

Factors Affecting the Academic Performances of Bachelor of Elementary Education via Flexible Learning

Calaje, Jodelyn; Cabrera, Regina; Dela Cruz, Christel Joy; Dioquino, Princess; Sarceno, Jasell

Faculty of the College of Education,

Arts and Sciences, Gordon College

Olongapo City

Abstract: *The worldwide education systems are crippled, inevitably leading to the near-total closure of school establishments, from early childhood educations, High schools, and colleges as well as universities due to the COVID-19 pandemic. As of May 2021, approximately 1.2 billion students from all over the world were affected. As a result, education essentials dramatically adjust with the distinctive rise of e-learning tools, wherein teaching is now undertaken remotely on digital platforms. Realizing the grave current situation and the importance of education, this study aims to understand the factors affecting student academic performance via flexible learning. The data were collected from 75 respondents via online surveys, which comprises the First-Third year elementary education students of Gordon College. The personal factor, home related factor, study habit, lecturer factor, technological factor and internet connection factor have been considered and their effects on the academic success of students have been analyzed. The analysis of the findings shows that the internet connection and technological factors affects student academic performance in flexible learning. In terms of academic performance, the findings revealed that personal, study habit, home related, school related and lecturer are insignificant factors.*

Keywords: Flexible Learning, Academic Performance, Technology, Internet Connection, Factors.

**FACTORS AFFECTING THE ACADEMIC PERFORMANCES OF BACHELOR
OF ELEMENTARY EDUCATION VIA FLEXIBLE LEARNING**

A Research
Presented to the Faculty of the
College of Education, Arts and Sciences
Gordon College
Olongapo City

In Partial Fulfillment of the
Requirements for the Degree
Bachelor of Elementary Education- Generalist

Calaje, Jodelyn
Cabrera, Regina
Dela Cruz, Christel Joy
Dioquino, Princess
Sarceno, Jasell

October 2022



APPROVAL SHEET

This Research entitled "**FACTORS AFFECTING THE ACADEMIC PERFORMANCES OF BACHELOR OF ELEMENTARY EDUCATION STUDENTS VIA FLEXIBLE LEARNING**" prepared and submitted by **Regina Cabrera, Jodelyn Calaje, Christel Joy Dela Cruz, Princess Dioquino and Jasell Sarceno** in partial fulfillment of the requirements for the degree of **BACHELOR OF ELEMENTARY EDUCATION- GENERALIST** has been examined and is recommended for acceptance for approval for ORAL EXAMINATION.

Dr. Ediric D. Gadia
Adviser

PANEL OF EXAMINERS

Approved by the Committee on Oral Examination with a grade of ____.

Anna Theresa Amarille, MASE
Chairman

Kristoffer Paul Obispo, LPT
Member

Edgardo Lualhati, LPT
Member

Accepted and approved in partial fulfillment of the requirements for the degree BACHELOR OF ELEMENTARY EDUCATION- GENERALIST.

October 22, 2022
Date of Oral Examination

Darwin P. Paguio LPT, PhD
Dean, College of Education, Arts and Sciences



ABSTRACT

The worldwide education systems are crippled, inevitably leading to the near-total closure of school establishments, from early childhood educations, High schools, and colleges as well as universities due to the COVID-19 pandemic. As of May 2021, approximately 1.2 billion students from all over the world were affected. As a result, education essentials dramatically adjust with the distinctive rise of e-learning tools, wherein teaching is now undertaken remotely on digital platforms. Realizing the grave current situation and the importance of education, this study aims to understand the factors affecting student academic performance via flexible learning. The data were collected from 75 respondents via online surveys, which comprises the First-Third year elementary education students of Gordon College. The personal factor, home related factor, study habit, lecturer factor, technological factor and internet connection factor have been considered and their effects on the academic success of students have been analyzed. The analysis of the findings shows that the internet connection and technological factors affects student academic performance in flexible learning. In terms of academic performance, the findings revealed that personal, study habit, home related, school related and lecturer are insignificant factors.

Keywords: Flexible Learning, Academic Performance, Technology, Internet Connection, Factors.



ACKNOWLEDGEMENT

First and foremost, praises and thanks to God, the Almighty for his showers of blessing throughout this study to complete this research.

We would like to thank all those who in one way or another supported and enabled us to undertake and accomplish this work successfully. To our adviser, Dr. Ediric D. Gadia who guided, encouraged and led us through until the completion of this dissertation. I also have to thank Mr. Edgardo Lhualhati, for providing data that helped us a lot to complete our survey's and also for allowing us to finish our research while deployed in Field Study.

A special thanks to Assistant Dean, Ma'am Anna Theresa Amarille, Dr. John Mark Asio and Mr. Kristoffer Paul Obispo for validating our survey questionnaire. We would also like to acknowledge the Bachelor of Elementary Education students of Gordon college for their outstanding participation in this study.

Lastly, we would like to thank our classmates who are easy to run to when we are struggling in some parts of the research. The same to each of our family who supported and believed in us that we can finish this. Behind our research study are the people who tirelessly help and support us, the reason why our research is successful. Thank you very much.

The authors

DEDICATION



Republic of the Philippines
City of Olongapo

GORDON COLLEGE
College of Education, Arts and Sciences



This study is devoted in its whole to our dear parents, who have served as an inspiration to us and a source of strength when we felt like giving up. They also continuously support us financially, emotionally, spiritually, and morally.

To our siblings, family members, mentors, and friends who offered their words of wisdom and motivation to complete our study.

And finally, we thank the Almighty God for giving us wisdom, courage, mental fortitude, and the ability to live healthy lives by dedicating this book to him.

The authors

TABLE OF CONTENTS

Page



TITLE PAGE	i
APPROVAL SHEET	ii
ABSTRACT	iii
ACKNOWLEDGEMENT	iv
DEDICATION	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF APPENDICES	xi

Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction	1
Conceptual Framework	5
Statement of the Problem	6
Null Hypothesis	7
Scope and Delimitation of the Study	7
Significance of the Study	7
Definition of Terms	8



Chapter 2

RESEARCH METHODOLOGY

Research Design	10
Locale of the Study	12
Respondents	13
Research Instrument	13
Validation of the Instrument	14
Data Gathering Procedure	18
Statistical Treatment of Data	23

Chapter 3

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	28
--	-----------

Chapter 4

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings	49
Conclusions	52
Recommendations	54



BIBLIOGRAPHY	55
APPENDICES	
Appendix A Proposed Program Plan of	61
Appendix B Letter of Permission/ Request to Conduct the Study	65
Appendix C Letter to the Respondents (Informed Consent)	67
Appendix D Questionnaire	69
CURRICULUM VITAE	74

LIST OF TABLES

Table	Page
-------	------



Republic of the Philippines
City of Olongapo

GORDON COLLEGE
College of Education, Arts and Sciences



1	Profile of the Respondents: Age	28
2	Profile of the Respondents: Sex	29
3	Profile of the Respondents: Year Level	30
4	Factors affecting Academic Performance: Personal Factors	31
5	Factors affecting Academic Performance: Study Habit Factors	33
6	Factors affecting Academic Performance: Home- related Factors	34
7	Factors affecting Academic Performance: School- related Factors	36
8	Factors affecting Academic Performance: Lecturer Factors	37
9	Factors affecting Academic Performance: Internet Connection Factors	39
10	Factors affecting Academic Performance: Technological Factors	40
11	Academic Performance of Respondents: Grades	42

LIST OF FIGURES

Figure

Page



Republic of the Philippines
City of Olongapo

GORDON COLLEGE
College of Education, Arts and Sciences



1	Conceptual Paradigm of the Study	5
2	Validation Letter and Form: Mr. Kristoffer Paul Obispo, LPT	15
3	Validation Letter and Form: Ms. Anna Theresa Amarille, MASE	15
4	Validation Letter and Form: Dr. John Mark Asio	16

LIST OF APPENDICES

Appendix

Page



Republic of the Philippines
City of Olongapo

GORDON COLLEGE
College of Education, Arts and Sciences



A. Proposed Program Plan	61
B. Letter of Permission/ Request to Conduct the Study	65
C. Letter to the Respondents	67
D. Questionnaire	69



Republic of the Philippines
City of Olongapo

GORDON COLLEGE

College of Education, Arts and Sciences



Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

Education is one of the most important aspects of human resource development but teaching has now become flexible learning. The opportunities for flexible learning and growth are almost limited. One of the consequences of tremendous surge in online communication and modular learning has been the rapid evolution of technology-mediated distance learning at the higher levels of education (Capra, 2011; Christensen et al., 2011; Hart, 2012) Communication and interaction through online and offline means has Transformed as a result of the advent of social media. Flexible evaluation of the academic performance of students in Education indicates doom or Lazy for students whose life becomes uncertain and full of difficulties (Regmi and Jones, 2020). The academic performance of students is affected by several factors which include students' learning skills, parental background, influence of peers, quality of teachers, learning infrastructure and so on (Rice et al., 2009).

In distance learning, there are three learning modalities: modular, online, and TV/radio-based. Modular distance learning is a learning modality in which modules are used. A module is a book or a set of pages whose contents are what the students need to learn. It also contains quizzes/tests which the students must answer (Bianchi, 2002), The modules, either in printed format or in digital format, are studied by the students at home or elsewhere, then they answer the quizzes/tests written in the modules. After



Republic of the Philippines
City of Olongapo

GORDON COLLEGE
College of Education, Arts and Sciences



answering the quizzes/tests, the students submit their answers to the teacher for correction and



evaluation. It goes without saying that students who use this distance learning modality must study the modules and answer the quizzes/tests on their own (Barker & Wendel, 2001).

Online distance learning, also called e-learning, is a learning modality in which students receive instructions over the Internet.

The Philippines is currently in the process of adjusting to the new normal form of education, and continuous educator advances and the active participation of other stakeholders are the driving force behind its progress.

Flexible learning is a pedagogical approach allowing flexible time, place, and audience, but not solely focused on the use of technology... The design and delivery of programs address learner's unique needs in terms of place, pace, process, and learning (CHED, 2022). Flexible Learning expands choice on what, when, where and how people learn. It is a learner centered approach to education and training that covers a range of delivery modes, including blended delivery, e-learning, online, self-paced and self-directed learning.

Educators, trainers, and researchers have been exploring factors that contribute to effectively address performance of learners. Many factors can affect student's quality of academic achievement, whether it be inside or outside the school premises. These factors may be termed as student factors—family factors, school factors and peer factors (Crosnoe, et.al 2004). Besides other factors, socio-economic status is one of the most researched and debated factors that contribute



Republic of the Philippines
City of Olongapo

GORDON COLLEGE
College of Education, Arts and Sciences



towards the academic performance of students. The most prevalent argument is that the socioeconomic status of learners affects the quality of their academic performance. Most of the experts argue that the low socioeconomic status has a negative effect on the academic performance of students because the basic needs of students remain unfulfilled and hence, they do not perform better academically (Adams, 1996).

Heather (2015), Students perceive online courses differently than traditional courses. Negative perceptions can lead to unfavorable learning outcomes including decreased motivation and persistence. Throughout this review, a broad range of factors that affect performance and satisfaction within the online learning environment for adult learners will be examined including learning outcomes, instructional design, and learner characteristics, followed by suggestions for further research, and concluding with implications for online learning pertinent to administrators, instructors, course designers and students. Online learning may not be appropriate for every student. Identifying characteristics that contribute to online success versus failure may aid in predicting possible learning outcomes and save students from enrolling in online courses if this type of learning environment is not appropriate for them. Furthermore, knowing these learner attributes may assist faculty in designing quality online courses to meet students' needs. Adequate instructional methods, support, course structure and design can facilitate student performance and satisfaction.



According to Demir (2016) recently the numbers of distance education programs and students enrolling in them have increased significantly. This increase also carries the question of what factors may influence academic success. The demographic features, motivation levels, personal development status and basic computer literacy of students have been considered and their effects on the academic success of students have been analyzed.

