

# Attitudinal Factors Contributing to Learning Loss: Basis for a School Intervention Program

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**Abstract**— The present study investigates the impact of attitudes on the decline in student learning, with a particular focus on the significance of elements such as motivation and self-efficacy. The proposal proposes the implementation of a School Intervention Program as a means to tackle these concerns, with the objective of fostering a conducive learning atmosphere by means of peer influence and coaching. The findings of the study conducted on senior high school students indicate that academic performance is highly influenced by attitudes towards school, self-perception, and preparedness for learning. The recommendation suggests advocating for a variety of teaching approaches and supporting initiatives such as "I Love My School" to mitigate unfavorable attitudes. Subsequent investigations should prioritize the evaluation of intervention efficacy and the examination of demographic disparities in attitudes towards learning.

**Keywords**— Attitudinal factors, Learning loss, School Intervention Program, Academic outcomes, Motivation, Self-efficacy, Self-regard, Educational achievement, Intervention, Peer influence, Supportive environment, Positive attitudes, and Mentorship.

## I. INTRODUCTION

Technology is the outcome of the manifestation of cognitive aptitude, which is a vital attribute of individuals in the process of resolving problems. The advancement of technology has progressively converted individuals into an information-based society and has the potential to propel them into a civilization that surpasses their present expectations. The aforementioned phenomenon has emerged as a prelude to transformative processes and advancements within the context of the information society. Consequently, the swift production and distribution of knowledge required the adaptation of the human paradigm that civilizations need. In order to identify their requirements, induce behavioral change, and attain their goals, it is imperative for this emerging individual to possess an awareness of the information that holds significance to them. While this concept may appear familiar to us as a phenomenon that has propelled humanity forward, it is crucial to recognize that the information society is primarily driven by the rapid advancement of information technologies and their extensive impact. Consequently, it becomes apparent that the educational framework that will facilitate the adoption of the new human model must undergo significant transformation (Isman & Gungoren, 2013). The definition and significance of learning have undergone transformation within the context of the information society.

The majority of students arrive at school prepared and eager to acquire knowledge. In what ways may

educational institutions foster and augment this proclivity, so guaranteeing that upon the completion of their education, young individuals acquire the motivation and capacity to engage in continuous learning throughout their lives? By cultivating these attitudes and skills, individuals will be adequately equipped to gain the requisite knowledge and skills essential for effectively adapting to dynamic conditions. Although teachers have a crucial role in directing students' learning in school environments, it is advantageous for pupils to cultivate the capacity to independently handle their own learning. Moreover, during the process of transitioning out of formal education, individuals are faced with the task of assuming the primary responsibility for managing the majority of their educational pursuits. In order to accomplish this, individuals must set objectives, demonstrate persistence, track their educational advancement, and adapt their learning approaches as needed. Students who leave school with the ability to set their own learning goals and believe they can achieve them are more likely to overcome learning difficulties and have a greater chance of learning throughout their lives.

An authentic enthusiasm for academic subjects is also crucial. Students who possess a keen interest in a certain subject, such as mathematics, are inclined to exhibit higher levels of motivation in their learning endeavors. Consequently, the acquisition of essential abilities required for proficient learning assumes a crucial role. Hence, the importance of cultivating a passion for

mathematics becomes evident when considering the holistic advancement of efficacious pedagogical approaches for mathematics. Conversely, apprehension regarding the acquisition of mathematical knowledge might impede the process of learning. Students experiencing anxiety regarding their aptitude to handle mathematical learning scenarios may actively evade them, thus forfeiting significant professional and life prospects.

A positive attitude is a potent instrument that cultivates excitement, enhances self-esteem, and establishes an environment conducive to the acquisition of knowledge. The proficiency in a specific language is contingent upon the individual's cognitive abilities and their disposition towards the process of acquiring knowledge. Attitudes are inclinations to react favorably or unfavorably towards a specific entity, concept, individual, circumstance, and so forth. The pupils should possess attitudes pertaining to academic accomplishment, learning, the course teacher, and school in general.

The influence of attitudinal elements on the decline in learning is a noteworthy issue in the field of education. The comprehension of the impact of attitudes and mindsets on students' learning outcomes holds significant importance for educators, policymakers, and researchers who aim to tackle the difficulties linked to learning loss. The present study investigates and examines the attitudinal elements that contribute to the phenomenon of learning loss, as well as the potential implications of these aspects for educational practice. This study examines the intricate relationship between students' attitudes, motives, and academic achievements. Students' engagement with educational materials, approach to problems, and academic success or failures are influenced by motivation, self-efficacy, and perception of learning's relevance.

The research will utilize a comprehensive methodology, encompassing surveys, interviews, and data analysis, to examine the manifestation of these attitudinal elements in different educational environments and among a wide range of student demographics. Through the analysis of students' attitudes and mindsets, our objective is to detect patterns, correlations, and probable causal connections that provide insight into the reasons behind the varying levels of learning loss experienced by different students.

Furthermore, the objective of this study is to ascertain practical consequences and actions that can effectively

alleviate the adverse effects of negative attitudes on educational achievements. Educators and policymakers can enhance the learning environment and cultivate resilience in the face of educational challenges by comprehending the attitudinal elements that contribute to learning loss.

