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Factors Affecting the Academic Behavior and Performance among BSED-Sciences Students Towards Distance Learning

A Thesis Presented to
Faculty of the College of Teacher Education
Surigao Del Norte State University
Surigao City

In Partial Fulfillment
of the Requirement for the Course
MSci7: Research in Teaching Science

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Abstract:- This study explored the factors influencing the academic behavior and performance of BSEd-Sciences students in the context of distance learning. The factors examined included student profile, content delivery, learning preferences, language used in modules, degree of difficulty, study environment, as well as parental and teacher support, alongside students' grades in major courses. To analyze these factors, the study used frequency and percentage distribution, mean and standard deviation, independent samples t-test, and Pearson product-moment correlation. A sample of 104 randomly selected BSEd-Sciences students completed a survey with validated items to provide data.

Results indicated that parental support has a moderate impact on students' academic behavior, while content delivery, learning preferences, module language, difficulty level, study environment, and teacher support have a strong impact. Differences were found between students aged 18–20 and those aged 21–25 in the areas of parental and teacher support and how these relate to their academic behavior and performance. Overall, BSEd-Sciences students demonstrated strong academic performance in their science major courses. Notably, both content delivery and teacher support were found to significantly impact academic behavior and performance among these students.

Keywords:- *Factors, Distance Learning, Academic Behavior and Performance.*

I. INTRODUCTION

Distance learning is when the learner and lecturer are in different places. This could entail using computers and communications technology to connect with students, as well as giving education and checking in with the teacher. Distance learning includes various forms of instruction where online interaction is the main communication channel between students and teachers. Examples encompass video or audio instruction, instructional television, telecourses, and any training that depends on computer or communication technologies. It may also involve printed materials accompanied by tasks that receive either written or oral feedback.

Despite this, distant learning still has difficulties, such as unclear instructions or expectations. Setting clear expectations for kids is essential at all times. Without clear guidelines, individuals are left to guess whether they're completing tasks or projects accurately. Establishing clear expectations is challenging in any learning environment, but the lack of real-time interaction in asynchronous communication makes it even more complicated. Distance learning provides an opportunity for individuals who, for any reason, were unable to pursue or complete their undergraduate, graduate, or postgraduate education. By offering flexible access to education, distance learning promotes greater equality of opportunity. (Research by Kör (2013) and Ali et al. (2009) identified a positive link between students' performance and various factors, including demographics, active learning, attendance, and participation in extracurricular activities in Malaysia.

Furthermore, parent and family participation has always been critical to lifelong student learning. With school closures, more students are now learning from home, reshaping the role of family engagement in education. Many families are being called upon to take a more active part in their children's learning, while teachers work to find effective ways to support and motivate them.

In examining internal factors affecting students' perspectives on remote learning, self-discipline and motivation appear to be influential. Students who lack motivation may struggle to maintain focus while completing

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online assignments. This view is supported by Smart and Cappel's (2006) findings, which indicate that students who felt connected to or interested in the material showed higher levels of motivation. Conversely, a lack of interest and frequent distractions may contribute to negative attitudes toward remote education.

On top of that, the most common issues encountered with the modular distance learning approach were communication and interaction setbacks such as confusion of students on the instructions of the learning tasks provided in the modules, limited teacher assistance; students' questions and clarifications are pending and piling up, students' discourteous approach to teachers, concerns about not understanding the module, the pictures or diagrams in the module are not clear, and plenty of activities in each course or subject are given all at once to be accomplished and submitted in just a week. These difficulties result in student misbehavior, lack of self-motivation and focus, and sometimes inability to pass worksheets on time.

In line with the above issue and concern, the researchers expressed the idea of investigating the factors affecting the academic behavior and performance of the students in this time of distance learning modality, specifically the college students under Bachelor of Secondary Education Major in Sciences. The latter has seen changes in terms of the variables mentioned above. The purpose of this study was to ascertain the Factors Affecting Academic Behavior and Performance Among BSEd-Sciences Students, to give a significant plan to enhance the teaching-learning process beyond the pandemic and ensure effective implementation, strategies should focus on making technology an integral part of education in ways that teachers can readily adopt. This can be achieved by providing continuous professional development, integrating user-friendly digital tools, and establishing support systems to encourage teachers to embrace and innovate with these tools in their teaching practices.

