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Scholastic Performance Among Senior High School Students In Distance Learning During The Covid-19 Pandemic

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Abstract – This study essentially made use of a descriptive-correlation design where it attempted to measure the Scholastic performance of Senior High School students in distance learning through a virtual set-up. A descriptive survey was used to describe the profile of the respondents in terms of age, sex, birth order of siblings in the family, parents' highest educational attainment, parents' occupation, family monthly income, and gadget/s used in online learning. A test of correlation was conducted to analyze the Home Environment, Parental Educational background, Socioeconomic status, Teacher factor, Technology resources, and Learning. The name of the program is "Future Ready, Future Smart," commonly known as the FRFS Program, wherein the students learn by using the Study Guides (modules) and Video Lectures provided to them by their learning facilitator. In order to ensure the bridging of the learning gaps, Good Samaritan Colleges-Senior High School also requires the students to attend their Virtual Classes.

Considering the results, fifty-nine percent (59%) of the respondents belong to the eighteen (18) to nineteen (19) age bracket. This age group represents those students in Senior High School or those in Grades 11 and 12, which belongs to Generation Z. Sixty-four percent (64%) of the respondents represented Female students. Females are known to mature faster than males as they undergo puberty and finish it earlier. Also, they usually spend more time doing homework than boys. Forty-six (46%) students are firstborns. Firstborns are expected to lead and take care of their siblings so they are usually responsible and reliable. Fifty-seven percent (57%) of the parents of the respondents are college graduates. By reaching a higher level of education, the parents can guide their children in their studies and be examples/role models in attaining their goals in life. Fifty-six percent (56%) of the parents of the respondents have a various occupation, such as government and private company employees, farmers, policemen, welders, lawyers, and drivers. This shows that their parents came from all walks of life. A family of thirty-eight percent (38%) of the respondents earn twenty-five thousand pesos (P25,000) and above per month. These families may be classified as middle-income class families. Forty-nine percent (49%) of the respondents use laptops in their online classes; Laptop, although generally more expensive, is more convenient to use in online classes. Being able to provide a better gadget to be used in their children's online studies may be attributed to the parents having an occupation.

It just shows that there is a significant relationship between the Parents' Highest Educational Attainment and the Academic Performance of the respondents for School Year 2020-2021 only; and between the Learning Style and the Academic Performance of the respondents for School Year 2019-2020 only. The rest has no significant relationship with the Academic Performance of the respondents for School Year 2019-2020, School Year 2020-2021, and School Year 2021-2022.

Keywords – Online classes, Strand, COVID-19 Pandemic, Scholastic Performance.

INTRODUCTION

Education is the process of learning and studying in order to gain more in-depth knowledge and understanding of a variety of subjects that can be applied to one's daily life. Education is not limited to the acquisition of knowledge from books; it can also be obtained through hands-on experiences gained outside of the classroom setting. Thus, Education is very important in our lives. However, one remarkable event that altered and impacted the lives of many was the breakout of COVID-19 which happened last

March 2020. As a result, the education industry has been severely affected, as there is an immediate need to transition from the traditional classroom setup to a virtual classroom setup. Nobody was prepared for this transition, even the government and private sector, but it is necessary to adjust and adapt to this new normal in order to protect the lives of the students. The purpose of this study is to examine the scholastic performance of students during the COVID-19 pandemic.

The COVID-19 Pandemic definitely brought a lot of unexpected changes in all aspects of life. The hardest part in this situation is that nobody foresees it coming. Thus, no one was able to prepare for this kind of setup. Every bad outcome of it came right before our eyes. The virus prevented us from having a close interaction with one another, which is why face-to-face interactions are prohibited. One sector that is severely affected because of this is the field of Education. Students are so accustomed to having traditional face-to-face classes, wherein the teacher in front will discuss, and the students will listen or follow. The teacher-student interaction was fully maximized, and the teacher could easily monitor and evaluate the performance of their students because it is done inside the four corners of the classroom. However, because of the pandemic, the mode of learning shifted to distance learning, which was not willingly and readily easily accepted by the students, teachers, and even parents. Instead of just temporarily using this mode as an alternative it became the new normal.