The theory of factors affecting online learning outcomes of students and the effectiveness of using technology, in general, is derived from the technology acceptance model (TAM) proposed in to explain people's attitudes and behaviors in adopting technology in the presence of other external variables. This model is often applied in the study of technology use behavior to understand the reasons for accepting or rejecting information systems. Information technology plays a prominent role in teaching as it can encourage innovation, provide new learning spaces, and transform teaching activities, all associated with the ease of IT operations. Ease of operation, user experience convenience, and proficiency in information technologies directly affect users' perception and motivation to learn. Studies have proven that factors in TAM such as perceived ease of use and perceived usefulness positively impact student learning outcomes.

The purpose of this study is to identify the different factors affecting the academic performances of Bachelor of Elementary Education via Flexible Learning.

Conceptual Framework

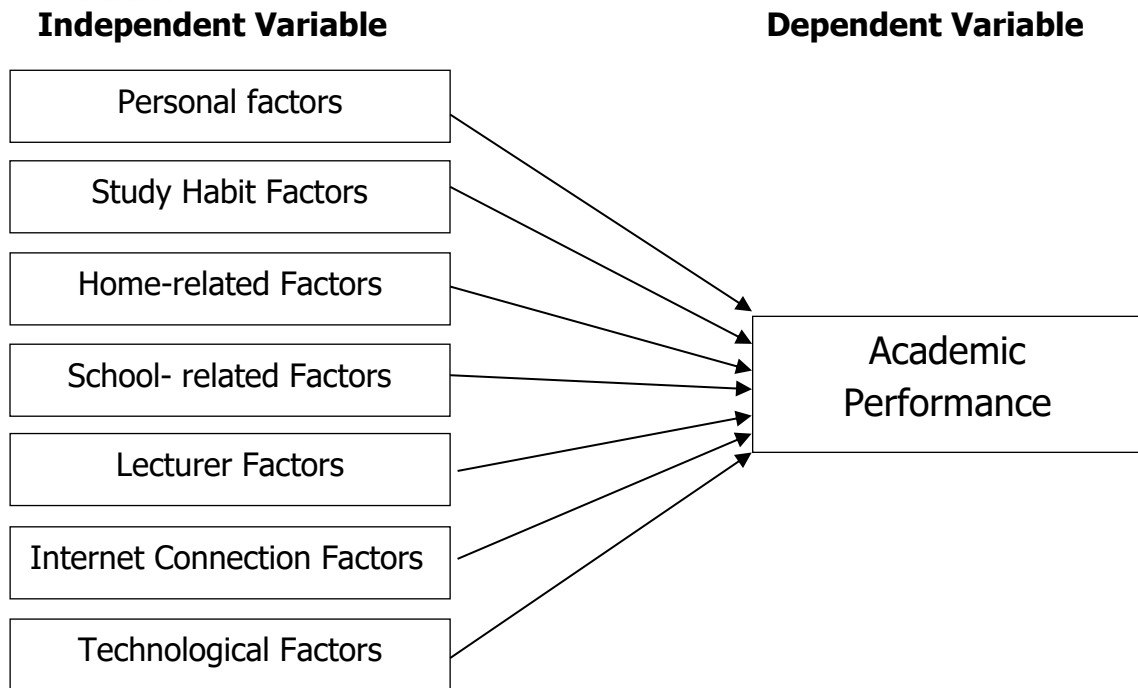


Figure 1. Conceptual Paradigm of the Study

This study has been conducted to identify the factors affecting the academic performances of Bachelor of Elementary Education students.

Independent Variable shows the factors; Personal Factors, Study habits factors, Home-related factors, School related factors, Lecturer factors, Internet Connection Factors, Technological Factors. Then, Dependent Variable show the academic performance.

Statement of the Problem



Republic of the Philippines
City of Olongapo

GORDON COLLEGE
College of Education, Arts and Sciences



This study intends to investigate if what factors affecting the academic performance of Bachelor of Elementary Education students. Specifically, it sought to answer the following questions.

1. What is the profile of the respondents in term of their;
 - 1.1 Age;
 - 1.2 sex; and
 - 1.3 year level?
2. How may the factors affecting academic performance be described in terms of:
 - 2.1 Personal;
 - 2.2 Study habits;
 - 2.3 Home-related factor;
 - 2.4 School related factor;
 - 2.5 Lecturer factor;
 - 2.6 Internet Connection Factor; and
 - 2.7 Technological Factor?
3. How may the academic performance of the respondents be described?
4. What factor/s significantly affects the academic performance of the respondents?
5. What plan of action may be proposed base on the results?

Null Hypothesis



Ho: There are no factors that significantly affects the students' academic performances via Flexible learning.

Scope and Delimitation of the Study

This study is to be conducted to determine the factors affecting the academic performances of Bachelor of Elementary Education students. The study is limited only in 75 students of Gordon College.

This study has engaged into consideration the factors affecting the academic performance in terms of: Personal factors, study habit, home related factors, home related factors, school related factors, lecture factors, internet connection factors and technological factors.

Significance of the Study

This study entitled factors affecting the academic performances of Bachelor of Elementary Education students via Flexible Learning.

Benefiting the study are the various sectors as follows;

The administrators: The result of this study will help to identify the factors affecting the academic performances of Bachelor in Elementary Education students and create solution and alternatives to facilitate the teaching of the subjects.



Republic of the Philippines
City of Olongapo

GORDON COLLEGE
College of Education, Arts and Sciences



Teacher: This research will help teachers because of this they are encouraged to make creative and innovative lessons for the students. They can use this to improve their teaching plan and implement a comprehensive and realistic activity/ program that responds to the students' academic needs.

Parents: This study will be able to give them information of their children's academic performances.

Definition of Terms

The following terms were defined conceptually and or operationally as a reference for clarity of ideas:

Academic Performances- A measure of a students' achievements in a various academic subject.

Bachelor of Elementary Education students -The learners enrolled in college school.

Flexible learning- Is a method of learning where students are given freedom in how, what, when and where they learned.

Data – facts and statistics collected together for reference or analysis.

Evidence – facts that have been systematically collected and analyzed using explicit methods.

Questionnaire – are the ones where the answer options provided are ranked according to their significance or importance depending on the questions.



Google Form – is a tool within Google Drive for creating online survey forms. It is not as feature-rich as Qualtrics, but it does support basic data validation, basic skip logic, and a range of question types.

Likert Scale – rating system, used in questionnaires, that is designed to measure people’s attitudes, opinions, or perceptions

Study Habits - an action such as reading, taking notes, holding study groups which the students perform regularly and habitually in order to accomplish the task of learning.

Home-related Factor - nature of family, authority (head of family), educational status of parents, attitude of parents towards children and financial position of the family;

School-related Factors - school composition by student background, instruction affluent by math resource shortage, school emphasis on academic success and school discipline problems.

Lecturer Factor - considered the predictor, or independent variables, and included search terms for factors such as attitudes, beliefs, tolerance and training.

Internet Connection Factor - Transfer technology, your location, the number of people you share the connection with and the device you use

Technological Factor - variables that are being used for evaluating available alternatives with respect to technological capabilities.

Chapter 2



RESEARCH METHODOLOGY

This chapter focused on the methodology that was used in the study. It dealt with research design, location of the study, respondents, research Instrument, validation of the Instrument, data gathering procedure, statistical treatment of data.

Research Design

This study determined the factors affecting the academic performances of Bachelor in Elementary School students via flexible learning. The descriptive-correlational method will use. There are about three research designs; qualitative research designs the one that generates words as data for analysis (Creswell,1998; Patton, 2009), quantitative research design is the one that generates numbers as data for analysis (Patton and Cochran, 2002), and mixed-method design comprises both qualitative and quantitative research designs.

Descriptive research is defined as a research method that describes the characteristics of the population or phenomenon being studied. This methodology emphasizes the "what" of the research subject rather than the "why" of the research subject. The descriptive research method focuses on describing the nature of a demographic segment rather than on the "why" of a particular phenomenon. In other words, it "describes" the subject of the study without explaining "why" it occurs.



Republic of the Philippines
City of Olongapo

GORDON COLLEGE
College of Education, Arts and Sciences



According to Gay (1992: 217), descriptive research entails gathering data in order to test hypotheses or answer questions about the current state of the study's subject. A descriptive study determines and reports the current state of affairs. Descriptive research is scientific research that describes an event, phenomenon, or fact in a systematic manner in relation to a specific area or population.

One of the components of research is getting enough information about the research problem—the what, how, when and where answers, which is why descriptive research is an important type of research. It is very useful when conducting research whose aim is to identify characteristics, frequencies, trends, correlations, and categories.

According to Polit and Hungler (1999), state that describes what exists and may aid in the discovery of new facts and meaning. Rather than testing a predicted relationship between variables, this term is used to describe them.

This method is appropriate for this type of research design because it can explain, describe, and detail on the factors affecting the academic performances of Bachelor in Elementary School students via flexible learning.

Descriptive survey research uses surveys to gather data about varying subjects. This data aims to know the extent to which different conditions can be obtained among these subjects. Survey Research is a very popular data collection method in research designs. In survey research, researchers create a survey or



Republic of the Philippines
City of Olongapo

GORDON COLLEGE
College of Education, Arts and Sciences



questionnaire and distribute it to respondents who give answers. Generally, it is used to obtain quick information directly from the primary source and also conducting rigorous quantitative and qualitative research. In some cases, survey research uses a blend of both qualitative and quantitative strategies.

Survey research can be carried out both online and offline using the following methods. Offline Surveys: This includes paper forms, mobile offline forms, and SMS-based forms. Online Surveys: This is a cheap method of carrying out surveys and getting enough responses. It can be carried out using Google form. In this study, researchers use Google form to determine the factors affecting the academic performances of Bachelor in Elementary Students in via flexible learning.

Locale of the Study

The setting and focus of the study were conducted in Gordon College. These school was selected for the study of factors affecting the academic performances among Bachelor in Elementary Education students via flexible learning.

Gordon College, also known as Dalubhasaang Gordon in Filipino, is a local government-funded college in Olongapo City, Philippines. Gordon College is in Tapinac Oval Sports Complex, Oval Track, Olongapo City, Zambales. It was



Republic of the Philippines
City of Olongapo

GORDON COLLEGE
College of Education, Arts and Sciences



founded on February 24, 1999, by virtue of City Ordinance No. 9, and is composed of four constituent colleges: College of Computer Studies, College of Business and Accountancy, College of Education, and College of Allied Health and Sciences.

Respondents

The respondents of this study will be gathered from 1st- 3rd year students taking up the same course Bachelor of Elementary Education (BEED) at Gordon College. The researcher came up with 75 students randomly at Gordon College. The researcher will use questionnaires to conduct the data needed that will be given to the target respondents using Google forms.

Research Instrument

To get the appropriate data needed the researchers will have questionnaires with two (2) parts. Part 1 will ask for the profile of the respondents. The tool for profile was made by the researchers; it will determine the (age, sex, and year level).

Part II is the tool to determine the factors that affecting the academic performance of the respondent in online class. The respondents will choose strongly agree, agree, disagree, and strongly disagree according to the statement given.

Validation of the Instrument



Republic of the Philippines
City of Olongapo

GORDON COLLEGE
College of Education, Arts and Sciences



In Validation of instruments, we send a letter of validation for our questionnaire that we used in our research to our respected professors, these methods are important to essentially ensure that data are sound and replicable, and the results are accurate and using these, the evidence of validity and reliability are prerequisites to assure the integrity and quality of a measurement instrument. As you can see in there are two parts of validation that we conduct, the first was the letter where it has different parts (name of the validator, message, researchers name with their emails and last was the research adviser), and the second is the content validation form which also has different parts (request message, ordinal questions, validators feedback, average weight mean, legend and their name with signature).

The table below shows the composite reliability coefficient, Cronbach's alpha coefficients and average variances extracted (AVE) of the dimensions of Human Resource Management Processes and the Institutional Effectiveness.