The Enhanced Basic Education Act of 2013, sometimes referred to as Republic Act No. 10533, has resulted in an extension of the duration of elementary education from 10 years to 12 years. During the 2018-2019 academic year, the primary education system will incorporate an extra two years, specifically Grades 11 and 12, into the senior high school curriculum. Acknowledging the necessity for supplementary help to students as a result of the extended duration of primary education, the State, by means of Republic Act 10533, has extended the scope of Republic Act 8545 (RA 8545) to extend financial aid to eligible grade 10 graduates who are commencing their senior high school study.

The Department of Education (DepEd) has been mandated by RA 10533 to develop programs aimed at implementing the aforementioned provision of the law. Accordingly, the Senior High School Voucher Program (SHS VP) was implemented by DepEd Order No. 11 series of 2015 (DO 11 s.2015) as a means of offering financial aid to students in senior high school.

The Department of Education (DepEd) utilizes the Senior High School VP to coordinate with non-DepEd providers in order to recruit eligible voucher recipients from both Public and Private Junior High Schools. Upon the successful registration of eligible voucher beneficiaries in non-DepEd Senior High School providers, the Department of Education (DepEd) will aid these students by providing a voucher subsidy to the respective non-DepEd Senior High School provider.

Education is widely recognized as a fundamental pillar of human progress and holds significant influence in defining the trajectory of both individuals and civilizations. It is a fundamental expectation within the realm of education that pupils should demonstrate academic advancement as they transition from one grade level to the subsequent, so expanding upon their existing knowledge and skills. Nevertheless, in contemporary times, the worldwide educational environment has been characterized by an unparalleled disturbance - the COVID-19 epidemic. This unexpected occurrence compelled educational institutions globally to adjust to

distant and hybrid learning settings, resulting in substantial difficulties for teachers and students. Grade 11, a pivotal milestone in a student's academic trajectory, is commonly distinguished by the integration of fundamental principles, readiness for standardized assessments, and the exploration of prospective vocational trajectories. Nevertheless, given the context of the educational environment following the pandemic, it is imperative to address a significant issue: the probable decline in academic performance among children in the eleventh grade. This decline in learning poses a significant risk to the fundamental principles of education and impedes students' future opportunities.

The objective of this study is to examine the attitudinal elements that contribute to the decline in academic performance among Grade 11 students and build a foundation for implementing school intervention programs. Gaining a comprehensive understanding of these elements is essential for developing precise interventions to alleviate the negative consequences of learning loss and assist students in regaining their academic stability. This introduction will delineate several important aspects that could potentially contribute to the decline in academic performance among Grade 11 pupils.

Furthermore, as indicated in the Online SHS Ph, the educational system in the Philippines underwent a significant transformation in June 2016. Approximately 1.5 million students across the country enthusiastically prepared their belongings and embarked on the inaugural day of Senior High School in the Philippines.

The Department of Education had been actively working on this transition for a considerable period of time. The primary education curriculum, encompassing kindergarten through senior high school (grades 11 and 12), underwent thorough planning and evaluation to ensure the preparedness of the additional 60,000 teachers and classrooms required for students at the commencement of the new academic year.

This ambitious reform was implemented to harmonize the nation's education system with the education systems of most other countries globally and enhance national competitiveness. In the past, the Philippines was among a select group of three nations that possessed a 10-year education system. The implementation of the new K-12 system enables the Department of Education to guarantee that Filipinos acquire the essential

competencies required to become industrious contributors to society. The imperative to implement a K-12 system can be attributed to the fact that overseas Filipino workers have been disadvantaged in comparison to migrant workers from other nations as a result of the comparatively shorter duration of our basic education cycle. Given that approximately 18% of the typical income of Filipino households is derived from remittances sent abroad, it is imperative to approach this matter with utmost seriousness.

In addition to proponents of this reform, there were also detractors. It has been contended that despite the advantages it offers, a significant number of individuals, especially those with limited financial resources, are unable to afford to provide their children with an extra two years of education.

Nevertheless, research has demonstrated that increased availability of education has led to favorable outcomes. The reforms implemented in the early 1980s in the Philippines, which aimed to enhance educational accessibility by eliminating tuition fees and expanding the number of institutions, yielded positive outcomes for students.

## II. METHODOLOGY

### *Samples*

The researcher collected and evaluated data from a sample of fifty-four (54) senior high respondents from Pandan High School during the academic year 2023-2024. According to Table 1, each segment consisted of a total of twenty-five (25) respondents. Among the total of fifty-four (54) participants, twenty-five (25) were selected from the student population, while the remaining four (4) were selected from the senior high teachers.

### *Sampling Procedures*

The study employed purposive sampling to optimize the utilization of all available data. The respondents were chosen based on their highest level of qualification to answer the relevant research questions. The most suitable participants were those that frequently encounter the negative consequences of the aforementioned attitudinal elements that impact them in their research.

### *Instrument*

The researcher provided sets of questionnaire for the senior high respondents in Pandan High School for them



to answer as a way of collecting the data. The questionnaire served as the major source of information. This questionnaire consisted of four (4) parts, to specify: (1) The profile of grade 11 students varies. (2) There are several attitudinal factors contributed to the learning loss of grade 11 students. (3) The identified attitudinal factor contributed varies impact to the learning loss of the students. (4) An intervention maybe proposed to make identified factors facilitative, those mitigating learning loss of the learners.

