

Factors Influencing the Performance of the Grade VI Pupils in Science

Analyn A. Belangoy

Student, Medina College – Ozamiz City

Abstract— This study examined the factors influencing the performance of Grade VI pupils in Science in the Sibutad District, Division of Zamboanga del Norte, focusing on teacher-related, school-related, pupil-related, and parental/peer factors. Employing a descriptive research design, data were collected from 190 pupils and 13 Science and Health teachers using a structured questionnaire and a performance test, and were analyzed through weighted mean, t-tests, and Pearson correlation. Results revealed that teachers exhibited very satisfactory personal qualities and satisfactory professional qualities, with significant differences between school heads and teachers' perceptions on professional competencies, particularly in utilizing innovative technologies. Pupils demonstrated high levels of achievement and recognition motivation, while parental support was perceived as high, and peer qualities as good. Despite these positive factors, the performance of pupils in science was low, with nearly half requiring severe re-teaching. Correlation analysis indicated no significant relationships between pupils' motivation, parental support, peer qualities, and teachers' personal and professional qualities with pupils' Science performance. These findings suggest that although supportive environments, motivated pupils, and competent teachers are present, other contextual or instructional factors may contribute to the low academic performance observed, highlighting the need for targeted strategies such as enhanced use of technology, structured group work, and mentorship programs to improve learning outcomes in science. The study underscores the complexity of academic achievement in elementary Science and the necessity of addressing multiple interconnected factors to foster better student performance and scientific literacy.

Keywords— Grade VI pupils, Science performance, teacher qualities, pupil motivation, parental support, peer influence, elementary education.

I. INTRODUCTION

Background of the Study

The achievement of Grade VI students on the Science subject is determined by various factors that are interconnected, like teacher competence, school facilities, pupil motivation, parental support, and peer influence. Teacher competence is the level at which the teachers can conduct effective classes, use instructional materials, and incorporate technology in the classroom instruction. School factors include access to laboratory equipment, classroom sizes, and learning conducive conditions. In the meantime, factors of pupils include interest, attitude, and study habits that define their interest in scientific learning. In addition to this, the family background, parental mood, and peer effect are also important factors that contribute to either boosting or weakening the performance of pupils in science. The knowledge of these factors is important as Science education provides the basis upon which innovation and national development can be developed.

These influencing factors have been discussed in several studies, and the relationship between these factors and student achievement has been addressed. Akinsola and Olowojaiye (2008) conclude that teacher qualification

and instructional methods have a significant influence on the performance of the students in science subjects. On the same note, Oladejo et al. (2011) observed that ineffective laboratory infrastructures and accessibility of learning contents are factors that lead to poor performance in science by pupils. In a different study, Kazu and Demirkol (2012) noted that the performance of students is directly influenced by their attitude and motivation, particularly in cases where the teachers provide them with an interesting learning environment. Moreover, Adeyemo (2010) has pointed out that parental participation and support of peers contribute to improved academic performance in science. All these findings confirm that the achievement of students in the science subjects is due to the interactive nature of the school, teacher, student, and home aspects. Although there are several studies on science performance, little has been said about how the variables interrelate in the context of Philippine elementary education, mainly in the public schools. The majority of the existing literature has been done at the secondary or tertiary level, and there is no gap in understanding factors affecting the foundational science knowledge of young learners. Additionally, there is a lack of regional literature on such areas as Zamboanga del Norte, where the

socioeconomic status and education facilities differ extensively. This discontinuity explains why localized studies are necessary to determine particular issues and opportunities that influence the science learning outcomes of Grade VI pupils.

This research paper seeks to establish the variables that affect the performance of Grade VI students in Science. In particular, it aims at investigating the role of teacher-related, school-related, pupil-related, and parental or peer factors in the academic success of pupils in the subject. The study, by establishing these critical factors, hopes to inform the teacher, administrator, and parents on ways of implementing strategies to improve learning of science in elementary, and finally improve the level of scientific literacy and academic achievement among the students.