Both the composite reliability and the Cronbach's alpha coefficients should be equal to or greater than 0.7 (Fornell & Larcker, 1981; Nunnally, 1978; Nunnally & Bernstein, 1994). Composite reliability should be 0.7 or higher. If it is exploratory research, 0.6 or higher is acceptable. (Bagozzi and Yi, 1988).

A measurement instrument has good convergent validity if the question-statements (or other measures) associated with each latent variable are understood by the respondents in the same way as they were intended by the



designers of the question-statements. In this respect, two criteria are recommended as the basis for concluding that a measurement model has acceptable convergent validity: that the P values associated with the loadings be equal to or lower than 0.05; and that the loadings be equal to or greater than 0.5 (Amora, 2021; Hair et al., 1987;2009; Kock, 2014a) also, Convergent validity measured using the AVE, It should be 0.5 or higher (Bagozzi and Yi, 1988)

Table__
Measurements' Reliability and Validity

<i>Factors</i>	<i>Composite Reliability Coefficient (≥ 0.70)</i>	<i>Cronbach's alpha coefficients (≥ 0.70)</i>	<i>Average variances extracted (AVE) (≥ 0.50)</i>
Personal;	0.86	0.81	0.52
Study habits;	0.84	0.75	0.50
Home-related factor;	0.89	0.85	0.62
School related factor;	0.81	0.74	0.58
Lecturer factor;	0.76	0.70	0.59
Internet Connection Factor;	0.91	0.87	0.72
Technological Factor	0.82	0.71	0.54



Discriminant validity can be seen in the table below. Fornell and Larcker (1981) suggest that the “square root” of AVE of each latent variable should be greater than the correlations among the latent variables.

Table ____
Latent Variable Correlations with Square Roots of AVE on the diagonal

	Persona	StudyHa	HomeRel	SchRel	Lecture	Interne	Tech
Persona	0.72	-0.50	-0.45	0.15	-0.17	-0.42	-0.43
StudyHa	-0.50	0.71	0.22	-0.37	0.28	0.15	0.20
HomeRel	-0.45	0.22	0.79	-0.26	0.34	0.54	0.62
SchRel	0.15	-0.37	-0.26	0.76	-0.19	-0.23	-0.24
Lecture	-0.17	0.28	0.34	-0.19	0.62	0.45	0.35
Interne	-0.42	0.15	0.54	-0.23	0.45	0.85	0.59
Tech	-0.43	0.20	0.62	-0.24	0.35	0.59	0.73

Note: Square roots of average variances extracted (AVEs) shown on diagonal.

Data Gathering Procedure

To make an effective data collection, we provide questionnaire that will be given to respondents. Questionnaire classified as quantitative method using the Google form, depending on the nature of questions. Using Google Form, the student will fill the information and answer the given questions and after submitting their questionnaire it will automatically computed in response form which show the data gathered in all respondents.

In the first part of the questionnaire is the introduction part of the form where it shows the title of survey which is the Factors Affecting the Academic Performances of Bachelor in Elementary Education students via Flexible Learning.



Republic of the Philippines
City of Olongapo

GORDON COLLEGE
College of Education, Arts and Sciences



Under the survey title is about Republic Act 10173 or the Privacy Act of 2012 that all the personal information must keep confidential for the security of the respondent.

FACTORS AFFECTING THE ACADEMIC PERFORMANCES OF BACHELOR IN ELEMENTARY STUDENTS VIA FLEXIBLE LEARNING

IN ACCORDANCE OF RA 10173 OR THE PRIVACY ACT OF 2012, ALL PERSONAL AND/OR SENSITIVE INFORMATION SOLICITED AND DISCLOSED FROM THIS QUESTIONNAIRE SHALL BE ONLY USED FOR THE STUDY ALONE. REST ASSURED THAT YOUR RESPONSES IN THIS INSTRUMENT WILL BE KEPT CONFIDENTIAL.

201910651@GORDONCOLLEGE.EDU.PH SWITCH ACCOUNT

DRAFT RESTORED

YOUR EMAIL WILL BE RECORDED WHEN YOU SUBMIT THIS FORM

to become a respondent of the questionnaire or not. If the respondent chooses the "NO" option then they will go the other part of the form where it shows gratitude of participation, and if the respondent chooses the "YES" option then they will be redirected to next form which is the respondent's profile



Respondent's Profile

In accordance of RA 10173 or the Privacy Act of 2012, all personal and/or sensitive information solicited and disclosed from this questionnaire shall be only used for the study alone. Rest assured that your responses in this instrument will be kept confidential.

Name (Optional):

Your answer

Year Level: (Choose Year Level in List Box)

Sex:

- Female
- Male

Age

Your answer

Back

Next

Clear form

Never submit passwords through Google Forms.

In this form, the respondent will fill up the required information before proceeding to the next form. The name of the respondent is an optional part only to ensure the confidentiality of the respondent information, and also, they must input their year college level, sex or the gender and the age. If the respondent is done filling-up the necessary information then they can proceed to the next form.



The first part of the form where it shows about the direction on how to answer the survey and has 4 legends;

SA – Strongly Agree

A – Agree

D – Disagree

SD – Strongly Disagree

The respondent must choose one of the four legends per row and must fill

A. Personal Factors	SD	D	A	SA
I don't have enough money to buy load for data connection/subscription				
I can't cooperate well with my classmates during group activities.				
I find it difficult to meet deadlines and due dates for my homework's.				
I am stress doing my school works.				

- *The questions require one response per row*

personal/family matters.				
I have a hard time understanding the Lesson on my own due to lack of seriousness during class discussion.				

all the given questions before they can submit the questionnaire. If the respondent



doesn't complete answering all of the questions, then they will see a notification under the form where the unanswered question is located.

Once the respondent submits their answered questionnaire they will be redirected to this part where it shows that the questionnaire submitted was recorded successfully.

And if you try to go back to edit your submitted questionnaire then this

Factors Affecting the Academic Performances or Bachelor in Elementary Education Students via Flexible Learning

- *Your response has been recorded.*

form will inform you that you've already responded and can fill out the form once

Factors Affecting the Academic Performances or Bachelor in Elementary Education Students via Flexible Learning

- *You've already responded*
- *You can fill out this form only once.*

Try contacting the owner of the form if you think this is a mistake.

per account if there are unnecessary answered that you wanted to change then you must inform the owner of the survey and ask for revision of questionnaire.

Statistical Treatment of Data

The data gathered were organized, tabulated and processed through the Microsoft Excel. The frequency distribution will be used in order to show the number of respondents according to the factors affecting the academic performances via Flexible learning. Such frequency distribution will be made for



interpreting the data and representing it, which will make it easier to handle, analyze and interpret. Percentage- Is to be able to know the average (mean) and its percentage. This technique is used to determine the proportion of the total number of respondents in survey to Bachelor of Elementary education students. In particular, It is used to analyze specific item in the survey of the respondents.

Data collected via google form and via hard copy of questionnaires were tallied and merged using Microsoft Excel 2019, and processed using IBM- Statistical Package for Social Sciences (IBM-SPSS v. 23) and WarpPLS v.8. Proper coding and data trimming were done and processed accordingly. The following are the statistical procedures and software’s used in answering the statement of the problem of the study.

1.Test Normality- this was conducted to test the distribution of the data using IBM-SPSS v23. Data are not normally distributed as per results of test of normality using the Shapiro Wilk Test, p-values (sig.) are all less than 0.05. it is the Personal and Internet Connectivity factors are normally distributed, the rest of the factors are not normally distributed.

Tests of Normality						
Factors	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Personal;	.079	75	.200*	.986	75	.555



Study habits;	.121	75	.008	.966	75	.044
Home-related factor;	.090	75	.200*	.966	75	.043
School related factor;	.207	75	.000	.915	75	.000
Lecturer factor;	.148	75	.000	.965	75	.035
Internet Connection Factor;	.113	75	.019	.967	75	.050
Technological Factor	.129	75	.003	.973	75	.110

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

2. Test of Skewness and Unimodality- this was used to test the distribution of the data using the standardized values and all the relationships of the data are warped (non-linear). The WarpPLS v.8 software was utilized in this procedure.

<i>Tests of unimodality: Rohatgi-Székely (top) and Klaassen-Mokveld-van Es (bottom)</i>						
<i>Skewness (top) and exc. kurtosis (bottom) coefficients</i>						
Persona	StudyHa	HomeRel	SchRel	Lecture	Interne	Tech
Persona	StudyHa	HomeRel	SchRel	Lecture	Interne	Tech
Yes	Yes	Yes	Yes	Yes	Yes	Yes
0.20	-0.21	-0.48	0.26	0.41	0.09	-0.21
Yes	Yes	Yes	Yes	Yes	Yes	Yes
-0.11	-0.01	-0.09	-0.64	0.02	-0.47	0.23

3. Frequency and Percentage Distribution- this was used to describe the distribution of the profile of student-respondents and their academic performance. The IBM-SPSS v.23 was utilized here.



4. Weighted Mean- this was used to describe the factors affecting academic performance in terms of Personal, Study habits, Home-related factor, School related factor, Lecturer factor, Internet Connection Factor and Technological Factor.

Tests of normality: Jarque–Bera (top) and robust Jarque–Bera (bottom)

Persona	StudyHa	HomeRel	SchRel	Lecture	Interne	Tech
Yes	Yes	Yes	Yes	Yes	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Yes	Yes

The weighted mean was conducted using the IBM-SPSS v. 23 and the 4-point Likert Scale below was used in the interpretation of the median.

<i>Descriptive Rating</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
<i>Range</i>	3.26-4.00	2.51-3.25	1.76-2.50	1.00-1.75
<i>Score</i>	4	3	2	1

5. Partial Least Square- Structural Equation Modeling - this was used to test the effects of the different factors affecting academic performance in terms of Personal, Study habits, Home-related factor, School related factor, Lecturer factor, Internet Connection Factor and Technological Factor to the academic performance of the students.

The effect sizes were calculated by the software WarpPLS v.8 as the absolute values of the individual contributions of the corresponding predictor latent



Republic of the Philippines
City of Olongapo

GORDON COLLEGE
College of Education, Arts and Sciences



variables to the R-squared coefficients of the criterion latent variable in each latent variable block. With the effect sizes users can ascertain whether the effects indicated by path coefficients are small, medium, or large. The values usually recommended are 0.02, 0.15, and 0.35; respectively (Cohen, 1988).

Values below 0.02 suggest effects that are too weak to be considered relevant from a practical point of view, even when the corresponding P values are statistically significant; a situation that may occur with large sample sizes (Kock, 2014a).

Chapter 3

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the findings, analysis and interpretation given in relation to the problem being investigated. It includes the profile of the respondents, factors affecting academic performance, academic performance of the respondents.

1. Profile of the Respondent

1.1 Age



Table 1 shows the frequency and percentage distribution of the respondents when grouped according to age.

Out of seventy-five (75) there is 24 or 32 % whose age below 20; 45 or 60% whose age from 20-24; 2 or 2.7 % whose age from 25-29; and 4 or 5.3 %

Age	Frequency	Percentage
Below 20	24	32.0
20- 24	45	60.0
25- 29	2	2.7
30 and above	4	5.3
Total	75	100.0

whose age from 30 and above. This reveals that the most of the respondents belong to 20-24 years old while the least belongs to 25-29 years old.

Between 2000 and 2011, enrollment rates increased for age groups between 18 and 34, students in these age groups are typically enrolled in college or graduated school (National Center for Education Statistics).

According to Hamilton Project 2015, plurality of students at both four- year and public two- year institutions are between the ages of 18 and 24. Filipino undergraduate students studying in higher education institutions in the Philippines between 18 to 22 years old. This age range comprises most undergraduate students in the country (National Center for Biotechnology Information).

Table 1
Distribution of the Respondents when Grouped According to their Age



1.2 Sex

Table 2 shows the frequency and percentage distribution of the respondents when grouped according to sex.

Out of seventy-five (75) there is 68 or 90.7% female respondents and 7 or 9.3% male respondents. This reveals that the most of the respondents belong to female while the least belongs to male.