“Change is the only constant thing in this world”. That is the most relatable phrase when we talk about technology. If we compare the tools that we have 30 years ago with everything that we have right now, it is very evident that technology has been evolving ever since. Technology plays a very vital role in Education and continues to adapt to the changes happening in our world. The role of technology became even more important in this time of pandemic when the mode of learning shifted from traditional to distance learning. Online classes were being conducted at home, and a stable internet connection must be secured in order to ensure that the information coming from the teachers to the learners is being delivered efficiently. Students rely heavily on technology in distance Education, which is why the status of connectivity is a determinant of whether the student will get enough information or not. This thesis aims to determine whether the students obtain adequate scholastic performance or poor scholastic performance during the COVID-19 pandemic.

LITERATURE REVIEW

Previously, the basic education in the Philippines consisted of ten (10) years of study, divided into two parts: six (6) years of elementary education and four (4) years of secondary education. A number of political, social, and economic pressures have impacted the Philippine atmosphere since the Spanish colonization and, later, the American occupation, resulting in a mismatch between the Philippines' basic education system and other countries that have adopted at least 12 years of basic education]. This review does not go into depth on this subject because of time constraints; instead, the readers are directed to Adarlo and Jackson for a more in-depth discussion of the subject. On an annual basis, the Department of Education (DepEd), the country's agency in charge of elementary and secondary education, releases key statistics on the performance and internal efficiency of the basic education sector. As reported by the agency, the overall performance of representative participants in the Programme for International Student Assessment (PISA, 2018) in terms of reading, mathematics, and scientific literacy fell significantly behind that of neighboring ASEAN countries. In fact, the Philippines came in last among the participating countries, which included Singapore, Malaysia, Brunei, Thailand, and Indonesia, in each of the three categories. The same trend has been observed in previous studies such as Adarlo and Jackson, Mullis and Martin et al., which all found that the country's overall performance was significantly below the international average in the Trends in International Mathematics and Science Study conducted in 1999 and 2003.

Many issues have also been identified as being associated with the poor performance of the Philippines' basic education system, including a large proportion of children who are not in school. A study conducted in the Philippines by Albert found that the issue of out-of-school children is associated with psychological, health-related, and economic factors. As a result, the paper reports that a significant 36 percent and 44.1 percent of students, respectively, cited a "lack of personal interest" as a reason for not attending school in the primary and secondary grades. Furthermore, a staggering 34.7 percent of students in primary school and 12.4 percent of students in secondary school cited "illness or disability" as a reason for not attending school in the respective grades. Furthermore, 14.1 percent and 29.4 percent of those who did not attend school at primary and secondary levels, respectively, cited the "high cost

of education" as a reason for their absence. Because basic education plays such an important role in ensuring a more prepared workforce, findings from the literature suggest that the Philippine government should develop a comprehensive strategy to address the country's declining proportion of school attendance.

Concerns such as incompatibility with the globalization movement, among other things, have posed a challenge to the country's basic education curriculum. This is in addition to the issue of out-of-school children in the country. Okabe launched an investigation that revealed that the 10-year basic education system was fraught with pedagogical and socioeconomic difficulties. Numerous schools have congested curricula (that is, they cram courses into their curricula) in order to meet the demands of meeting mandatory educational requirements, for example. Filipino basic education graduates (without further training) are considered underqualified for many overseas jobs because they have a shorter period in elementary and secondary education compared to countries with at least 12 years of elementary and secondary education. More importantly, after only a few years of basic education, graduates are frequently under the legal working age (18 years old) and are, therefore, ineligible for jobs in both the domestic and international labor markets. With numerous concerns surrounding the country's 10-year basic education curriculum, the government is being urged to develop policies and initiatives to address these issues as soon as possible. Several major reforms, including the "K-12 program," were enacted into law in the United States in 2013, with the expectation that they would assist in addressing these issues.

