 1.4 gross monthly family income;
- 1.5 parents' highest educational attainment;
- 1.6 parents' occupation;
- 1.7 number of siblings;

1.8 birth order;

1.9 nutritional status; and

1.10 attitude toward schooling?

2. What are the factors that influence the academic performance of the student-respondents in terms of the following:

2.1 homesickness;

2.2 absence of parental guidance;

2.3 peer influence;

2.4 distractions; and

2.5 arrangement and nature of the boarding house?

3. What is the academic performance of the student-respondents based on the mid-term grades of the first and second semesters?

4. Is there a significant relationship between the factors influencing the academic performance of Senior High School students and their first semester and mid-term second semester academic performance?

5. What implications may be derived from the findings of this study?

Hypothesis

Based on the foregoing specific questions, the following null hypothesis was tested:

1. There is no significant relationship between the factors influencing the academic performance of Senior High School students and their first semester and mid-term second semester academic performance.

Theoretical Framework

The study was anchored on the following theories: Theory of Educational Productivity by Walberg, Social Cognitive Theory by Bandura, and the Theory on Bio-ecological Model of Human Development by Bronfenbrenner.

The study found its main theoretical support from the Theory of Educational Productivity by Walberg (Roberts, 2007:8-11). The said theory determined three groups of nine factors based on affective, cognitive, and behavioral skills for optimization of learning that affect the quality of academic performance, namely: aptitude which includes the students' ability, development, and motivation; instruction which refers to the amount and quality of instruction; and environment which comprises of the home, classroom, peers, and television.

Moreover, the theory of Walberg espoused that students are being affected by the environment where and how they had grown especially their home environment, and their academic performance in school lies on how they are being motivated,

on how they are being trained, and most especially, on how their parents and siblings brought them up.

Kellaghan et al. (2005:21-22) proposed that academic success is what parents do in the home and it is not children's family background that is significant. The parent-child interactions are the forces that also lead to the academic performance. The relationship between parents and siblings is crucial in achieving better academic performance. There are students who may be bright, but perform poorly despite the good learning facilities in their schools. The home environment is one of the most common factors typically blamed for the students' poor academic performance. Other factors of poor performance, however, include the lack of facilities in school, lack of teachers, indiscipline, low intelligence, anxiety, and the students' need to achieve (Maundu, 2007:87-91).

In addition, there are many factors that may contribute to students' motivation to achieve better in school. It is on this basis that this study attempted to find out whether the differences in academic achievement motivation among students can be attributed to differences in their home environment. Having a good relationship inside the home among family members may have a great influence to the children to enable them to achieve their personal goals and meet their personal

interests. On the other hand, children and students who do not have a good and peaceful relationship among family members and whom the family is depriving them cannot perform well in school and they are affected.

Therefore, the interest, attitude, and personality of an individual reflects on how he is being trained, disciplined and on how he is grown by his parents. Parental education also has effects on student's academic performance. Parental occupation has little effect on their child's performance in studies than their education. It is very important to have comprehensible understanding of the factors that benefit and hinder the academic progress of an individual's education. Some learners wish to progress in school but they might not always perform as they wish, even if they feel they are trying their best.

The home also affects the academic performance of students. Educated parents can provide such an environment that suits best for academic success of their children. The school authorities can provide counseling and guidance to parents for creating positive home environment for improvement in students' quality of work. The academic performance of students heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success (Henderson, 1988:45).

There is a range of factors that effects on the quality of performance of students. A series of variables are to be considered when to identify the affecting factors towards quality of academic success.

The study was likewise anchored on the Social Cognitive Theory of Bandura (Zhou et al., 2015:19-29) which focuses on what people learn from observing and interacting with other people. It is often called a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory, and motivation. Accordingly, social modeling is a very effective way of learning in which it can extend motivational and cognitive process on social learning. Moreover, social cognitive theory claims that learning occurs in a social context with a dynamic and reciprocal interaction of the person, environment, and behavior.

In addition, the Social Cognitive Theory posits that people are not simply shaped by that environment, but rather, they are active participants in their environment. Hence, on the basis of the preceding statement, social cognitive theory provides significant insights on the concept realization of the study.

Finally, this study was based on the Theory on Bio-ecological Model of Human Development of Bronfenbrenner (1995:8). It captures the complexity of human development as

intricated as a web of interrelated systems and processes. Accordingly, the theory argues that the child and youth development is influenced by many different contexts, settings, or ecologies such as family, peers, schools, communities, sociocultural belief systems, policy regimes, and the economy. The model is able to account for multiple face-to-face environments or settings within the microsystem of a person; how relations between settings can affect what happens within them; and how settings within which the individuals have no direct presence can affect settings in their microsystem (Bronfenbrenner, 1979:8).

Therefore, the extent of academic performance of the student are governed by the parameters as defined by the Bio-ecological Model of Human Development as being characterized by the situations and conditions of students as they stay in boarding houses during their schooling.

The theories herein mentioned provided solid bases that expounded on the various factors which might have impact on the students' learning outcomes as determined through their academic performance.

Conceptual Framework

Figure 1 presents the conceptual framework of the study. It schematically illustrates the variates and how they are interrelated in the study.

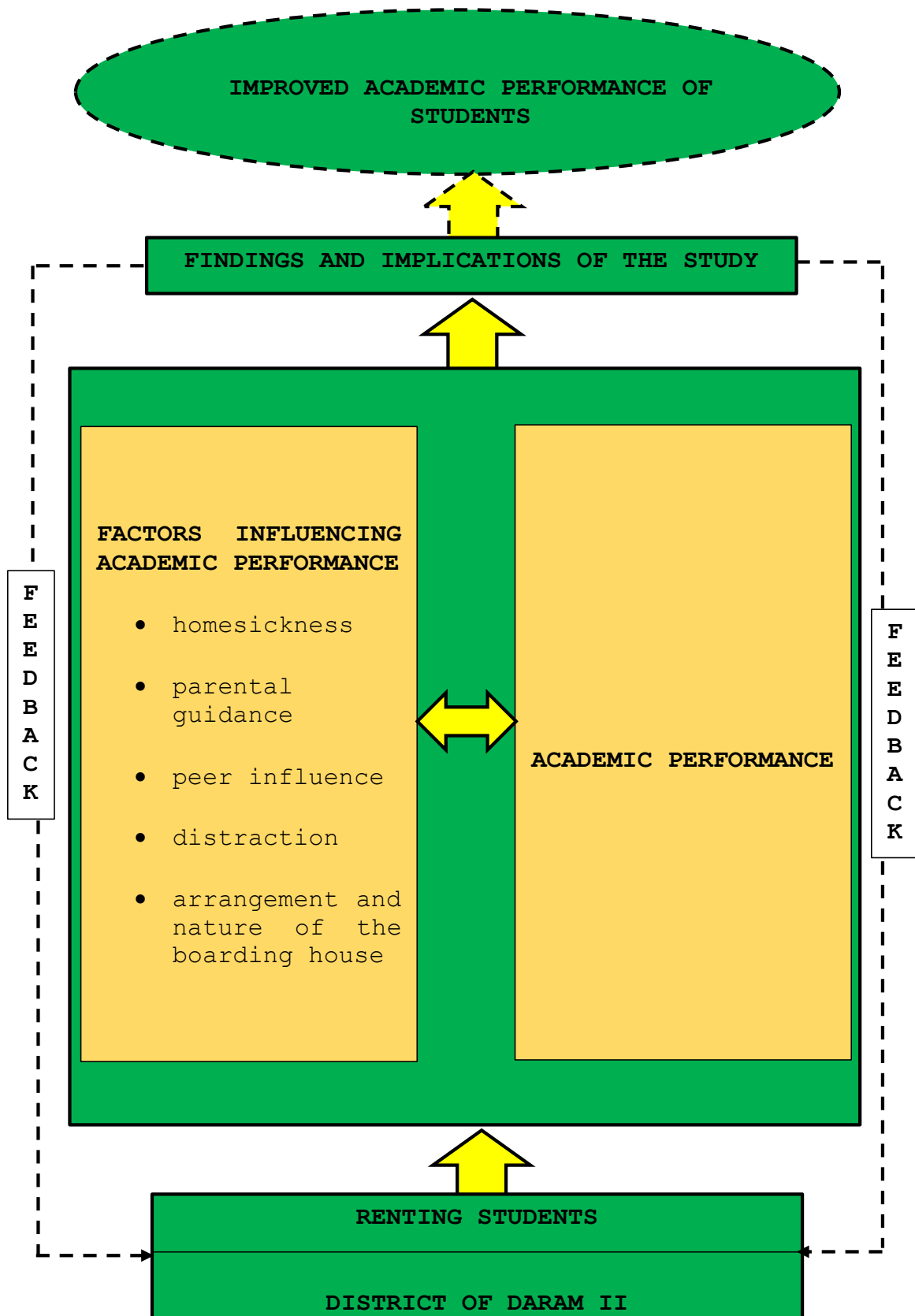


Figure 1. The Conceptual Framework of the Study

The base of the paradigm depicts the locale of the study which is the District of Daram II involving renting students of the three secondary schools, particularly the Senior High Schools.

The largest box consists of two frames. On the left-side frame are the factors influencing the academic performance of the students such as homesickness, absence of parental guidance, peer influence, distractions, and arrangement and nature of the boarding house where they rent. Meanwhile, on the opposite side is the academic performance of the student-respondents during the first and second semester which was correlated to the factors on the left-side frame, as shown by the double headed arrow connecting these two frames.

The upper box contains the results and the appropriate interventions which are the findings and the implications of the study and following the broken arrow pointing above is the broken circle shaped reflecting the focus of the study which is to improve the academic performance of the students.

Significance of the Study

The findings of the study would be beneficial to the following stakeholders: the Senior High School students, the teachers, the school administrators, Department of Education officials, the parents, local government units and the future researchers.

To the Senior High School Students. The findings would give them the opportunity to understand the impact of renting in boarding house to their academic performance and to realize the practical choice that would give benefits to them to improve academic performance.

To the Senior High School Teachers. The findings of the study would make the Senior High School teachers realize that there are factors to be considered which might have impact on the students' academic performance. It is also gainful for them in giving strategies and activities which could address problems involving factors influencing academic performance. Thus, they will be critically analyzing and consideration of giving time and effort in teaching.

To the School Administrators. The findings of the study would serve as an eye opener in making policy guidelines to strengthen parents' and teachers' association in order to address and provide interventions necessary for the improvement of students' academic performance.

To the DepEd Officials. The findings of the study would provide the DepEd officials with avenues to establish and implement programs relative to renting boarding houses and, at the same time, give seminars and trainings among teachers to further strengthen and carry out competencies in the implementation of the curriculum. Thus, they could provide

policy recommendation not only for the entire division but to the national as well.

To the Senior High School Parents. The findings of the study would help them realize that supervision and monitoring of their students are greatly important. Thus, it shows support and love to their students and will definitely enhance motivation.

To the Local Government Units. The findings of the study would make them realize that the District of Daram II is archipelagic which, in turn, means the need for accessible roads for land transportation from the adjacent barangays to the school.

To the Future Researchers. The findings of the study could give future researchers some basis to conduct similar researches aimed at developing academic development programs relative to the factors affecting performance of the students who are renting boarding houses. This study will also serve as reference for further study.

Scope and Delimitation

This study determined the factors that influence the academic performance of the Senior High School Students in the District of Daram II. It included Grade 11 and 12 students of Birawan Senior High School, Bakhaw Senior High School, and Sua Senior High School.

Other variables of this study also included other variates of the student's-respondents, to wit: age and sex, civil status, place of residence, gross monthly family income, parents' highest family income, parents' occupation and number of siblings. Also, it included factors influencing the academic performance of the student-respondents such as homesickness, absence of parental guidance, peer influence, distractions and arrangement and nature of the boarding house.

Finally, the study was conducted during the School Year 2019-2020.

Definition of Terms

To provide a common frame of reference to the readers, the following terms herein have been defined conceptually and operationally.

Academic Performance. It refers to the learning gap between what the students should learn and what the students actually learned as signified by the grades (Rowland, 2004:20). As used in this study, this term referred to the grade of the students in their deferent subjects.

Distraction. These are something that get your attention and prevent you from concentrating or take your attention away from something else (Macmillan, 2012:8). In this study,

these referred to televisions, games, mobile handsets, and noises that disturb other students in their studies.

Health Condition. It is the condition of being sound in body, mind, or spirit (Merriam, 2000:67). In this study, it referred to the condition of the students as one factor observed that affects their decision to stay in a boarding house or not in favor of the physical condition of the student.

Homesickness. It refers to distress caused by being separated from home. Its cognitive hallmark is preoccupying thoughts of home and attachment objects. Suffers typically report a combination of depressive and anxious behavior and difficulty focusing on topics unrelated to home (<https://www.unco.edu.org>). In this study, it referred to the feeling or condition of the students when they were introduced to a new environment and wished to go back with the familiar environment, people and places of home.

Parental Guidance. The term refers to parental influence which begins with positive modeling behaviors and positive self-talk; and two-way meaningful communication involving pupils' academic learning and other school activities (Manassis, 1996:64). In this study, it referred to the share made by parents pertaining to the education of their child at home and school.

Peer Influence. It is an informal primary group of people who shares a similar or equal status and who are usually of roughly the same age, extended to travel around and interact within the social aggregate (Wolf, 2008:58). In this study, it referred to the friends or classmates of the respondents that may influence their decision to stay in a boarding house or to go home.