The growing gender gap in higher education – both in enrollment and graduation rates – has been a topic of conversation and debate in recent months. Young women are more likely to be enrolled in college today than young men, and among those ages 25 and older, women are more likely than men to have a four-year college degree. The gap in college completion is even wider among younger adults ages 25 to 34 (Pew Research Center).

Table 2
Distribution of the Respondents when Grouped According to their Sex

Sex	Frequency	Percent
Female	68	90.7
Male	7	9.3
Total	75	100.0

1.3 Year Level



Table 3 shows the frequency and percentage distribution of the respondents when grouped according to year level.

Out of seventy-five (75) there is 24 or 32.0% who's from 1st year; 32 or 42.7% who's from 2nd year; 19 or 25.3% who's from 3rd year. This reveals that the most of the respondents belongs to 2nd year while the least belongs to 3rd year.

College typically offers 1 or more specialized programs while universities must offer at least 8 different undergraduate degree programs in a wide array of subjects and at least 2 graduate programs. Most universities and colleges offer 4-year degree programs with 2 semester per year (Department of Education).

Table 3
Distribution of the Respondents when Grouped According to their Year Level

Year Level	Frequency	Percent
I	24	32.0
II	32	42.7
III	19	25.3
Total	75	100.0

2. Factors affecting academic performance

2.1 Personal Factor



Table 4 represent the descriptive rating according to their awareness in flexible learning problem.

There number of respondents that answer the given questions are total of 75 and in the average in each question, question number 5 is the highest which has mean of 2.77 and the lowest is the 2 which has mean of 1.99 and it is shows that unavailability of money to buy load for data connection is the not problem of most of the students studying in different schools. The descriptive rating of all the questions given are Disagree and the overall mean result is 2.36 which shows that they prefer flexible learning than face to face because they more comfortable in their home study in online class than in face to face in school.

Learner participation in online learning is often related to the percentage of grade weight assigned to discussions (Jiang & Ting, 2000). Criteria for evaluating and assessing online discussions, the written nature of online discussions (Liang & Creasy, 2004), course design and instructor interventions (Bullen, 1998; Vrasidas & McIsaac, 1999), and learner background knowledge (Ross, 1996) can influence participation. Learner participation is an essential element for active and engaged learning (Bloom, 1984; Chickering & Gamson, 1987; Fleming, 1987). Learners may adopt new personas and may not feel obligated or pressured to participate in online communication when they do not see each other (Palloff & Pratt, 1999).

Table 4



Mean and Descriptive Rating Oof the Factors affecting the Academic Performance in terms of Personal Factors

Personal Factors	Mean	Descriptive Rating
1. I can't cooperate well with my classmates during group activities.	2.23	Disagree
2. I can't focus on my lesson because of my personal/family matters.	1.99	Disagree
3. I have a hard time understanding the lessons on my own due to lack of seriousness during class discussion.	2.47	Disagree
4. I am stress doing my school works	2.31	Disagree
5. I don't have enough money to buy load for data connection/ Subscription.	2.77	Disagree
6. I find it difficult to meet deadlines and due dates for my homework.	2.40	Disagree
Overall Mean	2.36	Disagree

2.2 Study Habit

Table 5 is about the flexible learning problem of a student, shows that the respondents are Strongly Disagree in 1 and 4 that means this not affect their studies in flexible learning. 2, 3 and 5 shows the respondents Disagree in the questions provided. 2 is the highest average of disagreement which has 2.67, and the lowest is 1.73 that preferring to listening to music or being active in social media is more common things they do in life as a student.



Students' study habits are referred to as their study strategies. According to Ayodele and Adebisi (2013), study habits are students' methods for learning, whether they are systematic, effective, or ineffective. Effective study habits result in successful academic achievement, whereas ineffective study habits cause academic failure. Socio-Economic Status (SES) of parents and the education agencies play a vital role in molding the study habits of the students at all levels of education. According to Plowden (1967), a child has a better chance of succeeding academically when both parents and teachers provide the support structure necessary to guide their progress. With the right atmosphere, criticism, and supervision, study habits can aid a person in creating a well-rounded personality. Teachers should help students develop good study habits at school, while parents should provide guidance at home. Therefore, it is the responsibility of both parents and teachers to recognize a student's good study habits and provide appropriate guidance. An individual's socioeconomic status and study habits are closely related. They are proportionate to one another and can be thought of as the two sides of the same coin. A person's personality development is hampered if either of these components is missing or has been lacking. The person continuously assesses how they stand in comparison to their society.

Table 5
Mean and Descriptive Rating Oof the Factors affecting the Academic Performance in terms of Study habit Factors



Study habit Factors	Mean	Descriptive Rating
1. I spend more time of hanging out with my friends rather than to study my lessons.	1.79	Strongly Disagree
2. I feel tired, bored, and sleepy in class after a long discussion.	2.67	Disagree
3. I spend more time playing mobile games and chatting my friends rather than to study my lessons.	2.24	Disagree
4. I prefer listening to online music and browsing social media than to study and review for my upcoming test.	1.73	Strongly Disagree
5. I felt lazy if there is a lot of activities that needs to comply.	2.40	Disagree
Overall Mean	2.17	Disagree

2.3 Home Related Factors

Table 6 represents the home-related factors that corresponds the answers of the 75 respondents from the given survey questionnaire which have shown the highest mean result of 2.91 with the descriptive rating of Agree that indicates the students have to do house hold chores that results of having a short time of accomplishing school works while the lowest mean result of 2.36 with the descriptive rating of Disagree which indicates the students are distracted from studying when one of their family members has asked them to do something.

There are numerous factors affecting students' academic achievement. These factors may be home, school and peers oriented. Mangle (2007) studied learning from multi-dimensioned perspective and found students' aptitude,



interest, home environment, peer's interactions and nature of learning materials has significant influences on students learning. Parveen (2007), Codjoe (2007) and Muola (2010) unanimously reached to the conclusion that home environment is the most influential factor among all the mentioned factors. It is the first institution where a child starts to learn, and mother is the first teacher for the baby, while the role of peers is performed by the other members of the family.

"Home environment" is not an abstract concept. It is the combination of physical and psychological environment. First one includes rooms, basic facilities such as water, shelter, clothes, food and other physical needs of the individuals, while the psychological environment of home includes the mutual interactions of family members, respect, say in family matters and such other things. Both the aspect has a direct and significant influence on the overall development of students (Mukama, 2010, Muola, 2010). The environment at home is influenced by several things. It encompasses the nature of the family, the head of the family's authority, the parents' educational status, their attitudes toward their children, and the family's financial situation; all of these things are important for the home environment (Codjoe, 2007; Mukama, 2010; Muola, 2010).

Table 6
Mean and Descriptive Rating Oof the Factors affecting the Academic Performance in terms of Home related Factors

Home related Factors	Mean	Descriptive Rating
1. I can't study well when there are sudden visitors in our house.	2.72	Agree



2. I have to do too much house hold chores which have lessen my time in doing my school works.	2.91	Agree
3. I am distracted from studying when my mother and other family member suddenly asked me to do something.	2.36	Disagree
4. I do not have comfortable place to study.	2.88	Agree
5. I can't participate well in online class because I was in charge of taking care of my siblings, niece or nephews.	2.75	Agree
Overall Mean	2.72	Agree

2.4 School Related Factor

Table 7 represents the school -related factors that correspond the answers of the respondents which have shown that the students got the highest mean of 3.43 with the descriptive rating of strongly agree that indicates the students have always attend required academic webinars and school activities while the lowest mean of 2.73 with the descriptive rating of Agree that indicates the students strictly follow class schedules.

Numerous studies demonstrate that learners are more satisfied with online learning than traditional face-to-face learning, and that online learning can offer many beneficial learning experiences (Arbaugh, 2014; Eom et al., 2016; Li et al., 2016b, 2017). (Morton et al., 2016; Dooley et al., 2018; Green et al., 2018; Riddle and Gier, 2019). However, some research indicates that online learning is less



rewarding than in-person learning and that online learners are less engaged with online learning (Pickering and Swinnerton, 2019).

(Singh and Thurman, 2019), shows that school related factors have a great impact on the learning of children in schools. Also, it helps share students' ideas, interests, and concerns, facilitate children's understanding of the learning environment expectations. (Tecc & Klassen., 2010)

Table 7
Mean and Descriptive Rating Oof the Factors affecting the Academic Performance in terms of School related Factors

School related Factors	Mean	Descriptive Rating
1. I always attend required academic webinars and school activities.	3.43	Strongly Agree
2. I strictly follow my class schedules.	2.73	Agree
3. I always join elections for student council.	3.05	Agree
Overall Mean	3.07	Agree

2.5 Lecturer Factors

Table 8 presents the descriptive rating of the 75 respondents about the lecturer factor. It can be seen on the items 1,2 and 5 that the respondent disagrees while the items 3 and 4 reported that the respondent agree on the said factor.

The Overall mean result of 2.52 which is DISAGREE implies that the Lecturer Factor is not affecting that much on their flexible Academic Learning. (Shakeel and Peterson, 2020). According to Delelis (2019), the success of any program



depends on the teacher's ability to instruct. She emphasized the importance of having qualified teachers in the teaching profession. The entire structure will collapse if this component fails. As a result, education implementation, selection, preparation, and supervision will be impacted. Effective instructors, according to Dewett (2007), are always seeking for methods and resources to use in the classroom that will make learning relevant. By carefully selecting and utilizing a variety of educational materials or audio-visual components, experiences can be delivered to improve comprehension.

Table 8
Mean and Descriptive Rating Oof the Factors affecting the Academic Performance in terms of Lecturer Factors

Lecturer Factors	Mean	Descriptive Rating
1. Lecturers give too much activities.	2.28	Disagree
2. Lecturer lack of learning aids.	2.40	Disagree
3. Lecturers discuss many topics in a short period of time.	2.95	Agree
4. Lecturer has least mastery of the subject matter.	2.68	Agree
5. Lecturer do no give ample time to do and submit activities lack of seriousness due to blended learning.	2.28	Disagree



Overall Mean	2.52	Disagree
---------------------	-------------	-----------------

2.6 Internet Connection Factor

Table 9 presents the descriptive rating of the 75 respondents as for Internet Connections. It can be seen on the items 2,3 and 4 that the respondent disagrees while the items 1 reported that the respondent agree on the said factor.

The Overall mean result of 2.48 which come out DISAGREE declares that Internet Connection Factor does not affect the student academic performance via Flexible Learning. One of these problems is the possibility that students who live at home rather than on or near a campus may have different access to digital learning resources in an online delivery scenario (Raes et al., 2019). Such a difference may be caused by a variety of things, like a lack of access to necessary technology like a laptop or desktop PC, an unsuitable home setting for learning or studying, or a lack of digital literacy abilities needed to participate in online learning (Silva et al., 2018). Additionally, this potential distinction is likely influenced by variations in the quality of broadband connectivity for students living off-campus as opposed to those living on campus (Rasheed et al., 2020). Given that many HEIs' catchment regions include both urban and rural areas, connectivity issues might affect the kind of online or mixed model that staff members can present or prevent some groups of students from fully interacting with online-based content.

Table 9



Mean and Descriptive Rating Oof the Factors affecting the Academic Performance in terms of Internet Connection Factors

Internet Connection Factors	Mean	Descriptive Rating
1. I am Unable to understand lessons properly due to slow/ poor internet connection	2.75	Agree
2. I have Limited internet connection in the area causes loss of interest to participate virtual class.	2.55	Disagree
3. I Can only access the internet when going to city.	2.08	Disagree
4. I do not have Strong and unlimited internet connection.	2.55	Disagree
Overall Mean	2.48	Disagree

2.7 Technological Factor

Table 10 represents the descriptive rating of the respondents in Technological Factor. It can be seen on the items 2 and 4 that the respondents are Agree, while the 1 and 3 the respondents are Disagree.