II. RESEARCH METHODOLOGY

Research Design

The study employed the descriptive research method, which is appropriate for examining the relationship between teacher-related and pupil-related factors and their influence on the performance of Grade VI pupils in Science and Health. Data were collected through a structured questionnaire and analyzed using appropriate statistical tools.

Research Setting

This study was conducted in the Sibutad District, Division of Zamboanga del Norte, which comprises 13 elementary schools, namely: Sibutad Central, Libay, Sawang, Calube, Kanim, Magsaysay, Marapong, Bagacay, Oyan, Delapa, Calilic, Sipaloc, and Minlasag Elementary Schools.

Research Respondents

The respondents of the study were 13 Science and Health teachers and 190 Grade VI pupils selected from a total population of 363 across the 13 elementary schools in the Sibutad District, Division of Zamboanga del Norte. The pupil sample size was determined using Slovin's formula with a 0.05 margin of error, representing 52.34% of the total population, and proportionally distributed among the schools to ensure fair representation.

Research Instrument

The study utilized a researcher-constructed questionnaire consisting of four parts: Part I focused on the pupils' level of motivation; Part II on the level of parental support; Part III on peer qualities; and Part IV

on teachers' personal and professional qualities. A performance test was also administered to assess the pupils' academic performance.

Data were analyzed using weighted mean, interpreted through a five-point Likert scale with corresponding descriptive ratings ranging from Very Poor to Very Good for peer qualities, Very Low to Very High for influencing factors, and Very Poor to Very Satisfactory for teachers' personal and professional qualities.

Validity of Instrument

The researcher developed the questionnaires with input from colleagues in the district and guidance from her adviser regarding appropriate indicators and descriptions.

The initial drafts were pilot-tested among five department heads and five teachers from a nearby district to ensure clarity, relevance, and reliability. Feedback from school heads, teachers, panel members, and the adviser was incorporated in refining the final version. The performance test items, derived from the Science achievement tests of the past three years, were aligned with the Learning Competencies of the Elementary Curriculum to ensure content validity.

Data Gathering Procedure

Prior to data collection, the researcher sought formal approval from the Graduate School to conduct the study. Upon obtaining the permit, permission was requested from the Schools Division Superintendent of Zamboanga del Norte to administer the questionnaires to the identified respondents. After the approval was granted, the researcher coordinated with each school head, who assisted in the distribution and retrieval of the questionnaires. Once all the accomplished questionnaires were collected, the data were tallied, tabulated, analyzed, and interpreted to draw meaningful conclusions.

Data Analysis

The study employed various statistical tools to analyze and interpret the data. The percentage was used to determine the proportion of each category or variable. The average weighted mean described the perceptions of department heads and teachers regarding teachers' personal and professional qualities, pupil motivation, parental support, and peer qualities.

The t-test determined whether a significant difference existed between the perceptions of school heads and

teachers on teachers' personal and professional qualities. Lastly, the Pearson Product-Moment Correlation measured the strength of relationships

among variables, and the t-test of r was applied to determine the significance of the correlation coefficients.

III. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Table 1. Personal Qualities of the Teachers

Statements	School Heads		Teachers	
	AWV	I	AWV	I
Fair and firm in dealing with pupils.	4.54	VS	4.92	VS
Conscious of time management.	4.62	VS	4.69	VS
Communicate correctly and clearly in English or Filipino.	4.69	VS	4.77	VS
Shows self-confidence and carries self well.	4.54	VS	4.54	VS
Displays vigorous and appropriate gestures in dealing with the class.	4.46	S	4.31	S
Maintains eye contact with pupils when discussing.	4.54	VS	4.69	VS
Shows recognition of pupils by nodding, greeting, and expressing good remarks.	4.62	VS	4.69	VS
Manifests appreciation for pupils' giving correct answers.	4.62	VS	4.54	VS
Cracks appropriate or relevant jokes.	4.31	S	3.46	S
Weighted means	4.55	VS	4.51	VS

The personal qualities of the teachers, as described by the school heads and teachers, reflected a weighted mean of 4.55 by the school heads and 4.51 by the teachers themselves. Both values are interpreted as satisfactory. This means that most of the teachers possess satisfactory personal qualities. The highest average weighted value of 4.69 is attributed to the personal quality of the teachers, who possess the skills to communicate clearly and correctly in English or Filipino. The two languages are the means of instruction and communication in the public school system. Teachers should be competent in communicating their lessons in either English or Filipino in order to deliver their instruction efficiently to their pupils.