Rented House. The 1970 version of Ontario's Assessment Act defined the term as any house, building, or portion thereof in which with or without meals in rooms furnished by the proprietor with necessary furnishings (Misajon et al., 2009:4). In this study, it referred to the second home environment where the students take provisional lodging under the supervision of the boarding house owners.

Renting Student. It refers to the renter who maintains procession of a house or apartment; a renting student is someone who holds the right to use a piece of land or a structure by agreement with property owner (Smith, 2003:10) In this study, the term referred to the student-respondents who rent a certain home to where they temporary live easy to access schooling.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents some information relevant to the conduct of this research endeavor. A number of research literature and studies were used by the researcher to obtain some basic facts and principles that were valuable in the conduct of this research.

Related Literature

The following set of literature was reviewed by the researcher in order to strengthen the anchor of this study. These materials were found to be related to the study at hand.

At the outset, Paragraph 2, Section 5 of the Boarding House Act of 2012 states that boarding premises are a general boarding house. Thus, if the premises provide beds for a fee or reward for use by five or more residents, except any resident who is a proprietor or manager of the premises, or relative of the proprietor or manager, it is considered to be a rented space. The Act establishes an appropriate regulatory framework for the delivery of quality services to residents of registrable boarding houses, and for the promotion and protection the wellbeing of such residents by providing registration system, licensing and regulation, services and

accommodation standards and promoting sustainability for continuous improvements (<http://www.classic.austlii.edu.au>).

In addition, Republic Act Number 9161 of 2001 is an act establishing reforms in the regulation of rentals of certain residential units providing the mechanisms therefor and for the other purposes. It provides that state shall for the common good, undertake a continuing of urban land reform a housing which make available at affordable cost decent housing and basic services to underprivileged and homeless citizens. Residential unit shall refer also to an apartment, house and or land on which another's dwelling is located used for residential purposes and shall include not only buildings parts units thereof used solely as dwelling places, boarding houses dormitories and bed spaces (<https://www.lawphil.net>, 3 March 2020).

On the other hand, rented houses or dormitories are usually diverse, multicultural, and co-ed, permitting a wide range of friendships to develop. Renting House Business is a service type of business because it offers intangible goods or services which typically generate a profit by charging services to consumers. Bed space is the leading service being offered by majority of the boarding houses. Social activities in boarding houses or dormitories create essentialities in the lives of the students. Since, being away from one's family

creates the feeling of homesickness and loneliness; experts agree that one of the best ways to cope with these is to get involved in activities (Estrada et al., 2008:12-24).

Furthermore, Ebenuwa-Okoh (2010:99-103) agrees that learning and living together with other students bring together different students of varying learning ability will enable the majority of the students to excel, students' ability is to rely on each other for help, direction and need, because sometimes students learn better from each other than from teachers. Boarding school students generate the sense of team-building among themselves while studying there which is absolutely necessary for their future.

Thus, it builds the positive way of thinking by supporting and helping each other, maintain a very close relationship between every other student and the best thing about this is that this particular attitude never goes away from boarding school students. Anderson (2001:56) concludes that in a boarding school, students learn to respect other peoples' rights and values, generate a sacrificing mentality and sense of cooperation. It also helps students to learn team-building and fellowship. Renting students realize what family is when they are staying away from their families, and learn to value their families. Also, it lets them create a new family within the school.

Moreover, this is a great social education that a boarding school can provide. They learn to be in a team as well as independent. The hostel transforms the characters. The socio-cultural side gets fuller attention. Interacting and communicating with people at an early age is very important for a student's personal life and can be especially helpful for future professional activities. In this process of learning through teamwork consideration for others and tolerance are taught. Lifelong friendships and strong alumni networks are established.

Alutu (2002:78-87) opines that at a social level, the students learn how to coexist with others that have heterogeneous habits, cultures and features. The students and teachers' sense of belonging towards the institution is high. Students coming from various backgrounds will learn to live together and share in a rented house. They get an opportunity and more time to mix with other student from other castes and places. This will prepare them well to meet the challenges in future, relating to caste system which has a very deep influence on minds and behavior of people in India and other differences in the society.

It is very common to see that renting students are self-confident, hardworking, and self-dependent more than day-time school students. He or she can do his or her own works. They

require less help from the outside. Not only they learn from the school only but they learn to teach themselves. They realize what they want.

Iyayi (2011:14-15) concludes that children are helped to recognize necessary limits as well as their own needs. Living and studying away from home helps student to become more responsible and reliable, while their self-confidence is strengthened. Also, since their parents are not near the boarding schools, students learn to be self-dependent, boarding schools contribute, more than day-schools, to a developed sense of independency and maturity. The student also learns to survive using his or her own initiatives and therefore makes them more responsible citizens. The spirit of independence that is created in the pupils who attend a boarding school remains an advantage to the parents or guardians. There is a reduction of dependency syndrome in the student.

UNICEF (2011:71-75) agrees that student learn to attend to duties on time and learn to discipline their lives. These are the values to be developed in humans and boarding schools contribute to develop these values. Going to bed early, and rising up early in boarding schools will contribute to gaining good health. Discipline, because where there is discipline education flourishes and students develop in a mature way.

Boarding schools maintain strict rules and regulations. It helps student to be disciplined and steady.

In addition, Omotere (2011:96-125) emphasized that they generate discipline among themselves while studying at boarding schools which helps them rest of their lives. There is this general idea that people have about boarding schools that students are taken better care in boarding schools than they would get in home as for education and discipline. Their life becomes disciplined and will not be much exposed to negative behaviors in the society. The coexistence of rules and norms are more extensive due the frequent interaction with the students. The duties and rights are established and related to the day-by-day coexistence.

Jagero (2011:127-138) concludes that boarding schools are respectful to co-curricular activities more than any other school. Boarding schools know very well which students are better in which extracurricular activities and so the schools try to help those students get better on their respective fields of talent/expertise. The most important is for a residential school, students can be enriched with various knowledge, skills, ethics and many more apart from the standard curriculum if a well-defined structure of education is planned and implemented. A variety of extracurricular and other programs allow choices that suit

individual tastes. Community and school service programs if included will expose students with volunteer and work opportunities.

Similarly, the development is greatly encouraged by boarding schools, as all essential school activities take place within the community. Especially children, or those who are shy and find it difficult to make contact with others, can take advantage of interaction through communal activities to improve their social skills. They get an opportunity to help the students grow in a holistic manner, namely body, mind and soul when they are in the residential schools. They can take care of the food, clothing and medical needs of the students. They offer full aid to the students like food and housing.

Moreover, boarding schools are very helpful for the orphans, poor and destitute students who lack the parents love and affection. Boarding school is home away from home where the students are provided with nutritious food, clothing, books and stationery and medical care, balanced diet, good shelter and medical care. These students can live in safe and secured atmosphere with good discipline under the care of the trained hostel staff. They have central eating place rather than allowing students to cook their food, sufficient water and sanitation to avoid disease outbreaks.

Tsui (2005:336-355) opined that poverty was an important reason for the parents not sending the students to school. If these students have to be provided education it is essential that some gain have to be given to the family for the loss of notional income for the family. If the students are left at home because of the disinterest of the parents, they face the risk of becoming student's laborer. So, they have to be moved away from the village. There are no facilities in many villages for education as well.

Ozmert (2005:25-32) said that educational continuity is there for the student whose family undergo frequent change in work/location. The boarding school solves the problem of hunger of the students from poor backgrounds. In a lot of day-schools, children leave the school. Boarding schools have dormitory facilities and facilities for eating, studying and recreational activities; usually there is accommodation for supporting and/or teaching staff as well.

According to Ebenuwa-Okoh (2010:99-103), a lack of unity among students and a lack of team-spirit are mentioned as negative characteristic of day-schools. Additionally, the relationship between students and teachers in day-schools is said to be vital. There is less interaction between teachers and students and there is less sense of belonging to the institution. Self-dependence, self-confidence, and

responsibility are also prominent of boarding students. These characteristics contribute to development of the well-being of the students; thereby make students rely less on their parents. Students in day-schools are more dependent, due to their constant contact with their parents.

Nonetheless, boarding schools offer structure and discipline where students are obliged to study according to a structured program during and after school hours; students learn to respect rules; students learn to conduct duties on time; students learn to go to bed on time and rise up early. A lack of discipline is also mentioned as a negative characteristic of day-schools. Students and teachers have less awareness regarding rules and feel less responsible. There is more irregularity and less punctuality within students.

In addition, boarding schools play a direct and influential role in shaping the personal values and ethics of their students, fostering a wide array of desirable traits in a supportive and motivating environment. Boarding schools place as much importance on character development and growth as they do on academic success. To this, Galab (2005:17-20) said that about 70 percent of boarding school students say that boarding school helped them develop self-discipline, maturity, independence, and the ability to think critically.

The study also by UNICEF (2005) reported that 77 percent of boarding school students say that their schools provide opportunities of supportive environment for leadership, compared to 52 percent of students in public schools.

Davis (2001:21-23) viewed that boarding school students enjoy more time with teachers, coaches, and staff members outside class than public school students, about 9 hours per week compared to 4 hours. Boarding school students are better prepared for college as they learn how to live and study independently and self-reliantly. Boarding school students develop the skill sets necessary for success in school. Forty one percent of boarding school students say that their school guidance counselor was very helpful in exploring school options, which enhanced their academic success in school.

Foreman (2007:5-39) suggested that peer pressure with less parental monitoring could affect a student. Students in boarding schools receive bad influence from others who are anti-authority in terms of behavior, dressing and other mannerisms which cause good students to develop bad vices such as drinking, smoking, stealing, and prostitution. Students sometimes take on inappropriate advisory roles with their juniors. There is a chance of getting influenced with the attitude and behavior of other students especially those students from families with poor social control.

Conflicts arise more frequently due to the higher interaction level among the students as well as their different characteristics and situations. Woolfolk (1998:17) emphasized that the feeling of living in a restricted or closed atmosphere in a boarding school has its own effect on mental development of the children. Parental love and parental care will not be there in a boarding school. Absence of freedom will lead to psychological problems or desired or expected development may not be there. Some students may not support the fact of not living with the parents. They may have affective problems and this can have negative influence on their studies.

Falbo (1981:121-131) stated that staying away from the family often puts a negative effect on a student. A student might feel less responsibility towards his or her family. Some parents do not appropriately assume their responsibility towards their children. They delegate this responsibility to the boarding school staff. Staying far away from the families does not allow the students to maintain their family model which includes the father, mother, brother. Hence, the children become institutionalized and do not want to return to their homes. Keeping the students away from their context and reality causes them to unknown the needs of their backgrounds.

Holsinger (2002:32-37) emphasized that boarding schools charge higher fees and this bars most students from accessing high school education. The operation costs of the boarding schools are high.

The World Health Organization (WHO) (2006:34) opined that the hostel can become health dangerous depending on the water and sanitation levels, boarding schools can be a source of contagious diseases or outbreaks. Moreover, the congestions due to over enrolments leading to poor sanitation, causing students to become victims of disease outbreaks.

The academic results in a boarding school are most times better than in day-schools. Bista (2005:3-4) explained that boarding schools have good results because of good conditions, supervised studying and food. Residential School can tap the potential of students more efficiently and can help students fully develop their abilities effectively. There is this general idea that people have about boarding schools that children are taken better care in boarding schools than they would get in home as for education and discipline.

Ukueze (2007:172-183) believed that academic performance of boarding was also influenced by quality and results of educational Provision of a conducive learning environment

with high teacher/student interaction will attract more students to go to school to acquire academic excellence and academic excellence will impact positively on national development as the nation will have capable citizens. Quality infrastructure and security facilities and a good library with sufficient reading materials, with professional and qualified teaching staff.

Omotere et al. (2001:21-23) opined that there is sufficient time to study and concentrate on studies, thereby impacting positively on the academic performance. The limitation to be in constant contact with the parents helps them concentrate on studies, the availability of time to allow for serious studying. Situations of having a student away from their parents with less house chores to attend to normally helps them perform better class. Supervised learning needs time dedication to academic programs like reading books, computer lessons and other learning material will bring academic excellence.

Moreover, study hours, as systematically observed, have bearing on learning. For better conditions to do homework in boarding schools, there are study schedule that students are compelled to follow. Thus, they are obliged to study according to structured program. The way in which boarding schools provide relief for parents which are intensively involved in

their professions and careers is also of particular importance. Students are offered an excellent education without the need for parent's constant supervision.

Therefore, there is sufficient time to study and concentrate on studies, thereby impacting positively on the academic performance. The limitation to be in constant contact with the parents helps them concentrate on studies, the availability of time to allow for serious studying. Situations of having a student away from their parents with less house chores to attend to normally helps them perform better in class. Supervised learning, time dedication to academic programs such as in reading books, computer lessons and other learning material will bring academic excellence.

UNESCO (2005:11-12) opined that students are under direct supervision of the authority regarding education, so the authority knows which student is lacking or weak in which subject or field. It allows the authority to understand the students' weaknesses better and take extra care on that particular areas to help them do better which is not easy to do in day-time schools only.

Gender is the properties that distinguish organism on the basis of their reproductive roles as female or male (Maric 2000:417-427). Studies are fast disrupting much past erroneous belief that males perform better than female

Another variable considered in this study is Sex. Sex relates to either male or female and how this quality affects their dispositions and perception toward boarding /day schools and academic activities (Okoh, 2007:5).