The Philippines' Transition to a K-12 Education System (K-12 System Transition). Known as the "K-12 program," it is a comprehensive reform of the Philippines' primary and secondary education. The Philippines is attempting to catch up with global standards through the implementation of this reform. With changes in the structure, curricula, and philosophy of the educational system, it is expected that vast improvements will be made in comparison to the previous 10-year basic education. The policy addresses several important issues, including preparation for higher education, eligibility for admission to both domestic and international higher educational institutions, and immediate employability following graduation. In the current body of knowledge, only a few scholars have attempted to determine the current status of K-12 implementation in the Philippines. The Philippines' K-12 curriculum, for example, was thoroughly evaluated by Rivera, who identified a misalignment of teaching pedagogies that led to a thorough evaluation. According to the findings of the study, a comprehensive review of the curriculum's content is required in order to develop more robust pedagogies. Trance and Trance conducted an investigation into the perspectives of teachers and students in order to gain a better understanding of how they approach the K–12 curriculum. According to the findings of the study, there is a misalignment between the perceptions of students and teachers and the set of expectations for the program.

The new English curriculum, according to Barrot (2018), is out of sync with traditional language teaching and learning principles, which is a finding that is similar to the one made by Barrot (2017). The new K-12 curriculum, according to Barrot (2018), should be more specific, internally coherent, and integrate some essential principles of 21st-century learning and language teaching, as well as some essential principles of 21st-century learning and language teaching. Relucio and Palaoag discovered through sentiment analysis of student social media posts that the K-12 curriculum had received a generally negative response from students. The research conducted by Relucio and Palaoag may add to an understanding of why resistance from a variety of stakeholders (e.g., students, parents, and teachers) arises during the implementation of the intervention. While the goals of the reform are encouraging, findings in the literature suggest that the government and policymakers must streamline the process even further and review the K-12 curriculum if they are to achieve success in a reasonable amount of time.

Several learning initiatives have been proposed in the current literature to improve the learning of students all over the world, and some have been implemented. According to Krouska et al., the integration of emerging technologies such as social networks with pedagogical processes and learning styles is being investigated in higher education. Krouska et al. provide a more in-depth review of social network-based learning systems, which can be found here. Using mobile game-based learning in education, Troussas et al. investigated the roles of collaboration and fuzzy-modeled personalization in the learning process. In a similar vein, Troussas et al. Investigated how adaptive grain-size delivery of the learning material aids in the achievement of learning outcomes by students. Furthermore, Krouska et al. conducted an evaluation of a number of learning management systems (e.g., Schoology, Moodle, and ATutor). They conducted a comparative analysis in order to determine how they can assist in the development of e-learning environments that include social elements. These works in the literature provide valuable insights into the development of learning initiatives during the K-12 transition in the Philippines, and they are well worth reading. It has only recently become possible to

investigate the role of new technology, such as e-learning in facilitating the success of the K-12 curriculum. In the Philippines, only a few papers have been published that do so. For example, Nuncio et al. carried out an e-learning outreach program for public schools in the Philippines, which was well received. They discovered that the program improved the skills and knowledge of the participants, as well as fostering a strong positive attitude toward the e-learning outreach program, among other things.

As a matter of fact, Espiritu and Budhrani discovered in an investigation into challenges of the K-12 curriculum based on multiple stakeholders' perspectives that learning initiatives (such as those through e-learning) have not proven to be very effective in their current setup when it comes to facilitating the successful implementation of K-12 in the country. Castillo discovered a similar result when he investigated the integration of ICT in public schools in the Philippines. The current literature on the role of new learning initiatives in facilitating successful K-12 implementation yields conflicting results, making it difficult for both scholars and stakeholders to assess the overall performance of the program in a country as a whole. Furthermore, due to a lack of compelling evidence regarding the performance of the K-12 curriculum in the country, the road mapping of future strategies may be jeopardized. In order to close this gap in the literature, researchers should devote more time and effort to the development and application of frameworks that can assess the current state and performance of the K-12 curriculum in the country.

Within a short period of time following the outbreak of COVID-19, a large number of researchers have contributed their work on teaching and learning in a variety of ways. Face-to-face instruction has been abolished at a number of schools, colleges, and universities. There is concern that the 2020 academic year, or possibly more, will be lost in the near future. Alternative educational systems and evaluation techniques, as well as their innovation and implementation, are urgently required. With the outbreak of the COVID-19 virus, we now have the chance to lay the groundwork for the introduction of digital learning (Pohkrel and Chhetri, 2021). A number of concerns have been raised regarding how children in high-needs school districts would engage with online learning, particularly given the restricted access many underprivileged kids have to the Internet and computer technology. (Catalano et.al., 2021).

