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Factors of Learning in Filipino and Students' Performance of Secondary Education  
in Eastern Visayas Philippines

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## ABSTRACT

This study aims to examine and discover certain factors of learning and performance of students of the secondary education. Participants for this research are Filipino teachers and high school students. Research variables determined for students include learning attitude towards Filipino and level of motivation. Research variables determined for teachers include social environment, teaching curriculum, and level of difficulty and teacher's preparation. The chosen variables were used as basis to determine student performance in the Filipino curriculum. The evaluation tool used for this research was created by the author based on the following exercises: structure of ideas and details, identification of text and concepts, identification of essence, tone and perception of text, identifying difference between opinions and facts, examination of validity of ideas or concepts, reflections and predictions, formation of thoughts or conclusions and interpretation of tables and graphs. From the 125 created items, 80 items were accepted to be administered for the evaluation tool. This research used the descriptive – correlation method and results were treated using descriptive statistics, mean scores and standard deviations. To identify the correlation between the dependent variable (student performance scores) and the independent variables (students' and teachers' variables) ANOVA was used and post hoc analysis Scheffe. To determine the related variables, Pearson's r was used and Logistic Regression Analysis was used to determine the best predictor of student performance. Results show that there is a significant difference in the student performance in Filipino Language between schools in eastern visayas. Therefore, the hypothesis was not accepted because results show that students

'attitude to learning Filipino and teachers' attitude to teaching play a significant role in the performance of students. Teacher and student variables, respectively, play a role in the students' evaluation. Specifically, students' attitude to learning Filipino and level of motivation influence student performance. Likewise, social environment, teaching, curriculum, level of difficulty and teacher's preparation influence student performance.

## 1. Introduction

The teacher plays an important role in the learning of every Filipino student which serves as a challenge for teachers to make their profession meaningful, and being their second parent is important to be implemented within the classroom (Belvez, 2002). No teacher will say that it is not their duty to provide proper guidance to their student. Because of this, it is only right that a teacher should provide a meaningful source of discussion on each topic that he or she will discuss in class and carefully evaluate it. The teacher plans and decides the appropriate method to be used on a topic to be discussed and the learning of the students also depends on him. That is why the progress of education depends on the hands of teachers who teach in the secondary and primary schools in the Philippines. Therefore, the Department of Education is providing various programs that will help change the state of education in the Philippines through providing many books for students to use in their studies, free tuition fee, and non-compulsory wearing of uniforms, just so as to encourage education and increase literacy in the Philippines. But all of these are not enough to deny the fact that many young students have no interest in learning which has led the government to waste money just to educate young Filipinos (Francisco, et.al., 2007). The low quality of education is evidenced by the low performance of students in the Philippines (Brito, 1999). This result is supported by a study conducted by the Education Commission (EDCOM 1999) with the conclusion that low performance of elementary and secondary students does not meet the expected purpose of education.

It is important for any teacher to know his or her role in developing a meaningful teaching tool for evaluating students' performance. It is also considered a huge challenge for a teacher whether or not every student being taught has something to learn. Based on the study conducted, the learning of each student is aided through using different variables in teaching a particular topic (De Mesa, 2006). Belvez, (2002) adds that teaching is an art, which is a part of the field of science. It is believed that teaching is the branch of knowledge pertaining to the creation of beautiful things and beautiful events. The teaching and learning of students depend on the creative perspective and methods of a teacher (Badayos, 2002). Creativity produces effective and engaging teaching that makes it easy for every student to learn (Alagad-Abad, 2001). In addition, Belvez (2002) believes that the teacher has the most important role to play in the classroom, because he possesses professional skills and abilities, good attitude, professional perspective and has good personal qualities. De Mesa (2009) agrees with this and in his research, teachers have a great responsibility in a successful teaching and learning of each student. The whole personality, attitude, general knowledge, and teaching