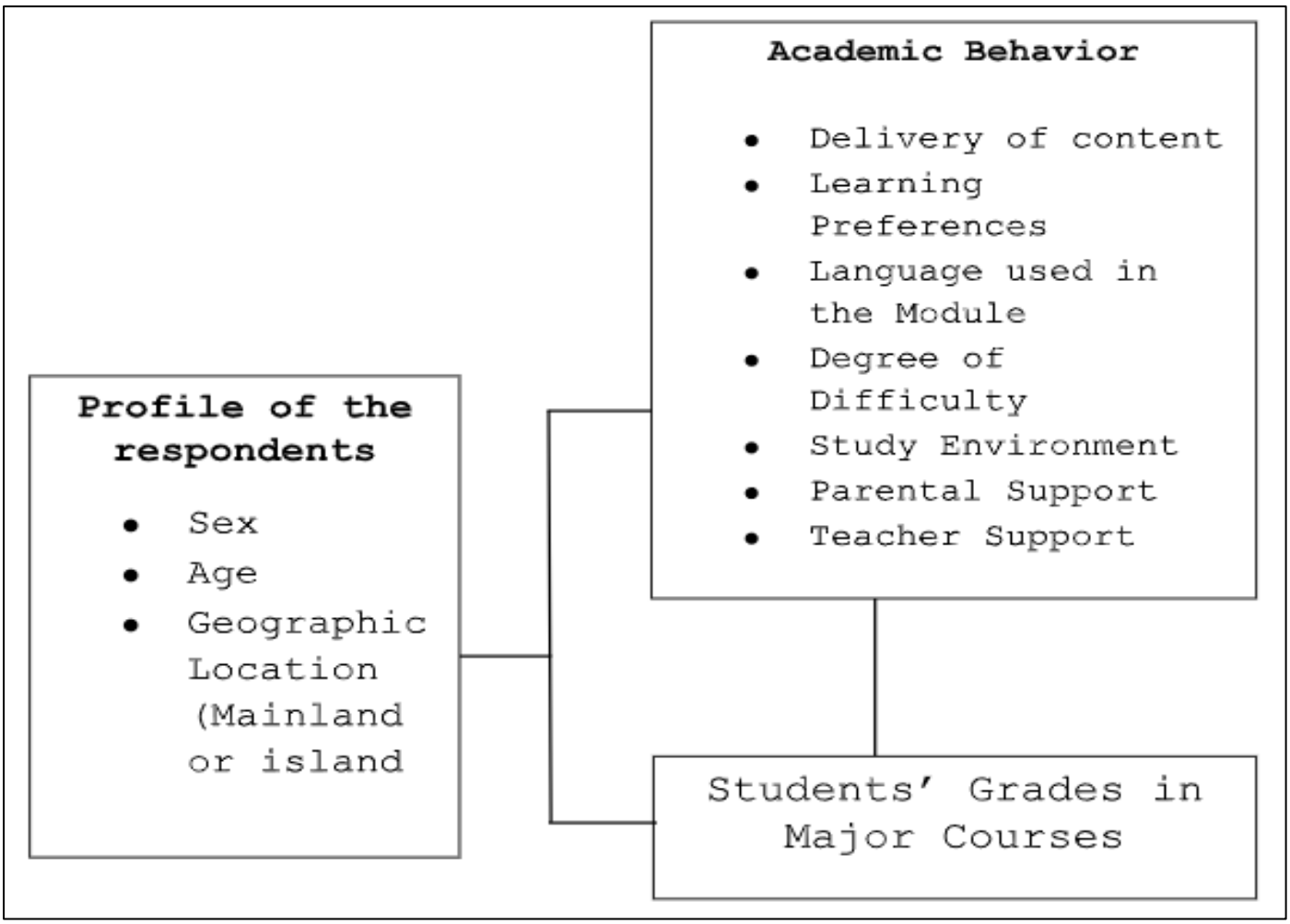

Fig 1 Schematic Diagram of the Study

The above framework shows the relationship of students' profile, factors affecting the students, and the student's grades. Also, how the factors and the grades affect the academic behavior and academic performance of the respondents.

A. Statement of the Problem

This study delves into the Factors Affecting Academic Behavior and Performance Among BSEd-Sciences Towards Distance Learning.

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➢ *Considering the Research Problem, the following are posed:*

- *What is the profile of the respondents in terms of;*

✓ Age
✓ Sex
✓ Geographic location

▪ Mainland
▪ Island

- *To what extent do the factors affect the academic behavior and performance of students in distance learning;*

✓ Delivery of Content
✓ Learning Preference
✓ Language Use in Module
✓ Degree of Difficulty (Cognitive Dimensions)
✓ Study Environment
✓ Parental Support
✓ Teacher Support

- *Is there a significant difference between the factors affecting academic behavior when grouped according to their profile?*
- *What is the academic performance of the BSEd-Sciences Students in Major courses?*
- *Is there a significant relationship between the factors mentioned in problem 2 to the Academic performance of the BSEd-Sciences Students?*

II. METHODOLOGY

This section provides information on gathering the data. It includes the procedure of data collection and the instrument used. It also includes the focus of the study, design, respondents, and the research locale.

This study employed a descriptive survey design, aligning well with its objectives, conceptual framework, and research questions. This design was chosen to effectively explore the factors influencing academic behavior and performance among BSEd-Sciences students participating in distance learning at Surigao State College of Technology-Main Campus.

All year-level undergraduate students of the Bachelor of Secondary Education Major in Sciences at Surigao State College of Technology-Main Campus are included in this study. The BSEd-Sciences program enrolled 104% of students across all year levels, with 31% of males and 73% of females.