The Overall mean result of 2.65 which come out AGREE declares that Technological Factor does not affect the student academic performance via Flexible Learning. The research was conducted to determine the factors that affect the acceptance of e-learning technology specifically LMS as a reinforcement of the teaching and learning process by college students in the Philippine setting via Flexible learning. which indicate that the majority of the Filipino college students showed positive responses to the constructs and the Descriptive rating which



Republic of the Philippines
City of Olongapo

GORDON COLLEGE
College of Education, Arts and Sciences



showed that the Mean for the 3.00 and 2.85 indicating that all the constructs revealed reasonable levels of reliability (3.00 or higher, according to Respondents [75]) which makes all the constructs suitable to measure the concepts employed in the study. On a side note, it is very worth mentioning that Number 2 and 4 got the first and second highest mean which are additional constructs purposely added in the Philippine settings Via Flexible learning.

Recently, advances in modern computer and network technology have driven the development of distance education [1]. In addition, the COVID-19 pandemic, a public health crisis of worldwide importance, announced by the World Health Organization (WHO) in January 2020 as an outbreak, has made distance education through the E-learning system an urgent and irreplaceable requirement. Despite the current pandemic that is hindering education worldwide, online learning based on Internet services has become available and universal, facilitating the learning system. Colleges and universities use online resources to continue their educational journey through software applications such as Zoom and Microsoft Teams.

Table 10
Mean and Descriptive Rating Oof the Factors affecting the Academic Performance in terms of Personal Factors



Technological Factors	Mean	Descriptive Rating
1. Lack of available gadgets (Smartphone, laptop, tablet).	2.52	Disagree
2. I encounter technological problem and glitches.	3.00	Agree
3. I have less Background knowledge technical skills of using Google Meet, Zoom, Google Classroom.	2.21	Disagree
4. Have insights on the integration of technology in delivering reports and lessons (e.g. DLP, Video Presentation., etc.)	2.85	Agree
Overall Mean	2.65	Agree

3. How may the academic performance of the respondents be described?

Table 11 shows the frequency and distribution of the respondents when grouped according to grades.

Out of seventy-five (75) there is 1 or 1.3% whose grades from 75-79; 11 or 14.7% whose grades from 80-84; 28 or 37.3 whose grades from 85-89; 34 or 45.3 % whose grades from 90-94; and 1 or 1.3 whose grades from 95-100. This reveals that the most of the respondents belongs to 90-94 while the least belongs to 75-79 and 95-100.

Grades	Frequency	Percent
75- 79	1	1.3
80- 84	11	14.7
85- 89	28	37.3
90- 94	34	45.3
95-100	1	1.3
Total	75	100.0



Republic of the Philippines
City of Olongapo
GORDON COLLEGE
College of Education, Arts and Sciences



4. What factor/s significantly affects the academic performance of the respondents?

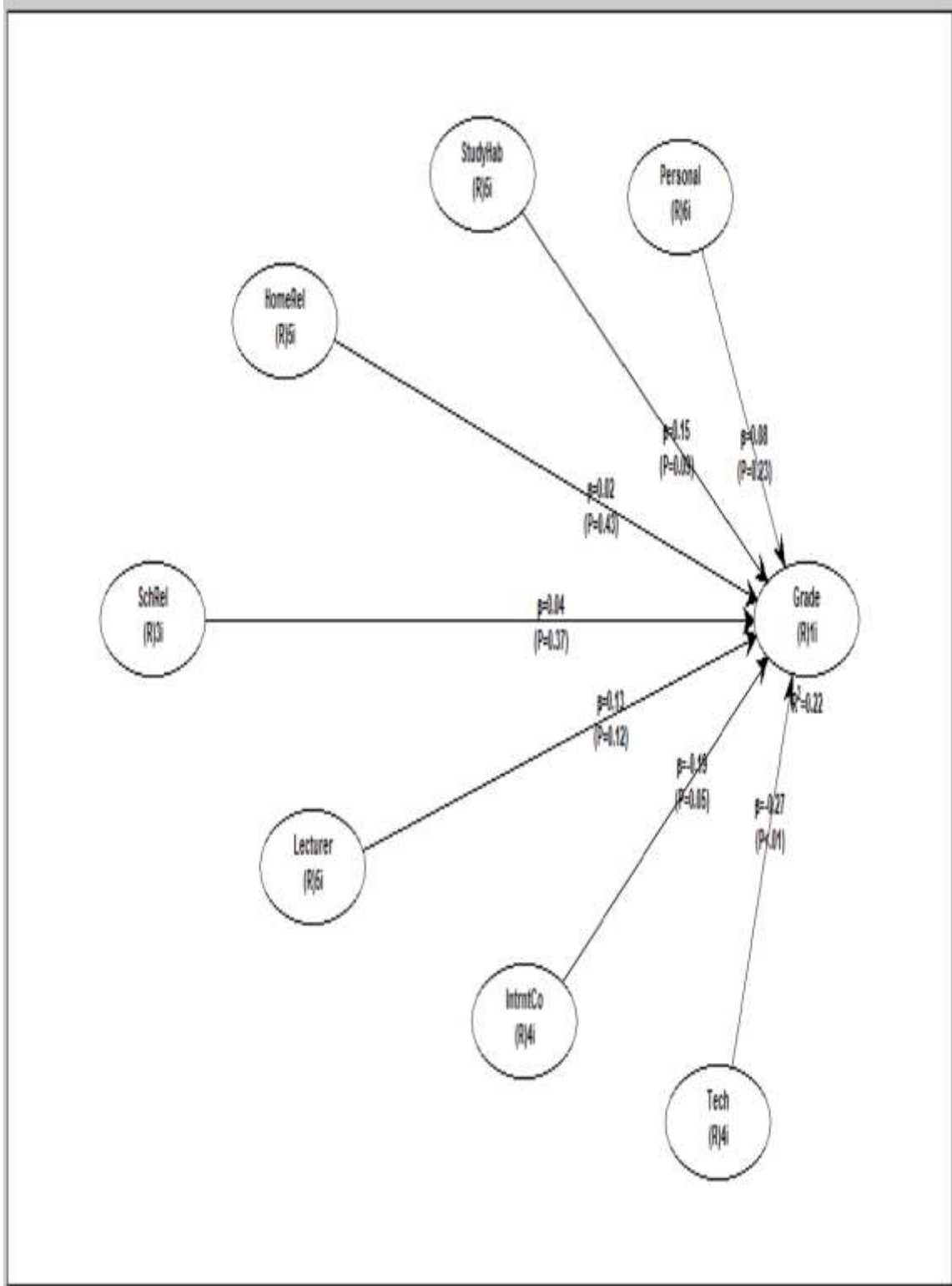




Table 12

Path Coefficient and Effect Size of the Factors to the Students' Academic Performance

Factors -> Students Academic Performance	Path Coefficient	P-value	Decision	R²	Effect Size
<i>Personal Factor -> Students Academic Performance</i>	0.08	0.23	Insignificant	0.22	Medium
<i>Study Habits -> Students Academic Performance</i>	0.15	0.09	Insignificant		
<i>Home- Related Factor -> Students Academic Performance</i>	0.02	0.43	Insignificant		
<i>School- Related Factor -> Students Academic Performance</i>	0.04	0.37	Insignificant		
<i>Lecturer Factor -> Students Academic Performance</i>	0.13	0.12	Insignificant		
<i>Internet Connection Factor-> Students Academic Performance</i>	-0.19	0.05	Significant		
<i>Technological Factor -> Students Academic Performance</i>	-0.27	0.01	Significant		

Effect Size: Small = 0.02, Medium= 0.15, and Large =0.35 (Cohen, 1988).

The data in the table strongly represents the value and significant factors of the internet in the daily school related activities of every student is the primary reason that affects every student's academic performance. It strongly suggests that the student's individual performance when it comes to their academics depends on the technological advancements they are dealing with. Also, key factors of their learning depend on the availability of the internet technology they



Republic of the Philippines
City of Olongapo

GORDON COLLEGE
College of Education, Arts and Sciences



are being catered with. However, dealing with their study habits, personality and home-related factors were the secondary factors that affects their academic performances.

Internet connection is the most significant component that enables the employment of technology in the educational system. This is main information and communication tool that brought about a fundamental shift in the information landscape on a global scale. By discussing one's own learning activities with other students who are also studying issue solving techniques, the interaction between students allows them to obtain alternative viewpoints on a problem discussion. Siraj (2015). (2015). Internet-based education thus plays a crucial moderating role in helping students feel more satisfied with their learning (Hsieh, 2011). The internet is a technological innovation that has significantly impacted peoples' daily lives. The availability of the internet presents excellent potential for educational policymakers to raise the standard of instruction for individual students and advance the economic and social welfare of the country. However, none of these benefits are ensured. To achieve these, you must first have access to the Internet at a reasonable price. To enable access and unlock the potential of the Internet for education, a legislative and regulatory framework that promotes investment in connection and services, reduces prices, and nurtures creativity is essential.



Republic of the Philippines
City of Olongapo

GORDON COLLEGE
College of Education, Arts and Sciences



New approaches to instruction and learning, improved access to a greater variety of data and resources, and new digital age skills can all change people's lives. The internet was introduced to academic institutions as a tool to improve students' academic experience in the mid-1990s due to its capacity to serve as a support medium in various purposes for which people utilize it (Ngoumandjoka, 2012). Today, empirical studies (Akende, 2015) report that access to information can influence the academic performance of students. The use of credible internet resources is of greater importance for academic study, especially in high class courses which require an academic review of literature (Sahin, 2010). One of the most notable changes the internet can bring about is the ability to access a far greater variety of online content that can be used to supplement curricula as well as content that is deliberately intended for educational purposes. Instead than relying solely on textbooks, teachers can point students in the direction of a variety of resources, and students can gain research skills by independently examining internet content.

Over the past 10 years, a lot has been written about the Internet and education. Experience with various technologies and services in nations with various educational systems has taught people some valuable lessons. Past performance is not always a reliable predictor of the future due to the rapid pace of change in technology, accessibility, and affordability. Technology helps students become independent, proficient members and researchers. E-learning has become



Republic of the Philippines
City of Olongapo

GORDON COLLEGE
College of Education, Arts and Sciences



one of the fastest-moving trends in education and offers a promising alternative to traditional learning. Technology has four roles in the field of education: it is included into the curriculum, used as a method of delivering instruction, as a way to support instruction, and as a tool to improve the entire learning process. Technology has transformed education from being passive and reactive to becoming participatory and combative. Technology influences education in a beneficial way, but it also has potential drawbacks. Teachers and students should make use of this in a positive way and remove the obstacles that prevent many students and schools from attaining excellence. Therefore, it is now necessary for every nation to establish a more technologically advanced education sector in the future. Technology-based learning is gaining prominence in today's classrooms. Teachers put a lot of effort into integrating technology into their daily lessons because of the rapidly evolving technological landscape so that students' interests can be linked to their learning stated by Harris (2016). Gottschalk (1995) demonstrated the validity of the idea of remote learning as a way for students to acquire education that they would not otherwise have access to. The presence of professionals and knowledgeable individuals who may not be accessible locally but are available through remote education could be beneficial to students. Additionally, students could forge closer relationships with one another and share their experiences with distant learning.



Early on in their college careers, blended learning gives students opportunity to learn in various settings. The students have the resources and knowledge necessary to benefit from blended and online learning and make use of the technology available at their school to satisfy their academic needs. Off-campus students should receive the same information regarding the advantages, requirements, and expectations of blended or online learning environments.

5. What plan of action may be proposed base on the results?

The better equipped faculty and IT organizations of Gordon College will be to serve present demands and foresee future student needs, the more evidence that can be gathered to understand students' technological preferences for and relationships to technology. The key right now is figuring out how to use it most effectively for student achievement, based on institutional objectives, financial constraints, pedagogical strategies, and impact data. Instead of relying on anecdotal-based assumptions about students and technology or single studies that reinforce our preexisting prejudices, this paper supports these discussions by offering scientific evidence for achieving these goals. This report, we hope, will serve as the catalyst for those discussions.

Chapter 4

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS



This chapter presents the summary or the research work undertaken, the conclusions that were drawn from the findings and the recommendations formulated by the researcher. This study is all about Affecting factors the academic performances of bachelor of elementary education via flexible learning.