Another noteworthy quality of the teachers is their reactions when pupils exhibit good behavior and correct answers. The teachers show recognition by nodding, greeting, and making positive comments. Pupils need recognition and appreciation because this will serve them as their motivation and encouragement. The mere nodding implies that the teachers appreciate and recognize the good works and good answers of the pupils. The teachers were also noted to be very satisfactory in managing their time. With the various activities and hectic schedules of teachers, they should be efficient in managing their time. They should manage their time effectively so that the basic education curriculum can be covered, and teachers can focus on preparing for pupil performance assessments and

departmental evaluations. Time management is an essential skill that each teacher should possess. They should consider that their life is to serve their respective family as well as the children in school who are entrusted to them and whose educational development lies in their hands. The teachers' perceptions pointed to a very high average weighted value (4.92), which is interpreted as very satisfactory.

The teachers manifested a very satisfactory quality in being firm and fair in dealing with pupils. As teachers, they place a high premium on being with pupils. They are fair and impartial in assigning tasks, responsibilities, and in recognizing the good deeds and good works of their pupils. By providing examples of objectivity to their pupils, they would somehow generate respect, trust, and confidence among the pupils.

Taking a closer scrutiny of the data revealed that the teachers reflected the lowest average weighted value of 3.47. This is about making relevant jokes. Most of the teachers perceived themselves as fair in this quality. This is because the teachers felt that they should be serious in dealing with their pupils. Cracking relevant jokes should be in another setting, not during class discussions and interaction.

The personal qualities of a teacher enable them to communicate effectively with their pupils. These personal qualities have helped the teachers become better individuals for the pupils. The way teachers

present themselves creates an impression on the pupils. If teachers are perceived as having a good attitude, they can earn the pupils' approval, encouraging them to

perform their best in the subject taught by that teacher. Generally, it inspires the pupils, leaving them with that impression, Draught (2009).

Table 2. Professional Qualities of the Teachers

Statements	School Heads		Teachers	
	AWV	I	AWV	I
Using interesting teaching techniques to arouse and maintain interests of the pupils.	4.77	VS	4.54	VS
Makes good use of instructional materials.	4.38	S	4.15	S
Present learning materials in a systematic, orderly, interesting and understandable manner.	4.38	S	4.31	S
Show relationship of the present lesson to the previous ones and future lessons.	4.46	S	4.54	VS
Show relevance of relation of the subject matter to real life or out of class situation.	4.46	S	4.46	S
Stresses important points or aspects of the subject by repeating or emphasizing them.	4.54	VS	4.62	VS
Tries to find out if the pupils have learned the subject matter by asking questions or encouraging the pupils to ask questions.	4.77	VS	4.69	VS
Exhibit skills in utilizing of innovative technology such as computer and other communication technology.	3.77	S	2.92	F
Gives pupils reasonable and challenging learning tasks, problems and assignments.	4.54	VS	4.23	S
Weighted means	4.45	S	4.27	S

Generally, the teachers possess a satisfactory level of professional qualities. This is shown in the weighted means of 4.45 and 4.27, which are interpreted as satisfactory.

Based on the perceptions of the school heads, the teachers have very satisfactory qualities in assessing whether pupils have learned the subject matter through questioning or by encouraging them to ask questions. The school heads noted an average weighted value of 4.77 for this quality. This suggests that the teachers have found ways to diagnose whether pupils understand the lessons. This is achieved by asking follow-up or clarifying questions before the teacher moves on to another topic.

Check-up questions identify if the concepts delivered and discussed by the teachers are absorbed and understood by the pupils. In some instances, the teachers motivate the pupils to ask clarifying questions. The questioning line of the pupils would give the teachers a hint if there is learning among the pupils.