The impact of differences in gender on students' academic performance is inconclusive according to Buadi (2000:4) which investigated the need to find out if there is any significant difference between male and female academic performance of boarding and day-schools. It is the view of the researcher that when the variables are taken together, a better understanding of the relationship would be of considerable help in developing a more effective theory and practical counselling techniques for comparative analysis of academic performance of boarding and day student with the ultimate goal of enhancing their academic performance.

The performance of every individual is not equal and thus, there is a lot of variability and dispersion. The variability cannot be attributed to a single factor, but is the outcome of number of factors such as intelligence, study habits, self-concept, creativity, aptitude interests, and socioeconomic factors, and gender.

Omotore (2011:63) made a survey of the study habits of high, middle, and low achieving adolescents in relation to their sex, intelligence and socioeconomic status and found

that study habits of boys and girls differed significantly at different levels of academic achievement.

Santrock (2008:26) studied factors influencing academic achievement. From Coimbatore, 100 students studying in XI standard were selected for the study of which 50 were boys and 50 were girls. To assess the socioeconomic status of the subjects, the socioeconomic status scale was used. To assess the academic achievement of the subjects, the total marks obtained by the subjects in the quarterly and half yearly examination was taken. Findings showed that girls had a higher mean academic achievement compared to boys.

However, Adetunde and Asare (2009:18) revealed that achievement in English and total achievement was independent of sex, but boys scored higher than girls in achievement in Punjabi, Mathematics and Science. Chediel (2000:6) reported that the influence of sex on achievement motivation was found to be statistically non-significant. He carried out a study on achievement motivation differences among adolescent boys and girls of various ordinal positions. The study was conducted on sample of one hundred and twenty students made up of male and female, studying in co-educated English medium institutions confined to the suburbs of Mumbai city. It was found out that the influence of various variables; undermine the technique analysis of variance used.

Ebeneuwa-Okoh's (2010:45) study examined the influence of sex, financial status and gender on academic performance among undergraduates. To guide this study, one question was asked and three hypotheses they formulated and tested 0.05 level of significance. The design is correlation and simple random sampling was used to select sample size of 175 respondents. The instrument used for this study has face and content validity. Cronbach alpha was used to obtain reliability coefficient of 0.84. In addition to the instrument, the cumulative grade point average (CGPA) of the respondents was collected from the departmental office and marched with the names of the respondents. The findings of the study reveal that gender, age and finance are not significant predictors of academic performance. There was no significant difference in academic performance based on age, gender and financial status. It was recommended that counselling centres should open to handle varying problems confronting student irrespective of age, financial status or gender.

The academic performance of both the boarders and day-students are view from the Nature of boarding schools, Nature of Day schools, sex and academic performance, Academic performance of boarding students and academic performance of Day students. The original objectives of the boarding schools

including the provision of shelter for students who had to travel long distances, the provision of opportunities to learn civilized manners and the provision of balanced diet have been overtaken by events. The benefits of the boarding schools are several including the opportunities for students to live together to develop independence and sense of responsibility, provision of a stable environment, and conducive atmosphere for learning, opportunities for making lifelong friendship and for contributing towards national unity. The costs of maintaining the boarding schools are high in terms of money, manpower, opportunity costs and problems for the students and society. The academic performances of boarders and day students seem to be at parents', students and principals want the system retained because of their convenience (<https://www.studyinternational.com>)

The day students do not have enough time for reading because of house chores. The role of the counsellor cannot be overemphasis in the development of the student.

The abovementioned ideas set the tone for this study. This review of literature greatly helped the researcher to support his studies.

Related Studies

This section presents the different unpublished research studies conducted by several authors that were relevance to

the present study. Further, the similarities and differences of the different unpublished research studies to the present study are being highlighted and discussed.

The study conducted by Suyu-Tattao (2016) entitled, "Academic Performance and Coping Strategies of First Year College Student" underscored that student satisfactory academic performance are correlated with that of their living arrangement. The study found out that the way students deal with adversities in life such as financial and health problems, family issues, and personal relationship are contributory factors to their academic performance. In fact, the study underscored that those students who exhibit resiliency on life adversities performed better in their studies.

In particular, the study is similar to this study since it argued that one of the factors for the satisfactory performance of the student was due to the positive living arrangement they actually experienced, be it in boarding houses, dormitory, and others. On the other hand, the study differs on the present study since its main objective was the coping strategies as correlated to the academic performance.

Another study related to the current study was conducted by Navarez (2017) entitled, "Student Residential Satisfaction in an On-Campus Housing Facility" which showed that

residents' appraisal of the over-all conditions of their living environment both in the physical and social, financial and management attributes do not meet the students' need expectations. In other words, on-campus housing facility does not provide a positive environment relative to their study. Key salient features of the study were: a) school dormitories and other similar housing facility are overcrowded, b) physical infrastructure of on-campus dormitories are not well maintained, dilapidated, and mostly broken and not in good conditions, c) noisy environment, and there is no provision of study hall where student can study, and 4) scarcity of water supply.

In parallel structure, this study was related to the present study since its primary objective dealt with finding out the students' satisfaction on their on-campus residential places which was one of the key elements of the present study. However, it differed from the present study since the main goal of the present study was to find out the extent of influence of students living in boarding houses to their academic performance while the previous study dealt with determining the students satisfaction level of their living facility.

According to Reyes' (2016) study entitled, "Profile of Boarding Houses of the Students of the Kalinga-Apayao State

College", the student-boarders varied in their profile with females dominating and mostly residents coming from a far-flung area; boarding houses have a small room accommodating 4-6 persons; comfort rooms and Bath are common for both male and females; and no clear policies, rules, and regulations.

Clearly, the said study indicated the poor living conditions and environment to which the student experienced during their schooling. Hence at the macro-level, it was indeed clear that the students' poor academic performance can be due to the said poor living conditions. The key results of the study provided similar direction and implication of the present study. Although both the present study and the previous provided similar implication, it was clear that the main anchorage of the study was the academic performance while the previous study directed improvements of plans, programs, and facilities of students' living facilities.

Junio et al. (2016) conducted a more particular study entitled, "Factors Affecting Students' Performance in Physical Education Class in Lyceum of the Philippines University". Said study found out that learning facilities including that of living environment positively affected students' performance. In other words, the key results underscored by the study implied that a well-structured school physical resources such as classroom, gymnasium,

libraries, and even dormitories greatly contributed to the willingness of the students to engaged into learning. In parallel to the present study, the said key findings underscored that indeed the conditions and the amenities offered by the school physical resources including that of dormitories contributed to the academic interest and performance of students.

The results and key findings of Junio's study was found to be similar to the present study considering that the findings of the said study pointed out that learning facilities including boarding houses positively affected the students' performance. In fact, this finding was one of the problems that the present study wanted to explore further. However, it differed from the present study primarily in terms of subject to which the academic performance was based because the present study dealt only with Senior High School.

Another study was conducted by Duquinal (2015) entitled, "Environmental Sanitation Practices of the Occupants of Dormitories in Vigan City". The salient findings of the study indicated that there was presence of pathogenic microorganism in the waters used in dormitories. This result affirmed that indeed, dormitories are not in good living conditions.

This study was similar to the present study in the sense that one of its key objective was to assess the quality of

dormitories in all aspects which included physical conditions of structures and quality of service. Furthermore, the key findings of this study seemed to be in parallel to this study as it explored the effect and impact of environmental conditions of boarding houses and dormitories to the study interest and academic performance of the students.

Calipong et al. (2013) conducted a study entitled, "Factors Affecting Boarding, Non-Boarding and Transient Boarding Teacher Education Students in Relation to thier Academic Performance" which found out that comparatively, the academic performance of boarding, non-boarding, and transient students were significantly different to each other. Based on the results of the study, students who were non-boarding tend to have a good academic performance compared to the boarding and transient students. Clearly, the key findings of the study as stated previously were found to be directly in parallel to the main intent of this particular study as it investigated whether the students' dwellings influenced their academic performance.

Although at the macro level, this study was similar to the present study. However, they differed mainly on types and nature of respondents. This study focused on the teacher education students who were in college level while the present study focused on high school students.

According to the study of [Brilliantis et al. \(2012\)](#) entitled, "The Living Conditions of University Students in Boarding Houses and Dormitories in Davao City, Philippines" **in** Davao City, an observable statistics of university students from neighboring provinces and the city's outskirts lived in temporary residences. However, it was revealed that these housing facilities, failed to consider students' safety and welfare. The study revealed that majority of students who lived in boarding houses come from the outskirt area where the school is located and majority of them are classified as poor.

This study was found to be significantly related to the present study since both studies aimed to determine the living conditions of students in boarding houses and dormitories. The physical and environmental components of these residential facilities could affect students' holistic well-being. This study, however, differed from the present study since it dealt with the determination of the significant contributions of the living condition on the students' personal, social, academic, and emotional growth, while the present study only aimed to look into the impact of the students' living conditions to their academic performance.

This study of [Cantos et al. \(2015\)](#) entitled, "Changing Learning Needs of Students Nurses: Input to the Nursing

Curriculum" aimed to determine the changing learning needs of student nurses in terms of cognitive, affective, and psychomotor domains as inputs to the nursing curriculum. Key salient results of the study include: a) social environment changes the study interest of students, b) learning preferences and modalities of students are influenced by technology, and c) curriculum needs to be constantly redesigned to conform to the student needs and study preference. Furthermore, results of this study found out that living conditions of student nurses affects thier performance level.

This result found to be in parallel to the main intention of this study as it explored the influence of student residences on their academic performance. For this case, this study was found to be similar to the present study because the results helped strengthen its hypothesis. On the other hand, this study was different than the present study considering the fact that the study results and outcomes were directed as an input in strengthening curriculum while the present study dealt on the impact of living conditions on the students academic performance.

The study of Alos et al. (2015) entitled, "Factors Affecting the Academic Performance of the Student Nurses of BSU" was conducted to determine the factors that affect the

academic performance of the nursing students which may consequently help in the improvement of the students and teachers alike. The results of the study indicated that personal conditions category is found to be of high impact respective to the academic performance of students. Note that personal conditions includes the living conditions of the students. In particular the common response of the students when asked about their low academic performance is "I live far from school, and I am staying in a boarding house or dormitories".

Hence, the said result indicates the similarity of the said study to the present study. In other words, the said derived results could be used to validate or invalidate the postulated hypothesis of the present study. Conversely, the main difference of this study to the present was as follows: a) the type of student respondents; b) the maturity level of the respondents; c) the local of the study; and d) the scope of the study.

The research conducted by Cruz et al. (2015) entitled, "Correlates of Students' Academic Performance in Intermediate Level" focused on determining the relationship between the related factors and the academic performance of randomly selected intermediate pupils in three selected public schools in Porac East District school year 2013-2014. Salient key

results of the study related particularly to the different variates of the present study which included the following: a) student living with their parents and has their own houses has a good academic standing; b) there is a significant relationship between the family size and the academic performance of the students; and c) educational level and income of parents indicates significant influence to the academic performance of the students. On the contrary, this study differed mainly on the present study in terms of objectives, problem statement and research implications.

The above-cited studies reviewed were instrumental in helping the researcher in gaining insights as to the processes that are involve in the study.

Chapter 3

METHODOLOGY

This chapter deals with the methods and procedures utilized in the conduct of the study. This includes the discussions of the research design, locale of the study, instrumentation, validation of instrument, sampling procedure, data gathering procedure, and statistical treatment of data.

Research Design

The researcher used the descriptive-correlation research in this study. It was descriptive since it described the profile of the student-respondents in terms of their personal characteristics and information such as age and sex, civil status, place of residence, gross monthly family income, parents' highest educational attainment, parents' occupation, number of siblings, birth order, and their nutritional status.

Furthermore, it also described the behavior and attitude of the student-respondents toward their studies and how the factors such as homesickness, absence of parental guidance, and peer influence, distraction and arrangement and nature of the boarding house affects it. The study also used correlation analysis to measure the significant relationship between the

factors influencing the academic performance of the student-respondent and their profile variates. In addition, it also sought the significant difference of the midterm performance of the two groups of student-respondents.

All of the collected data were organized, collated, tallied, analyzed, and interpreted by using the appropriate descriptive and inferential statistical tools, namely: Frequency Count, Percentage, Median, Average Deviation, Weighted Mean, Mann Whitney U Test, Chi-square Test, and Cramer's V Test.

Locale of the Study

Figure 2 presents the map showing the locale of the study.

The study was conducted in the three schools with Senior High School in the District of Daram II Samar namely: Birawan National High National High School, Bakhaw National High School, and Sua National High School. These schools were chosen since the target respondents of the study were the Grade 11 and 12 students within the District of Daram II. They have been providing courses to Senior High School students since the Enhanced Basic Education Act of 2013 has been implemented which established a universal kindergarten and introduced Grades 11 and 12 to high school education both in public and private schools.