Summary of Findings

This research project was carried out at Gordon College. These schools were chosen for the investigation of flexible learning-related factors influencing the academic results of Bachelor in Elementary Education students. Data were analyzed using frequency distribution, percentage, weighted mean, descriptive rating, test normality and Structural Equation Modeling.

The following factors that have an impact on students' academic achievement will be selected by the respondents for this survey, and they will be given the option to strongly agree, agree, disagree, or strongly agree.

The researcher came up with 75 students randomly at Gordon College. there is 24 or 32 % whose age below 20; 45 or 60% whose age from 20-24; 2 or 2.7 % whose age from 25-29; and 4 or 5.3 % whose age from 30 and above. This reveals that the

Specifically, the findings are as follows:

1. The profile of the respondents of the study showed that:



The respondents of this study will be gathered from 1st- 3rd year students taking up the same course Bachelor of Elementary Education (BEED) at Gordon College.

- The respondent's profiles in terms of age revealed that the highest number of Student's in distribution is from 20-24 of age bracket in frequency of 45.
- The respondent's profiles in terms of Sex revealed that majority of the students were female in frequency of 68.
- The respondent's profiles in terms of Year level revealed that majority of the Students were 2nd year in frequency of 32.

2. The data gathered from the student's surveyed in the Factors affecting academic performance the study showed that:

- In the factors affecting academic performance about the personal factor, The descriptive rating of all the questions given are Disagree and the overall mean is 3.36.
- In the factors affecting academic performance about the Study habit, the descriptive rating of all the questions given are Disagree and the overall mean is 2.16.
- In the factors affecting academic performance about the Home related Factors, the descriptive rating of all the questions given are Agree and the overall mean is 2.72.



Republic of the Philippines
City of Olongapo

GORDON COLLEGE
College of Education, Arts and Sciences



- In the factors affecting academic performance about the School Related Factor, the descriptive rating of all the questions given are Agree and the overall mean is 3.07.
- In the factors affecting academic performance about the Lecturer Factors, the descriptive rating of all the questions given are Disagree and the overall mean is 2.52.
- In the factors affecting academic performance about the Internet Connection Factor, the descriptive rating of all the questions given are Disagree and the overall mean is 2.48.
- In the factors affecting academic performance about the Technological Factor, the descriptive rating of all the questions given are agree and the overall mean is 2.65

3. In the differences in the respondents about the Factors Affecting academic performance when grouped according to profile the study showed that:

- There was significant difference in the Factors Affecting about the Internet connection factor when grouped according to age, sex and year level.
- There was significant difference in the Factors Affecting about the Technological Factors when grouped according to age, sex, and year level



Republic of the Philippines
City of Olongapo

GORDON COLLEGE
College of Education, Arts and Sciences



while the personal factor, Study habit, home related factors, school related factors and lecturer factors is No significant Factors.

Conclusions

In conclusion, this information visualize that the students were able to study with minor difficulties faced while studying using flexible learning in their respective place. The flexible learning is a great technology evaluation to our generation and has added a new level on higher education. It seems as cheaper than traditional class, and students are open to work over their flexible schedule. Flexible learning provides a bright future to our education with its positive probability. Though some college or university have difficulties on handling their students' performance that most of them lacks of technical and guidance support. In some cases, flexible learning was still effective even it lacks on some part of education where students need to observe the students condition physical, spiritual and mentally. Some of these problems can cause failure in students' performance and these are; Students are dealing with stress and depression; this is one of the students' problems that in some cases where students don't meet their professor expectations in their performance that could ended for them to stress and depression. The content isn't accessible in some mobile devices that most of the students use as their learning tool, in flexible learning making sure materials are accessible can be a major challenge, whether students are going



Republic of the Philippines
City of Olongapo

GORDON COLLEGE
College of Education, Arts and Sciences



online. If students aren't comfortable with the system that their teacher use, they might avoid it and could fail them to submit the needed documents for their grades. Students need more structure and support because many students rely on the structure and support of in-person school to help them stay on track with assignments, example: modules uploaded via cloud-based website. Distance learning means students need to be more independent and responsible for their own learning. Inequitable access to devices and/or Internet, not all students have devices, support, or consistent routines at home and it made connecting and learning based on the expectations of schools challenging. Based on family circumstances there are students that have to be caretakers and can't always prioritize school or some of them doesn't have budget to spend for their internet connection to attend their classes due to financial problems in this pandemic. There are still problems in flexible learning and our professors or teacher adjust their teaching method to help their students from learning in their subjects. However, it still shows that the flexible learning programs was very effective during this pandemic but still this additional research is needed to better understand the relationship between communication features of the learning, student satisfaction and student achievement of learning objectives.

Recommendations

- Continue giving students access to the fundamental technologies that are crucial to their success in the classroom. All students may access



Republic of the Philippines
City of Olongapo

GORDON COLLEGE

College of Education, Arts and Sciences



the tools they need to achieve thanks to the upkeep of desktop computer laboratories, laptop, and tablet rental programs, and negotiated prices for personal academic devices. By making cutting-edge equipment like AR and VR headsets, 3D printers, and scanners equally and publicly accessible to all kids in places like makerspaces and libraries, we can prevent the emergence of a new digital divide.

- Increase student understanding of the advantages, demands, and requirements of blended learning environments. So that they can choose the learning environments that are most conducive to their individual learning and lives, students should receive consistent and understandable information from a variety of campus sources.

Introduce blended learning to students early in their college careers and offer professional development and teaching chances to teachers who have not worked with it before.

- Utilize student success tools more often. Tools for student success can improve academic performance. However, fewer students used online resources that helped them manage their student lives than student success tools that improved academic performance. The advantages of these tools should be made clear to students as early as possible during orientation, in advising sessions, or by publicizing them on social media or on the websites of educational institutions. To encourage students to use



Republic of the Philippines
City of Olongapo

GORDON COLLEGE
College of Education, Arts and Sciences



these technologies, instructors and institutions should be aware of them, support their use, and regularly explain their advantages to the students

- For the future researcher, include the marital status, the reason why they only studied now, and whether they are working students in the survey questionnaire as your profile of respondent.

BIBLIOGRAPHY

A. JOURNALS

Amora, J. T. (2021). Convergent validity assessment in PLS-SEM: A loadings-driven approach. *Data Analysis Perspectives Journal*, 2(3), 1-6.

Bagozzi, R. P., & Yi, Y. (1988). On the evaluation of structural equation models. *Journal of the Academy of Marketing Science*, 16(1), 74–94.



Republic of the Philippines
City of Olongapo

GORDON COLLEGE
College of Education, Arts and Sciences



Fornell, C., & Larcker, D.F., (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, 18(1), 39-50

Hair, J.F., Anderson, R.E., & Tatham, R.L. (1987). *Multivariate data analysis*. New York, NY: Macmillan.

Hair, J.F., Black, W.C., Babin, B.J., & Anderson, R.E. (2009). *Multivariate data analysis*. Upper Saddle River, NJ: Prentice Hall

Kock N. (2022) *Warp PLS User Manual version 8.0*. ScriptWarp Systems, Laredo , Texas, USA.

https://scriptwarp.com/warppls/UserManual_v_8_0.pdf

B. WEBLIOGRAPHY

Plowden, B. (1967). *Children and their Primary Schools*. A report of the Central Advisory Council for Education (England). London: Her Majesty's Stationary Office.

Bloom, B. S. (1984). The 2-sigma problem: The search for methods of group instruction as effective as one-to-one tutoring. *Educational Researcher*, 13(6), 4–16.

Chickering, A., & Gamson, Z. (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin*, 39, 3–7.

Fleming, M. (1987). Displays and communication. In R. M. Gagne (Ed.), *Instructional technology foundations* (pp. 233–260). Hillsdale, NJ: Erlbaum.

Bullen, M. (1998). Participation and critical thinking in online university distance education. *Journal of Distance Education*, 9(1), 1–32.

Adams, 1996, *Factors that Influences Students Academic Performance: A Case of Rift Valley University, Jimma, Ethiopia*<https://files.eric.ed.gov/fulltext/EJ1079600.pdf>

Vrasidas, C., & McIsaac, M. (1999). Factors influencing interaction in an online course. *The American Journal of Distance Education*, 13(3), 22–36.

Williams, B. (2004). Participation in on-line courses - how essential is it? *Educational Technology & Society*, 7(2), 1–8.



Republic of the Philippines
City of Olongapo

GORDON COLLEGE
College of Education, Arts and Sciences



Palloff, R. M., & Pratt, K. (1999). Building learning communities in cyberspace: Effective strategies for the online classroom. San Francisco, CA: Jossey-Bass

Jiang, M., & Ting, E. (2000). A study of factors influencing students' perceived learning in a web-based course environment. International Journal of Educational Telecommunications, 6(4), 317–338.

Crosnoe, Johnson & Elder, 2004, Factors affecting students' quality of academic performance: A case of secondary school level From: <https://www.researchgate.net/publication/284150574> Factors affecting students' quality of academic performance A case of secondary school level

Liang, X., & Creasy, K. (2004). Classroom assessment in web-based instructional environment: Instructors' experience. Practical Assessment, Research and Journal of Research on Technology in Education 227 Copyright © 2005, ISTE (International Society for Technology in Education), 800.336.5191 (U.S. & Canada) or 541.302. 3777 (Int'l), iste@iste.org, www.iste.org. All rights reserved. Evaluation, 9(7). Retrieved February 1, 2005, from <http://PAREonline.net/getvn.asp?v=9&n=7>.

Conclusion and Recommendations study-of-undergraduate-students- and-information-technologyfrom:<https://www.educause.edu/ecar/research-publications/ecar-study-of-undergraduate-students-and-information-technology/2018/conclusion-and-recommendations>

Codjoe, H. M. (2007). The Importance of Home Environment and Parental Encouragement in The Academic Achievement of AfricanCanadian Youth. Canadian Journal of Education. 30 (1); 137-156.

Parveen, A. (2007). Effects of Home Environment on Personality and Academic Achievements of Students of Grade 12 in Rawalpindi Division. Research thesis, National University of Modern Languages, Islamabad, 32-41.

The Factors Affecting Students' Online Learning Outcomes during the COVID-19 Pandemic: A Bayesian Exploratory Factor Analysis From:



Republic of the Philippines
City of Olongapo

GORDON COLLEGE
College of Education, Arts and Sciences



<https://www.hindawi.com/journals/edri/2021/2669098/?fbclid=IwAR1vnrpY44zxRTTcPWA1b3Jste5X9tu-6BPWSzCdsWdAe0JdtEIFQybpYg>

Muola, J. (2010). A Study of the Relationship Between Academic Achievement Motivation and Home Environment Among standard eight pupils. *Journals of educational Research and Reviews*. 5(5); 213-217.

Mukama, E. (2010). Peer Group Influence, Alcohol Consumption and Secondary School Students' Attitude Towards School. Unpublished Thesis, Makerere University Kampala, Psychology and Counseling, Kampala.

Age Distribution of Undergraduates by type of Institutions..., From: https://www.hamiltonproject.org/charts/age_distribution_of_undergraduate_students_by_type_of_institution

Enrollment Trends by Age 2011 From: https://nces.ed.gov/programs/coe/pdf/Indicator_CEA/COE_CEA_2013_01.pdf

Ayodele, C. S., & Adebisi, D. R. (2013). Study Habits as Influence of Academic Performance of Students Nurses of Banquet State University. *International Journal of Nursing Science*, 5(2), 60-65.