The study's population was made up of BSEd-Sciences students from Surigao State College of Technology's Main Campus, as determined by random sampling specifically stratified random sampling approaches were used to choose the sample population among students. The student list for the Bachelor of Secondary Education Major in Sciences program is being used. 104 students, predominantly from BSEd-Sciences programs, were asked to participate in the study.

➢ *Profile of the Respondents*

Year and Section	Male	Female	Total
1st Year D	7	15	22
2nd Year D	7	18	25
3rd Year D	8	25	33
4th Year F	9	15	24
Total	**31**	**73**	**104**

Distance learning caused to shift to a new standard of data collection, the use of Google form survey questionnaire. This was utilized to collect the responses of the student respondents from their respective homes. The questionnaire of this study consists of questions adapted from Cos and Paguia (2021).

➢ *The Statistical Tools that the Researcher will be used in this Study are the Following:*

- **Frequency count** for the research statement “what is the profile of students’ respondents in terms of Sex, Age, and Geographical (Mainland/Island)."
- **Mean and standard deviation** – used to describe the extent to which the prespecified factors affect the academic behavior and performance of the students. It was also employed to describe the overall academic performance of the students.
- **Independent -samples t-test** – used to determine the significant difference in the factors affecting the students' academic behavior when grouped by profile.
- **Pearson Product moment correlation** – used to determine the significant relationship between factors affecting the students' academic behavior and their academic performance.
- **Grade point description**- It was used to interpret the remarks on the students' academic performance. (SSCT Handbook, 2018).

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Grade Point	Description
95-100	Excellent
90-94	Very Good
85-89	Highly Satisfactory
80-84	Good
76-79	Satisfactory
75	Passing
60	Failed due to poor performance, absences, withdrawal without notice
DRP	Dropped with approved dropping slip
INC	Incomplete requirements but w/ passing class standing. INC is for non-graduating students only
NG	No Grade

- *Parameter*

	Qualitative Description
4.2-5.0	Very High Extent
3.4-4.19	High Extent
2.6-3.39	Moderate Extent
1.8-2.59	Low Extent
1.0-1.79	Very Low Extent

The data was processed and analyzed in line with its intended purpose, involving several techniques such as cleaning, editing, coding, and analysis. Data cleansing was performed to ensure that the available information was accurate and suitable for its intended uses. This process included a thorough review of the raw data to identify any errors or omissions. Efforts were made to collect any missing data from relevant sources. Once the data was edited, it was further examined using tables and column graphs based on the original dataset. The analysis primarily focused on quantitative data, while also incorporating qualitative insights from both primary and secondary sources.

III. RESULTS AND DISCUSSION

The presentation, analysis, and interpretation of the data are all covered in this section.

Table 1 Profile of the Respondent

Profile of the Respondents			
Variable		**F(n=102)**	**Percent (100)**
Sex	Male	31	30.4%
	Female	71	64.6%
Geographic Location	Mainland	62	60.8%
	Island	40	39.2%
Age	18-20	37	36.3%
	21-25	65	63.7%

Table 1 shows that in terms of sex there are more females rather than males in the population of the BSEd-Sciences students. Meanwhile, most of the respondents reside in the mainland with 60.85% of the total number of respondents. Moreover, there are more respondents ages 21-25 years old in the population of BSEd-Sciences which is 63.7% of the total population.

Considering the profile of the respondents in this study has an effect to the academic behavior and academic performance of the students as they may contribute as the factor of such affection to students' behavior and performance. The data gathered enabled the research to understand deeper and carefully analyze if there is a significant difference between the profile of the learners and the different identified factors affecting their distance learning.

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Table 2 Factors Affecting Academic Behavior of the Students