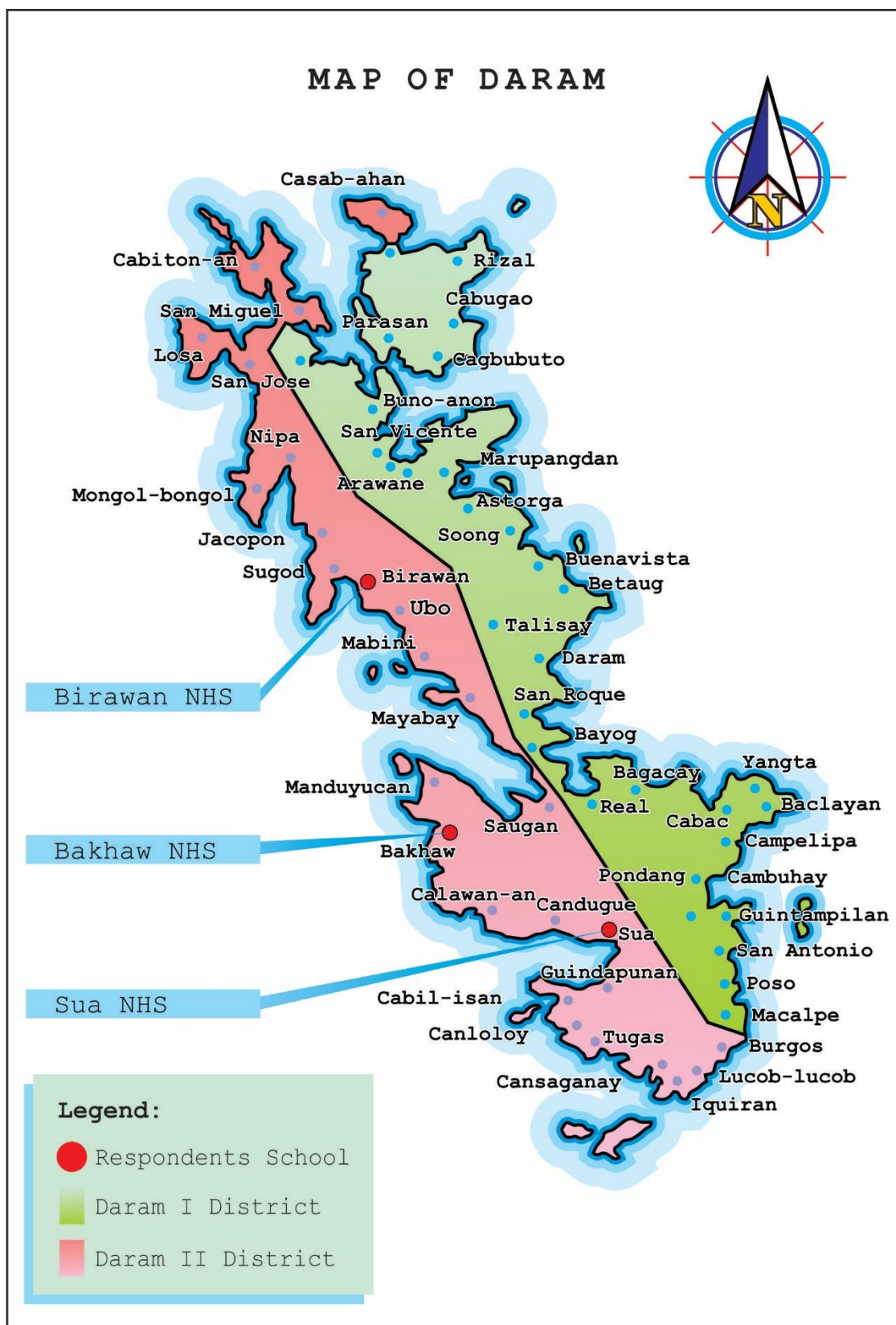


Figure 2. The Map Showing the Locale of the Study

Daram (Dacallos, 2016:42) is a Philippine Municipality in the Province of Samar (Western Samar) in Region VIII, Eastern Visayas which belongs to the Visayas group of islands. The Municipality of Daram is seated about twenty-four kilometers northeast of Catbalogan, the province's capital, seven kilometers southeast of the Philippine main capital Manila. The place was once part of the Municipality of Zumarraga, but became an independent municipality through Executive Order Number 262 issued on September 22, 1949 by President Manuel Roxas. It was originally inhabited by fisher folks and sea travelers who, during rough weather, sought shelter and eventually settled and built homes along its resource-rich coastlines and coves. Over the years, settlers from nearby province like Biliran and Leyte came to build homes in the western shores of the island.

Instrumentation

The researcher utilized a questionnaire and documents in gathering the information needed in this study.

The questionnaire was intended to gather the data regarding the personal characteristics and information of the student-respondents and the level of influence of the factors identified on their academic performance.

Part I of the questionnaire determined the profile of the student-respondents based on the personal variates,

namely: age, sex, civil status, place of residence, gross monthly family income, parents' highest educational attainment, parents' occupation, number of siblings, birth order, and nutritional status.

Meanwhile, Part II of the questionnaire determined the influence of some factors on the academic performance of the student-respondents such as homesickness, absence of parental guidance, peer influence, distractions, and arrangement and nature of the boarding house where they live. It also included the attitude of the student-respondents toward schooling and focused improving academic performance.

In addition, the researcher used some public documents such as Form 137 or School Form 10 and Form 138 or School Form 9. These records reflected the academic performance of the students within a given semester.

Validation of Instrument

The questionnaire was the only instrument which was validated in this study as to its content and reliability through expert analysis and internal reliability consistency test, respectively. The questionnaire went through expert validation in terms of face validity, construction, and content. After the drafting of the questionnaire, it was reviewed by the research adviser for correction and improvement. The needed improvements included in the

arrangement of the variates presentation and the questions that reflected how the factors indicated affects the academic performance of the student-respondents were incorporated. Then, the final revision was made for reliability testing.

In order to ascertain the reliability of the test, the researcher used the Cronbach Alpha Analysis, particularly on the attitude of the student-respondents toward their studies and the factors that affected their academic performance. The researcher conducted the pilot test in Daram National High School in the District of Daram I, Schools Division of Samar, involving 20 students of Grades 11 and 12.

The result was tabulated and the coefficient of reliability was computed using the following formula (Raagas, 2010:68):

$$C_{\alpha} = \left[\frac{K}{K-1} \right] \left[1 - \frac{\sum S_1^2}{S^2} \right]$$

where: C_{α} refers to the reliability coefficient using the Cronbach Alpha Analysis;

K refers to the number of respondents;

S_1^2 refers to the standard deviation of the individual item; and

S^2 refers to the standard deviation of the whole questionnaire.

Table 1**Table of Reliability**

Reliability Coefficient (α)	Interpretation
$\alpha \geq 0.90$	Excellent
$0.80 \leq \alpha < 0.89$	Very Good
$0.70 \leq \alpha < 0.79$	Good (There are probably a few items which could be improved)
$0.60 \leq \alpha < 0.69$	Acceptable (There are probably some Items which could be improved)
$0.50 \leq \alpha < 0.59$	Poor (Suggests the need for revision of
$\alpha \leq 0.49$	the research instrument.) Questionable/Unacceptable (This research instrument should not contribute heavily to the research, and it needs revision.)

In determining the reliability of the instrument, Table 1 suggested by George and Mallery (2003: 25) was used. The coefficient resulted to a value of 0.87 which was interpreted as very good. Therefore, the questionnaire was found to be reliable. The calculated coefficient of reliability signaled the reproduction of the instrument and made ready for the actual data collection.

Sampling Procedure

The researcher employed purposive sampling, a non-probability sampling, which enabled the researcher to select the members of the student population who shared the set of

characteristics required in this study, the Senior High School students who were renting houses.

Table 2

Number of Respondents Per School

School	Frequency	Percent	Valid Percent	Cumulative Percent
Birawan SHS	33	35.9	35.9	35.9
Bakhaw SHS	19	20.7	20.7	56.5
Sua SHS	40	43.5	43.5	100.0
Total	92	100.0	100.0	

The researcher selected all Grades 11 and 12 students shown in Table 2 from Birawan National High School, Bakhaw National High School, and Sua National High School.

Data Gathering Procedure

The researcher secured a permit to conduct the study by writing a letter of approval to the Schools Superintendent of the Division of Samar. The approved permit was used as a reference in seeking same permit from the Public Schools District Supervisor of the District of Daram I and the Principal of Daram National High School for the validation and fielding of the questionnaire which was administered to the respondents of the validation process. Respondents were assured that the results of the validation were treated with utmost confidentiality by the researcher.

The researcher conducted the study in three public secondary schools with Senior High School in the District of Daram II, Schools Division of Samar. The conduct of the study was on the month of January 27, 2019 when there was a fine weather and a calm sea. Since the areas were adjacent, it needed to pass through a pump boat which was a means of transport by the sea.

Prior to the conduct of the study, all school heads and schools-in-charge were already informed that their schools will be a part of the study. The researcher's first stop was Sua since it was the farthest among the three respondent schools. The conduct of the study was done smoothly because the respondents were present and well-informed.

Along the process, researcher began with acknowledgment and its purpose of the study. The questionnaires were organized and distributed to the respondents, entertained the queries, and clarified directions. The researcher then extended sincere appreciations for providing accurate data to the respondents.

Statistical Treatment of Data

All of the collected data were organized, collated, tallied, analyzed, and interpreted by using the appropriate descriptive and inferential statistical tools, namely: Frequency Count, Percentage, Median, Average Deviation,

Weighted Mean, Mann-Whitney U Test, Chi-square Test, and Cramer's V-Test.

Frequency Count. This measure was used to tabulate the number of occurrences of the information given in the questionnaire by the respondent. Usually, this is done in the presentation of the profile of respondents.

Percentage. This statistical tool was used to present the magnitude of the occurrence of each variable with respect to the total number of samples using the following formula (Bennett and Briggs, 2005:57):

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

Where: P refers to the percentage of occurrence;

f refers to the frequency of occurrence; and

n refers to the total sample.

This was used to establish the profile of the students-respondents in terms of their occurrence and magnitude of occurrence for every variate.

Median. The median is the value of the data in the middle position of the set when the data is arranged in numerical order. The class where the middle position is located is called median class and this is also the class where the median is located. This formula was used to the median in a

group data which is located in the median class (<https://www.themathdoctors.org>, 24 February 2020).

Where:

$$m = L + [(N/2 - F) / f]C$$

L refers the lower boundary of the median class

N refers sum of the frequencies.

F refers the cumulative frequency before the median class.

f refers the frequency of the median class.

C refers the size of the median class.

Average Deviation. The average deviation is a part of several indices of variability that is used by statisticians to characterize the dispersion among the measures in a given population. The average deviation of a set of scores is calculated by computing the mean and then specific distance between each score and that mean without regard to whether the score is above or below the mean. It is also called as average absolute deviation. Below is the formula to calculate the average deviation (<https://byjus.com>, 24 February 2020).

$$AD = \sum_{i=1}^n |x - \bar{x}|$$

where: X represents the observation.

\bar{x} , represents the mean.

n represents the number of observation

Weighted Mean. This statistic was used to measure the extent by which the student-respondents assess the given research variables, which include the attitude toward studies and the factors that may affect their academic performance to include home sickness, parental guidance, peer influence, distraction, and arrangement and nature of boarding house.

The formula for computing the statistics is as follows (Freud and Simon, 1992:35):

$$\bar{X}_w = \frac{\sum f_i X_i W_i}{n}$$

where: \bar{X}_w refers to the theyighted mean;

f_i refers to the frequency of a category of variable;

X_i refers to the identified category of a variable;

W_i refers to the weights which are expressed in five points Likert or Thurstone scales;

n refers to the sample size

In interpreting the weighted mean, the following sets of five-point Likert scale was used and in the determination of the they weighted average of the student-respondents relative to attitude toward studies and factors affecting their academic performance.

The following ranges were applied:

<u>Range</u>	<u>Interpretation</u>
4.51-5.00	Extremely Influential (EI)

3.51-4.50	Highly Influential	(HI)
2.51-3.50	Moderately Influential	(MI)
1.51-2.50	Influential	(I)
1.00-1.50	Not Influential	(NI)

Chi-Square Test This statistic was used to determine whether the distribution of a set fits some claimed distribution.

In this test, the expected frequencies (E) are compared the actual frequencies (Mercado, 2016:407):

$$X^2 = \frac{(O-E)^2}{E}$$

where: X^2 = chi-Square

O = observed or actual frequencies

E = expected frequencies

Table 3 was used to guide the researcher in interpreting the computed r-value (SRTC, 2013:98).

Table 3
Table of Linear Association

Correlation Coefficient	Interpretation
0	No Linear association
$0 < p < \pm 0.2$	Very weak linear association
$\pm 0.2 \leq p \leq 0.4$	Weak linear association
$\pm 0.4 \leq p < 0.6$	Moderate linear association
$\pm 0.6 \leq p < \pm 0.8$	Strong linear association
$\pm 0.8 \leq p < \pm 1.0$	Very strong linear association
± 1.0	Perfect linear association

Cramer's V Test. This statistical tool was used to test the number between 0 and 1 that indicates how strongly two categorical variables are associated. It tests to know if two categorical variables are associated (Sheskin, 2011:87).

Cramer's V Formula:

$$\phi_c = \sqrt{\frac{\chi^2}{N (K-1)}}$$

where:

ϕ_c = denotes Cramér's V;

χ^2 = is the Pearson chi-square statistic
from the aforementioned test;

N = the sample size involved in the test

and

K-1 = the lesser number of categories of
either variable

Mann-Whitneys U Test. A popular nonparametric test to compare outcomes between two independent groups is the Mann Whitney U test. The Mann Whitney U test, sometimes called the Mann Whitney Wilcoxon Test or the Wilcoxon Rank Sum Test, is used to test whether two samples are likely to derive from the same population.