style can cause children to lose interest in learning the language. Learning a language lesson or in another subject is more interesting and effective if there is variety in the activities that the teacher uses in teaching. Occasionally inviting a speaker or "resource speaker" to explain or discuss an important topic is also a variation of the learning activity in the classroom. Lalunio (2005) believes that it is also good to use "team teaching" to facilitate the discussion of a topic that is both skillful. It is also believed that many visual and audio-visual aids can assist in carrying out various learning activities (Lalunio, 2005). Therefore, there should be variation in the way the lesson is presented, in the development of activities and even in the way of assessment and evaluation. As a result, students' impatience and boredom disappear during the class discussion. One of the good principles for effective teaching and learning is to provide a game where many students participate in class activities. Activities often have the distinctive benefit of putting practical together different concepts and the real world. The quality of activity itself is vital, but the right activity is a tool, which can be chosen and adapted by the good teacher and used in a great variety of different ways as judged appropriate to the students (Forrester, 2000). Having cooperative learning can change the role of teachers from being "center stage performer to choreographer" to students from the whole class to the small group. This helps to speed up the time in the assigned task rather than presenting it to the whole class in provided lecture (Salandan, 2000) (1991).

According to Celce-Murcia (1991) there are four areas that should be addressed for a successful and effective teaching and learning. These are as follows: (1) the social climate (2) variety in learning activities (3) opportunities for students' participation and (4) feedback and correction.) Classroom activities should not be based solely on the textbook used. It will also benefit from a wide range of reading materials, other types of authentic equipment, and visual and audio-visual equipment. Teachers must plan activities and lessons flexible. Different teaching methods and tools should be considered to make interesting and challenging activities. Therefore, the purpose of this study is to identify the selected factors in the learning and performance of the students in Filipino subject.

## **2. Ease of Use**

### **Framework of the Study**

This study is based on theories, inferences and concepts developed by prominent psychologists and authorities. It is also based on "constructivist theory" which explains how each student's learning takes place and how students' performance get influenced. According to Mevarich (1999), the constructivists' view of learning changes the role students play in learning. The learning process requires active participation in the development of a cognitive framework that demonstrates their understanding of the concept, skill or value of the idea being emphasized. The relationship between previous and new knowledge is therefore important. In other words, students learn not only through the expository process but through the extensive use of real or actual

experience with prepared activities (Clement, 1999). According to the study conducted by psychologists, learning is a process of thought that involves perception, thinking, imagination, analysis, and reasoning. The above are involved in each learning situation and different lessons. Lardizabal (1991) mentioned that teaching and learning are related. The method used in teaching greatly contributes to the students' complete learning. Figure 1 shows the conceptual framework of the study in which "independent variables" consist of the characteristics of the participating students and teachers. Factors of students consist of the attitude of learning in Filipino, and level of motivation. The social environment, the use of the teaching curriculum, the level of difficulty and the level of teaching preparations are the selected factors on the part of teachers. The characteristics of students and teachers influence the acquired knowledge. The test results are the "dependent variables" in this study.

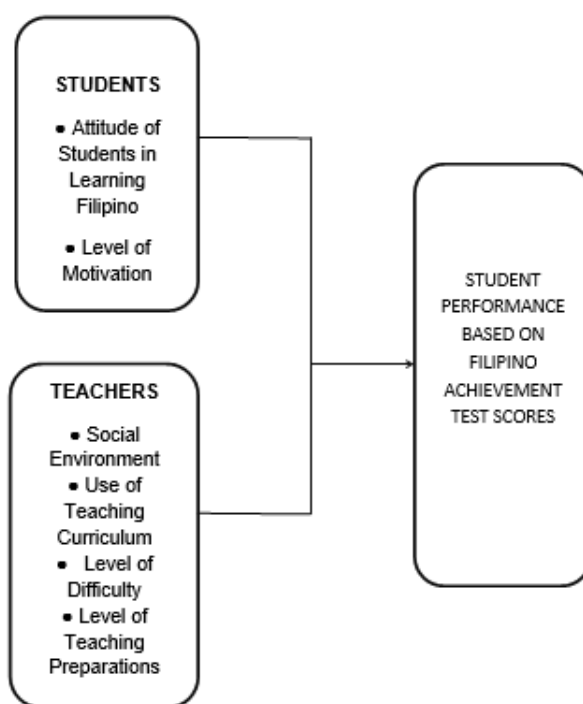


Figure 1: Conceptual Framework

The purpose of this study is to find out the selected factors of learning and performance of Filipino IV students in the secondary schools.