It could also be that the pupils will achieve a better understanding of the concepts with the questions they ask. The teaching methods used by the instructors were rated as very satisfactory, with an average score of 4.77 based on the school heads' evaluation. These methods, especially in science and health, are helpful because they give students many activities that make it simpler for

them to understand science concepts. Pupils may find the discussion boring if they are not exposed to different teaching styles and practices. Pupils should be exposed to activities, demonstrations, and actual and practical applications of science concepts.

The perceptions of the two groups of respondents have shown that the utilization of innovative technology, such as computers and other communication facilities, was less conspicuous among the teachers. The teachers may lack competence in handling and manipulating computers and other communication technologies during their discussions and illustrations. The school heads have recognized the need for teachers to update their skills in this area.

The teachers, on the other hand, revealed that their competence was only considered fair. In the development program intended for teachers, professional qualities should be a primary focus. This is the essence of effective instruction. Professional qualities of teachers are essential ingredients for them to be able to share and transfer their knowledge to the pupils, resulting in their pupils' development. Professional qualities generally reflect how teachers were shaped by the education they have gained. Many professionals nowadays do not manifest professional qualities; thus, they could be said to be just educated but not cultured (Legaspi, 2005).

Table 3. Test of Significant Difference Between the Perceptions of the School Heads and Teachers on the Personal Qualities of Teachers

Respondents	Mean	t-computed	c.v. (t)	decision
Administrators	4.55	0.32	1.96	HO not rejected
Teachers	4.51			

Significance Test: $t = 0.32$ $df = 188$

Table 3 presents the analysis results that compared the views of school heads and teachers about the personal and professional qualities of teachers. It is revealed in the findings that the computed t-value of 0.32 does not exceed the critical value of t of 1.96 at the .05 probability level with 188 degrees of freedom. This suggests that the null hypothesis is not rejected. Thus, there is no significant difference between the perceptions of the school heads and teachers on the personal qualities of teachers. This means that the teachers and administrators revealed the personal qualities of teachers in the same manner. This would further lead to the idea that the administrators are living witnesses of the personal qualities of teachers manifested in their daily encounters with the pupils and their school heads.

The findings suggest that school heads and teachers share similar observations, indicating that most teachers possess a satisfactory level of personal qualities. Both

groups of respondents noted that the teachers have fluency in communication, either in English or Filipino, and can convey information and discussion through these two means of communication. They also noted that the teachers were good time managers. They were well-versed in appropriating and allocating their time such that the curricular programs of the basic education could be effectively managed. The teachers managed their time to prepare their classes for evaluation and pupils' assessment of performance.

The two groups of respondents also revealed that the teachers manifest fairness and firmness in handling their pupils, whether in behavior or performance. The teachers were impartial and objective in their dealings with the pupils, which generated respect, trust, and confidence from them. Maruja (2008) found similar results, showing that teachers and administrators had the same view about the teachers' personal qualities.

Table 4. Test of Significant Difference Between the Perceptions of the School Heads and Teachers on the Professional Qualities of Teachers

Respondents	Mean	t-computed	c.v. (t)	decision
Administrators	4.45	1.87	1.96	HO not rejected
Teachers	4.27			

Significance Test: $t = 1.87$ $df = 188$

In Table 4, it is revealed that the computed t-value is 1.87. This value is greater than the critical t-value of 1.75 at the .05 probability level with 188 degrees of freedom. This suggests the rejection of the null hypothesis. Hence, there is a significant difference between the perceptions of the school heads and teachers on the professional qualities of teachers.

The data presented reveal that school heads' perceptions of teachers' skills in utilizing innovative technologies in teaching differ from those of the teachers themselves. The school heads believed that the teachers had a satisfactory level of skills, while the teachers noted that they only had a fair level of skills in the use of innovative technology in their instruction.

The school heads might have believed that with the training and seminars given to teachers, they are already

equipped with the basic skills in the use and employment of educational technologies in their teaching. However, the teachers believed that the training and educational seminars on Innovative technologies were insufficient, and they required additional training and seminars. This is true because technologies are continually evolving, and teachers must adapt to these changes to meet the growing and dynamic needs of their pupils. This is important because teachers should prepare their pupils to become competitive when they finish their respective line or field of study.