Some investigators interpret this test as comparing the medians between the two populations (Van den Brink and Koele, 2002:65):

$$U_1 = n_1 n_2 + \frac{n_1 (n_1 + 1)}{2} - R_1$$

$$U_2 = n_1 n_2 + \frac{n_2 (n_1 + 1)}{2} - R_2$$

where: U_1 and U_2 is refer to the Mann Whitney U test

R_1 refer to the sum of the ranks for group 1

R_2 refers sum of the ranks for group 2.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the findings of the study with the corresponding analysis and interpretation of data. Included here are the following: profile of the student respondents, factors that influence the academic performance of the student-respondents, academic performance of the student-respondents, relationship between the academic performance and the factors influencing the academic performance of student-respondents and implications derived from the findings of the study.

Profile of Student-Respondents

This part presents the profile of student-respondents in terms of their age and sex, civil status, place of residence, gross monthly family income, parents' highest educational attainment, parents' occupation, number of siblings, birth order, nutritional status, and attitude toward schooling.

Age and Sex. Table 4 discloses the age and sex of the student-respondents.

The table shows that the student-respondents ranged from 16 to 23 years old, with 32 or 34.78 percent aged 18 years old while 28 or 30.43 percent were aged 17 years old and the rest were slimly distributed to the other identified ages.

Table 4
Age and Sex Disaggregation of
Student-Respondents

Age	Sex			Total	%
	Male	Female	Not Stated		
23	0	1	0	1	1.10
22	0	2	0	2	2.17
20	6	1	0	7	7.61
19	7	2	0	9	9.78
18	15	17	0	32	34.78
17	12	16	0	28	30.43
16	4	5	0	9	9.78
Not Stated	1	2	1	4	4.35
Total	45	46	1	92	100.00
%	48.90	50.00	1.10	100.00	
Median	18 years old				
AD	1.50 years				

The Median age of the student-respondents was posted at 18 years old with an Average Deviation (AD) of 1.50 years. This information signified that the student-respondents were on their right age fitted for the grade level they were enrolled.

Furthermore, half of the student-respondents, that is, 46 or 50.00 percent were female with the male counterpart posting a little less in number than the female accounting for 45 or 48.90 percent. The remaining one student-respondent or 1.10 percent did not disclose his sex for unknown reason. The foregoing data denoted that still the female dominated

the student-respondents, which indicated that this sex-group actively participated during the data gathering.

Civil Status. Table 5 shows the civil status of the student-respondents.

The table shows that majority of the student-respondents were still single accounting for 89 or 96.70 percent and the remaining three or 3.30 percent did not give information regarding their civil status.

The data signified that the student-respondents were not of marriageable age yet being focused on establishing their career in the future.

Table 5
**Civil Status of Student-
Respondents**

Civil Status	F	%
Single	89	96.70
Married	0	0.00
Common Law	0	0.00
Not Stated	3	3.30
Total	92	100.00

Place of Residence. Table 6 reveals the place of residence of the student-respondents.

The table presents that 12 or 13.05 percent of the student-respondents resided in Astorga while 11 or 11.96 percent resided in Manduyocan and the rest were thinly distributed to the other identified place of residence.

Table 6
**Place of Residence of Student-
Respondents**

Residence	F	%
Astorga	12	13.05
Bakhaw	6	6.52
Burabod	1	1.09
Cabil-isán	2	2.17
Calawan-an	7	7.61
Canduque	2	2.17
Canloloy	1	1.09
Jacopon	5	5.43
Mabini	1	1.09
Manduyocan	11	11.96
Mongolbongol	5	5.43
Nipa	9	9.78
Pondang	4	4.35
Tugas	5	5.43
Not Stated	21	22.83
Total	92	100.00

However, 21 of the student-respondents or 22.83 percent did not give disclosure on their place of residence, but for sure, they resided in one of the nearby barangays considering that they were just boarding in the locality where the school is located.

The data suggested that not all barangays within the district have schools which offer Senior High School program whereby they usually pursued in any school proximate to their residence or which they thought would be more convenient for them.

Gross Monthly Family Income. Table 7 contains the gross monthly family income of the student-respondents.

Table 7
Gross Monthly Family Income of
Student-Respondents

Income Bracket	F	%
₱26,000 and above	1	1.09
₱16,000-₱20,999	3	3.26
₱11,000-₱15,999	3	3.26
₱6,000-₱10,999	10	10.87
₱1,000-₱5,999	66	71.74
Not Stated	9	9.78
Total	92	100.00

From the table, it can be gleaned that majority of the student-respondents earned a monthly family income of ₱1,000-₱5,999 accounting for 66 or 71.74 percent while 10 or 10.87 percent earned ₱6,000-₱10,999 monthly and the rest were distributed to the other identified income brackets.

Consequently, the modal monthly family income of the student-respondents was posted at ₱3,499.50, which signified that the income of most of the student-respondents was so meager that it was lower than the 2018 poverty threshold for the Province of Samar (PSA, 2020). It likewise indicated that the student-respondents could hardly make both ends meet. But despite the situation, they put premium on the education of their children that they thought of sending them to schools with Senior High School which were far from their residence thereby prompting them to rent boarding houses, apparently an additional expense on their families.

Parents' Highest Educational Attainment. Table 8 shows the parents' highest educational attainment of the student-respondents.

Table 8 shows that 62 or 67.39 percent of the student-respondents had mothers who reached elementary level but were not able to graduate, followed by 13 or 14.13 percent who reached high school level, and 11 or 11.96 percent who were high school graduates. The table likewise presents that 71 or 77.17 percent of the student-respondents had fathers who reached elementary level but were not able to graduate, followed by 11 or 11.96 percent who reached high school level.

The data signified that the parents of the student-respondents had attained lower level of education but were nonetheless functional literate with the capability to read, write, and understand simple messages.

Table 8

**Parents' Highest Educational Attainment
of Student-Respondent**

Educational Level	Father		Mother	
	F	%	f	%
Baccalaureate Degree	0	0.00	2	2.17
High School Graduate	7	7.61	11	11.96
High School Level	11	11.96	13	14.13
Elementary Level	71	77.17	62	67.39
No Grade Level	3	3.26	1	1.09
Not Stated	0	0.00	3	3.26
Total	92	100.00	92	100.00

Parents' Occupation. Table 9 reveals the parents' occupation of the student-respondents.

The table shows that 50 or 54.35 percent of the student-respondents had fathers who were fishermen while 26 or 28.26 percent were farmers and the rest were distributed to the other identified occupations. On the other hand, 47 or 51.10 percent of the student-respondents disclosed that their mothers were not employed or had no gainful occupations, followed by 12 or 13.04 percent who were farmers.

The foregoing data suggested that only the fathers of the student-respondents were gainfully employed, with mothers who barely contributed to the families' gross income per month. The findings conformed to the stereotype that the fathers were usually the breadwinners of the family while the mothers served as the caretaker of the welfare of the family members.

Table 9

Parents' Occupation of Student-Respondent

Occupation	Father		Mother	
	F	%	f	%
Farmer	26	28.26	12	13.04
Vendor	1	1.09	10	10.87
Business Owner	5	5.43	5	5.43
Government Employee	3	3.26	5	5.43
Fisherman	50	54.35	7	7.61
None	4	4.35	47	51.10
Not Stated	3	3.26	6	6.52
Total	92	100.00	92	100.00

Number of Siblings. Table 10 presents the number of siblings of the student-respondents.

The table shows that a number of the student-respondents, that is, 36 or 39.13 percent disclosed to have 4-6 siblings in the family while 18 or 19.56 percent had 7-9 siblings, 17 or 18.48 percent had 1-3 siblings only and the rest were distributed to the other identified number of siblings but included were the 17 or 18.48 percent who did not give any information regarding this characteristic.

Corrolarily, the modal number of siblings of the student-respondents was posted at five siblings, which indicated that the family of the student-respondents was big surpassing the suggested number of children in the family, which are three. Furthermore, the data signified that the monthly family income earned of the family was very meager for aforesaid number of siblings in the family.

Table 10

Number of Siblings of Student-Respondents

Number of Sibling	F	%
13-15	1	1.09
10-12	3	3.26
7-9	18	19.56
4-6	36	39.13
1-3	17	18.48
Not Stated	17	18.48
Total	92	100.00

Birth Order. Table 11 reveals the birth order of the student-respondents.

The table shows that 22 or 23.91 percent of the student-respondents were first born in the family while 11 or 11.96 percent were born second, another 11 or 11.96 percent were born fourth, 11 or 11.96 percent were born fifth, 11 or 11.96 percent were born sixth and the rest were distributed to the other identified birth order. But 13 or 14.13 percent of the student-respondents did not disclose their birth order.

The foregoing data signified that the student-respondents were the first-born child of the family, the eldest of the family. This usually implies that they were dependent upon their parents, thus, staying away from them, could be hard for them.

Table 11

Birth Order of Student-Respondents

Birth Order	F	%
1 st	22	23.91
2 nd	11	11.96
3 rd	7	7.61
4 th	11	11.96
5 th	11	11.96
6 th	11	11.96
7 th	2	2.17
8 th	3	3.26
9 th	1	1.08
Not Stated	13	14.13
Total	92	100.00

Nutritional Status. Table 12 contains the nutritional status of the student-respondents.

From the table, it can be noted that majority of the student-respondents were in normal nutritional status accounting for 84 or 91.30 percent. The rest of the student-respondents were thinly distributed to the other identified nutritional status. The foregoing data signified that the student-respondents were at the peak of their health, which was advantageous to them especially so that they were studying far away from their parents.

Table 12
**Nutritional Status of Student-
Respondents**

Birth Order	F	%
Normal	84	91.30
Obese	1	1.09
Overweight	1	1.09
Not Stated	6	6.52
Total	92	100.00

Attitude Toward Schooling. Table 13 contains the self-appraisal of the student-respondents as regards their attitude toward schooling.

The table showed that the student-respondents considered their attitude toward school as highly favorable to three statements based on the values of the weighted mean at 4.20, 3.94, and 3.84, the three highest values.

Table 13
**Attitude Toward Schooling of Student-
Respondents**

Statement			Weighted Mean	Interpretation
1. Attending classes regularly increases the eagerness in learning.			3.94	HF
2. Engaging cutting classes everyday			1.95	SF
3. Breaking the rules for the sake of grades" and "engaging into cutting classes every day.			2.13	SF
4. Volunteering and participating in any school activities increases self-esteem.			3.34	MF
5. Studying lesson in advance is an advantage.			3.01	MF
6. Making sure to pass in every examination.			3.30	MF
7. Using outlining and mnemonics can enhance learning.			3.46	MF
8. Preparation of assignments and school projects and passing it on time.			3.84	HF
9. Asking for assistance from teacher and classmates with topics/lessons.			3.47	MF
10. Believing that finishing studies can give for family a better future.			4.20	HF
Grand Weighted Mean			3.26	
Interpretation			Moderately Favorable	
Legend:	4.51-5.00	Extremely Favorable	(EF)	
	3.51-4.50	Highly Favorable	(HF)	
	2.51-3.50	Moderately Favorable	(MF)	
	1.51-2.50	Slightly Favorable	(SF)	
	1.00-1.50	Not Favorable	(NF)	

These three statements were: "believing that finishing studies can give for family a better future," "attending classes regularly increases the eagerness in learning" and

"preparation of assignments and school projects and passing it on time".

Five statements and the least weighted means, respectively, stating: "asking for assistance from teacher and classmates with topics/lessons" and "using outlining and mnemonics can enhance learning." The remaining statements were assessed by this group of respondents as, "slightly favorable" corresponding to the statements stating, "breaking the rules for the sake of grades" and "engaging into cutting classes every day," with weighted means of 2.13 and 1.95, respectively. Taken as a whole, the student-respondents were "moderately favorable" toward schooling being shown by the grand weighted mean of 3.26.

This suggested that the student-respondents were a bit not comfortable with their set-up being away from their parents while schooling.

Factors Influencing the Academic Performance of the Student-Respondents

This part shows the factors influencing the academic performance of the student-respondents in terms of home sickness, absence of parental guidance, peer influence, distractions, and arrangement and nature of boarding house.

Homesickness. Table 14 contains the assessment of the student-respondents on the factors influencing their academic

performance in terms of homesickness. There were five indicators considered in this area.

The table shows that the student-respondents considered three indicators as moderately influencing with weighted means ranging from 2.57 to 3.15 while the remaining two indicators were slightly influencing with weighted means ranging from 1.99 to 2.43. The indicators that obtained the highest and the least weighted means corresponded to the following: "sleepless night due to new environment" and "feeling of not going to school anymore", respectively.

Table 14

**Factors Influencing the Academic Performance
of Student-Respondents in Terms of
Home Sickness**

Factor		Weighted Mean	Interpre- tation
Sleepless night due to new environment.		3.15	MI
Thought of going home every time they feel sad or lonely.		2.81	MI
Constant feeling sadness with no valid reasons.		2.43	SI
Temptation to go home if given a chance and when there is an available transportation regardless if classes are still on.		2.57	MI
Feeling of not going to school anymore		1.99	SI
Grand Weighted Mean		2.59	
Interpretation		Moderately Influential	
Legend:	4.51-5.00	Extremely Influential	(EI)
	3.51-4.50	Highly Influential	(HI)
	2.51-3.50	Moderately Influential	(MI)
	1.51-2.50	Slightly Influential	(SI)
	1.00-1.50	Not Influential	(NI)

Taken as a whole, the student-respondents considered the factors influencing the academic performance in terms of homesickness as moderately influencing being shown by the grand weighted mean of 2.59.