**Data Collection**

During the data collection process, the researcher collaborated with the adviser to develop appropriate tools for the study. The survey questionnaire consisted of four sections: different reasons contributing to learning loss, strategies for addressing these problems, innovation or learning enrichment, and the impact of these aspects on learning loss. Upon completing the development of the tool, the researcher proceeded to compose a formal letter requesting permission from the Principal to administer a survey to the designated schools, with senior high students and senior high teachers serving as participants. After obtaining consent, the researcher proceeded to physically provide a letter of permission to the Public Schools District Supervisor, authorizing the administration of the survey. After obtaining the necessary approvals, the researcher proceeded to disseminate the survey questionnaire to the participants. Following the completion of the survey, the questionnaires were successfully collected from all 50 participants. The responses were aggregated and shown in tabular format to facilitate analysis, statistical analysis, and interpretation.

**Data Analysis**

- This study employed descriptive statistical methods. The tools employed in this study encompassed frequency count, weighted mean, ranking, and percentage. The frequency count was employed to ascertain the frequency of responses provided by the participants. In this study, this method was utilized to quantify the number of participants for specific indicators.
- The weighted mean was employed to calculate the average of the responses provided by the participants. The researcher conducted this study to calculate the average mean of respondents for each indication related to the elements that contribute to learning loss among grade 11 learners.

- The researcher employed a ranking method to assess the responses of participants in the questionnaire, specifically focusing on the ranking of factors that contribute to learning loss in their experiences of Attitudinal Factors Contributing to Learning Loss. This ranking was used as a basis for a school intervention program.

**III. RESULTS AND DISCUSSION**

This study has generated of the following significant results:

**I. Profile of the Respondents**

An individual's profile is seen as a crucial factor for success in this school. The individual's distinctiveness is evident in the profile they possess. By analyzing their viewpoints, researcher can gain a deeper insight into the attitudes and experiences that have led to the occurrence of learning loss and its implications. The interview questionnaire should initially gather information about the participants' age, gender, and academic success as these characteristics may influence their perspective and attitude towards studying or learning.

Table 1.1 displayed the demographic information of the participants based on their age. Out of the 50 responders, 40 individuals, or 80%, were aged 17 years and less according to the table. This indicates that most of the respondents are at the appropriate grade level. The chart indicates that out of 50 responders, 7 individuals, or 14%, were between the ages of 18 and 19 years old. Some respondents still correspond to their present grade level. From the table, it is evident that out of 50 responders, 2 individuals or 4% fall under the age category of 20 to 21 years old. Among the 50 responses in the table, 1 or 2% were aged 22 years or older. It indicates that these two groups are not academically prepared for their current grade level. One group consists of students who are repeating a grade, while the other group includes students transitioning from the old curriculum to senior high school in order to pursue their desired college courses.

*Table 1.1: Profile of Respondents in Terms of Age*

Age in Years	Frequency	Percentage
22- Above	1	2
20-21	2	4
18-19	7	14
17-Below	40	80
<b>Total</b>	50	100

Table 1.2 showed the demographic breakdown of the participants based on gender. According to the table, out of the 50 responses, 31 or 62% were categorized as Male. The data indicates that a majority of the respondents are male and are more impacted by what teachers refer to as attitudinal learning loss at their present grade level. The table displayed data from 50 respondents, indicating that 19 of them, or 38%, were classified as Female. The data suggests that the likelihood of experiencing attitudinal learning decline is minimal at their current grade level. Girls have a distinct perspective on their academics compared to male pupils.

*Table 1.2: Profile of Respondents in Terms of Sex*

Sex	Frequency	Percentage
Male	31	62
Female	19	38
Total	50	100

Table 1.3 displayed the characteristics of the participants based on their academic achievements. Out of the 50 responses, 2 individuals, or 4%, had a General Weighted Average of 95% or above from the previous school year. It indicates that other pupils have a strong positive attitude towards studying. Out of the 50 respondents, 11 individuals, or 22%, had a General Weighted Average between 90% and 94%. It demonstrates that despite some attitudinal variables, they are still capable of maintaining their academic performance. Out of the 50 respondents, 14 or 28% had a General Weighted Average between 85% and 94% according to the table. It indicates that typical students can still perform well despite the influence of attitude-related factors in learning. Out of the 50 respondents in the chart, 17 or 34% had a General Weighted Average between 80% and 84%.

It demonstrates the academic standing of the average students in this grade level. Out of the 50 respondents in the table, 6 individuals, or 12%, had a General Weighted Average between 75% and 79%. These pupils are OK with just passing, yet they are discouraging other students due to their attitude.

Finally, the data indicates that out of 50 respondents, none or 0% fall inside the category of 74% and below General Weighted Average. No failing grades have been reported yet, as students who cannot get a satisfactory mark in their current grade level are unable to advance to grade 11.

*Table 1.3: Profile of Respondents in Terms of Academic Performance*

Academic Performance	Frequency	Percentage
95%-above	2	4%
90%-94%	11	22%
85%-89%	14	28%
80%-84%	17	34%
75%-79%	6	12%
74-Below	0	0%
Total	50	100%

## II. Attitudinal Factors Contributory to Learning Loss

A significant portion of learning involves assessing, compiling, organizing, and analyzing data, both quantitative and qualitative, regarding the attitudes of learners and what they know and are capable of. This means that the procedure should be dependable and legitimate.

Using a scale, the respondents rank the indicators. The weighted mean and its description of the data. One of the key indicators of learning loss is a student's attitude toward the school they attend, which may have an impact on their academic performance.