The results in the table emphasized that both teachers and administrators are confident in the manifestation of the teachers' professional qualities. They readily agreed with one another as to their ratings. Thus, the result of this survey aligns with how the teachers and administrators perceived it, given that the means are

almost alike and belong to the same category. Maruja (2008) still supports the present findings of the study, as

she also revealed that both teachers and administrators agree on the professional qualities of teachers.

Table 5. *Pupils' Motivation to Learn Science in Terms of Achievement*

Statements	AWV	I
Strives to excel in science activities.	4.18	H
Strives to accomplish an assigned task.	4.12	H
Takes pleasure in accomplishing goals for their own sake.	3.72	H
Persists to task for a long time.	3.67	H
Practice solving problems to develop skill in solving.	4.16	H
Spends spare time in studying science.	3.92	H
Strives to become successful.	4.04	H
Works hard to get good scores in Science	4.02	H
Weighted means	3.98	H

In Table 5, they considered themselves to have a high level of pupils' motivation for learning Science and Health. This is reflected in the weighted mean of the pupils' perceptions, which registered an average weighted value of 3.98. This value is interpreted as high. This indicates that most pupils demonstrated a high level of motivation to learn Science.

The highest average weighted value of the pupils' self-perceptions of their level of motivation is 4.18. This value is attributed to the statement, "strives to excel in science activities." This implies that the pupils found motivation and encouragement in trying hard in order to excel in science class activities. Participating and collaborating with their classmates in science projects and group work is important for pupils to succeed. This is their motivation and encouragement. Learning science concepts and skills can be facilitated by developing problem-solving skills. Problem-solving is an important

component in scientific processes. The pupils noted that their motivation is manifested through their diligence and constant practice in solving problems. Pupils should learn to identify the given items and concepts in a problem, determine the appropriate formula to apply, and identify the required operation. Problem-solving also involved judgment on whether the answer fits with what is identified and asked in the problem.

Given the high level of motivation among the pupils, it is reasonable to expect a high level of performance in Science. Performance is the result of motivation. This could mean that the basic concepts of the subject have been learned and are digested adequately by the pupils; thus, they are already capable of attaining a high level of performance. This result could be related to Abraham Maslow's theory of motivation, which suggests that people are more productive when their basic needs are met at the lowest level.

Table 6. *Pupils' Motivation to Learn Science and Health in Terms of Recognition*

Statements	AWV	I
Strives to seek attention from classmates and teachers.	4.02	H
Appreciate if given importance.	3.98	H
Works hard to be appreciated in whatever task is assigned.	4.00	H
Seeks approval from classmates and teachers.	3.83	H
Desires for reputation and prestige.	3.52	H
Maintain integrity in the performance of assignments and tasks.	4.09	H
Desires to respect from other people.	4.23	H
Maintains a feeling of self-confidence.	3.83	H
Feels adequate of being useful	3.63	H
Feels being necessary in class.	3.69	H
Weighted means	3.88	H

The pupils got an average score of 3.88 for recognition, which means it is high. This shows that they are strongly

motivated by recognition and want to be respected by their classmates, friends, teachers, and parents. Even at

a young age, during elementary years, pupils should be given and accorded respect, especially when it comes to their interests and needs. The teachers should be aware that each pupil has his or her own needs, weaknesses, and strengths. These should be identified by the teachers in order to implement strategies that would strengthen their strong points. Recognition is important because it motivates pupils to strive for competence and enhance their skills, as they feel respected and valued.

Another important aspect of the pupils' wanting for recognition can be seen in how they strive to maintain integrity in the performance of their assignments and tasks. This is reflected in the average weighted value of 4.09, indicating that the pupils made a concerted effort to complete their assignments and tasks honestly, with reliability, and accuracy. Pupils should always be taught to maintain honesty and integrity in their work. The teachers should also be role models to their pupils in terms of honesty and integrity. In another aspect, most of the pupils also seek attention. They do things that catch the attention of their teachers, classmates, friends, and parents. This is one way of soliciting recognition.