METHODOLOGY

Research Design

This study essentially made use of a descriptive-correlation design where it attempted to measure the Scholastic performance of Senior High School students in distance learning through a virtual set-up. The researcher used a descriptive method of research in this study since it deals with adequate and accurate interpretation of the findings. It presents the data of what usually exists such as current conditions, situations, or any phenomena. Since the present study was concerned with the present status of the Scholastic Performance of Senior High School students during the COVID-19 pandemic, the descriptive method of research was the most appropriate method to use. In addition, from the root word “Correlation” (defined as the existence of a relationship between two or more variables that does not necessarily imply cause and effect), Correlational Research is an investigative method of probing the existence of a relationship between two (or more) variables without the researcher controlling or manipulating any of them. More so, the study made use of a quantitative research approach to verify the different variables. The descriptive survey will be used in describing the profile of the respondents in terms of age, sex, birth order of siblings in the family, parents' highest educational attainment, parents’ occupation, family monthly income, and gadget/s used in online learning. Test of relationship will be conducted to analyze the Home Environment, Parental Educational background, Socioeconomic status, Teacher factor, Technology resources, and Learning Style.

Research Locale and Sampling Procedures

The study was conducted in one hundred (100) Senior High School students at Good Samaritan Colleges, Cabanatuan City, Nueva Ecija. Good Samaritan Colleges currently offers three (3) strands for Senior High School, namely HUMSS (Humanities and Social Sciences), STEM (Science, Technology, Engineering and Mathematics), and ABM (Accountancy, Business and Management)

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track. The respondents chosen in this study were Grade 11 and Grade 12 students in the ABM (Accountancy, Business and Management) track. There were at least sixteen (16) private schools in Cabanatuan City, but only the Good Samaritan Colleges was considered for the conduct of this study.

Brought about by the pandemic, last School Year 2020-2021, GSC shifted its mode of learning from traditional face-to-face learning to Distance Learning. The name of the program is "Future Ready, Future Smart," commonly known as the FRFS Program, wherein the students learn by using the Study Guides (modules) and Video Lectures provided to them by their learning facilitator. In order to ensure the bridging of the learning gaps, Good Samaritan Colleges-Senior High School also requires the students to attend their Virtual Classes.

Research Instrument

During this time of the pandemic, students are struggling to accomplish school work due to the lack of resources unlike in face-to-face classes where school materials are easier to access. Since direct communication is not allowed in this current situation due to health reasons, the easiest way to communicate with the students is via their Facebook account or thru e-mail. Thus, the researcher used Google Forms to conduct the survey.

The chosen respondents for the pilot testing were from the University of Santo Tomas-Senior High School. The after-effect of the pilot testing was analyzed utilizing Cronbach Alpha with the result of (Cronbach a=0.839), which showed that the instrument was reliable.

Data Gathering Procedure

Once the instrument was validated and finalized, the researcher asked for permission and sent a request letter to the Senior High School director/principal at Good Samaritan Colleges for the deployment of the questionnaire.

Upon the approval of the request, the deployment of the thesis questionnaire was done right away. This was made possible with the help of the Grade 11 and Grade 12 ABM Class adviser. The survey questionnaire was encoded via Google Forms and all responses were imported into Microsoft Excel for more efficient data handling. All of the responses were thoroughly considered and studied in order to confirm the findings of this study. The Tables and descriptions were used for the gathered data.

Data Management and Analysis

To manage and analyze the research data, below are the tools that were used:

To assess the results of the pilot testing, Cronbach Alpha was used with a score of (Cronbach a=0.839), suggesting that the instrument was reliable.

To describe the socio-demographic profile, frequency count and percentage analyses were used;

To establish the significant relationship of the IND V= 1) demographic profile, 2) factors affecting 3) struggles, and DV= Academic performance, the Pearson Product Moment correlation was utilized.