The attitudinal aspects that contribute to learning loss in terms of how students feel about school were displayed in Table 2.1. According to the table, of the 50 respondents, 3.94 had a weighted mean and were described as Often in "Students' learning focus is blocked by bullies, making them fearful of going to school." It merely demonstrates how bullying from peers or classmates can impede academic progress. According to the table, 3.52 had a weighted mean and the statement "Being worried due to the absence of security personnel hampers learning" was Often present. It only goes to demonstrate how different kids' opinions may be when it comes to school security.

While some may think that a lack of security causes pupils to lose out on learning opportunities, others may not agree.

The table revealed that 3.90 was the weighted mean with the description "Belief that disorganized physical school setups of surroundings distracts learning" appearing Often. They contend that if a classroom is unorganized or the educational atmosphere is disorderly, learning may be lost.

*Table 2.1: Attitudinal Factor- Feeling About School*

Indicators	Weighted Mean	Description
<b>Fear of going to school because of bullies blocks students' learning focus</b>	3.94	Often
<b>Being worried due to the absence of security personnel hampers learning</b>	3.52	Often
<b>Belief that disorganized physical school setups of surroundings distracts learning</b>	3.90	Often
<b>Apprehension for being lax in the implementation of school policies/ classroom rules disrupts the learning process</b>	4.36	Often
<b>Learners 'perceived hostile school setting is harmful to students' learning</b>	3.34	Sometimes
<b>Average</b>	3.81	Often

According to the table, 4.36 weighted means described how Often they felt that "Apprehension for being lax in the implementation of school policies/classroom rules disrupts the learning process." When it comes to their classroom, which should be conducive to learning so that they can concentrate on the lesson being taught, students who answered the questionnaire strongly believe that there may be attitudinal factors in learning loss if the school does not have proper school policies or advisers regarding classroom policies for them. believe there should be guidelines or policies that students must abide by in order to prevent them from impeding their peers' learning in the classroom or at school.

Finally, the weighted mean of 3.34 for the 50 respondents in Table 2.1 with the description of "Learners' perceived hostile school setting is harmful to students' learning" was found Sometimes. The research indicates that opinions on this matter are split, with some people holding the belief that attending an unfriendly school won't hinder their ability to learn, while others think it would. Overall, the weighted mean is 3.81, and the description provided by the 50 respondents states that attitudes about the school and their current grade level can Often play a role in learning loss.

The attitudes that contribute to learning loss in terms of one's perception of oneself as a learner were displayed in Table 2.2. According to the table, 4.32 weighted means out of 50 respondents described how Often "learners' low self-esteem lessens their desire to continue schooling." It simply indicates that our studies are greatly influenced by our sense of self-worth and self-perception. The table indicates that 4.26 had a

weighted mean with the description, "Learning outcomes are often impacted by learners' lack of self-discipline, which makes it difficult for them to meet academic demands." It illustrates how a lack of learning discipline can hinder students' ability to study since they struggle to meet deadlines for assignments and perform well, particularly if they adopt a Mañana Habit mentality.

It was discovered from the table that 3.40 weighted mean had the description, "Procrastination attitude of learners results in poor-quality outputs," sometimes. Some people think that being consistently lackadaisical when completing schoolwork might hinder learning and lead to subpar work, while others disagree. According to the table, 2.68 weighted means described the situation where "being non-compliant with peer and teacher expectations results in poor school performance" on occasion. Everyone thinks that their learning is unaffected by the expectations of their peers and the evaluations of their teachers regarding their academic success.

Finally, a weighted mean of 3.74 was obtained from table 2.2, describing the frequency with which "Students' lack of self-confidence yields self-doubt thereby resulting in non-completion of school tasks." It illustrates how people lacking self-confidence may obstruct their academic pursuits by failing to complete assignments. Overall, the weighted mean is 3.68 and the description provided by the 50 respondents states that learning loss in the grade level that a learner is currently in can often be attributed to the attitude element of self-regard as a learner.

*Table 2.2: Attitudinal Factor- Self-Regard as a Learner*

Indicators	Weighted Mean	Description
<b>Learners' low self-esteem lessens their desire to continue schooling</b>	4.32	Often

<b>Learners 'lack of self-discipline results in their inability to cope with school demands</b>	4.26	Often
<b>Procrastination attitude of learners results in poor-quality outputs</b>	3.40	Sometimes
<b>Being non-compliant with peer and teachers' expectations results in poor school performance</b>	2.68	Sometimes
<b>Students' lack of self-confidence yields self-doubt thereby resulting in non-completion of school tasks</b>	3.74	Often
<b>Average</b>	3.68	Often

Table 2.3 displayed the attitudinal elements that contribute to learning loss based on perceived learning capabilities. According to the chart, out of the 50 respondents, the weighted mean was 4.32, indicating the frequency of "Often" in the statement "Learners' poor literacy levels result in academic failure." Weak or low reading proficiency might hinder academic performance. The chart indicates that the weighted mean was 4.26, corresponding to the description "Often" in the statement "Learners' poor numeracy levels result in the inability to cope with lessons." When your problem-solving or numeracy skills are weak or low, it can impact your studies.

According to the table, rated the difficulty in applying learnt concepts to the real world as "Often" with a weighted mean of 3.88. If you cannot apply what you

learn in school to real-world situations, it may hinder your learning progress. For instance, if you have just mastered basic skills like counting or reading without knowing how to use them in practical scenarios, it could provide a challenge. Based on the data from the table, the weighted mean of 4.12 indicates that the respondents often believe that "Learners' poor health status inhibits their learning progress."