The pupils' accomplishments in various tasks should also be appreciated and praised. This appreciation is a form of approval by the teachers of the job well done by the pupils. In the end, the pupils find fulfillment, being admired, and experience pleasure and enjoyment in their work. It would not be difficult for teachers to assign tasks, as pupils would receive the appreciation they deserved for their good or satisfactory work.

The average weighted values of the pupils' self-perception pointed out the lowest average weighted value of 3.52. This value is close to a fair level of motivation. This is related to the statement, "desires for reputation and prestige."

This result is supported by Abong (2005), who revealed that people in his workplace rated their superiors with a high level of recognition, thus attaining a high level of productivity in the organization. Recognition, according to Martirez (2008), is one of the motivating factors that could increase the level of productivity of a person. If there is a high level of recognition, people are expected to achieve higher.

Table 7. Level of Parental Support as Perceived by the Pupils

Statements	AWV	I
Parents make follow-up on the learning of their children.	4.25	H
They actively complement the lesson taught in school.	4.00	H
They encourage their children to participate in science relate activities.	3.85	H
They are mindful of their children's performance in science.	3.80	H
They are interested in science.	4.01	H
They extend help to their children in their science home assignments.	3.71	H
They extend encouragement to their children to focus on their lessons in science.	3.77	H
They manifest appreciation to science education.	3.70	H
They encourage interest and love for science.	3.85	H
Weighted means	3.88	H

The pupils gave their perceptions on the level of parental support they received from their parents. Their responses are shown in Table 7. Generally, the pupils received a high level of parental support. This is evident in the weighted mean of their perceptions, which is 3.88, or denoted as a high level of parental support.

The pupils' perceptions indicate that most have parents who regularly follow up on their learning. The pupils found that their parents guided them through their assignments, inquired about their progress, and ensured that their work was completed. Even if the parents were busy, especially the mothers, the pupils acknowledged that their parents made time to provide follow-up and

encouragement, helping them to complete their projects and assigned tasks. The responses of the pupils revealed that the lowest average weighted value is attributed to the statement, "they manifest appreciation for science education." This has an average weighted value of 3.80 and is also interpreted as high. The pupils noted that although their parents are present when it comes to encouraging them and following up on their assignments and tasks, they observed that their parents may have lacked interest in science education. Science education is very particular. This might be so because the parents do not necessarily focus their involvement on the science education of their children, but also on their education in general (Lipapa, 2001).

Table 8. Peer Qualities of the Pupils

Statements	AWV	I
Classmates and friends are interested in the subjects.	3.90	G
They encourage each other to always attend the class.	3.66	G
They do not make absences in the class even if they have not complied with their assignments.	3.53	G
They find time to share their discussions and problems in relation to their subject through group study.	3.45	F
They take their subject seriously and diligently.	3.58	G
Give importance to school learning and achievement by showing care to learn the subject.	3.65	G
Attend classes regularly.	3.72	G
Mindful of getting good grades.	3.72	G
Aim to finish elementary education.	3.74	G
Extend supports to each other in terms of tutoring and mentoring.	3.40	F
Weighted means	3.64	G

The qualities of the peer group of the pupils are. The data indicates a weighted mean reflected in Table 8 of 3.64, which is interpreted as "good." This suggests that most pupils have friends who are considered good.

These friends and classmates are interested in their subjects, aspire to get and maintain good grades, and attend their classes regularly. It is beneficial for pupils to accompany their classmates who have the highest aspirations to excel in their school requirements and activities. These pupils share common interests, common likes, and learning experiences. The pressure that friends and classmates exert on the educational activities and undertakings of a pupil is a critical consideration. Teachers should emphasize to their pupils

that when choosing friends, they should be selective and consider the good traits that can contribute to their learning. Environmental factors, such as peer groups, should also be considered by the parents. They should be aware of what type of friends their children are going with. Oftentimes, due to family activities, parents rely on others for their children. They overlook the fact that they also have the most significant share in the foundation and development of the characteristics and favorable educational endeavors of their children.

Peer qualities generally influence the formation of a child's behavior, so that whoever these children go with during their formation stage will be reflected when they grow up (Child Psychology, 2008).