Ethical Considerations

The researcher had stated in the Google Forms questionnaire that all information submitted would be kept totally confidential and would be used purely for research. Furthermore, respondents provided their responses voluntarily and were not forced to do so. They have been notified that their identity will remain anonymous unless they express a desire to be identified.

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RESULTS AND DISCUSSION

This part presents the discussion of the information/data gathered in relation to the study of the scholastic performance of the students during the COVID-19 pandemic.

Table 1. Factors affecting the academic performance of Senior High School students

Home Environment	**WM**	**Verbal Description**
1. Our home is within a subdivision.	1.97	Disagree
2. Our family lives alone at our house.	2.88	Agree
3. I have a room wherein I can peacefully attend my online class.	3.01	Agree
4. I have an understanding family that supports me in my academics.	3.51	Strongly Agree
5. Our family discuss our personal experiences during meals.	3.57	Strongly Agree
Overall Weighted Mean	**2.99**	**Agree**
Parental Educational Background		
1. I do my homework on my own all the time.	3.54	Strongly Agree
2. I seek help from my parents/siblings in doing my school works.	2.01	Disagree
3. I am inspired to learn more by my parents' educational attainment.	3.19	Agree
4. My grades improved when my parents help me in my assignment.	2.47	Disagree
5. My parents see to it that I regularly attend my online class.	3.46	Strongly Agree
Overall Weighted Mean	**2.93**	**Agree**
Socio Economic Status		
1. I have internet connection at home.	3.34	Strongly Agree
2. I have a stable internet connection.	3.00	Agree
3. My parents give support for my online classes.	3.60	Strongly Agree

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4. I understand my lessons.	3.20	Agree
5. I like to finish my studies and obtain a college degree.	3.77	Strongly Agree
Overall Weighted Mean	**3.38**	**Strongly Agree**
Teacher Factor		
1. Our teachers come to class prepared and know the lesson well.	3.52	Strongly Agree
2. Our teachers start the class on time.	3.39	Strongly Agree
3. Our teachers have a teaching aid for us students to better understand our lessons.	3.36	Strongly Agree
4. Our teachers use various motivational methods to keep the class alive.	3.32	Strongly Agree
5. Our teacher speaks clearly and is easy to understand.	3.45	Strongly Agree
Overall Weighted Mean	**3.41**	**Strongly Agree**
Technology Resources		
1. The instructional tools provided by my teachers aids in my learning.	3.43	Strongly Agree
2. My gadget is enough for my learning needs.	3.13	Agree
3. I know how to navigate my gadget.	3.48	Strongly Agree
4. I enjoy learning through technology.	2.96	Agree
5. I do my research through my gadget.	3.56	Strongly Agree
Overall Weighted Mean	**3.31**	**Strongly Agree**
Learning Style		
1, I prefer having online classes.	2.16	Disagree
2. I learn better using my own strategies in learning.	3.31	Strongly Agree
3. I can learn more when I am participating in class activities.	3.30	Strongly Agree
4. I benefit more in online classes than face-to-face classes.	2.19	Disagree
5. I am having a hard time following the lessons during online class.	3.02	Agree
Overall Weighted Mean	**2.80**	**Agree**

Legend: 1.00 to 1.74 Strongly Disagree; 1.75 to 2.49 Disagree; 2.50 to 3.24 Agree; 3.25 to 4.00 Strongly Agree

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Part II. Factors affecting the academic performance of Senior High School students

Home Environment. The average weighted mean of the respondents was 2.99, verbally described as "Agree". This means that the student-respondents receive strong support from their parents during their online classes as they were provided with their own spaces and discuss their personal experiences. This has positive effect on their learning process and scholastic performance.

Parental Educational Background. The data showed the Parental Educational Background. The average weighted mean of the respondents was 2.93, verbally described as "Agree". This just shows that the parental educational background help improved the respondents' scholastic performance by being an inspiration to their children and helping them set their goals for the future.

Socio-Economic Status. The data showed that the Socio-Economic Status. The average weighted mean of the respondents was 3.38, verbally described as "Strongly Agree". This just shows that here in the Philippines, internet connectivity is a real struggle even prior to online classes. Having stable internet connectivity has a very slim chance in achieving here in the Philippines. Even if the parents selected the best internet provider for their child, it will not matter once the internet provider has shut down or encountered troubles in their connections. It would always affect the end-user.