Table 2.3 shows that out of the weighted mean was 3.84, indicating that learners who lack motivation tend to be passive in their approach to learning. The weighted mean is 4.09, indicating that the attitudinal aspect of perceived learning potential is often seen as contributory to learning loss in the present grade level by 50 respondents.

*Table 2.3: Attitudinal Factor- Perceived Learning Capability*

<b>Indicators</b>	<b>Weighted Mean</b>	<b>Description</b>
<b>Learners' poor literacy levels result in academic failure</b>	4.40	Often
<b>Learners' poor numeracy levels result in the inability to cope with lessons</b>	4.20	Often
<b>Difficulty in applying the learned concepts in school to the real world makes learning stale</b>	3.88	Often
<b>Learners' poor health status inhibits their learning progress</b>	4.12	Often
<b>Learners who are unmotivated to know more manifest passivity toward learning</b>	3.84	Often
<b>Average</b>	4.09	Often

Table 2.4 displayed the attitudinal aspects that contribute to learning loss in relation to readiness for learning. According to the table, out of the 50 respondents, the weighted mean was 4.30, indicating that the respondents often lack preparedness, leading to their unwillingness to participate in school activities and resulting in failure. It indicates that a lack of motivation in their studies can lead to a decrease in learning. The chart indicates the weighted mean was 3.86, corresponding to the description "Often" in the statement "Learners' inability to take in feedback leads them to refuse learning." If we are unable to accept feedback or criticism on our school projects and outputs,

it might result in a learning deficit. Feedback is essential for gauging the correctness of our work and identifying areas for improvement.

The table shows that weighted mean was 3.96, indicating that learners often have difficulties concentrating in class, being easily distracted, or daydreaming, which can lead to missed instruction and a failure to retain key knowledge. Many people assume that not paying attention in class or being easily distracted can result in a loss of learning. Based on the data from the table the weighted mean was 3.28, indicating a level of "Sometimes" in the statement:



"Avoiding participation in class discussions, group work, or other interactive activities can limit students' engagement and understanding of the material." They do not believe that delaying class attendance leads to learning loss.

From table 2.4, the 2.64 weighted mean indicates that out of the statement "Sometimes learners' refusal to

accept school responsibility leads to a passive attitude toward learning" applies. Indicates that they do not believe that refraining from tasks such as cleaning the classroom affects learning negatively. The weighted mean is 3.61, indicating that 50 respondents described the attitudinal aspect of preparation for learning as Often contributes to learning loss in their present grade level.

*Table 2.4: Attitudinal Factor- Preparedness for Learning*

Indicators	Weighted Mean	Description
Learners lack of preparation yields their unwillingness to engage in school activities resulting in failure	4.30	Often
Learners' inability to take in feedback leads them to refuse learning	3.86	Often
Learners' difficulty in concentrating in class, being easily distracted, or daydreaming can result in missed instruction and a failure to absorb critical information	3.96	Often
Avoiding participation in class discussions, group work, or other interactive activities can limit students' engagement and understanding of the material.	3.28	Sometimes
Learners' refusal to accept school responsibility leads to a passive attitude toward learning	2.64	Sometimes
Average	3.61	Often

Table 2.5 displayed the attitudinal aspects that contribute to learning loss specifically related to students' attitudes towards teachers. According to the table, out of the 50 respondents, the weighted mean was 3.98, indicating that they often believe that teachers' lack of competence in subjects taught creates apathy in courses. It indicates that students believe that if their teacher is not proficient in the subject being taught, it could impact their learning process, resulting in a loss of learning. According to the table the weighted mean was 4.42, indicating that learners often feel inactive in class discussions when they perceive a gap in their teachers. It suggests that it may be due to learning loss. According to the table, the weighted mean was 4.88, indicating that respondents strongly agreed with the statement: "Teachers who do not prioritize the well-being of learners cause discomfort in the learning process." They feel that if the teacher moves on to a new lesson without

checking if the students have understood the prior one, there could be a loss of learning.

According to the table, the weighted mean was 4.72, indicating that respondents always believe that passive and unfriendly features of teachers lead to inefficient learning. If students fear their teacher due to frequent intimidation, whether verbal or non-verbal, they may experience learning deficits. According to the table, the weighted mean was 4.82 for the category "Always" in relation to the statement "Learners' negative perceptions of their teachers result in poor academic performance." The respondents think that having a negative opinion or belief about their teachers can lead to ineffective learning. The weighted mean is 4.54, indicating a "Often" attitude towards instructors among 50 respondents. This attitude is considered contributing to learning loss in their present grade level.

*Table 2.5: Attitudinal Factor- Attitudes to Teachers*

Indicators	Weighted Mean	Description
Students believe that non-mastery of the teachers to subjects taught causes them to be disinterested in classes	3.98	Often
Learners who felt the gap in their teachers makes the former passive in class discussion	4.32	Often
Teachers who do not look for the welfare of the learners make learners develop discomfort in learning	4.88	Always



<b>Learners believe in the concept that passive and hostile traits of teachers result in ineffective learning</b>	4.72	Always
<b>Learners negative perceptions of their teachers result in poor academic performance</b>	4.82	Always
<b>Average</b>	4.54	Often

### III. HOW ATTITUDINAL FACTORS CONTRIBUTE TO LEARNING LOSS

The phenomenon of learning loss is observed during the post-pandemic era. The COVID-19 epidemic has been associated with a decrease in pupils' academic performance, resulting in a prevailing perception that obtaining high-quality education has become challenging. The present study highlights the importance of learners' attitudes towards schooling and learning as influential factors in the occurrence of learning loss. The prevalence of learning poverty in the educational setting has been attributed to the gloomy perspectives held by these students.