Absence of Parental Guidance. Table 15 contains the assessment of the student-respondents on the factors influencing their academic performance in terms of absence of parental guidance. There were five indicators considered in this area.

Table 15

**Factors Influencing the Academic Performance
of Student-Respondents in Terms of
Absence of Parental Guidance**

Factor		Weighted Mean	Interpre- tation
Absence of monitoring of parents, students are independently doing their wants.		3.48	MI
Difficulty in managing the time in studies being far from home.		2.84	MI
Inspiration in their studies when parents are around.		3.48	MI
Motivation when their parents monitor their achievements or may get high grades.		3.51	HI
Help sought from parents in times of difficulty in their studies.		3.10	MI
Grand Weighted Mean		3.28	
Interpretation			Moderately Influential
Legend:	4.51-5.00	Extremely Influential	(EI)
	3.51-4.50	Highly Influential	(HI)
	2.51-3.50	Moderately Influential	(MI)
	1.51-2.50	Slightly Influential	(SI)
	1.00-1.50	Not Influential	(NI)

The table shows that the student-respondents assessed one indicator in this area as highly influencing with statement stating, "motivation when their parents monitor their achievements or may get high grades" with a weighted mean of 3.51. The remaining four indicators were considered by the same groups as moderately influencing with weighted means ranging from 2.84 to 3.48. In these indicators, the one that obtained the least weighted mean corresponded to: "difficulty in managing the time in studies being far from home.

Taken as a whole, the student-respondents considered the factors influencing academic performance in terms of absence of parental guidance as moderately influencing being indicated by the grand weighted mean of 3.28.

Peer Influence. Table 16 presents the assessment of the student-respondents on the factors influencing their academic performance in terms of peer influence.

The student-respondents considered four indicators as moderately influencing with weighted means ranging from 2.52 to 3.01, with the statement "feelings acceptance and free expression of their selves more with their friends than with their family", with the highest weighted at 3.01. The remaining indicator was slightly influencing with a weighted mean of 2.40 for "tendency to adopt the habits of the peers".

Table 16
Factors Influencing the Academic Performance
of Student-Respondents in Terms of
Peer Influence

Factor	Weighted Mean	Interpretation
More time being with friends than studying.	2.52	MI
Tendency to adopt the habits of the peers.	2.40	SI
Comfortability in sharing their problems with peers than with their parents.	2.57	MI
Going to school as an option when peers are around.	2.97	MI
Feelings acceptance and free expression of their selves more with their friends than with their family.	3.01	MI
Grand Weighted Mean	2.69	

Interpretation	Moderately Influential
Legend: 4.51-5.00	Extremely Influential (EI)
3.51-4.50	Highly Influential (HI)
2.51-3.50	Moderately Influential (MI)
1.51-2.50	Slightly Influential (SI)
1.00-1.50	Not Influential (NI)

Distractions. Table 17 presents the assessment of the student-respondents on the factors influencing their academic performance in terms of distractions.

Table 17 shows that the student-respondents considered two indicators along this area as moderately influencing corresponding to: "more time in browsing online social media than reading their lessons" and "taking down notes that does not invite the eagerness for reading than taking pictures" with weighted means of 2.64 and 2.53, respectively.

Table 17
Factors Influencing the Academic Performance
of Student-Respondents in Terms of
Distractions

Factor	Weighted Mean	Interpretation
1. More time playing online games than studying.	2.15	SI
2. More time in browsing online social media than reading their lessons	2.64	MI
3. Playing billiards that loses interest in going to school.	2.34	SI
4. Attending fiesta celebration and "dance" with friends more than attending school activities.	1.98	SI
5. Attending labor works as a practical way of life than going to school.	2.00	SI
6. Texting or chatting during classes that distracts attention to learning.	2.03	SI
7. Taking down a note that does not invite the eagerness for reading than taking pictures.	2.53	MI
8. Watching favorite primetime Korean Drama, Anime etc. on TV that leads to cut classes.	2.27	SI
9. playing billiards that loses interest in going to school	1.92	SI
10. Playing recreational activity than the activities in school.	2.21	SI
Grand Weighted Mean	2.21	
Interpretation	Slightly Influential	
Legend:	4.51-5.00	Extremely Influential (EI)
	3.51-4.50	Highly Influential (HI)
	2.51-3.50	Moderately Influential (MI)
	1.51-2.50	Slightly Influential (SI)
	1.00-1.50	Not Influential (NI)

The remaining eight indicators were considered as slightly influencing with weighted means ranging from 1.92 to 2.34. The indicator that was rated with the least weighted

mean corresponded to: "playing billiards that loses interest in going to school". Taken as a whole the student-respondents considered the factors influencing academic performance in terms of distraction as slightly influencing being indicated by the grand weighted mean of 2.21.

Arrangement and Nature of Boarding House. Table 18 presents the assessment of the student-respondents on the factors influencing their academic performance in terms of arrangement and nature of boarding house.

Table 18

**Factors Influencing the Academic Performance
of Student-Respondents in Terms of
Arrangement and Nature of
Boarding House**

Factor		Weighted Mean	Interpre- tation
Difficulty and uncomfortable in sleeping in a crowded rooms with no enough space.		2.21	SI
Living on a boarding house where male and female boarders are in the same room.		2.82	MI
There is a conducive space for learning.		2.50	SI
Basic amenities are available to boarders		2.96	MI
Loose restriction allowing boarders to freely go in and out anytime.		2.67	MI
Grand Weighted Mean		2.63	
Interpretation		Moderately Influential	
Legend:	4.51-5.00	Extremely Influential	(EI)
	3.51-4.50	Highly Influential	(HI)
	2.51-3.50	Moderately Influential	(MI)
	1.51-2.50	Slightly Influential	(SI)
	1.00-1.50	Not Influential	(NI)

The table shows that the student-respondents considered three indicators along this area as moderately influencing with weighted means ranging from 2.67 to 2.96 while they considered the remaining two as slightly influencing with weighted means ranging from 2.21 to 2.50. The indicators that obtained the highest and the least weighted means, respectively, were: "basic amenities are available to boarders" and "living on a boarding house where male and female boarders are in the same room."

Taken as a whole, the student-respondents assessed the factor influencing academic performance in terms of arrangement and nature of boarding house as moderately influencing being shown by the grand weighted mean of 2.63.

In summary, the student-respondents assessed the factors influencing their academic performance as moderately influencing along homesickness, absence of parental guidance, peer influence and arrangement and nature of boarding house while slightly influencing along distractions. This implied that these factors were determinative of the academic performance of the student-respondents.

Academic Performance of Student-Respondents

Table 19 presents the academic performance of the student-respondents based on their average grade during the first semester and midterm grades during the second semester.

Table 19

**Academic Performance of Student-
Respondents**

Academic Performance	f	%
95-97	4	4.35
92-94	5	5.43
89-91	14	15.22
86-88	22	23.91
83-85	27	29.35
80-82	15	16.31
77-79	5	5.43
Total	92	100.00
Mean	85.98	
SD	4.30	

The table shows that the academic performance of the ranged from 77 to 97 during the first semester and the midterm grades during the second semester. A number of them, that is, 27 or 29.35 percent obtained an average grade of 83-85 while 22 or 23.91 percent got a mean grade of 86-88, 15 or 16.31 percent obtained a mean grade of 80-82, 14 or 15.22 got a mean grade of 89-91 and the rest were distributed to the other identified mean grades.

The mean academic performance of the student-respondents during the first semester and midterm of the second semester was posted at 85.98 with a SD of 4.30. This indicated that the student-respondents manifested favorable academic performance during the aforementioned period.

**Relationship Between the Academic Performance
of Student-Respondents and the Factors
Influencing Academic Performance**

Table 20 reveals the relationship between the academic performance of student-respondents and the factors influencing their academic performance in terms of homesickness, absence of parental guidance, peer influence, distractions and arrangement and nature of boarding house.

Table 20

**Relationship Between the Academic Performance of Student-
Respondents and the Factors Influencing
Academic Performance**

Factors	X ² Value		df	Cramer's V-Value	P- Value @ .05	Evaluation / Decision
	Compu- ted	Criti- cal				
Home Sickness	34.00 0	30.14 0	19	0.299	0.008	S / Reject Ho.
Absence of Parental Guidance	37.56 5	30.14 0	19	0.314	0.007	S / Reject Ho.
Peer Influence	54.08 7	33.92 0	22	0.327	0.000	S / Reject Ho.
Distractions	44.17 4	42.80 0	35	0.192	.005	S / Reject Ho.
Arrangement and Nature of Boarding House	30.47 8	35.17 0	23	0.135	.277	NS / Accept Ho.

Homesickness. In associating linear relationship between the academic performance of student-respondents and the factors influencing their academic performance in terms of homesickness using the Chi-square's Test, the computed value was posted at 34.000. The critical X²-value was set at 30.140

with $df = 19$. In testing the degree of the noted linear association between the two variables utilizing the Cramer's V-Test, the computed value was posted at 0.299 denoting a weak linear association. The p-value was posted 0.008 at .05 α . Furthermore, the computed value was compared with the critical value and the p-value was compared with the α . In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α ; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α .

In the comparison of the aforementioned values, it was proven that the computed value turned greater than the critical value and the p-value turned lesser than the α thus the linear association between the two variables was significant which signified that the factors influencing the academic performance of the student-respondents in terms of homesickness did significantly influence their academic performance based on the mean grade during the first semester and the midterm grade during the second semester. Therefore, the null hypothesis stating that, "there is no significant relationship between the academic performance of student-

respondents and the factors influencing their academic performance in terms of homesickness," was rejected.

This suggested that the student-respondents who were less influenced by homesickness obtained higher academic performance than those who were affected much by it.

Absence of Parental Guidance. In associating linear relationship between the academic performance of student-respondents and the factors influencing their academic performance in terms of absence of parental guidance using the Chi-square's Test, the computed value was posted at 37.565. The critical X^2 -value was set at 30.140 with $df = 19$. In testing the degree of the noted linear association between the two variables utilizing the Cramer's V-Test, the computed value was posted at 0.314 denoting a weak linear association. The p-value was posted 0.007 at .05 α .

Furthermore, the computed value was compared with the critical value and the p-value was compared with the α . In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α ; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α .

In the comparison of the aforementioned values, it was proven that the computed value turned greater than the critical value and the p-value turned lesser than the α thus the linear association between the two variables was significant which signified that the factors influencing the academic performance of the student-respondents in terms of absence of parental guidance did significantly influence their academic performance based on the mean grade during the first semester and the midterm grade during the second semester.

Therefore, the null hypothesis stating that, "there is no significant relationship between the academic performance of student-respondents and the factors influencing their academic performance in terms of absence of parental guidance," was rejected.

This suggested that the student-respondents who were less influenced by the absence of parental guidance obtained higher academic performance than those who were affected much by it.

Peer Influence. In associating linear relationship between the academic performance of student-respondents and the factors influencing their academic performance in terms of peer influence using the Chi-square's Test, the computed value was posted at 54.087. The critical X^2 -value was set at

33.920 with $df = 22$. In testing the degree of the noted linear association between the two variables utilizing the Cramer's V-Test, the computed value was posted at 0.327 denoting a weak linear association. The p-value was posted 0.000 at .05 α .

Furthermore, the computed value was compared with the critical value and the p-value was compared with the α . In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α ; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α .

In the comparison of the aforementioned values, it was proven that the computed value turned greater than the critical value and the p-value turned lesser than the α thus the linear association between the two variables was significant which signified that the factors influencing the academic performance of the student-respondents in terms of peer influence did significantly influence their academic performance based on the mean grade during the first semester and the midterm grade during the second semester. Therefore, the null hypothesis stating that, "there is no significant

relationship between the academic performance of student-respondents and the factors influencing their academic performance in terms of peer influence," was rejected.

This suggested that the student-respondents who were less influenced by peer influence obtained higher academic performance than those who were affected much by it.

Distractions. In associating linear relationship between the academic performance of student-respondents and the factors influencing their academic performance in terms of distractions using the Chi-square's Test, the computed value was posted at 44.174. The critical X^2 -value was set at 42.800 with $df = 35$. In testing the degree of the noted linear association between the two variables utilizing the Cramer's V-Test, the computed value was posted at 0.192 denoting a very weak linear association. The p-value was posted 0.005 at .05 α . Furthermore, the computed value was compared with the critical value and the p-value was compared with the α . In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α ; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α .

In the comparison of the aforementioned values, it was proven that the computed value turned greater than the critical value and the p-value turned lesser than the α thus the linear association between the two variables was significant which signified that the factors influencing the academic performance of the student-respondents in terms of distractions did significantly influence their academic performance based on the mean grade during the first semester and the midterm grade during the second semester. Therefore, the null hypothesis stating that, "there is no significant relationship between the academic performance of student-respondents and the factors influencing their academic performance in terms of distractions," was rejected.

This suggested that the student-respondents who were less influenced by distractions obtained higher academic performance than those who were affected much by it.