Teacher Factor. This showed the Teacher factor. The average weighted mean of the respondents was 3.41, verbally described as "Strongly Agree". Based on the results, the teacher factor counts a lot for the respondents' learning and performance even if the classes are conducted online. The teachers come prepared in their online classes and still find means to help students learn their lessons virtually.

Technology Resources. The data presented the Technology Resources. The average weighted mean of the respondents was 3.31, verbally described as "Strongly Agree". Being in generation Z, the respondents know their gadgets well, and they can manipulate and use the gadgets according to their needs. They consider their gadgets as tool in improving their scholastic performance.

Learning style. In this factor, the average weighted mean of the respondents was 2.80, verbally described as "Agree". Although the students did their best and have coped up in their online classes by adapting their own strategies in learning during the pandemic period, the respondents still prefer the face-to-face classes because they can benefit more from it.

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Academic performance of Senior High School students

Table 4.1 ***Academic Performance S.Y. 2019-2020***

	Frequency	Percent
Satisfactory	11	11.0
Very Satisfactory	21	21.0
Outstanding	68	68.0
Total	100	100.0

Table 4.2 ***Academic Performance S.Y. 2020-2021***

	Frequency	Percent
Fairly Satisfactory	13	13.0
Satisfactory	20	20.0
Very Satisfactory	50	50.0
Outstanding	17	17.0
Total	100	100.0

Table 4.3 ***Academic Performance S.Y. 2021-2022***

	Frequency	Percent
Satisfactory	8	8.0
Very Satisfactory	32	32.0
Outstanding	60	60.0
Total	100	100.0

Table 4.4 ***Comparative Figures***

		Frequency		Increase/	(Decrease)
	S.Y. 2019-2020	S.Y 2020-2021	S.Y. 2021-2022	2019-2020 vs. 2020-2021	2020-2021 vs. 2021-2022
Fairly Satisfactory		13		13	(13)
Satisfactory	11	20	8	9	(12)

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Very Satisfactory	21	50	32	29	(18)
Outstanding	68	17	60	(51)	43
Total	100	100	100	0	0

Academic performance for the school year 2019-2020 reflects the average grades of the respondents before the pandemic, while for school years 2020-2021 and 2021-2022 are the average grades obtained by the respondents during the pandemic where classes are conducted online.

The table shows that during the school year 2020-2021, the first school year covered by the pandemic, the average grade of 51 respondents belonging to the Outstanding bracket has slid down to the lower brackets, and even the average grade of 13 respondents has slid down to the Fairly Satisfactory rating. This denotes the decline in the scholastic performance of the students during the pandemic, particularly in the school-year 2020-2021.

On the other hand, during the following school-year 2021-2022, average of the respondents has greatly improved that 60 respondents now have Outstanding rating and there are no more average grades falling under the Fairly Satisfactory rating. The frequency of average grade is getting close to the pre-pandemic period. An indication that students may be getting used to the new learning method.

However, despite the improvements in grades during the school-year 2021-2022, according to the *Factors affecting the academic performance of Senior High School students,* 29% of the respondents still Strongly Agrees and 47% Agrees that they are having a hard time following the lessons during online class. Also, 24% Strongly Disagrees and 42% Disagrees that they benefit more in online classes than face-to-face classes. Lastly, 24% Strongly Disagrees and 42% Disagrees that they prefer having online classes.