The learning process can be influenced by various factors, such as a learner's attitudes, beliefs, and emotions, which can yield both positive and bad outcomes. Negative impressions of learning, such as perceiving the subject matter as excessively intricate or inconsequential, might hinder a learner's ability to absorb and retain information. This negative mindset may result in a decline in learning as students may lack the drive to understand the material. Learners may encounter challenges in comprehending the goal of the learning process if they possess uncertainty regarding their learning objectives or the relevance of the material to their future endeavors.

The lack of explicit information may lead to a lack of interest and contribute to a decrease in the acquisition of knowledge. In order to effectively address attitudinal variables, it is imperative to adopt a comprehensive approach that encompasses the collaboration of educators, parents, and lawmakers.

This method aims to cultivate an environment that fosters positive attitudes towards learning, bolsters motivation, and promotes the overall well-being of students.

#### *The Role of Learners' Attitudes in Learning*

The importance of having a good attitude towards learning is universally acknowledged in the realm of education. The research participants affirmed the essential role of positive attitudes when it comes to teaching-learning engagement. In fact, all these 50 research participants confirmed when all of them

expressed the following statement during the conduct of the Focused-Group Discussion.

“An pagiging mayad sa pag-eskwela, nasa eskwela yan”. (Better school performance depends on the learners' motivation). The aforementioned learners' context toward better school learning is a great assertion on how one's attitude defines academic achievement. In fact, they further supported the claim, when they shared their experiences that the completion of school assignments and homework is facilitated by their willingness to accomplish the given tasks.

#### *Learners' Attitude as a Factor that Contributes to Learning Loss*

It is a universal knowledge that not all the time, learners possess positive attitudes toward studying and learning. When the 50 research participants were asked as to what causes failure in school, in unison they said, “An eskwela na dai maaram magpahalaga sa pag eskwela, wara makakadutuan”. (Learners who never value education are surely at a loss.)

The impact of negative attitudes toward learning is given the emphasis on shared ideas. Such serves as proof of the role of attitudinal factors in learning loss among students in the school system. When learners have a disinterest in the subject matter, they may not actively engage with the material. This lack of interest can result in a failure to explore and understand the content deeply, contributing to learning loss over time.

A learner's unwillingness to accept constructive feedback can hinder the learning process. If a student is resistant to corrections or suggestions for improvement, they may fail to address and rectify their mistakes, which can impede progress and contribute to learning loss.

Addressing learners' attitudes requires a combination of strategies, including fostering a positive and supportive learning environment, providing meaningful and relevant learning experiences, offering personalized instruction, and promoting a growth mindset. Teachers, parents, and educational institutions play a crucial role in creating an atmosphere that encourages positive attitudes and a love for learning.

## ***Feeling About School - An Attitudinal Factor Contributory to Learning Loss***

When these research participants were asked, what was in the physical school feature that hindered them from learning, the following were their common responses; “Pag masamok an eskwelahan, kapagal maka aram.” (Disorganized school surroundings distract learning.) We know that the classroom is the place where the child can learn, if it is chaotic and unpleasant, the learners may lose interest in learning.

“Sa mapiot nan saday na room, grabe an init dai ka makaconcentrate sa leksyon” (Small spaces such as the limited area of the classroom hinders the focus on the lesson because of the hot environment.) These situations elicited by the participants reflect how perceptions about the school affect their learning. What these learners feel toward the learning milieu is a determinant of learning. Particularly, the negative feeling of these learners usually yield negative impact on their learning. It is better that we pay attention to how our students feel in the classroom where there should be basic learning, there are some students who came from messy and disorganized home, they often prefer the school where they can spend time to study. We also give priority in beautifying and having classroom management.

“Dai ako naglalaog pag may nang-aasar o nang-bully sako sa room, minsanan lang” (I don't want to go to school if someone will bully me, sometimes when they not around.) School bullying is when someone repeatedly hurts or teases another person physically, verbally, or emotionally. This behavior can make students feel scared, sad, or alone, and it can make it hard for them to focus on learning. Bullying hinders learning because it creates a negative and unsafe environment. When students are worried about being bullied, they can't focus on their schoolwork or participate fully in class. It also affects their emotional well-being, which can impact their ability to learn and succeed in school. By addressing bullying and creating a supportive school community, we can help students feel safe, happy, and ready to learn.

## ***Self-Regard as a Learner – An Attitudinal Factor Contributory to Learning Loss***

When these research participants were asked, what study habit or are you having time management skills that impacted learning loss, the following were their common responses; “Dahil sa dakol na pinapagawa sa balay at eskwela, madalas ay dai na namin nagagawa ang ibang school task dahil nakakapos kami kan oras.

Ang nangyayari minsan dai kami nakapasa kan pinapagawa ni madam/ sir.” (Because of the amount of work we are asked to do at home and school, we often never do other school tasks because we run out of time. What happens sometimes is that we don't pass what madam/sir asks us to do.)