The following questions served as a guide for this study:

1. What is the profile of the students in the selected factors in learning Filipino?
  - 1.1 Attitude of learning
  - 1.2 Level of Motivation
2. What is the profile of teachers on selected factors in learning Filipino?
  - 2.1 Social Environment
  - 2.2 Use of curriculum
  - 2.3 Level of difficulty
  - 2.4 Teacher's Preparation

3. What is the level of performance of the high school students based on the results of the proficiency test?
4. Are the selected learning variables correlated to the performance in the achievement test?
5. Are the selected teacher variables correlated to the performance in the achievement test?
6. Which of the variables of students and teachers is the most effective predictor of performance in the achievement test?

The following hypotheses were tested at .05 confidence level:

1. Are student variables related to performance in Filipino?
2. Are the selected teacher variables related to the knowledge gained in Filipino?

### **3. RELATED LITERATURE**

The academic achievement of students is significant for every teacher who has contributed his or her knowledge for the development of every student. Many learning factors should be addressed by the Department of Education and teachers in order to achieve the educational goals they strive to achieve. Learning factors greatly influence the performance of each student in the Filipino subject particularly in Filipino.

The attitude of learning in Filipino is one of the factors that affect the learning of students. This study focuses on the Filipino subject which has been proven significant in various literature and studies.

The student is the center of the teaching and learning process where the attitude of their study regarding a particular subject can be considered a huge challenge to the teacher (Abad et, al., 1996). Students' learning attitudes towards Filipino affect the performance of their learning (Villafuerte and Bernales, 2008). Students often say that it is difficult to learn Filipino, they only listen if the topic is interesting or meaningful to them.

According to Belvez (2002), students are bored in learning a Filipino subject if the teacher is not fluent in his/her teaching. It is said that the teacher who does not use various strategies causes students to lose interest in their learning when the focus is on language and literature that covers the four macro skills such as listening, speaking, reading, and writing (Saucu, et, al., 1988). Students care less about the subject due to old fashioned method. Students are influenced to engage in class discussions if a variety of styles are introduced (Wall, 1991).

In a study conducted by Waniwan (1990), it has been proven that a teacher with a positive attitude in teaching is more effective in teaching because a positive attitude motivates the students to be creative and resourceful. Having a positive attitude in readiness to learn especially in children depends on attitude and not in its natural physiology (Reyes, 1989). It can be said that teaching to learn is the most important work a teacher should know in cultivating the attitude of students.

The level of motivation is a teacher's motivation to arouse the interest of each student (Abrugar, 1995). The student will not be able to achieve his/her interest and learning if the teacher's motivation is lacking. Students can easily

learn and enjoy their learning if the teacher has the talent and ability to teach. A successful teacher possesses a broad knowledge of all tasks including attractive work ethics, verbal skills, writing and problem solving, structural knowledge and teaching processes including the development of students' knowledge and the methods and techniques used in teaching. The type of product becomes weak due to the nature and attitude of teachers in their professional work.

Orstein (1992), who is a behaviorist and known for his "operant conditioning" states that animals including humans can be controlled to behave properly. An organism, whether human or animal, will function properly to receive gratification in various forms such as separation, recognition, praise and so on. The "operant conditioning" key to contingency management is to provide a reward after the student has demonstrated the expected behavior. Proper behavior is anything that the teacher assumes, it is usually related to learning any material or proper behavior within a class. Common reinforcement is attention, praise, marks or even candy. Reward reinforces student learning. Giving praise, paying attention and accepting ideas of students will shape students to act in accordance with the expectations of their society. Students can be encouraged to respond voluntarily or join the discussion with the help of its reinforces (Skinner, 2002). Likewise, the best way for students to learn is to interact with the world, and not just by reading a book. Using games and activities helps to make students enjoy what they are learning (Prensky, 2005). Samples of educational had been provided by Prensky who continues to test the effectiveness of his single and multi-user classroom strategies. His unique dream, focus, and success in this strategy has gently described him as a visionary and an influential teacher.