Distractions. In associating linear relationship between the academic performance of student-respondents and the factors influencing their academic performance in terms of distractions using the Chi-square's Test, the computed value was posted at 44.174. The critical X^2 -value was set at 42.800 with $df = 35$ In testing the degree of the noted linear association between the two variables utilizing the Cramer's V-Test, the computed value was posted at 0.192 denoting a

very weak linear association. The p-value was posted 0.005 at .05 α .

Furthermore, the computed value was compared with the critical value and the p-value was compared with the α . In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α ; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α .

In the comparison of the aforementioned values, it was proven that the computed value turned greater than the critical value and the p-value turned lesser than the α thus the linear association between the two variables was significant which signified that the factors influencing the academic performance of the student-respondents in terms of distractions did significantly influence their academic performance based on the mean grade during the first semester and the midterm grade during the second semester.

Therefore, the null hypothesis stating that, "there is no significant relationship between the academic performance of student-respondents and the factors influencing their academic performance in terms of distractions," was rejected.

This suggested that the student-respondents who were less influenced by distractions obtained higher academic performance than those who were affected much by it.

Arrangement and Nature of Boarding House. In associating linear relationship between the academic performance of student-respondents and the factors influencing their academic performance in terms of arrangement and nature of boarding house using the Chi-square's Test, the computed value was posted at 30.478. The critical X^2 -value was set at 35.170 with $df = 23$. In testing the degree of the noted linear association between the two variables utilizing the Cramer's V-Test, the computed value was posted at 0.135 denoting a very weak linear association. The p-value was posted 0.277 at .05 α .

Furthermore, the computed value was compared with the critical value and the p-value was compared with the α . On the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α .

In the comparison of the aforementioned values, it was proven that the computed value turned lesser than the critical value and the p-value turned greater than the α thus the linear association between the two variables was not significant which signified that the factors influencing the

academic performance of the student-respondents in terms of arrangement and nature of boarding house did not significantly influence their academic performance based on the mean grade during the first semester and the midterm grade during the second semester. Therefore, the null hypothesis stating that, "there is no significant relationship between the academic performance of student-respondents and the factors influencing their academic performance in terms of arrangement and nature of boarding house," was accepted.

In summary, of the factors influencing the academic performance of the students, homesickness, absence of parental guidance, peer influence and distractions proved to significantly influence their academic performance in an inverse linear relationship while arrangement and nature of boarding house had nothing to do with it.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings, the conclusions drawn from the findings, and the recommendations derived from the conclusions of the study.

Summary of Findings

The following were the salient findings of the study based on the specific problems:

1. The median age of the student-respondents was posted at 18 years old with an Average Deviation (AD) of 1.50 years. Furthermore, half of the student-respondents, that is, 46 or 50.00 percent were female.

2. Majority of the student-respondents were still single accounting for 89 or 96.70 percent.

3. Twelve or 13.05 percent of the student-respondents resided in Astorga while 11 or 11.96 percent resided in Manduyocan.

4. The modal monthly family income of the student-respondents was posted at ₱3,499.50.

5. Of the fathers of the student-respondents, majority of them reached the elementary level accounting for 71 or 77.17 percent while of the mothers, majority of them reached the elementary level accounting for 62 or 67.39 percent.

6. More than half of the student-respondents, that is, 50 or 54.35 percent were fishermen while 12 or 13.04 percent of the mothers were farmers also but more than half of the mothers, that is, 47 or 51.10 percent disclosed that they have no gainful occupation.

7. A number of the student-respondents, that is, 36 or 39.13 percent disclosed to have 4-6 siblings in the family.

8. Twenty-two or 23.91 percent of the student-respondents were born first in the family.

9. Majority of the student-respondents were in normal nutritional status accounting for 84 or 91.30 percent.

10. The student-respondents were "moderately favorable" toward schooling being shown by the grand weighted mean of 3.26.

11. The student-respondents considered the factors influencing the academic performance in terms of homesickness as "moderately influencing" being shown by the grand weighted mean of 2.59.

12. The student-respondents considered the factors influencing academic performance in terms of absence of parental guidance as "moderately influencing" being indicated by the grand weighted mean of 3.28.

13. The student-respondents considered the factors influencing academic performance in terms of peer influence

as “moderately influencing” being manifested by the grand weighted mean of 2.69.

14. The student-respondents considered the factors influencing academic performance in terms of distractions as “slightly influencing” being indicated by the grand weighted mean of 2.21.

15. The student-respondents assessed the factor influencing academic performance in terms of arrangement and nature of boarding house as “moderately influencing” being shown by the grand weighted mean of 2.63.

16. The mean academic performance of the student-respondents during the first semester and midterm of the second semester was posted at 85.98 with a SD of 4.30.

17. In associating relationship between the academic performance of student-respondents and the factors influencing their academic performance, a significant evaluation was found along homesickness, absence of parental guidance, peer influence and distractions while a not significant evaluation was found along arrangement and nature of boarding house.

Conclusions

From the salient findings of the study, the following conclusions were drawn:

1. The student-respondents were on their right age fitted for the grade level they were enrolled whereby the female dominated the student-respondents, which indicated that this sex-group actively participated during the data gathering.

2. The student-respondents were not of marriageable age yet being focused on establishing their career in the future.

3. Not all barangays within the district have senior high school whereby they usually pursued in any school proximate to their residence or which they thought would be more convenient for them.

4. The student-respondents came from families with meager incomes income, lesser than the 2018 poverty threshold for the Province of Samar (PSA, 2020) indicating that the student-respondents could hardly make both ends meet. But despite the situation, they put premium on the education of their children though it is free but they still provide the other incidental expenses including the rental for the boarding house.

5. The parents of the student-respondents were all functional literates with the capability to read, write and understand simple messages. This could be an advantage to the schooling of their children.

6. The parents of the student-respondents were engaged in gainful occupation, which served as the main source of their living. Usually, the fathers were the breadwinners of the family so that they were the ones with gainful activity while the mothers served as the support system that took good care of the welfare of the family members.

7. The modal number of siblings of the student-respondents was posted at five siblings, which indicated that the family of the student-respondents was big surpassing the suggested number of children in the family, which are three. Furthermore, the data signified that the monthly family income earned of the family was very meager for aforesaid number of siblings in the family.

8. The student-respondents were the first-born child of the family, which usually is dependent upon their parents thus staying away from them, could be hard for them.

9. The student-respondents were at the peak of their health, which was advantageous to them especially so that they were studying far away from their parents.

10. The student-respondents assessed the factors influencing their academic performance as moderately influencing along homesickness, absence of parental guidance, peer influence and arrangement and nature of boarding house while slightly influencing along distractions suggesting that

they were a bit not comfortable with their set-up being away from their parents while schooling.

11. The student-respondents manifested favorable which means that students were obtained grades that were higher than the passing percentage academic performance during the aforementioned period.

Recommendations

Based on the conclusions drawn from the findings of the study, the following are hereby recommended:

1. As the factors influencing the academic performance had been found in this study to significantly influence the academic performance of the senior high school students who are studying far away from home tend to manifest unfavorable performance due to absence of parental supervision and guidance which led them to indulge in several distractions like computer games and peer activities that divert their focus away from their studies, it would be best if the students would be proximate to their parents so that they could have more focus on their studies.

2. As a policy redirection for DepEd, the creation of senior high school within the locality is practical to make education more accessible. This would also be attuned to the localization principle where students are enjoined to enroll in schools within their communities.

3. Barangay legislators should make proper and strong representation to the DepEd for the possible establishment of senior high school in their locality.

4. To minimize distractions among the students, the barangay should regulate the operation of computer shops using its police power by not allowing students to get into it during school days.

5. Parents' visibility should be made to their students by regularly visiting them for them to feel that they are around when they needed them.

6. In line with the creation of Senior High School on the District of Daram II, on the demand of industrial sectors, by partnership of the school should be focusing strands that are related to the demand in where the students situated.

7. Another study may be conducted in other educational areas to validate the findings of this study.

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A P P E N D I C E S

APPENDIX A**LETTER REQUEST FOR APPROVAL OF RESEARCH TITLE**

Republic of the Philippines
 Commission on Higher Education
Samar College
COLLEGE OF GRADUATE STUDIES
 City of Catbalogan

DR. NIMFA T. TORREMORO

Dean, College of Graduate Studies
 This Institution

Madame:

The undersigned student has the honor to submit the following titles for the thesis proposal, preferably number 1.

1. FACTORS INFLUENCING THE ACADEMIC PERFORMANCE OF SENIOR HIGH SCHOOL STUDENTS

2. LEARNING STYLES TO ACADEMIC PROFECIENCY LEVEL OF JUNIOR HIGH SCHOOL IN SELECTED ACADEMIC SUBJECTS IN DARAM II DISTRICT

3. PERCEPTION ON THE IMPLEMENTATION OF ALTERNATIVE LEARNING SYSTEM FOR THE OUT OF SCHOOL YOUTH IN DARAM, SAMAR

I hope for your early and favorable action on this matter.

Respectfully yours,

(SGD.) NOEL B. LAGARAS
 Researcher

RECOMMENDING APPROVAL:

Thesis Committee

(SGD.) PEDRITO G. PADILLA, PhD

(SGD.) NATALIA B. UY, PhD

(SGD.) GUILLERMO D. LAGBO, DPA

Approve Title No.: # 1

APPROVED

(SGD.) NIMFA T. TORREMORO, PhD
 Dean of the College of Graduate Studies

APPENDIX B**ASSIGNMENT OF ADVISER**

Republic of the Philippines
Commission on Higher Education

SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

NAME : NOEL B. LAGARAS
COURSE : Master of Arts in Education
SPECIALIZATION : Educational Management
TITLE : FACTORS INFLUENCING THE
ACADEMIC PERFORMANCE OF SENIOR
HIGH SCHOOL STUDENTS
NAME OF ADVISER : PEDRITO G. PADILLA, PhD

(SGD.) NOEL B. LAGARAS
Researcher

(SGD.) PEDRITO G. PADILLA, PhD
Adviser

APPROVED

(SGD.) NIMFA T. TORREMORO, PhD
Dean of the College of Graduate Studies

APPENDIX C

LETTER FOR PRE-ORAL DEFENSE

Republic of the Philippines
Commission on Higher Education
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

October 9, 2019

NIMFA T. TORREMORO, PhD
College of Graduate Studies
Samar College, City of Catbalogan

Madame:

The researcher has the honor to request that I will be scheduled on October 13, 2019 to have my pre-oral defense with the thesis entitle "**FACTORS INFLUENCING THE ACADEMIC PERFORMANCE OF SENIOR HIGH SCHOOL STUDENTS**"

In this connection, I am submitting herewith seven copies of my thesis proposal for distribution to my adviser, the Chairman and the members of the panel of oral examination.

The researcher hopes for your early and favorable action on this request.

Very truly yours,

(SGD.) **NOEL B. LAGARAS**
Researcher

Recommending Approval:

(SGD.) **PEDRITO G. PADILLA, PhD**
Adviser

APPROVED:

(SGD.) **NIMFA T. TORREMORO, PhD**
Dean of the College of Graduate Studies

APPENDIX D**QUESTIONNAIRE**

Republic of the Philippines
Commission on Higher Education
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

October 9, 2019

Dear Respondent:

You are chosen as a respondent of this research on **"FACTORS INFLUENCING THE ACADEMIC PERFORMANCE OF SENIOR HIGH SCHOOL STUDENTS"**. It is in earnest desire to elicit response on the factors affecting influencing the academic performance of Senior High School students. The valuable information that you will provide will give the researcher inputs and insights to be able to determine possible solutions/recommendations for teaching-learning process.

In this regard, may I request your kind indulgence by answering honestly all the items in this questionnaire to the best of your knowledge and be assured that the information you give will be treated with utmost confidentiality and care.

My most profound gratitude for your cooperation and patience in sharing your precious time.

Respectfully yours,

(SGD.) NOEL B. LAGARAS
Researcher

APPENDIX E

QUESTIONNAIRE FOR THE STUDENT-RESPONDENTS

PART I. PROFILE

Direction: Kindly provide the information asked for by writing in the space provided or by checking the appropriate box. You may or may not write Your name (OPTIONAL ONLY)

Name: _____ Age: _____ Sex: ☐ Male ☐ Female

Civil Status: ☐ Single ☐ Married

☐ Common Law ☐ Others,

Specify _____

Place of Residence: Barangay _____

Gross Monthly Family Income:

☐ 1,000 - 5,999

☐ 6,000 - 10,999

☐ 11,000 - 15,999

☐ 16,000 - 20,999

☐ 21,000 - 25,999

☐ 26,000 above (specify _____)

Parents' Highest Educational Attainment:

FATHER

☐ Baccalaureate Degree

☐ High School Graduate

☐ High School Level

☐

MOTHER

☐ Baccalaureate Degree

☐ High School Graduate

☐ High School Level

☐

Elementary Level

☐ No Grade Level

Elementary Level

☐ No Grade Level

Parent's Occupation

Father☐ Farmer☐ Vendor☐ Business Owner☐ Government Employee☐ Fishing☐ NoneMother☐ Farmer☐ Vendor☐ Business Owner☐ Government Employee☐ Fishing☐ None

Number of Siblings: _____

Birth Order: ☐ First (1st)☐ Second (2nd)☐ Third (3rd)☐ Fourth (4th)☐ Fifth (5th)☐ Others, Specify _____

Height (cm) : _____

Weight (kg) : _____

Nutritional Status: ☐ Severely wasted ☐ Wasted☐ Normal☐ Overweight☐ Obesse**PART II. ATTITUDE OF STUDENT TOWARD SCHOOLING AND FACTORS INFLUENCING ACADEMIC PERFROMANCE**

Direction: Below are five (5) statements on factors that affects academic performance. Respond to each statement based on your own experience. Write your response to each statement and signify your agreement by checking the appropriate column using the following scale:

- 5 = Extremely Influential
 4 = Highly Influential
 3 = Moderately Influential
 2 = Influential
 1 = Not Influential

ATTITUDE OF STUDENT TOWARD SCHOOLING	5 (EI)	4 (HI)	3 (MI)	2 (I)	1 (NI)
1. Attending classes regularly increases the eagerness in learning.					
2. Engaging into cutting classes every day.					
3. Breaking the rules for the sake of grades (e.g. cheating)					
4. Volunteering and participating in any school activities increases self-esteem.					
5. Using outlining and mnemonics can enhance learning.					
6. Studying lessons in advance is an advantage.					
7. Making sure to pass in every examinations.					
8. Preparation of assignments and school projects and passing it on time.					
9. Asking for assistance from teacher and classmates with topics/lessons.					
10. Believing that finishing studies can give for family a better future.					