“Dai naka-review pag may pa quiz si madam o sir kinabukasan, nagkopya ako sa kaklase o kaya'y pag wara talaga ay dai na ako naglalaog para dai ako mazer.” (I didn't get reviewed when madam or sir had a quiz the next day, I copied from my classmate or if I don't go to school, so I can't get zero.)

“Hihugakan ako maglaog, minsan dai ko lang gusto.” (I just don't feel go to school sometimes.”

Self-regard, or a learner's self-perception and confidence, is a crucial attitudinal factor that can significantly contribute to learning outcomes. When learners struggle with low self-regard, it can lead to various challenges and contribute to learning loss in several ways. Addressing self-regard as a learner involves cultivating a positive and growth-oriented mindset. Strategies may include promoting a growth mindset, providing constructive feedback, encouraging a focus on effort and improvement rather than fixed abilities, and creating a supportive learning environment that values each learner's unique strengths and challenges. By fostering a positive self-regard, educators and mentors can contribute to enhanced motivation, resilience, and overall learning outcomes.

## ***Perceived Learning Capability - An Attitudinal Factor Contributory to Learning Loss***

Self-perception of one's learning abilities are a crucial attitudinal factor that can significantly contribute to learning outcomes. When getting the perception of the students of the ‘di ko kaya’ attitude. You haven't seen your capacity in something yet you say that you can't do or you can't finish what teacher ask for you, if a learner has that kind of mindset, they may manifest that they really can't.

When these research participants were asked, can you share instances where you felt particularly confident or unsure about your learning capability, the following were their common responses; “dahil minsan wara akong naukudan sa ibang lesson pakiramdam ko dai ko rin maintindihan ang susunod na lesson pati ang ipapagawa ng aking maestra.” (Sometimes I'm stuck

from previous lesson I didn't understand; I feel like I can't understand the next lesson as well as what my teacher will ask me to do.)

“Sakiton kaya ako sa ibang lesson, medyo mabilis magturo si madam, kaya dai na ako nakakasabay.” (I have difficulty in following the lesson because it so fast paced, I didn't catch up the lesson)

Perceived learning capability can influence the adoption of effective learning strategies. Individuals who doubt their abilities may be less likely to employ strategies such as active learning, seeking help, or using effective study techniques, hindering the learning process and contributing to learning loss.

### ***Preparedness for Learning - An Attitudinal Factor Contributory to Learning Loss***

Preparedness for learning is a critical attitudinal factor that can significantly contribute to or mitigate learning loss. When individuals lack a sense of preparedness or readiness for learning, it can lead to a range of challenges that contribute to learning loss. Sometimes students have this “bahala na” attitude or “bahala ni si Batman” in this mind-set sometimes they are unable to prepare or they don't care about time management called.

When these research participants were asked, can you share instances where you felt particularly confident or unsure about your learning capability, the following were their common responses; what preparation that you maid before entering the class or going to school? The following were their common responses; “dakol ang trabahuhon sa bahay bago mag-eskwela kaya minsan hindi na ako nakapag-review kung sakaling may quiz bago pumasok o kaya'y minsan wara talaga akong preparation na ginagawa.” (I have to do a lot of work at home before going to school, so sometimes I haven't been able to review in case there is a quiz before going to school or sometimes I don't really have any preparation.)

“Pag dai ka nagbasa notes at hindi ka nag-prepare bago maglaog sa klase, maari ka pa lang mababa ang grades o makakuha ng zero na score.” (If you don't read notes and you don't prepare before going to class, you can still get low grades or get a zero score.)

Poor time management and a lack of planning can lead to cramming or incomplete preparation for assessments,

resulting in gaps in understanding. Encouraging effective time management skills and providing guidance on creating study schedules can enhance preparedness and reduce the risk of learning loss.

Understanding and addressing these factors within educational settings can contribute to a proactive approach in minimizing learning loss. By focusing on promoting effective study habits, motivation, and emotional well-being, educators and institutions can play a pivotal role in improving students' preparedness for learning and ultimately reducing the risk of learning loss.

### ***Attitude to Teachers – An Attitudinal Factor Contributory to Learning Loss***

The relationship between students and teachers plays a pivotal role in the learning process, and positive attitudes can enhance the educational experience, while negative attitudes may contribute to learning loss.

When these research participants were asked; what is your impression to your teacher? The following were their common responses; “kapag istrikuhon ang teacher nahadluk ako minsan lalo na kung sobra na hadluk na ako mag-apat minsan sa kanya pag may dai ako naintindihan sa lesson niya.) When the teacher authoritarian, I got scared sometimes, especially I'm scared to ask the lesson I didn't I understand they might scold me.

“Kapag masyadong istrikto ang guro ko at seryoso kahit aram ko ang sagot hindi ako maka-recite.” (When my teacher is too strict and serious even if I know the answer I can't recite because I'm scared.)

“Minsan ako na lang ang palaging napapansin ni madam, kaya abo ko na tawagon niya ako kasi pinapahiya niya kami ‘pag dai kami nakakasagot.” (I don't want to participate in the class because sometimes if you didn't answer it right they make fun of you in the class and saying something that will hurt your feelings.)

A strained or negative relationship with teachers may result in decreased engagement and communication barriers, hindering the learning process. Fostering positive and supportive teacher-student relationships can create a conducive learning environment, encouraging students to actively participate and reducing the risk of learning loss. Promoting varied teaching strategies and addressing diverse learning



styles can enhance student engagement and mitigate learning loss associated with a negative perception of teaching methods.