Demographic, gadget and internet profiles as determinants of disease and consequence related COVID-19 anxiety among Filipino college students From: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8019527/#:~:text=The%20target%20population%20for%20this,undergraduate%20students%20in%20the%20country.>

5 Reasons Students Aren't Engaging in Distance Learning From: <https://childmind.org/article/5-reasons-students-arent-engaging-in-distance-learning/>

Reasons Distance Learning Did Not Meet the Needs of Learners From: <https://katielmartin.com/2020/07/12/5-reasons-distance-learning-did-not-meet-the-needs-of-learners/>

Scientific Research Program
https://www.scirp.org/?fbclid=IwAR0BAyCQhuQXf-UuktQFPu_69tpe76AvT-TebkBhmVM-LwbbkPsaXv3i2s



Republic of the Philippines
City of Olongapo

GORDON COLLEGE
College of Education, Arts and Sciences



Strategies for Managing Large Online Classes

<https://www.researchgate.net/publication/267825173> Strategies for Managing Large Online Classes

Heather 2015, A review of predictive factors of student success in and satisfaction with online learning From:
<https://journal.alt.ac.uk/index.php/rlt/article/view/1648>

Demir (2016), A Study on the Factors Affecting the Academic Performance of Distance Education Students and Formal Students From:
<https://www.researchgate.net/publication/311896248> A Study on the Factors Affecting the Academic Performance of Distance Education Students and Formal Students

Guidelines on the Implementation of Flexible Learning CHED 2020
<https://chedro3.ched.gov.ph/wp-content/uploads/2020/10/CMO-No.-4-s.-2020-Guidelines-on-the-Implementation-of-Flexible-Learning.pdf>



APPENDICES

Appendix A

Flexible Online Learning Mode Program

Rationale

There are different learning environments such as face to face learning, distance learning, and online learning or flexible learning where the learners can learn. Online learning or flexible learning are mostly used interchangeably, but there is a difference in these two terms. Flexible learning is about accessing the web-based technological tools that might be used in the classroom or outside the class (Maheshwari and Thomas 2017; Nichols 2003). Flexible learning is about



Republic of the Philippines
City of Olongapo

GORDON COLLEGE
College of Education, Arts and Sciences



describing the learning “wholly online” where the learners learn outside the classroom and is considered similar to distance learning but using online platforms (Oblinger et al. 2005). Online delivery mode can offer efficient and convenient ways to achieve the learning outcomes for students learning online (Junco et al. 2013). The effectiveness of online learning might be impacted by many factors such as technological aspects, user-friendly online platform, class activities and assessments (Wijekumar et al. 2006; Shuey 2002). As the outbreak of COVID-19 has forced many institutions to switch their teaching mode to online teaching instead of face-to-face teaching, it is vital for the institutions to understand what factors might impact the satisfaction of students and further their intention to learn the courses online in the future. The institutions must be well prepared for any uncertainties happening in the future. Hence, the main purpose of this research is to identify what factors impact the students’ academic performances.

The study done by Simpson and Du (2004) suggested that the experience of learners studying online using any technology is quite different from students learning onsite. The study further suggested that during synchronous online sessions, the participation and class interaction in the course affects the students learning experience (Simpson and Du 2004). During online synchronous sessions, the teachers and the students are expected to be live simultaneously. Most of the online learning in the past was based on asynchronous learning where the learners



Republic of the Philippines
City of Olongapo

GORDON COLLEGE
College of Education, Arts and Sciences



could access the materials, ask questions to their lecturer and learn at their own pace anytime as per their convenience

According to research by Simpson and Du from 2004, learning online or with any other technology is very different from learning in-person. The study added that participation and class interaction during synchronous online sessions had an impact on students' learning outcomes (Simpson and Du 2004). Both the teachers and the students are expected to be present at the same time during online synchronous sessions. Most of the online instruction in the past was centered on asynchronous learning, which allowed students to access the materials, communicate with their instructors, and learn whenever it was convenient for them.

Objectives

The main objective is to develop and utilized Flexible Online Learning Mode Program that will enable Bachelor of Elementary Education Students to continue and achieve the academic performance and to conduct a webinar or seminar for awareness of students on fundamental digital citizenship skills that people need in order to participate and do smart choices online and offline. This will cover quick discussions about media balance, wellbeing, privacy, security, digital, identity, communication, cyberbullying, hate speech, and media literacy.

The Bachelor of Elementary Education Students will be able to:



- Increase their awareness in the different factors can affects their academic performance.
- Continue Flexible Learning even during new normal

Program

Proposed seminar for students about awareness using technology to their academic performances.

Key Result	Attendees	Duration Date	Budget		Target Outcome
			online	F2f	
Internet Connectivity	All the students enrolled under the said program (Bachelor in Elementary Education) from 1st-4th year	1 day(8am-2pm)	Online- Non Face to face No. Of attendees x 50.00php Sample= 20pax X 50php=1000.00 (All the collected contribution will proceed for the refreshments of the attendees.)		<ul style="list-style-type: none"> • Know the pros and cons of internet capabilities. • Internet reliability and the areas of connection . • Proper ethics and values of



				<p>using the internet as the source of information</p> <ul style="list-style-type: none"> • Students will learn how to contribute to the community by executing their knowledge on technological capabilities. By utilizing this advance, the community will be much benefitted in such a way such for example like tragedies, or accident will be responded as early as possible.
Technological Capabilities	All students enrolled under the	1 day(8am-2pm)	Online- Non-Face to face - No. Of attendees x 50.00php Sample=	<ul style="list-style-type: none"> • Students will learn how to contribute



Republic of the Philippines
City of Olongapo

GORDON COLLEGE

College of Education, Arts and Sciences

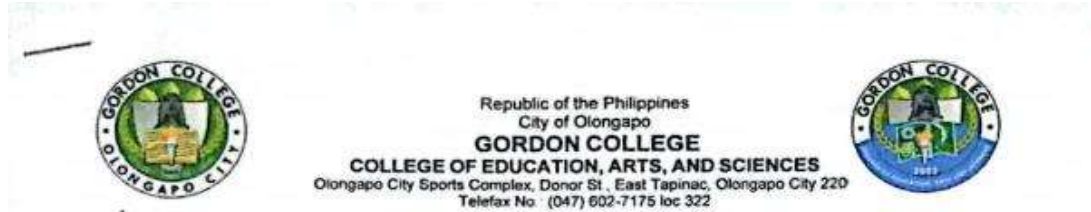


	<p>said program (Bachelor in Elementary Education) from 1st-4th year.</p>		<p>20pax X 50php=1000.0</p>	<p>to the community by executing their knowledge on technological capabilities. By utilizing this advance, the community will be much benefitted in such a way</p>
--	--	--	---------------------------------	--



Appendix B

Appendix A Validation Letter



MR. KRISTOFFER PAUL OBISPO, LPT
 CEAS Research Coordinator

Dear Sir:

Greetings of peace!

We are undergraduate students from Gordon College taking up a Bachelor of Elementary Education (BEEd). Currently, we are conducting a research study entitled "Factors Affecting the Academic Performances of Bachelor of Elementary Education via Flexible Learning" as part of our course requirements in EDU GEN 18 (Research Methods in Education)

In line with this, we are requesting your good office to extend your expertise in the field of research to validate the questionnaires we have adapted and modified to be utilized in our study.

We are hoping for your response. Thank you so much.

Sincerely,

K. G. Masell
 Sarceno, Yasell C.(email: 201810278@gordoncollege.edu.ph)
 Cabrera, Regina I.(email: 201910651@gordoncollege.edu.ph)
 Calaje, Jodelyn E.(email: 201910749@gordoncollege.edu.ph)
 Delacruz, Christel S.(email: 201911985@gordoncollege.edu.ph)
 Dioquino, Princess E.(email: 201820002@gordoncollege.edu.ph)

Noted by:
[Signature]
EDRICO D. GADIA, LPT, PhD
 Research Adviser



Republic of the Philippines
City of Olongapo

GORDON COLLEGE
College of Education, Arts and Sciences



Republic of the Philippines
City of Olongapo
GORDON COLLEGE
COLLEGE OF EDUCATION, ARTS, AND SCIENCES
Olongapo City Sports Complex, Donor St., East Tapinac, Olongapo City 220
Telefax No. (047) 602-7175 loc 322



Ms. Anna Theresa Amarille, MASE
Assistant Dean-CEAS

Dear Madam:

Greetings of peace!

We are undergraduate students from Gordon College taking up a Bachelor of Elementary Education (BEEd). Currently, we are conducting a research study entitled "Factors Affecting the Academic Performances of Bachelor of Elementary Education via Flexible Learning" as part of our course requirements in EDU GEN 18 (Research Methods in Education)

In line with this, we are requesting your good office to extend your expertise in the field of research to validate the questionnaires we have adapted and modified to be utilized in our study.

We are hoping for your response. Thank you so much.

Sincerely,

Sarceno, Jasell C.(email: 201810278@gordoncollege.edu.ph) *Jasell*
Cabrera, Regina I.(email: 201910651@gordoncollege.edu.ph)
Calaje, Jodelyn E.(email: 201910749@gordoncollege.edu.ph)
Delacruz, Christel S.(email: 201911985@gordoncollege.edu.ph)
Dioquino, Princess E.(email: 201810002@gordoncollege.edu.ph) *Princess*

Noted by:

[Signature]
Edric D. Gadla, LPT, PhD
Research Adviser



Republic of the Philippines
City of Olongapo

GORDON COLLEGE
College of Education, Arts and Sciences



Republic of the Philippines
City of Olongapo
GORDON COLLEGE
COLLEGE OF EDUCATION, ARTS, AND SCIENCES
Olongapo City Sports Complex, Donor St., East Tapinas, Olongapo City 220
Telefax No. : (047) 602-7175 to 322



DR. JOHN MARK ASIO
Research Director, RDCS

Dear Dr. Asio,

Greetings of peace!

We are undergraduate students from Gordon College taking up a Bachelor of Elementary Education (BEE-d). Currently, we are conducting a research study entitled "Factors Affecting the Academic Performances of Bachelor of Elementary Education via Flexible Learning" as part of our course requirements in EDU GEN 18 (Research Methods in Education)

In line with this, we are requesting your good office to extend your expertise in the field of research to validate the questionnaires we have adapted and modified to be utilized in our study.

We are hoping for your response. Thank you so much.

Sincerely,

Sarcena
Sarcena, Basell C. (email: 20191007@gordoncollege.edu.ph)
Cabrera, Regina I. (email: 20191067@gordoncollege.edu.ph)
Calaje, Jodelyn E. (email: 20191074@gordoncollege.edu.ph)
Delacruz, Christel S. (email: 20191198@gordoncollege.edu.ph)
Princess
Dioque, Princess E. (email: 20191002@gordoncollege.edu.ph)

Noted by
[Signature]
DR. FERDINAND D. GADIA
Research Adviser



Appendix C

Appendix C Content Validation Form

Gordon College
College of Education, Arts and Sciences

CONTENT VALIDATION FORM

Dear Mam/Sir,

The researcher is requesting from your good office to extend your expertise in the field of research to validate the content of the attached instruments by rating the items below and providing specific comments and feedback on each item of our questionnaire, as well as on the overall instrument. Thank You!

ITEMS	Rating				
	5	4	3	2	1
1. The directions given are clear in all sections of the data gathering instrument.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Each item is clearly stated.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Each item is readable i.e. the items are easily read.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Each item is attractive to read; enough space is provided to avoid crowding among items.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The data gathering instrument is comprehensive i.e. it covered all areas that are important in the study.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Each item is focused on a particular thought or idea.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. The items are objective i.e. the responses to be elicited are neither biased nor reactive.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The items are formulated in accordance to the explicit/ implicit objectives of the study.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The items are systematically arranged according to a desirable sequence.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The items do not overlap with each other; no duplication of items is observed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Summary and Suggestions:

Check your grammar especially Tenses. Refer to the printed survey questionnaire

LEGEND:

Rate	Scale	Interpretations
5	4.21- 5.00	Highly Valid
4	3.41- 4.20	Valid
3	2.61- 3.40	Moderately Valid
2	1.81- 2.60	Fairly Valid
1	1.00- 1.80	Not Valid

Average Weighted Mean: _____

Kristoffer Paul C. Tobiaspo
Name and Signature of Expert Validator



Gordon College
College of Education, Arts and Sciences

CONTENT VALIDATION FORM

Dear Mam/Sir,

The researcher is requesting from your good office to extend your expertise in the field of research to validate the content of the attached instruments by rating the items below and providing specific comments and feedback on each item of our questionnaire, as well as on the overall instrument. Thank You!