#### **4. METHODOLOGY**

This study used the descriptive-correlation method that describes the correlation between student and teacher factors in comparison to students' quality of learning as shown by their achievement test scores. Fish bowl technique or lottery technique was used in selecting the schools of teachers and students participating in this research. Due to the number of schools covered by division, only eight (8) out sixteen (16) were randomly selected for this study. Twenty (20) percent of the total student population answered the achievement test with a total of 333 student respondents. Ten (10) Filipino teachers within the chosen school answered the teachers' questionnaire. Three instruments were used in this study, first, the proficiency test, second, the profile questionnaire for the participating teachers, and third, the profile questionnaire for the participating students. The achievement test was created by the researcher and consists of 80 items based on Filipino skills commonly used from first year to fourth year (I-IV) curriculum required by the Sandigan I-IV book and the Model Education Curriculum adapted from the Basic Education Curriculum (BEC) which is a project of the Department of Education. In the analysis of the above-mentioned equipment, it was found that eight (8) skills are the common target for secondary education as shown in the following: sorting ideas or details, defining the purpose of the text, determining the emotion, tone and point of view of the text, differences of opinion and facts,

evaluating whether the idea or point of view is valid or not, inferring and guessing, forming a summary and conclusion, and interpreting tables and graphs. The profile questionnaires for students and teachers were based on the instrument of Romero (2007) and Ponce (2004). Their study is about the profile of students regarding the level of reading and writing in selected schools of the Leyte Institute of Technology which is now Eastern Visayas State University for secondary education and the profile of teachers teaching Filipino subjects in the Jaro Division in regards to their teaching status, respectively. Data from these studies were used in compiling the second and third instruments but only those related to the current study.

The instruments used went through a long process to meet their reliability and validity. A pilot study was administered to fifty (50) students of Naval Laboratory School to determine the weakness of the developed achievement test. Item analysis was conducted to determine the discrimination index of items.

Questionnaire instruments for teachers and students also underwent a try-out to check for defects or inaccuracies in some of the items contained in such questionnaires. It was also answered to teachers and students at the Naval Laboratory School for pilot study.

After collecting the answered questionnaires, the researchers voluntarily checked them, entered the scores and recorded the answers, placed them in the database before it passed the statistical analysis. Statistical descriptions such as percentage (%), mean, and standard deviation were used in the statistical tool based on the Statistical Package for Social Science (SPSS).

In comparing the performance of student within Division, *ANOVA*, and the *post-hoc analysis Scheffe* were used to determine the significant differences.

*Pearson's r* was used to determine the correlation between research variables of teachers and students in relation the test scores. To determine the best predictor of students' factor affecting performance in the achievement test, Logistical Regression Analysis was used. It includes a classification table, which shows the overall correct classification rate, using the selected variables. Values in Wald and Sig were used to test the alternative hypothesis whose coefficient was 0. Values under Sig were less than .05 and statistically significant, so the null hypothesis is not accepted because coefficients' have a large difference of 0.

The following null hypotheses were tested at .05 confidence level:

1. The selected student variables are not significantly related to student performance in the achievement test.
2. The selected teachers' variables are not significantly related to student performance in the achievement test.

## 5. RESULTS AND DISCUSSIONS

Table 1

*Students' Profile on Selected Learning Factors*

Selected Student Factors of Learning	Mean	Standard Deviation	Interpretation
Attitude to Learning Filipino	3.33	0.32	Agree
Level of Motivation	3.11	0.38	Agree
<b>Total</b>	<b>2.98</b>	<b>0.26</b>	<b>Agree</b>

### Students' Profile on Selected Learning Factors

There are two (2) learning factors in Filipino focused on this study; (1) the attitude of learning in Filipino, (2) the level of motivation to learn Filipino as described on Table 1. Students' attitude in learning the Filipino subject is characterized by; their difficulty to study the Filipino subject, the topics discussed are meaningless, the teacher does not teach the subject well, the Filipino subject is perceived to be simple, the topics discussed are irrelevant, the teacher's discussion of the topic being discussed is lifeless and there is lack of teaching tools used in the topic discussion. While the students only agreed a little on a learning factor regarding the level of motivation which showed a mean of 3.11 and standard deviation of 0.38, as mentioned in the relevant literature and studies, regardless of the style of students learning, education is still in the hands of teachers. The level of motivation affects students' learning when they are fully satisfied with the study, full satisfaction is felt when they have learned the lesson, when the teacher appreciates what is being done in the discussion, if students are tempted to study through studious peers, when supervised by parents or siblings, studying to get high marks, for a better future and not wanting to fail to honor parents. Of the two factors in learning a Filipino subject, the overall results show that students agree that the attitude to learning Filipino, and the level of motivation to learn Filipino are factors affecting the learning process. If such factors are considered in the learning of students in all subjects particularly the Filipino subject it is likely that the problem faced by the present education system will be reduced.