INDICATORS	Mean	SD	QD
A. Delivery of Content			
1. The contents of the lessons are presented in the module/worksheets clearly.	3.87	0.70	High extent
The lessons through the module/worksheets are presented and arrived on time weekly.	3.42	0.79	High extent
3. The lessons and activities in the module/worksheets are readable and legible.	4.25	0.78	High extent
4. Illustrations, graphs, and pictures help the lessons to be understood better.	4.15	0.75	High extent
5. The instructions on the activities are clear.	3.90	0.76	High extent
6. Deepening of the content through examples is present.	3.87	0.82	High extent
7. Key concepts of the content are present and helpful.	4.19	0.81	High extent
GENERAL WEIGHTED MEAN	**3.95**	**0.55**	**High extent**
B. Learning Preferences	**Mean**	**SD**	**QD**
1. The activities and exercises are suited to my learning style.	3.64	0.71	High extent
2. I understand the activities given to us through the worksheets.	3.73	0.68	High extent
3. I find the activities in the worksheets interesting.	3.64	0.81	High extent
4. Time given to finish the assigned tasks is enough.	3.48	0.93	High extent
GENERAL WEIGHTED MEAN	**3.62**	**0.59**	**High extent**
C. Language Use in the Module	**Mean**	**SD**	**QD**
1. The terms and words used in the module/worksheets are within our level of understanding.	4.16	0.77	High extent
2. The module/worksheets using Filipino as the medium are more understandable.	3.76	0.83	High extent
3. The module/worksheets using English as the medium are more understandable.	4.12	0.69	High extent
4. Examples in Filipino are better.	3.73	0.88	High extent
5. Examples in English are good enough.	4.15	0.64	High extent
GENERAL WEIGHTED MEAN	**3.98**	**0.57**	**High extent**
D. Degree of Difficulty	**Mean**	**SD**	**QD**
1. Questions and test items are difficult.	3.66	0.68	High extent
2. Most of the questions and test items are average.	3.52	0.73	High extent
3. Questions and test items are easy.	3.11	0.76	Moderate extent
4. The outputs asked are difficult to do.	3.54	0.83	High extent
5. The outputs are of average level to perform.	3.51	0.70	High extent
6. The outputs asked are easy to perform.	3.28	0.74	Moderate extent
GENERAL WEIGHTED MEAN	**3.44**	**0.49**	**High extent**
E. Study Environment	**Mean**	**SD**	**QD**
1. The worksheets are done on a table or a desk.	3.69	0.97	High extent
2. There are reference materials (books, the internet, others) while I'm learning	4.04	0.88	High extent
3. My learning area is free from noise and disturbance.	2.84	1.07	Moderate extent
4. During the time of learning, my parents/guardians give me household chores.	3.45	1.24	High extent
5. I only go with friends during my free time.	3.84	1.03	High extent
GENERAL WEIGHTED MEAN	**3.57**	**0.52**	**High extent**
F. Parental Support	**Mean**	**SD**	**QD**
1. My parents/guardians assist me with my school activities if I have difficulties.	2.72	1.37	Moderate extent
2. I have elder siblings and relatives who assist me with schoolwork.	2.15	1.27	Low extent
3. My parents and other family members understand the importance of my distance learning.	4.03	1.02	High extent
GENERAL WEIGHTED MEAN	**2.96**	**0.96**	**Moderate extent**
G. Teachers Support	**Mean**	**SD**	**QD**
1. My teachers provide me feedback about my assessment results.	3.48	0.93	High extent
2. I can easily reach out to my teachers whenever I have difficulties regarding the LAS/worksheet.	3.37	1.07	Moderate extent
GENERAL WEIGHTED MEAN	**3.43**	**0.88**	**High extent**

(Legend: 1.0-1.79- Very Low Extent, 1.8-2.59-Low Extent, 2.6-3.39-Moderate extent, 3.4-4.19-High Extent, 4.2-5.0-Very High Extent)

A descriptive summary illustrating how factors such as content delivery, learning preferences, language used in modules, degree of difficulty, study environment, parental support, and teacher support influence students' academic behavior and performance in distance learning was presented in the table.

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Delivery of content factor obtained the highest mean of 4.32 (SD=0.78), lowest mean of 3.42 (SD=0.79), and an overall mean rating of 3.95 (SD=0.55) qualitatively described as high extent. As Kirkpatrick (2020) stated, the delivery of content is more important in synchronized and asynchronous learning methods. If teachers' pay close attention to these factors, students' interest and class participation will undoubtedly improve.

In terms of learning preference, the highest mean is 3.73 (SD=0.68), 3.48 (SD=93) as the lowest, and the overall mean rating is 3.62 (SD=0.59) qualitatively described as high extent. According to (Stenger, 2018) in "Overloading Students: Assigning Too Much Work Discourages Learning" highlights that excessive assignments not only lead to academic stress but also negatively impact students' mental and physical well-being, which in turn hinders their ability to learn effectively. Extensive homework loads may also interfere with students' sleep, causing them to sleep much less than the recommended hours. If a teacher believes that a homework assignment is significant and wants to make sure that it is completed as students of diversified abilities/learning were given enough time preference to finish the module.

Similarly, language use in the module acquired a highest mean of 4.16 (SD=0.77), lowest mean of 3.73 (SD=0.88), and a general weighted mean of 3.98 (SD=0.57) qualitatively described as a high extent.

As for the degree of difficulty, the highest mean attained is 3.66 (SD=0.68), and the lowest is 3.11 (SD=0.76), with a general weighted mean of 3.44 (SD=0.49) which is qualitatively described as a high extent.

In this study, the study environment received the highest mean score of 4.04 (SD=0.88) and the lowest mean score of 2.84 (SD=1.07), resulting in an overall mean rating of 3.57 (SD=0.52), which is qualitatively categorized as a high extent. Students who study in a conducive learning environment tend to be more motivated, engaged, and demonstrate better overall learning capabilities. Conversely, those learning in unfavorable conditions face greater challenges in absorbing information and maintaining engagement. While a moderate level of background noise can enhance relaxation and creativity during study sessions, excessive noise can be distracting and hinder concentration (Willging and Johnson, 2004; Alphonse et al., 2019).

On the other hand, parental support gained the highest mean of 4.03 (SD=1.02), the lowest mean of 2.15 (SD=1.27), and an overall mean rating of 2.96 (SD=0.96) which is qualitatively described as a moderate extent.