ITEMS	Rating				
	5	4	3	2	1
1. The directions given are clear in all sections of the data gathering instrument.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Each item is clearly stated	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Each item is readable i.e. the items are easily read.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Each item is attractive to read, enough space is provided to avoid crowding among items.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The data gathering instrument is comprehensive i.e. it covered all areas that are important in the study.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Each item is focused on a particular thought or idea	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The items are objective i.e. the responses to be elicited are neither biased nor reactive.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The items are formulated in accordance to the explicit/ implicit objectives of the study.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The items are systematically arranged according to a desirable sequence.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The items do not overlap with each other; no duplication of items is observed.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Summary and Suggestions:

Refer to the comments and suggestions on the pretest survey.
Check the Grammar using Grammarly app.

LEGEND

Rate	Scale	Interpretations
5	4.21- 5.00	Highly Valid
4	3.41- 4.20	Valid
3	2.61- 3.40	Moderately Valid
2	1.81- 2.60	Fairly Valid
1	1.00- 1.80	Not Valid

Average Weighted Mean: 3.5

Name and Signature of Expert Validator



Gordon College
College of Education, Arts and Sciences

CONTENT VALIDATION FORM

Dear Mam/Sir,

The researcher is requesting from your good office to extend your expertise in the field of research to validate the content of the attached instruments by rating the items below and providing specific comments and feedback on each item of our questionnaire, as well as on the overall instrument. Thank You!

ITEMS	Rating				
	5	4	3	2	1
1. The directions given are clear in all sections of the data gathering instrument.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Each item is clearly stated.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Each item is readable i.e. the items are easily read.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Each item is attractive to read, enough space is provided to avoid crowding among items.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The data gathering instrument is comprehensive i.e. it covered all areas that are important in the study.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Each item is focused on a particular thought or idea.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The items are objective i.e. the responses to be elicited are neither biased nor reactive.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The items are formulated in accordance to the explicit/ implicit objectives of the study.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The items are systematically arranged according to a desirable sequence.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The items do not overlap with each other; no duplication of items is observed.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Summary and Suggestions:

* Suggestions are already attached in the questionnaire/instrument during the evaluation. Please see attachment.

* If the instrument is a modified one, please indicate at the end of the instrument selected from author (year) to proper citation. If not adapted, disregard this suggestion.

LEGEND:

Rate	Scale	Interpretations
5	4.21- 5.00	Highly Valid
4	3.41- 4.20	Valid
3	2.61- 3.40	Moderately Valid
2	1.81- 2.60	Fairly Valid
1	1.00- 1.80	Not Valid

Average Weighted Mean: _____


 Name and Signature of Expert Validator



Appendix D

Letter of Permission to Conduct the Study

GORDON COLLEGE
Olongapo City
Institute of Graduate Studies

DR. DARWIN P. PAGUIO

OIC-Dean, CEAS
VP, Academic Affairs

Through;

ANNA THERESA AMARILLE, MASE

Assistant Dean, CEAS

EDGARDO LUALHATI JR., LPT

BEED/BECED Coordinator

Dear Sir:

Greetings of peace and prosperity!

We are students from third-year Bachelor of Elementary Education (BEED). Currently, we are conducting a research study entitled "Factors Affecting the Academic Performance of Bachelor of Elementary Education Students via Flexible Learning" as part of our course requirements in EDU GEN 18 (Research Methods in Education).

In line with this, we would like to ask permission to conduct this study with the participation of Bachelor of Elementary Education (BEED) students from the First year-Fourth year. They may answer the survey questionnaire via google form using this link. (<https://forms.gle/pn3W4J5A3dQBZgSp9>)

Rest assured that all data gathered will be used for academic purposes only. We are hoping for your kind approval.

Thank you and God Bless!



Republic of the Philippines
City of Olongapo

GORDON COLLEGE
College of Education, Arts and Sciences



Sincerely,

Sarceno, Jasell C. (email: 201810278@gordoncollege.edu.ph)
Cabrera, Regina I. (email: 201910651@gordoncollege.edu.ph)
Calaje, Jodelyn E. (email: 201910749@gordoncollege.edu.ph)
Delacruz, Christel S. (email: 201911985@gordoncollege.edu.ph)
Dioquino, Princess E. (email: 201820002@gordoncollege.edu.ph)

Noted by:

Dr. Ediric D. Gadia
Research Adviser



Appendix E

Letter to the Respondents

Dear Ma'am/ Sir,

We are the students under the Bachelor of Elementary Education program (BEED) 3rd year students in Gordon College Olongapo City. In behalf of my groupmates in this research, we presently working on our research entitled Factors affecting the academic performances of Bachelor of Elementary Education via Flexible Learning. We're about to give you information and ask for your consent to answer our survey and be part of this study. You can participate in answering our provided questions in the questionnaire via Google Form and before you answer the questions, feel free to ask anyone about the questions we provide in, if you feel uncomfortable to the questions you've read then I can explain to you to help you understand the question before answer it.

Your participation means a lot to the success of our study. Rest assured that all information will be kept with utmost confidentiality and will be used for academic purposes only, and the duration of answering of Survey questionnaire will only last for 15 minutes.

Here is the link of our survey questionnaire:

<https://forms.gle/av3HQL6Wnw3MYtSaA>

Thank you and God bless!

Respectfully Yours,

Cabrera, Regina I .

201910651@gordoncollege.edu.ph

Calaje, Jodelyn E



Republic of the Philippines
City of Olongapo

GORDON COLLEGE
College of Education, Arts and Sciences



201910749@gordoncollege.edu.ph

Sarceno, Jasell C.

201810278@gordoncollege.edu.ph

Dela Cruz, Christel Joy S.

201911985@gordoncollege.edu.ph

Dioquino, Princess E.

201820002@gordoncollege.edu.ph



**Appendix F
 Questionnaire**

The Instrument

FACTORS AFFECTING THE ACADEMIC PERFORMANCES OF BACHELOR OF ELEMENTARY EDUCATION VIA FLEXIBLE LEARNING

Name:

Age:

Sex: __Male __Female

Year level: __1st yr. __2nd yr. __3rd __4th yr.

Direction: Read each statement/ question and select one (1) among the options using Likert Scale as your response in evaluating the factors affecting the academic performances of BEED students via Flexible Learning. Thank you for your participation. Your answer will be treated confidentiality.

Legend: SA- Strongly Agree

A- Agree

D- Disagree

SD- Strongly Disagree

A. Personal Factor

Statements	SA	A	D	SD
1. I can't focus on my lesson because of my personal/family matters.				
2. I am stressed doing my school works.				



3. I don't have enough money to buy load for data connection.				
4. I have a hard time understanding the lessons on my own.				
5. I can't cooperate well with my classmates during group activities.				

B. Study Habit

Statements	SA	A	D	SD
6. I spend more time playing mobile games and chatting my friends rather than to study my lessons.				
7. I feel tired, bored and sleepy in class after a long discussion.				
8. I prefer listening to online music and browsing social media than to study and review for my upcoming test.				
9. I spend more time of hanging out with my friends rather than to study my lessons.				
10. I am no longer interested in participating online discussion if the teacher gives a negative comments regarding to my performance.				
11. I felt lazy if there is a lot of activities that needs to comply.				

C. Home Related Factor

Statements	SA	A	D	SD
12. I don't have comfortable place to study.				
13. I am distracted from studying when my mother and other family member suddenly asked me to do something.				



14. I can't participate well in online class because I was in charge of taking care of my siblings, niece or nephews.				
15. Doing too much house hold chores have lessen my time in doing my school works.				
16. I can't study well when there are sudden visitors in our house.				

D. School Related Factor

Statements	SA	A	D	SD
17. I strictly followed my class schedules.				
18. I always joined elections for student council.				
19. I find difficulties to meet deadlines and due dates of my home works.				
20. I always attend webinars and school activities.				

E. Lecturer Factor

Statements	SA	A	D	SD
21. Lack of learning aids.				
22. Lack of seriousness due to blended learning.				
23. Lecturers give too much work.				
24. Lecturers discuss many topics in a short prerioid of time.				
25. Lecturer has a mastery of the subject matter.				
26. Lecturer provides varied activities.				

F. Internet Connection Factor

Statements	SA	A	D	SD
27. Unable to understand lessons properly due to slow/ poor internet connection				
28. Limited internet connection in the area causes loss of interest to participate virtual class.				
29. Can only access the internet when going to city.				
30. Strong and unlimited internet connection.				

G. Technological Factor



Statements	SA	A	D	SD
31. Lack of available gadgets (Cellular phone, laptop, tablet)				
32. Technical problems and glitches				
33. Background knowledge of using Google Meet, Zoom, Google Classroom.				
33. Have insights on the integration of technology in delivering reports and lessons (e.g. DLP, Video Presentation., etc.)				
34. Have met the required technological skills of using Google Meet, Zoom, Google Classroom.				

Other:



CURRICULUM VITAE

Christel Joy S. Dela Cruz

67 C Otero Avenue Mabayan Olongapo City, Zambales 2200

Contact Number: 09513461364

Email Adress: 201911985@gordoncollege.edu.ph



Personal Information

Date of Birth	:	January 9, 2001
Age	:	21
Place of Birth	:	Olongapo, Zambales
Civil Status	:	Single
Nationality	:	Filipino
Gender	:	Female
Region	:	Roman Catholic

Education Background

College	:	2019 – Present Gordon College
Senior High-School	:	Columban College Inc
Junior High-School	:	Olongapo City National High Sschool
Elementary	:	Mabayuan Elementary School



Regina Ignacio Cabrera

22 12ST Irving New Kalalake, Olongapo City

Contact Number: 09951855601

Email Adress: cabreraregina04@gmail.com



Personal Information

Date of Birth	:	September 10, 1997
Age	:	25
Place of Birth	:	San Fernando, Pampanga
Civil Status	:	Single
Nationality	:	Filipino
Gender	:	Female
Region	:	Roman Catholic

Education Background

College	:	Gordon College
High-School	:	Macabebe High School
Elementary	:	East Bajac Bajac Elementary School



Princess Embile Dioquino

90 Upper Kalaklan, Olongapo City, Zambales, 2200, Philippines

Contact Number: 09082752041

Email Adress: dioquinoprincess83@gmail.com



Personal Information

Date of Birth	:	September 30, 1998
Age	:	24
Place of Birth	:	Panique Aroroy, Masbate
Civil Status	:	Single
Nationality	:	Filipino
Gender	:	Female
Region	:	Roman Catholic

Education Background

College	:	Gordon College
Senior High-School	:	Panique National High School
Junior High-School	:	Panique National High Sschool
Elementary	:	Panique Elementary School



Jodelyn Edem Calaje

Sitio Banaba Iram New Cabalan, Olongapo City, Zambales, 2200,
 Philippines

Contact Number: 09318090988

Email Adress: jodecalaje@gmail.com



Personal Information

Date of Birth : August 15, 1994
 Age : 29
 Place of Birth : Olongapo, Zambales
 Civil Status : Married
 Nationality : Filipino
 Gender : Female
 Region : Born Again

Education Background

College : Gordon College
 Junior High-School : Iram High Sschool
 Elementary : Iram Elementary School



Jasell C. Sarceno

115 Aglibot St. Purok 4 Brgy. San Miguel, San Antonio, Zambales, Philippines

Contact Number: 097722499231

Email Adress: 201810278@gordoncollege.edu.ph

Personal Information

Date of Birth	:	January 29, 2000
Age	:	22
Place of Birth	:	San Antonio, Zambales
Civil Status	:	Single
Nationality	:	Filipino
Gender	:	Female
Region	:	Aglipayan

Education Background

College	:	2018 – Present Gordon College
Senior High-School	:	2016 – 2018 San Miguel National High School
Junior High-School	:	2012 - 2016 San Miguel National High School



Republic of the Philippines
City of Olongapo

GORDON COLLEGE
College of Education, Arts and Sciences



Elementary

:

2006 - 2012

San Miguel Elementary School