### Teachers' Profile on Selected Teaching Factors

Table 2

*Teachers' Profile on Selected Teaching Factors*

Selected Teacher's Factor	Mean	Standard Deviation	Interpretation
Social Environment	3.38	0.33	Agree
Use of Curriculum	2.50	0.37	Moderately Agree
Level of Teaching Difficulty	2.60	0.84	Agree
Level of Teaching Preparations	3.39	0.51	Agree
<b>Total</b>	<b>2.97</b>	<b>0.34</b>	<b>Agree</b>

Table 2 shows the four (4) selected teacher factors that are the focused on this research namely, social environment, use of curriculum, level of difficulty, and level of teacher's preparedness. On social environment with a mean of 3.38 and standard deviation of 0.33, respondents agree that the students would learn if the social environment consists of a good classroom, a high level of knowledge on the topic being discussed, and a pleasant teacher-student relationship. The



classroom is good if there are good students, if students have a broad perspective on a teacher's teaching, and if they have a sense of humor.

In the use of the curriculum the teachers agreed a little that it affects the learning of the students, this is determined by a mean and standard deviation of 2.50 and 0.37. Teachers believe that not using the learning platform is not enough reason to say that students do not have or do not learn. Teachers agree a bit that the use of the teaching platform affects students' learning just as much as the many texts available in relation to the topic, the scarcity of texts available for discussion, the lack of textbooks provided by Department of Education, old and new magazines, newspapers and magazines used, self-made texts used in discussions, unpublished literature, use of the internet and other modern technologies, use of pictures and other instructional materials often used, and lack of equipment, all of which affect students' learning. The third factor contained a 2.60 mean and a standard deviation of 0.84 with teachers agreeing that the level of difficulties actually affect students' learning. The following are considered by teachers to be difficulties where they believe they affect the learning of students: slow learning, laziness to study, always absent from class, lack of funds to purchase study needs, no interest in education, insufficient support from authorities, classrooms that look like warehouses causing lack of appetite for education, many taboos in discipline, parents who do not provide support for their children, and the time allotted is not enough.

For teacher's preparation, results indicated a 3.39 mean and 0.51 standard deviation. Teachers' preparation is an important topic covered in the Department of Education program which requires teachers to always attend class, even if there are not enough books, still he or she must provide an opportunity for everyone to study, to undergo graduate schools that provide adequate teaching training and to attend seminars to help teach the subject. Always teachers must enter the class early, must provide homework for students, he or she must first study the topic to be discussed the next day, always make a syllabus and correct it with the principal and research new information on the internet and other references. Mentoring helps a lot when it is administered by Department of Education. In general, the table shows that teachers' factors affect students' learning with a 2.97 mean and 0.34 standard deviation. This study proves that beside any problem faced by every teacher, he or she must still fulfill the sworn duty before being accepted in the field of teaching. Initiative is very important to instill in the minds of students all the teachings of the teacher; therefore, the teacher should be a role model in front of the students so that they will be believed and listened to by their students.

Table 3  
Student Performance on Achievement Test

School	No. of Respondents	Mean	Standard Deviation
A	50	44.00	8.22
B	54	42.09	7.23
C	34	44.79	6.27
D	26	41.92	6.49
E	52	39.29	8.91
F	53	35.49	7.94
G	23	51.87	3.97
H	41	42.32	7.13
<b>Total</b>	<b>433</b>	<b>41.86</b>	<b>8.44</b>

### Achievement Test Performance

Table 3 shows the performance of students in the given proficiency test. In school A, fifty (50) students answered the said survey with a mean of 44.00 and standard deviation of 8.22. School B, fifty-four (54) students answered the test which obtained a mean of 42.09 with a standard deviation of 7.23. Meanwhile in school C, thirty-four (34) took the test with 44.79 mean and standard deviation of 6.72, school D had twenty-six (26) participants who got 41.92 mean and 6.49 standard deviation. It can be said that school D is second to the lowest in performance with 39.29 mean and standard deviation of 8.91 of which fifty-two (52) participated in this study. School F is considered to have the lowest performance of Filipino with 35.49 mean and 7.94 standard deviation of which fifty-three (53) participated. School G can be considered to have the highest level of performance in all the high school in Eastern Visayas, as it obtained a mean of 51.87 and standard deviation of 3.97, but it is not enough to consider such a school to be more advance because it surpassed in scores from among the rest. The last school is H school with forty-one participants (41), 42.32 mean and standard deviation of 7.13.