Lastly, for the teachers' support, the highest mean is 3.48 (SD=0.93), the lowest is 3.37 (SD=1.07), and the general weighted mean is 3.43 (SD=0.88) which is qualitatively described as a high extent. Communication between teachers and students is essential for sustaining student grades and enhancing overall student success rates. Students should be able to communicate with their instructors and ideally receive prompt responses. A strong student-teacher relationship plays a crucial role in enhancing student engagement and improving overall performance in the classroom. Delays in completing assignments outside of class can lead to students falling behind, creating learning gaps that make it increasingly difficult for them to progress, ultimately resulting in lower grades.

This suggests that the only factor that affected the academic behavior and academic performance of the BSED-Science students to a moderate extent is the parental support, while the rest of the factors affected them to a high extent.

Table 3 The Significant Difference in the Factors affecting the Academic behavior of the Students when Grouped according to Profile

Profile	Dependent variables	t (100)	p	Remark
Sex	Delivery of content	0.33	0.74	**Not significant**
	Learning preference	-1.45	0.15	**Not significant**
	Language use in the module	-0.25	0.81	**Not significant**
	Degree of difficulty	-0.01	0.99	**Not significant**
	Study environment	0.02	0.98	**Not significant**
	Parental support	0.77	0.44	**Not significant**
	Teacher support	1.80	0.08	**Not significant**
Age	Delivery of content	1.68	0.10	**Not significant**
	Learning preference	0.28	0.78	**Not significant**
	Language use in the module	1.03	0.31	**Not significant**
	Degree of difficulty	0.78	0.44	**Not significant**
	Study environment	-0.94	0.35	**Not significant**
	Parental support	-2.19	0.03	**Significant**
	Teacher support	2.71	0.01	**Significant**
Geographical location	Delivery of content	0.57	0.57	**Not significant**
	Learning preference	-0.58	0.57	**Not significant**
	Language use in the module	-0.11	0.91	**Not significant**

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	Degree of difficulty	-0.23	0.82	**Not significant**
	Study environment	1.37	0.17	**Not significant**
	Parental support	0.19	0.85	**Not significant**
	Teacher support	1.40	0.16	**Not significant**

Table 3 shows that in terms of age, parental support and teacher support are significant difference to one another, which means that students differ as to the influence of parental and teacher support on their academic behavior according to their age.

Table 4 displays the mean rating of every age group to see the difference in their perceived influence of parental and teacher support on their academic behavior.

Table 4 Mean rating Differences in Parental Support and Teacher Support by Age Group

Factor	Age Group	Mean	SD
Parental support	18-20	2.69	0.87
	21-25	3.12	0.98
Teacher support	18-20	3.73	0.76
	21-25	3.25	0.90

As depicted by the mean, the older students (M=3.12, SD=0.98) perceived a greater influence of parental support on their academic behavior and performance than the younger students (M=2.69, SD=0.87). On the contrary, the younger students significantly perceived a higher influence on their academic behavior and performance of the teacher support than the older students.

Table 5 Academic Performance of the Respondents

	Mean	SD	Remark
Academic performance	86.91	2.71	Highly Satisfactory

Table 5 shows that the general average mean rating of academic performance among BSEd-Sciences students in major courses such as: Integrated Sciences New, Environmental Science, Inorganic Chemistry, Fluid Mechanics, Organic Chemistry, Thermodynamics, Anatomy and Physiology, Analytical Chemistry, Earth Science, Technology for Teaching and Learning II (Science), Genetics, Biochemistry, Meteorology, Astronomy, Electricity and Magnetism, Cell and Molecular Biology, Microbiology and Parasitology, The Teaching of Science (Teaching in the Specialized Field), Research in Teaching Science, Waves and Optics, Modern Physics. is **86.91 (SD=2.71),** which is qualitatively described as Highly Satisfactory (based on Student handbook). This means that the BSEd-Sciences students are performing well in their major courses.

Table 6 Significant relationship Between the Factors affecting Academic Behavior and the Academic Performance of the BSEd-Sciences Students

	Academic performance		
Factors	**Pearson Correlation**	**p**	**Remark**
Delivery of content	.47*	0.028	**Significant**
Learning preference	0.086	0.393	**Not significant**
Language use in the module	0.071	0.477	**Not significant**
Degree of difficulty	0.071	0.476	**Not significant**
Study environment	0.002	0.981	**Not significant**
Parental support	-0.071	0.48	**Not significant**
Teacher support	.56**	0	**Significant**

Table 6 indicates that among all the factors, Delivery of Content and Teacher Support are significantly correlated with a moderate positive relationship to the academic behavior and performance of students. This suggests that these two factors notably influence the academic behavior and performance of BSEd-Sciences students. As the quality of content delivery and the level of teacher support increase, students' academic performance also improves.

The presence of teachers serves as a crucial element that connects the online learning community and facilitates effective online education (Garrison et al., 2000). The overall happiness of the students was mostly due to the course format and the instructor's presentation (Vodenska et al., 2012). Learner satisfaction is influenced by course content, delivery, and assessment (Kumar & Kumar, 2020), and continual engagement with the teacher is important for learner retention (Hone & Said, 2016). Teacher support and content delivery are important to increase students learning or performance in these times of pandemic.

