Factors That Affect Learners at Risk Of Getting Failing Grades: Proposed Remedial Measure

Christine Boiser, Marilou Canete, Janice Dobles, Chresna Torrevillas, and Rheo A. Tuyogon
Teacher In-charge, San Jose Elementary School, Mabini District,
Division of Bohol
Principal Passer

yokie_33@yahoo.com

Abstract. Key stakeholders in the Philippine educational system play a vital role in the development of young learners. It takes a village to educate a child, as being mentioned by an African proverb, therefore, development of the child needs a collaborative effort for them to achieve their fullest potential. A lot of factors need to be considered, this is the concern of the researcher, as a hopeful school principal as one of the principal passers in the recently conducted principals test. This collaborative effort to identify the factors that affect learners getting failing grades would be very beneficial to the different stakeholders in the school and community as well.

1. Introduction
The extent of students learning in academics are determined by the grades. Education agreed that regular school attendance is an important key to student’s success. Students are taught to demonstrate respect for the staff and peers. One way to do this is to practice prompt regular school attendance. Researchers know that education is important for the key to success which is the essence of learning, to shape a person to become a better one and to equip him/her with information. It also gives honor, respect and dignity to people who have attained good education, People who learned to read, write, count and communicate are more effective and education has the power to make the world a better place. Success of a person depends on how good she/he has done in his/her learning stages in school. Students should focus and study hard to get a deep understanding and a good grade in academic performances in order to achieve the goals in their career.

2. Literature Review
Spadys was one of the first researchers to propose a widely recognized theory on student retention. The basic assumption of this theory is that student drop out is best explained by a process involving an interaction between the individual students and their environment. (4). In this interaction, student’s attributes such as attitudes, skills,
and interests are exposed to influences, expectations and demands of the school. The result of this interaction will determine whether the student will be assimilated in the academic and social system of the school and whether the students will be retained in the school. Linked to this process are variables that promote the academic and social integration of students in higher education. (6). The variables are family background, academic potential, normative congruence, and grade performance, intellectual development and peer support. Causal attributions determine affective reactions to success and failure. Made the case that approach and avoidance motivations were more important than mastery or performance goal orientations. (5). If students strive for good grades to impress other people or to avoid failure, then learning is valuable only to the extent that it enhances the student’s status. If students strive for grades in order to use the feedback to improve their learning, then grades become part of the learning process. (13). They would risk temporary failure in their efforts to learn, and would interpret failures as feedbacks that a learning goal is not yet mastered. Success-oriented students interpret grades not so much as external rewards, despite the fact that they are usually awarded by teachers, through information that they can use in their own learning. (1). Getting good grades are the external factor for this group that tells how well they have succeeded. Unfortunately, avoiding failure is one assignment that carries a problem for this group, since they have to prove next time. Threats of bad grades will not convince these students to expend extra effort. (8). Offering rewards to these students would not be effective either. Failure-accepting students may drop out of school, or if they stay in school, it is a reason of their success or failure in the classroom. Section 79 in the Republic Act No. 232, entitled Education Act of 1982, stated among others on the basis for grading system, the final or rating given to a pupil or student in a subject should be based solely on his scholastic performance. (7). Zeiger stated that the students with high tardiness rates have higher rates suspension and other disciplinary measures. And students who are frequently tardy to school are also more apt to be fired from a job for showing up late. (10). Last April, researchers of the government think tank Philippine Institute of Development studies continue to be alarmingly as reflected in student’s poor performance in National Achievement Test. Barsaga (1995) Described dropouts as coming from low income families whose parents had little or no education, and who were unemployed or had jobs that give little or irregular income. (13). The study also identified reason for dropping out such as poor health due to malnutrition, distance between home and school, lack of interest and teacher factor. Finan and Chasin(2007) which said that many repeaters eventually drop out at later time. According to Basic Education report Deped Secretary (Arvin Luistro) noted that drop out situation remains a serious problem. Nakpodia and Dfiaghor(2011). Emphasized that tardiness is not just the problem of the late students but it affects the surrounding people. A student coming late in class distracts the rest of the students and disrupts the flow of the teacher’s discussion. (10). Failure in school can have lifelong consequences. The causes of school failure are myriad and often multiple within individual students who are struggling academically. Social behavior and emotional problems frequently lead to academic Grade retention affects self-esteem negatively and alters peer group formation.
3. Methods

This study tried to determine the factors that affect in getting failing grades at Union National High School, Union, Ubay, Bohol, during the school year 2017-2018. Findings in this study will serve as basis in proposing remedial measures. Specifically, this study tries to answer the following aspects of problems. (1) What is the profile of the respondents in terms of: age, gender, number of siblings, distance from school and monthly income of parents? (2) What are the factors that affect in getting failing grades as perceived by the respondents? (3) What are the effects of getting failing grades as perceived by the respondent? (4) Is there a significant degree of relationship between respondent profiles and factors that affect in getting failing grades? (5) What remedial will be proposed, based on findings? To achieve our objectives for this research, Descriptive method will be employed with the aid of questionnaires and to validate the information provided by the respondents. The respondents in this study are the grade 8 students of Union National High School, Union, Ubay, Bohol School year 2017-2018. The researchers utilized the researcher-made questionnaires during the pre-oral examination to the examining tribunal. Inputs and enrichments of items were provided to them. Part I deals about the profile of the respondent. The researchers ask permission to the Principal of the school to gather data from the respondents. After permission was granted, the researchers personally distributed the questionnaires to the identified respondents. Analysis and interpretation of findings were on the percentage basis. To determine the degree of Relationship between respondents Profile and the factors that affect learners of getting failing grades, the Pearson- Product Moment formula for coefficient of correlation was employed.

4. Results

There were six of the respondent were aged 14 years old and five of them were 15 years old, four them were 16 years old, another three of the respondents were 13 years old and two were aged 12 years old. Ten were females and another ten were males. There were seven of the respondents who have 7 siblings living in the family, six of them have 6 siblings in the family and four have having 4 siblings in the family, another two have 2 siblings living in the family, and one has 1 sibling living with the family. Most of the respondents gave the response that distance from school is one factors to be considered in getting failing grades. Most of them have an income less than 1,000.00 pesos. Financial problem has been considered by the respondents as a factor in getting failing grades. Based from the data gathered, age does not have any effects on the factors of getting failing grades. Gender has also been found to have no correlation on the factors that affect failing grades. As revealed from the computed Pearson Correlation \( r \) for respondent’s profile from table 1.1 the value of computed is 0.824; table 1.2, \( r \) is 1.105; table 1.3, \( r \) is 0.518; table 1.4, \( r \) is 0.907 and table 1.5, \( r \) is 0.794, it showed that there is a high relationship between the respondent’s profile in terms of gender, number of siblings to the family, student’s distance from school and the respondent’s monthly family income greatly affected the learners of getting failing grades.
5. Discussions and Conclusions
To prevent failures, students need to be identified by their abilities in order to pursue a certain career. This will make them realize their potentials and set goals in their lives, encouraging them to study. Having no goal or direction in life is likening to a person walking without a destination. Having goals that are many can make you frustrated and disappointed, so the best to set an appropriate goal that is best within your abilities for what you want to achieve. Students must be responsible of their studies and make their grades higher and maintain. Teachers should as well be exposed to trainings and seminar workshop to be effective teachers handling diverse students and encourage and motivate them even though they are down. School Administration should design a program intended to students having failing grades enhance their academic performance and achieved maximum potential. When challenge come the students must strong enough to face and to fight on it. Parents must watchful the action of their children in terms of their studies.

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