Table 9. Performance of the Pupils in Science VI

Performance Level	Frequency	Percentage
Needs Improvement	22	11.58
Needs Re-teaching	75	39.47
Needs Re-teaching Severely	93	48.95
Total	190	100.00

Table 9 shows how the pupils performed in Science and Health. The Science and Health VI performance of the pupils was measured using their average scores, which were grouped into three levels: needs improvement, needs re-teaching, and needs a lot of re-teaching.

The data indicate that almost half of the 190 grade VI pupils need re-teaching severely in science. Out of 190 pupils, 93 pupils, or constituting 48.95 percent, have mean performance scores that were categorized as needing severe re-teaching.

This is followed by 75 pupils, or 39.47 percent, with mean performance scores categorized as needing re-teaching. Only a little more than 10 percent (22 or 11.58

percent) have mean performance scores that are denoted as needs improvement.

The performance of the pupils is alarming, as almost half of the total number of respondent pupils have MPS that require re-teaching. These pupils have the least competence acquired in Science and Health VI.

The findings of this study should challenge the science teachers. There needs to be an effort to increase the performance level of these pupils in Science and Health. Science is generally one of the complex subjects in the elementary grades.

Only a few pupils are interested in the subject. Therefore, the teaching of this subject should be made more informative and experiential, allowing pupils to appreciate the beauty of science and the world around

them. Rizon (2003) revealed similar findings when she said that grade V pupils in the locale of her investigation have a low level of performance in Science.

Table 10. Test of Significant Relationship Between the Pupils, Parents, Peers and Teachers' Qualities and the Pupils' Performance in Science VI

Variables	r value	t value of r	c.v. (t)	Degrees of freedom	Decision
Achievement Motivation and Performance in Science and Health VI	0.106	ns 0.105	1.96	1.88	Do not reject HO.
Recognition Motivation and Performance in Science and Health VI	0.172	ns 0.169			
Parental Support and Performance in Science and Health VI	0.312	ns 0.296			
Peer Qualities and Performance in Science and Health VI	0.064	ns 0.064			
Personal Qualities of Teachers and Performance in Science and Health VI of Pupils	0.281	ns 0.27			
Professional Qualities of Teachers and Performance in Science and Health VI of Pupils	0.194	ns 0.190			

H₀: There is no significant relationship between the pupils, parents, peers, and teachers' qualities and the performance of the pupils in science.

As shown on the table, the computed t-values are 0.105, 0.169, 0.296, 0.064, 0.27, and 0.190. All these t-values were below the critical value of t, which is 1.96 at the .05 probability level with 188 degrees of freedom. This indicates the retention of the null hypothesis. Hence, there is no significant relationship between the pupils, parents, peers, and teachers' qualities and the pupils' performance in Science and Health VI.

The findings suggest that the pupils' motivation to achieve higher-level learning and achieve the competencies desired for them in their curriculum was not relevant to the performance of their lessons' objectives. The pupils may be motivated to learn, but this is not sufficient to justify why they have achieved a poor level of performance in Science and Health VI. In addition, some environmental attributes, such as parental influence and peer groups, may not significantly contribute to pupils' performance in science and health. The parents may be very supportive of their children's endeavors, as well as those of their classmates and peer groups. However, these efforts may have had only a minimal impact on their learning, particularly in science and health.

On the other hand, the teachers' personal professional qualities were not related to the pupils' performance in science VI. The teachers may have taught well and given

learning support, but these efforts might not directly affect the students' success in their Science VI subjects.

IV. SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATION

Summary of Findings

1. Most of the teachers had a very satisfactory level of personal qualities. They had a satisfactory level of professional qualities.
2. There is a significant difference between the perceptions of the school heads and teachers on the personal qualities of teachers. There is a significant difference between the perceptions of the school heads and teachers on the professional qualities of teachers.
3. The pupils had a high level of achievement and recognition as well as motivation in Science and Health VI.
4. The parental support was considered high by the pupils.
5. The pupils considered their peers to have a good level of qualities.
6. Pupils' performance in science is low.
7. There is no significant relationship between the pupils' level of motivation, parental support, and the qualities of teachers and the performance of the pupils in Science and Health VI.