Results show the total mean of the eight (8) schools involved in this study within the Division with 41.86 mean and standard deviation of 8.44. It proves that the secondary schools of the received inadequate knowledge in Filipino.

Table 4  
Relationship Between Achievement Test Score and Teacher Variables

Factors	r-Value	Interpretation	p-Value	Interpretation
Social Environment	.149	Low correlation	.006	Highly Significant Relationship
Use of Curriculum	.337	Low correlation	.000	Highly Significant Relationship
Level of Difficulty	.222	Low correlation	.000	Highly Significant Relationship
Level of Teacher's Preparations	.131	Low correlation	.017	Highly Significant Relationship
<b>Total</b>	<b>.297</b>	<b>Low correlation</b>	<b>.000</b>	<b>Highly Significant Relationship</b>

### Relationship Between Achievement Test Score and Teacher Variables

Table 4 shows the relationship between Achievement Test scores and teacher variables. It has been proven that the four (4) teaching factors affecting learning yield a low correlation with the achievement test score based on the result of the R-value. Whereas in p-value it is agreed that such factors are highly significant or highly correlated. Therefore, the null hypothesis is accepted because the teaching factors show to be significantly related to the acquired student knowledge as determined by the test scores.

Table 5  
Relationship Between Test Score on Student Achievement and Variables

Factors	r-Value	Interpretation	p-Value	Interpretation
Attitude to Learning Filipino	.098	Very Low Correlation	.074	No Significant Relationship
Level of Motivation	.192	Low Correlation	.000	Highly Significant Relationship
<b>KABUJAN</b>	.166	Very Low Correlation	.002	Highly Significant Relationship

#### Relationship Between Test Score on Student Achievement and Variables

Table 5 presents the relationship between test scores and students variables. It can be seen that the attitude of learning in Filipino is unrelated to the performance of the test. Meanwhile, the level of motivation is highly correlated with the result or outcome of the given test.

It proves that students are motivated to learn when they are satisfied with the study, when full satisfaction is felt when learning the lesson, when the teacher appreciates what is being done in the discussion, if many of the friends who are studying are also tempted to study, when supervised by parents or siblings just after school, studying to get high marks, aim for a good future, they love their parents so they do not want to fail. All of the above are reasons for students' score. Therefore, the null hypothesis was not accepted because the student's factors are significantly related to acquired learning based on test scores.

TABLE 6  
Inter-Correlations between Students 'Attitudes to Student Factors and Teachers' Attitudes to Teacher Factors

Factors	Level of Motivation	Social Environment	Use of Curriculum	Level of Teacher's Preparations	Level of Difficulty
Student Factors					
Attitude of Students in Learning Filipino	<b>.360 (.000)</b>	-.059 (.292)	.093 (.090)	.055 (.315)	<b>.076 (.165)</b>
Level of Motivation		.064 (.247)	<b>.119 (.011)</b>	-.006 (.919)	<b>.110 (0.444)</b>
Teachers' Factors					
Social Environment			<b>.673 (.000)</b>	.017 (.752)	<b>.755 (.000)</b>
Use of Curriculum				-.062 (.261)	<b>.853 (.000)</b>
Level of Teacher's Preparations					<b>.411 (.000)</b>

#### Relationship between Students 'Factors and Teachers' Factors in Filipino Learning

Table 6 shows the relationship between the factor of students and the factor of teachers in learning Filipino. Results show that the student factors in the level of motivation and attitude of learning are related with a p-value of .360 (.000). Likewise, use of curriculum and motivation level are significantly correlated with a p-value of .119 (.011), difficulty level and motivation level is correlated with a p-value of 110 (.004). As for the teaching factors, the use of the teaching

platform and social environment has .672 (.000) p-value, correlated; difficulty level and social environment with p-value nab .755 (.000) correlated; level of difficulty and teaching preparations has a p-value of .411 (.000), correlated. It should be noted that not all student and teacher factors are related to students' learning. The ones not mentioned were found to be unrelated to students' learning. It should be noted that preparedness in teaching shows no significant relation to students' motivation to learn.