Cultivating a positive and motivational learning environment, where teachers inspire and support students can contribute to sustained interest and reduced learning loss. Addressing attitudes towards teachers involves creating a positive and supportive educational atmosphere that values communication, engagement, and collaboration. By promoting strong teacher-student relationships and fostering an environment that encourages active participation and support, educators and institutions can play a vital role in mitigating the potential impact of negative attitudes towards teachers on learning loss.

#### **IV. PROPOSED GUIDANCE PROGRAM CAPITALIZING ATTITUDINAL FACTORS TO PREVENT LEARNING LOSS**

##### ***Rationale:***

Understanding and addressing attitudinal concerns might facilitate the development of effective interventions and strategies to mitigate learning regression. There is a substantial body of research indicating that several attitudes towards learning, including motivation, self-efficacy, and interest, serve as dependable predictors of academic achievement. Students that possess positive attitudes generally exhibit heightened levels of involvement, perseverance, and success. On the other hand, a negative attitude towards academics can impede the acquisition of new knowledge. Numerous studies consistently demonstrate a positive correlation between motivation and academic performance. Intrinsically motivated learners, who find personal gratification in the process of learning, are more likely to persist in the face of challenges and actively work towards understanding and applying new information. The significance of self-efficacy in attaining academic success is underscored by Bandura's social cognitive theory. Individuals with elevated self-efficacy possess a strong belief in their ability to overcome challenges and gain new skills. A program aimed at empowering individuals by enhancing their self-efficacy has the potential to result in increased confidence and reduced decline in learning outcomes.

The theory of a growth mindset proposed by Dweck places much emphasis on the importance of attitudes regarding intelligence. Individuals that possess a growth mindset perceive challenges as opportunities for personal progress, leading to increased levels of

perseverance and flexibility. By considering attitudinal factors, individuals can cultivate a growth attitude and mitigate the impact of setbacks on the process of learning.

Numerous studies consistently demonstrate a positive correlation between emotional well-being and the process of learning. The cognitive processes may be adversely affected by attitudinal factors such as school perception, self-regard as a student, perceived learning capability, preparedness in learning, and attitude towards teachers. A guiding program that prioritizes emotional well-being has the potential to cultivate a conducive learning environment and mitigate obstacles to learning. Literature elucidates the influence of cultural and social factors on attitudes towards education. An individualized guidance program that recognizes and addresses these characteristics can be tailored to match the specific needs of different student populations, resulting in a more thorough and effective approach to averting a drop in learning.

The existing tactics and initiatives aimed at enhancing attitudes have exhibited favorable results in mitigating the reduction in learning. A guidance program has the potential to employ evidence-based practices in order to enhance motivation, self-regulation, and foster positive attitudes towards learning. Attitudinal factors exert a significant influence on both short-term academic performance and play a crucial role in shaping enduring learning practices. An educational program that cultivates favorable attitudes towards learning can yield enduring outcomes, preparing students for continuous learning and adaptation in the face of evolving challenges.

The suggested guiding program, which places emphasis on attitudinal factors, is supported by empirical evidence demonstrating a substantial correlation between attitudes, motivation, and academic performance. The program endeavors to establish a conducive learning environment by mitigating these factors in order to minimize the loss of learning and cultivate the growth of resilient, motivated, and lifelong learners.

#### **IV. CONCLUSIONS AND RECOMMENDATIONS**

Based on the findings, the following were formulated conclusion: (1) The majority of the respondents are in their middle adolescence, comprised mostly of males and nearly half of them manifest academic performance from fairly satisfactory to satisfactory. (2) They all often, but still high rate need to be consider for that attitudinal factors such as feelings about the school, their



self-regard as learners, perceived learning capability, preparedness for learning, and attitudes toward their teachers contribute to learning loss. (3) Attitudinal factors influence learning motivation and school engagement. (4) The School Guidance Program consisting of projects such as I Love My School, Cultivating Self-Regard as a Learner, Unleashing Learning Potential, Readiness to Learn Initiative, and the Respectful Learning Culture Initiative are appropriate for assessing the attitudinal factors of the students

The following are the recommendations of this study. Understanding among school stakeholders on learning loss caused by attitudinal factors and contributing to the development of targeted interventions that address the specific needs of different demographic groups and academic performance ranges be deepened through information sharing during FGD and meetings. Continuous monitoring and feedback mechanisms to assess the effectiveness of the implemented interventions be done regularly by soliciting input from students, teachers, and other stakeholders to identify areas of improvement and make necessary adjustments to the intervention strategies.

Invest in initiatives to improve the physical school environment, addressing concerns about disorganization and limited space. This may include optimizing classroom layouts, ensuring sufficient space for learning activities, and creating an organized and conducive atmosphere that promotes focused learning. The suggested program to address the learning loss by this study be adopted in the field. Future researchers are encouraged to investigate the following topics: (1) The effectiveness of specific intervention strategies designed to address attitudinal factors contributing to learning loss. (2) Comparative analyses across diverse demographic groups, educational levels, and cultural contexts to identify variations in the manifestation and impact of attitudinal factors on learning loss. (3) The role of technology in shaping attitudes towards learning. Investigate how the integration of educational technology influences student engagement, motivation, and attitudes, and assess its impact on learning outcomes.

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