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IV. CONCLUSION

- Parental support affects moderately on the academic behavior of the BSED-Science students. on the other hand, delivery of content, learning preferences, language use in the module, degree of difficulty, study environment and teacher support affect highly.
- Students aged 18-20 and 21-25 years old significantly differ as to the factor's parental and teacher support in their academic behavior and academic performance.
- The BSEd-Sciences students highly performed academically in their major courses in science.
- Both delivery of content and teacher support factors significantly affect the academic behavior and academic performance of the BSEd-Sciences students.

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APPENDIX A

Republic of the Philippines
SURIGAO STATE COLLEGE OF TECHNOLOGY
Narciso Street, Surigao City
"For Nation's Greater Heights"

May 02, 2022

Dr. Carmelin P. Mosa.
Dean, College of Teacher Education
Surigao State College of Technology
Surigao City

Dear Ma'am:

Greetings of peace and healthy well-being in this season of Lent!

The undersigned would like to ask permission and approval from your good office to allow them to conduct a research study entitled *"Factors Affecting the Academic Behavior and Performance Towards Distance Learning Among BSEd-Sciences Students of Surigao State College of Technology-Main Campus A. Y 2021-2022"*. This study is a partial fulfillment of our course requirement in Msci 7- Research in Teaching Science in our Undergraduate Degree in Education Major in General Science at Surigao State College of Technology-Main Campus. The participants in this study are the Bachelor of Secondary Education Major in General Science students.

The researchers would like also to request to allow us in gathering the report grades of our participants for which their report grades are our one basis in concluding our study. Rest assured that the data to be gathered will be taken care of with utmost confidentiality as per RA 10173 or the Data Privacy Act of 2012, all personal and/or information solicited and disclosed from this questionnaire and data shall be only for the study alone. Thus, responses will be kept confidential

Attached herewith is the survey questionnaire for your perusal. May this request merit your kind consideration and approval.

Thank you very much.

Sincerely,

Betonio, Ma. Claire R.
Calba, Reneth I.
Ecoben, Karen Joy L.
Saturos, Melody Jake O.
Vertudazo, Alberth C.
Research Proponents

Noted by:

Manny P. Eviota, PhD
Research Adviser

Approved:

Carmelina P. Mosa, PhD
Dean, College of Teacher Education

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APPENDIX B

Dear Respondents,

We would welcome your views on this study. Please be honest in your views and base your answers on your observation or judgment in the given statement in every factor of this instrument. You may or may not indicate your name in the respondent's profile for the confidentiality of your identity.

Per RA 10173 or the Data Privacy Act of 2012, all personal information solicited and disclosed from this questionnaire shall be only for the study alone. Rest assured that your responses to this instrument will be kept confidential.

Respectfully yours,

Betonio, Ma. Claire R.

Calba, Reneth I.

Ecoben, Karen Joy L.

Saturos, Melody Jake O.

Vertudazo, Alberth C.

Researchers

➢ *Part I.*

- Name (Optional): _____
- Sex: Male () Female ()
- Age: _____
- Geographic Location: Within the City ()
- Outside the City ()

➢ *Part II*

- *Direction:*

Put check (✓) in every item that is being presented about every factor or classification of each statement that best describes your judgment using the following scale.

✓ Never
✓ Seldom
✓ Sometimes
✓ Many times
✓ Always

Factors Affecting the Academic Behavior and Performance Towards Distance Learning Among BSEd-Sciences Students of Surigao States College of Technology-Main Campus A.Y. 2021-2022

A. Delivery of Content	**(5)**	**(4)**	**(3)**	**(2)**	**(1)**
. The contents of the lessons are presented in the module/worksheets clearly.					
The lessons through the module/worksheets are presented and arrived on time weekly.					
The lessons and activities in the module/worksheets are readable and legible.					
4. Illustrations, graphs, and pictures help the lessons to be understood better.					
5. The instructions on the activities are clear.					
6. Deepening of the content through examples is present.					
7. Key concepts of the content are present and helpful.					
B. Learning Preferences	**5**	**4**	**3**	**2**	**1**
1. The activities and exercises are suited to my learning style.					
2. I understand the activities given to us through the worksheets.					