Table 5.1 ***Significant relationship between the respondents' Socio-demographic characteristics and Academic performance.***

		Acad_Performance_2019_2020	Acad_Performance_2020_2021	Acad_Performance_2021_2022
Age	Pearson Correlation	-.006	.031	-.159
	Sig. (2-tailed)	.955	.763	.113
	N	100	100	100
Sex	Pearson Correlation	-.016	-.083	.139
	Sig. (2-tailed)	.875	.414	.167
	N	100	100	100
Birth_Order	Pearson Correlation	.006	.057	.078
	Sig. (2-tailed)	.953	.573	.441
	N	100	100	100
Parents_HEA	Pearson Correlation	-.025	-.251*	-.067
	Sig. (2-tailed)	.804	.012	.509
	N	100	100	100
Parents_Occupation	Pearson Correlation	-.017	.109	-.083
	Sig. (2-tailed)	.863	.279	.412
	N	100	100	100
Family_Monthly_Income	Pearson Correlation	-.031	-.015	-.023
	Sig. (2-tailed)	.760	.881	.818
	N	100	100	100
Gadgets_Used_For_Online_Class	Pearson Correlation	.098	-.028	-.086
	Sig. (2-tailed)	.331	.780	.393
	N	100	100	100

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

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Table 5.1 shows that there is a significant relationship between the Parents' Highest Educational Attainment and the Academic Performance of the respondents for School Year 2020-2021 only. On the other hand, the rest of the Socio-demographic profile such as Age, Sex, Birth Order, Parents' occupation, Family Monthly Income, and Gadgets used for Online class has no significant relationship for the Academic Performance of the respondents for School Year 2019-2020, School Year 2020-2021, and School Year 2021-2022.

Table 5.2 ***Significant relationship between the respondents' Factors and the Academic performance.***

		Acad_Performance _2019_2020	Acad_Performance _2020_2021	Acad_Performance _2021_2022
Home_Environment	Pearson Correlation	.031	.001	-.020
	Sig. (2-tailed)	.762	.993	.846
	N	100	100	100
Parental_Educational_Background	Pearson Correlation	.095	-.143	-.155
	Sig. (2-tailed)	.350	.155	.124
	N	100	100	100
Socio_Economic_Status	Pearson Correlation	.174	-.070	-.136
	Sig. (2-tailed)	.083	.487	.177
	N	100	100	100
Teacher Factor	Pearson Correlation	.060	-.092	-.070
	Sig. (2-tailed)	.556	.362	.487
	N	100	100	100
Technology Resources	Pearson Correlation	.195	-.006	-.032
	Sig. (2-tailed)	.052	.949	.754
	N	100	100	100
Learning Style	Pearson Correlation	.232*	-.152	.019
	Sig. (2-tailed)	.020	.132	.854
	N	100	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table 5.2 shows that there is a significant relationship between the Learning Style and the Academic Performance of the respondents for School Year 2019-2020 only. On the other hand, the rest of the Factors such as Home Environment, Parental Educational Background, Socio-economic Status, Teacher Factor, and Technology Resources has no significant relationship for the Academic Performance of the respondents for School Year 2019-2020, School Year 2020-2021, and School Year 2021-2022.

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Table 5.3 ***Significant relationship between the respondents' Struggles in Distance Learning set-up and the Academic performance.***

Correlations

		Acad_Performance _2019_2020	Acad_Performance _2020_2021	Acad_Performance _2021_2022
Struggles	Pearson Correlation	.015	-.100	.007
	Sig. (2-tailed)	.880	.321	.947
	N	100	100	100

Table 5.3 shows that there is no significant relationship between the Struggles of Senior High School students and their Academic Performance for School Year 2019-2020, School Year 2020-2021, and School Year 2021-2022.

CONCLUSION

During school-year 2020-2021, the first school-year covered by the pandemic, average grade of 51 respondents belonging to the Outstanding bracket has slide down to the lower brackets that even the average grade of 13 respondents has slide down to the Fairly Satisfactory rating. This denotes the decline in the scholastic performance of the students during the pandemic, particularly in the school-year 2020-2021. On the other hand, during the following school-year 2021-2022, average of the respondents has greatly improved that 60 respondents now have Outstanding rating and there are no more average grades falling under the Fairly Satisfactory rating. The frequency of average grade is getting close to the pre-pandemic period. An indication that students may be getting used to the new learning method.

It just shows that there is a significant relationship between the Parents' Highest Educational Attainment and the Academic Performance of the respondents for School Year 2020-2021 only; and between the Learning Style and the Academic Performance of the respondents for School Year 2019-2020 only. The rest has no significant relationship with the Academic Performance of the respondents for School Year 2019-2020, School Year 2020-2021, and School Year 2021-2022.

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