PART II. FACTORS INFLUENCING ACADEMIC PERFORMANCE

Direction: Below are the following statements on the factors influencing your academic performance. Respond to each statement based on your own experience.

Write your response to each statement and signify your agreement by checking the appropriate column using the following scale:

- 5 = Extremely Influential
 4 = Highly Influential
 3 = Moderately Influential
 2 = Influential
 1 = Not Influential

A. HOME SICKNESS	5 (EI)	4 (HI)	3 (MI)	2 (I)	1 (NI)
11. Sleepless night due to new environment.					
12. Thought of going home every time they feel sad or lonely.					
13. Constant feeling of sadness with no valid reasons.					
14. Temptation to go home if given a chance and when there is an available transportation regardless if classes are still on.					
15. Feeling of not going to school anymore.					
B. ABSENCE OF PARENTAL GUIDANCE					
16. Absence of monitoring of parents, students are independently doing their wants.					
17. Difficulty in managing the time in studies being far from home.					
18. Inspiration in their studies when parents are around.					
19. Motivation when their parents monitor their achievements or may get high grades.					
20. Help sought from parents in times of					

difficulty in their studies.					
C. PEER INFLUENCE					
21. More time being with friends than studying.					
22. Tendency to adopt the habits of their peers.					
23. Going to school as an option when peers are around.					
24. Comfortability in sharing their problems with peers than with their parents.					
25. Feelings acceptance and free expression of their selves more with their friends than with their family.					
D. DISTRACTIONS					
26. More time playing online or mobile games than studying.					
27. More time in browsing online social media than reading their lessons.					
28. Spending time reading e books and watt pad that loses their eagerness in reading with books.					
29. Attending fiesta celebration and "dance" with friends more than attending school activities.					
30. Attending labor works as a practical way of life than going to school.					
31. Texting or Chatting during classes that distracts attention to learning.					

32. Taking down a note that does not invite the eagerness for reading than taking pictures.					
33. Watching favorite primetime Korean Drama, Anime etc. on TV that leads to cut classes.					
34. Playing Billiards that loses interest in going to school.					
35. Playing recreational activity than the activities in school.					
E. ARRANGEMENT AND NATURE OF BOARDING HOUSE					
36. Living in a boarding house where male and female boarders are in the same room.					
37. There is a conducive space for learning.					
38. Loose restriction allowing boarders to freely go in and out anytime					
39. Basic amenities are available to boarders (e.g. toilet, potable water and light.					
40. Difficulty and uncomfortable in sleeping in a crowded rooms with no enough space.					

Thank you!

(SGD.) NOEL B. LAGARAS
Researcher

APPENDIX F

LETTER OF APPROVAL SCHOOLS DIVISION SUPERINTENDENT

Samar College
COLLEGE OF GRADUATE STUDIES
 City of Catbalogan

December 9, 2019

CARMELA R. TAMAYO, EdD, CESO VI
 Schools Division Superintendent
 Division of Samar
 Catbalogan City, Samar

Madam:

Compliments of the day!

The undersigned will conduct a research entitled "**FACTORS INFLUENCING THE ACADEMIC PERFORMANCE OF SENIOR HIGH SCHOOL IN DARAM II DISTRICT**", as part of the requirements for the degree Master of Arts in Education.

In this regard, he would like to seek permission from your good office to allow him conduct this research in your school specifically to the learners on the factors influencing academic performance among senior high school in Daram II District.

Your kind and favorable consideration and preferential attention to this request is highly appreciated for the good of the service.

Respectfully yours,

(SGD.) NOEL B. LAGARAS
 Researcher

Recommending Approval:

(SGD.) PEDRITO G. PADILLA, PhD
 Adviser

(SGD.) NIMFA T. TORREMORO, PhD
 Dean of the College of Graduate Studies

APPROVED:

(SGD.) CARMELA R. TAMAYO, EdD, CESO VI
 Schools Division Superintendent

APPENDIX G

LETTER OF APPROVAL TO THE DISTRICT SUPERVISOR

Samar College
COLLEGE OF GRADUATE STUDIES
 City of Catbalogan

December 9, 2019

MRS. JOSEFINA F. DACALLOS, EdD
 Daram II District Supervisor
 Daram, Samar

Madam:

Compliments of the day!

The undersigned will conduct a research entitled "**FACTORS INFLUENCING THE ACADEMIC PERFORMANCE OF SENIOR HIGH SCHOOL IN DARAM II DISTRICT**", as part of the requirements for the degree Master of Arts in Education.

In this regard, he would like to seek permission from your good office to allow him conduct this research in your school specifically to the learners on the factors influencing academic performance among senior high school in Daram II District.

Your kind and favorable consideration and preferential attention to this request is highly appreciated for the good of the service.

Respectfully yours,

(SGD.) NOEL B. LAGARAS
 Researcher

Recommending Approval:

(SGD.) PEDRITO G. PADILLA, PhD
 Adviser

(SGD.) NIMFA T. TORREMORO, PhD
 Dean of the College of Graduate Studies

APPROVED:

(SGD.) MRS. JOSEFINA F. DACALLOS, EdD
 Daram II District Supervisor

APPENDIX H

LETTER TO THE SCHOOL ADMINISTRATOR

Republic of the Philippines
Department of Education
Region VIII
DIVISION OF SAMAR
Catbalogan, City

October 18, 2019

JULIETA T. FORTALIZA

School Head
Birawan National High School
Birawan Daram, Samar

Madam:

Greetings!

The undersigned is currently conducting a study on his Master's Thesis entitled "Factors Influencing the Academic Performance of Senior High School".

In view thereof, he would like to ask permission from your good office that he be allowed to field her questionnaires to your entire faculty and have access to the Report on Promotions, S.Y. 2019-2020 for documentary analysis.

Thank you in anticipation for a favorable consideration. More power and God bless.

Respectfully yours,

(SGD.) **NOEL BERIÑO LAGARAS**
Researcher

Recommending Approval:

(SGD.) **PEDRITO G. PADILLA, PhD**
Adviser

(SGD.) **NIMFA T. TORREMORO, PhD**
Dean of the College of Graduate Studies
Samar College

APPROVED:
(SGD.) **JULIETA T. FORTALIZA**
School Head

Letter to the School Administrator

Republic of the Philippines
 Department of Education
 Region VIII

DIVISION OF SAMAR

Catbalogan, City

October 18, 2019

JOY GUEVARRA

School Head
 Sua National High School
 Sua Daram, Samar

Sir:

Greetings!

The undersigned is currently conducting a study on his Master's Thesis entitled "Factors Influencing the Academic Performance of Senior High School".

In view thereof, he would like to ask permission from your good office that he be allowed to field her questionnaires to your entire faculty and have access to the Report on Promotions, S.Y. 2019-2020 for documentary analysis.

Thank you in anticipation for a favorable consideration. More power and God bless.

Respectfully yours,

(SGD.) NOEL BERIÑO LAGARAS
 Researcher

Recommending Approval:

(SGD.) PEDRITO G. PADILLA, PhD
 Adviser

(SGD.) NIMFA T. TORREMORO, PhD
 Dean of the College of Graduate Studies
 Samar College

APPROVED:
(SGD.) JOY GUEVARRA
 School Head

Letter to the School Administrator

Republic of the Philippines
 Department of Education
 Region VIII

DIVISION OF SAMAR

Catbalogan, City

October 18, 2019

TEODOLO B. RESCO

Principal
 Bakhaw National High School
 Bachao Daram, Samar

Sir:

Greetings!

The undersigned is currently conducting a study on his Master's Thesis entitled "Factors Influencing the Academic Performance of Senior High School".

In view thereof, he would like to ask permission from your good office that he be allowed to field her questionnaires to your entire faculty and have access to the Report on Promotions, S.Y. 2019-2020 for documentary analysis.

Thank you in anticipation for a favorable consideration.
 More power and God bless.

Respectfully yours,

(SGD.) **NOEL BERIÑO LAGARAS**
 Researcher

Recommending Approval:

(SGD.) **PEDRITO G. PADILLA, PhD**
 Adviser

(SGD.) **NIMFA T. TORREMORO, PhD**
 Dean of the College of Graduate Studies
 Samar College

APPROVED:

(SGD.) **TEODOLO B. RESCO**
 Principal

C U R R I C U L U M V I T A E

NAME : NOEL BERIÑO LAGARAS
HOME ADDRESS : Nipa, Daram, Samar
DATE OF BIRTH : January 12, 1992
CIVIL STATUS : Married
PRESENT POSITION : Teacher II
STATION : Birawan National High School
DEGREE PURSUED : Master in Arts in Education
SPECIALIZATION : Educational Management

EDUCATIONAL BACKGROUND

ELEMENTARY : Mongolbongol Elementary School
 Mongolbongol, Daram Samar (2002-2007)
SECONDARY : Clarencio Calagos Memorial School of
 Fisheries
 Mombon Sta. Magarita, Samar
 (2007-2011)
TERTIARY : Bachelor of Science in
 Secondary Education
 Samar State Univeristy
 Catbalogan City, Samar (2011-2015)
GRADUATE STUDIES : Masters of Arts in Education
 Major in Educational Management
 Samar College
 Catbalogan City, Samar (2015 - present)

ELIGIBILITY

**Licensure Examination
 for Teachers (LET)** : 78.80%
 : Tacloban City, September 29, 2015

WORK EXPERIENCE

Substitute Teacher I
 November 2016 – January 2017
 Sua National High School
 Sua, Daram Samar

Substitute Teacher I
 January 2017-March 2018
 Talisay Elementary School
 Talisay Daram Samar

Public Secondary School Teacher II
 July 2017 – present
 Birawan Senior High School
 Birawan Daram, Samar

TRAINING/SEMINARS/WORKSHOPS ATTENDED

Life Skills Training Roll-Out held on February 4-7, 2020 at Ciriaco Hotel and Resort, Calbayog City.

Employers' Forum 2020 held on January 30, 2020 at St. Mary's College Auditorium, Catbalogan City.

International Training-workshop on Emerging Human Rights Issues in the Digital Age for Araling Panlipunan and Edukasyon sa Pagpapakatao held on August 23-35, 2019 at Leyte Normal University Tacloban, City.

Level I Live-out Training of Teachers on Rondalla Ensembles held on March 20-23, 2019 at Fame Hotel Catbalogan City.

Trainer's Training on Adolescence Sexuality Reproductive Health and Rights (ASRHR) held on January 31-February 02, 2019 at Birawan National High School, Daram, Samar.

International Mind Education Specialist Training with Cultural Exchange Focusing on Leadership and Reformation of the Mind held on February 16-18, 2018 at M Grand Royale Resort Hotel, Catbalogan City.

Evacuation Camp Management and Camp Coordination Training held on April 9-11, 2018 at Rosario Hills Mahayag, Catbalogan City.

Job Orientation/Teacher Induction Program, for 2017 Newly Hired Teachers held on November 20-22, 2017 at Harden De Elena, Catbalogan Coty.

Teacher Enhancement Program for Senior High School teachers of Catbalogan City and Samar Division (Inquiries Investigation and Immersion) held on November 17-19, 2017.

Echo Seminar-Workshop on 2017 Performance Review and Assessment held on December 2, 2017 at Mabanana's Place, Catbalogan City.

District Echo Seminar-Workshop on Otao-Otao Walong Durungawan sa Kulturang Pilipino, Classroom Management Test construction.

Item analysis and teacher Professional Meeting held on October 24-25, 2017 at Mabanana's Place, Catbalogan City.

District Roll Out on the Project Hi-Teach and Action Research Writing held on October 6-8, 2017 at Mabanana's Place, Catbalogan City.

Division Training of Coaching and Officiating for the Beginners held on September 8-10, 2017 at Samar State University Mercedes Campus, Catbalogan City.

Regional Mass Training of Teachers for Senior High Schools (Academic Track) held on July 17-August 3, 2017 at Milka Hotel, Tacloban City.

Regional Training of Teachers for Senior High Senior High Schools (Common Topics) held on May 31- June 3, 2017 at Leyte Park Resort, Tacloban City.