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3. I find the activities in the worksheets interesting.					
4. Time given to finish the assigned tasks is enough.					
C. Language Use in the Module	**5**	**4**	**3**	**2**	**1**
. The terms and words used in the module/worksheets are within our level of understanding.					
2. The module/worksheets using Filipino as the medium are more understandable.					
3. The module/worksheets using English as the medium are more understandable.					
4. 1Examples in Filipino are better.					
5. Examples in English are good enough.					
D. Degree of Difficulty					
1. Questions and test items are difficult.					
2. Most of the questions and test items are average.					
3. Questions and test items are easy.					
4. The outputs asked are difficult to do.					
5. The outputs are of average level to perform.					
6. The outputs asked are easy to perform.					
E. Study Environment					
1. The worksheets are done on a table or a desk.					
2. There are reference materials (books, internet, others) while I'm learning					
3. My learning area is free from noise and disturbance.					
During the time of learning, my parents/guardians give me household chores.					
5. I only go with friends during my free time.					
F. Parental Support	**5**	**4**	**3**	**2**	**1**
My parents/guardians assist me with my school activities if I have difficulties.					
2. 1I have elder siblings and relatives who assist me with schoolwork.					
3. My parents and other family members understand the importance of my distance learning.					
G. Teachers Support	**5**	**4**	**3**	**2**	**1**
1. My teachers provide me feedback about my assessment results.					
I can easily reach out to my teachers whenever I have difficulties regarding the LAS/worksheet.					

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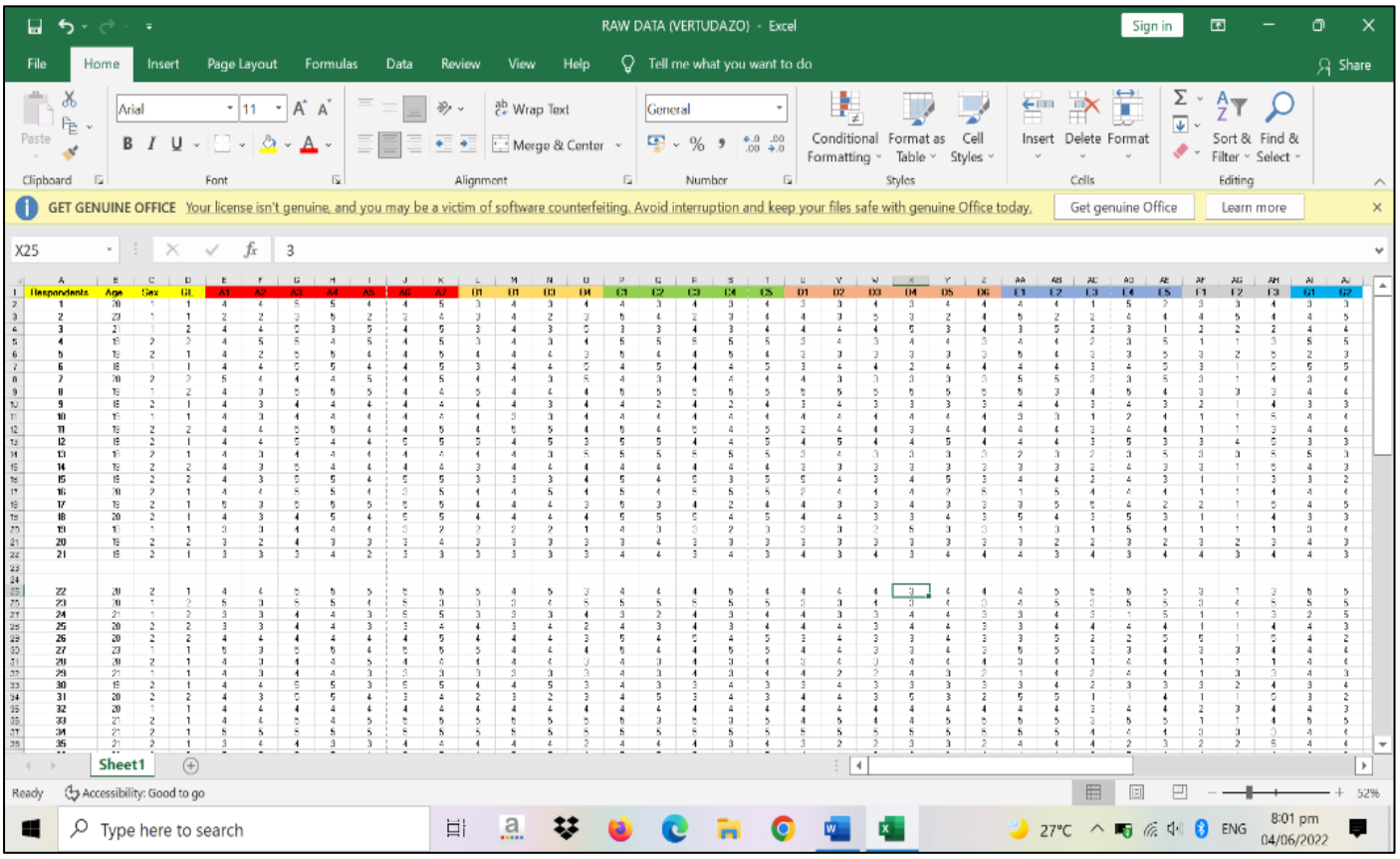
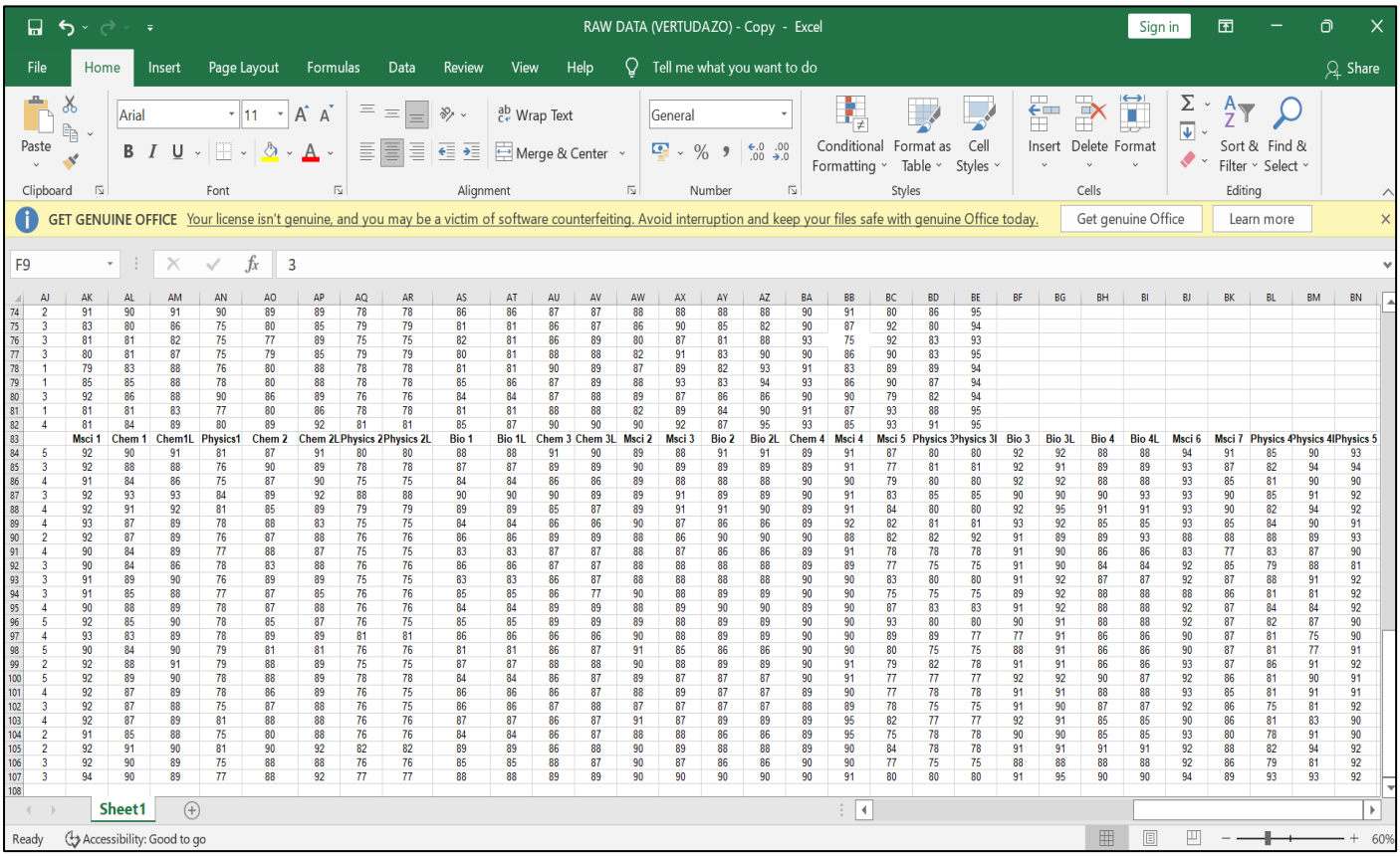
APPENDIX C