Conclusions

Based on the findings of the study, it was concluded that teachers demonstrated very satisfactory personal and professional qualities, particularly in recognizing pupils' efforts, maintaining effective communication, managing time efficiently, and employing engaging teaching techniques that sustain learners' interest and participation. However, a difference in perception was noted between school heads and teachers, with school heads showing a higher level of confidence in teachers' professional competencies. Pupils were found to be highly motivated to excel in Science through active collaboration and participation in class activities and projects, driven by their desire for recognition and respect from peers, teachers, and parents. Parental guidance played a vital role in assisting pupils with assignments and projects, while peer groups influenced positive academic behavior, such as interest in subjects, regular attendance, and the pursuit of good grades. Despite these strengths, the pupils' overall performance in Science and Health was rated as needing significant improvement, as indicated by their mean percentage scores.

Recommendations

1. There is a need for the pupils to belong to peer groups that will provide them with assistance in their academic undertakings. They need to be a member of a group that will provide them with mentoring and tutoring, especially in their Science subject. The pupils need avenues where they will be encouraged to share their discussions and problems in relation to their subject through group study.
2. The teachers may improve their personal qualities, especially in giving relevant and appropriate jokes to break the monotony of the flow of discussion.
3. The teachers have to enrich their skills in the utilization of innovative technologies such as computers and other communication technology resources. They have to attend seminars and training that appropriately address their needed skills or enhancements.
4. The teachers should examine their teaching strategies in addressing the need for the pupils to belong to academic groups. There is a need for teachers to encourage group work and group study among the pupils.
5. The guidance program of the elementary schools should formulate a functional development program intended for the pupils. They should consider the need for the pupils to be organized and

to be members of peer groups who will provide them with mentoring and tutoring sessions.

6. School heads should consider sending a larger number of teachers to professional seminars and training, especially those that will enhance the teachers' utilization of innovations in technology. They should strictly monitor teachers who were sent to workshops to render echo seminars to those who were not able to attend, to share their learning and knowledge.
7. Further studies relative to the topic shall be conducted to substantiate and further explore other factors that may influence the pupils' performance in Science and Health.

REFERENCES

- [1] Abong, A. (2005). The effect of recognition on employee productivity in organizations. Quezon City: Rex Book Store.
- [2] Adeyemo, S. A. (2010). The relationship between students' participation in school-based extracurricular activities and their achievement in physics. *International Journal of Science and Technology Education Research*, 1(6), 111–117.
- [3] Akinsola, M. K., & Olowojaiye, F. B. (2008). Teacher instructional methods and student attitudes towards mathematics. *International Electronic Journal of Mathematics Education*, 3(1), 60–73.
- [4] Child Psychology. (2008). The influence of peer groups on child behavior and development. Quezon City: Phoenix Publishing House.
- [5] Draught, R. (2009). Teachers' personal qualities and effective classroom communication. Unpublished manuscript.
- [6] Kazu, I. Y., & Demirkol, M. (2012). Effect of blended learning environment model on high school students' academic achievement. *The Turkish Online Journal of Educational Technology*, 11(1), 78–87.
- [7] Legaspi, A. (2005). Professional qualities of teachers and their impact on educational development. Manila: Rex Book Store.
- [8] Lipapa, Almira (2003) Selected Variables Associated with Student's Performance. Unpublished master's Thesis, Ozamis City.
- [9] Lipapa, R. (2001). Parental involvement and its influence on pupils' attitude toward science education. Manila: Rex Book Store.

- [10] Martinez, C. (2008). Human behavior in organizations: Understanding and managing the human side of work. Manila: National Book Store.
- [11] Maruja, B. (2008). Teachers' personal qualities as perceived by teachers and administrators. Quezon City: Phoenix Publishing House.
- [12] Oladejo, M. A., Olosunde, G. R., Ojebisi, A. O., & Isola, O. M. (2011). Instructional materials and students' academic achievement in physics: Some policy implications. *European Journal of Humanities and Social Sciences*, 2(1), 112–126.
- [13] Rizon, M. (2003). The level of science performance among Grade V pupils: A basis for instructional improvement. Manila: Rex Book Store.