**Table 7**  
*Key Predictors in Determining Teacher and Student Factors in Student Performance*

Compared Variables	Understandarized Coefficients		Standard Coefficient	t-value	Sig
	B	Standard Error	Beta		
Constant	-2.989	5.956		-.502	.616
Level of Motivation	9.183	1.258	.364	7.298	.000
Social Environment	3.772	1.109	.170	3.402	.001
Teachers' Level of Preparations	2.828	1.117	.126	2.531	.002

### Key Predictors in Determining Teacher and Student Factors in Student Performance

Table 7 shows the predictors of students' performance in the achievement test. Two (2) of the main factors affecting student learning were recorded in this research: The Attitude of Learning Filipino and the Motivation of Learning Filipino. Meanwhile, four (4) main factors affect the teaching of teachers: The social environment, use of curriculum, level of difficulty, level of teaching preparations. Presented in this table are the derived variations from the two (2) main factors affecting student learning and four main factors affecting the teaching of teachers, one of which has been identified as affecting the scores of students in the written test. This is the level of motivation which covers the following: full satisfaction with the study, full satisfaction felt when learning the lesson, when the teacher appreciates what is being done in the discussion, if many of the friends who are studying are also tempted to study, when supervised by parents, studying to get high marks, for a better future, dear they are the parents so they do not want to disappoint the parents. Results indicate that the level of motivation factor significantly affects students learning. Social environment and the level of teaching preparations are the predicted factors of teaching that affect student learning based on test results of the achievement test given.

## 6. SUMMARY AND CONCLUSIONS

Eight of sixteen (16) National High Schools in Eastern Visayas were randomly selected to participate in this research. Using the fish bowl technique, three hundred and thirty-three (333) participated in this study, 20 percent of the student population. The researcher's questionnaire was used based on the book Sandigan I-IV (Book used in Filipino for secondary education) and model of the Outline project of the Department of Education in

accordance with the Basic Education Curriculum. One hundred and twenty-five (125) was the original number of its item which became eighty due to the result of the item review. Meanwhile, questionnaires to determine the profile of teachers and students regarding the attitude of teaching and learning were used as instruments to determine the factors regarding the performance of students in the Filipino subject.

It was discovered that the performance of each National High School, was different. In addition, the attitude of students in learning the Filipino subject is significantly related as well as the attitude of teachers in teaching Filipino.

The level of motivation factor greatly affects students and social environment as well as the level of preparedness in teaching is teacher factors affecting student learning as determined by the achievement test scores. The first null hypothesis was not accepted because there is a significant relationship between the result of the achievement test scores and student factor variables. Also, the second null hypothesis was not accepted because the selected variables for teachers are related to the result of the achievement test scores of the students. Teaching preparations and student learning factors are significantly related however, other factors can be considered to be very relevant to learning and teaching as teacher and student factors.

Based on the results of this study, the following conclusions were drawn:

1. Secondary students agree that the two factors of student learning such as the attitude of learning Filipino and the level of motivation are very relevant for full learning.

2. Students agree that the four factors of teaching such as social environment, use of teaching curriculum, level of difficulty and level of teaching preparations are highly relevant for thorough learning.

3. The level of performance of students is low based on the achievement test conducted for the secondary school students.

4. Student variables such as the attitude of learning in Filipino and the level of motivation to learn are significantly affects the performance in a given test.

5. Selected teacher variables such as social environment, use of curriculum, level of difficult and level of readiness of teachers to teach significantly affect student performance.

6. Level of motivation of student, social environment, and level of teacher's preparations are considered the most effective predictors of performance in the achievement test given.

With the results, the study recommends that:

1. Teachers should focus on the positive attitude of learning in Filipino and also increase the level of motivation in teaching students by providing proper rewards and praise after students demonstrate expected learning-related behaviors.

2. Every teacher should be creative in teaching even if the Department of Education does not fully provide a good social environment and the teaching facilities, or to reduce the levels of difficulty and improve the level of teaching readiness.

3. The Department of Education has to give attention on the attitude of learning in Filipino and the level of motivation to learn that affects the performance of students.
4. Various training such as seminars and workshops must be provided to address teacher variables such as social environment, use of teaching platform, level of teaching difficulty, and level of readiness of teachers as to improve student performance.

## 7. Acknowledgment

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