➢ *Raw Tally Data and Respondents Grades*





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InSci-	Chem 1	Chem 1L	Msci 1	Physics 1	Chem 2	Chem 2L	Physics 2	Physcis 2L	
89	92	92	87	82	90	91	89	89	
86	93	92	88	83	95	95	90	90	
89	92	92	89	77	88	92	91	91	
89	92	92	86	82	90	92	92	92	
87	92	92	87	82	85	92	90	90	
89	89	89	89	84	85	92	89	89	
88	92	92	81	82	89	95	90	90	
89	93	93	90	84	90	95	88	88	
90	93	93	91	86	90	92	91	91	
89	93	93	86	84	90	92	92	92	
90	91	91	85	77	87	92	92	92	
88	93	93	90	82	89	95	90	90	
90	93	93	86	83	89	95	92	92	
88	93	93	86	85	91	95	90	90	
89	81	84	82	75	89	89	87	87	
88	92	92	84	78	90	91	88	88	
87	92	92	92	83	88	95	92	92	
86	94	94	89	85	90	92	91	91	
91	92	92	87	80	89	93	90	90	
86	92	92	86	82	90	91	90	90	
91	92	92	87	80	89	93	90	90	
86	92	92	87	87	90	92	91	91	
90	92	92	89	84	89	93	92	92	
89	92	92	88	86	89	91	88	88	

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APPENDIX D

➢ *Student Handbook*