

# Determinants of Grade 5 Learners to the Performance in EPP-Industrial Arts under Modular Distance Learning

Anthony Buena Diu

anthony.diu@depd.gov.ph

\_DepEd San Pedro, San Antonio Elementary School, Zamora St. City of San Pedro, Laguna 4023, Philippines

## Abstract

This study aimed to find out the determinants of grade 5 learners in EPP-Industrial Arts under Modular Distance Learning of San Antonio Elementary School in the Schools Division Office of the City of San Pedro and to identify the impact of parents' involvement in the learner's outcome.

One hundred Twenty-three (123) learners were the respondents in this research study. The Descriptive Research Design was used to find out the determinants that affect the performance of Grade 5 learners in EPP-Industrial Arts for the School Year 2021-2022.

Based on the data gathered, the overall statistical data revealed that: The level of determinants of grade 5 learners in EPP-Industrial Arts in terms of interest, motivation, learning environment, parent's involvement, and time constraint had a verbal interpretation of highly acceptable; The level of written works and perform tasks based on the statistical data showed was outstanding. Hence, there is Significant Effect of Determinants of Learners on Student's Written Works specifically the parent's involvement, and There is Significant Effect of Determinants of Learners on Student's performance tasks specifically the parent's involvement and time constraints.

After the data and results of the study were presented, analyzed, and interpreted, it was found out that the involvement of the parents and time constraints as determinants had a significant effect on the learners' learning outcomes. Also, the learners' grades in written works and performance tasks improved if the parents were involved, and there was enough time for them to do the tasks given by the teacher.

There are lots of changes when it comes to the teaching process in the New Normal in EPP-Industrial Arts. Based on the conclusions above, the following recommendations were recommended: For learners' better academic performance, teachers may involve parents in the teaching-learning process; Teachers may give enough time for students to answer specific tasks so that learners may not be stressed to finish the activities; Teachers provide activities that are suited to learners' capacity and ability; School Administrators may conduct Learning Action Cells (LAC Sessions) to enhance the teachers in making learning activities for their students; and For the Future Researcher, this study may help them improve the written works and performance tasks that they may give to their learners to measure their learning outcomes.

Keywords: Modular Distance learning; Determinant; Industrial Arts; EPP, Learner

---

## 1. Main text

### Introduction

Due to the COVID-19 pandemic, normal face-to-face interaction between teachers and pupils has been halted. As a result of the pandemic, Modular Distance Learning has been used as an immediate solution

to ensure education continuity in the country. Our country is currently transitioning to a new normal form of education, and educators' ongoing innovations, as well as the active participation of other stakeholders, are the driving forces behind its success (Castillo, 2021).

The teacher is responsible for keeping track of the learners' progress. The learners can contact the teacher via e-mail, phone, text message, or instant messaging, among other methods. When possible, the teacher will make home visits to students who require remediation or support. Teachers through the help of Local Government Units such as barangays will help in distributing printed Modules and Supplementary Learning Materials to learners, parents, and guardians (Llego, n.d.).

Moreover, the parents use the learning guide such as the self-monitoring tool and weekly home learning plan and supervise their child's interaction with the materials, and communication with the teacher can be done. In addition, other learners may accomplish the module activities and complete the individual learning plan. Most importantly, connect with the teacher for feedback in the form of text and messenger or any other form of communication. This minimizes the face-to-face contact of the teacher with the learners to prevent the spread of the virus. Teachers who teach Edukasyong Pantahanan at Pangkabuhayan – Industrial Arts, a great challenge to teach the subject without face-to-face interaction with the learners. Industrial Arts are one of the components of Edukasyong Pantahanan at Pangkabuhayan, and learners find it more difficult. As a matter of fact, in the traditional 5-day face-to-face teaching, no one can deny the pressing problem of the learners' low performance in the subject. So, what more if we lessen the number of days that they are in the school to learn the lessons. Teachers and parents saw a lot of challenges when it comes to interest, motivation, learning environment of the learners, parental involvement in the utilization of the learning process as well as the time the learners consume in studying and understanding a specific lesson. Because of these factors, the researcher decided to find out what specific help and support can give to both parents and learners to meet the basic standard the Department of Education aimed at despite this current situation.

### **Statement of the Problem**

The primary aim of the study was to determine the factors affecting the academic performance of grade five students in EPP - Industrial Arts in the New Normal. Specifically, it sought answer to the following questions:

1. What is the status of the determinants of Grade 5 learners with regards to:
  - 1.1 interest;
  - 1.2 motivation;
  - 1.3 learning environment;
  - 1.4 parent's involvement; and
  - 1.5 time constraint?
2. What is the level of performance in EPP - Industrial Arts under Modular Distance Learning as to:
  - 2.1 written task; and
  - 2.2 performance task?
3. Do the determinants of Grade 5 learners have significant effect to the performance in EPP - Industrial Arts under Modular Distance Learning?

### **RESULTS AND DISCUSSION**

There are varied determinants of students learning that are being considered to understand students' performance in various tasks or activities.

In this study, the determinants of learning were described in terms of interest, motivation, learning environment, parent's involvement and time constraint and was determined by the weighted mean and standard deviation. On the other hand, students' performance EPP-Industrial Arts was described in terms of written task and performance task and was determined by frequency, percentage and mean.

#### **Level of Determinants of Grade 5 Learners in EPP-Industrial Arts**

## Status of the Determinants of Learners

**Table 1. Status of the Determinants of Grade 5 Learners with Regards to Interest**

STATEMENT	MEAN	SD	REMARKS
I feel interested in every topic in EPP- Industrial Arts.	4.11	1.03	Agree
I am fascinated about the topics in my Self-Learning Module.	3.97	1.06	Agree
I enjoy exploring the different topics in my Self-Learning Module.	4.19	0.99	Agree
I use the informations I read in my Self-Learning Module in daily life.	4.10	1.00	Agree
I can relate the activities in my Self-Learning Module in everyday living.	4.01	1.00	Agree

Grand Mean= 4.07

Standard Deviation= 1.016

Verbal Interpretation= High Acceptable

The overall mean of 4.07, and the standard deviation of 1.016 indicated the level of determinants of Grade 5 learners with regards to interest was highly acceptable. This meant that the learners have a high level of interest in EPP-Industrial Arts lessons. The learners agreed that they enjoy exploring the different topics in the Self-Learning Module and the worksheets provided by the teacher. McCarthy (2014) stated that learner's interest in a topic holds so much power. When a topic connects to what learners like to do, engagement deepens as they willingly spend time thinking, dialoguing, and creating ideas in meaningful ways. Making learning contextual to real-world experiences is a key learning technique with differentiating for learner's interests. Often the core content and concepts are represented in the world beyond the classroom or school building -- in ways that learners cannot see as if they're walking through life wearing a blindfold. When teachers plan for content, processing, and product, differentiating by interests helps remove the blindfold so that learners can see those invisible concepts made visible.

**Table 2. Status of Determinants of Grade 5 Learners with Regards to Motivation**

STATEMENT	MEAN	SD	REMARKS
I get a higher grade if I do every learning task in my module.	4.02	0.99	Agree
I learn new things in each learning task.	4.22	0.99	Strongly Agree
I can do by myself the learning tasks from my Self-Learning Module.	3.93	1.00	Agree
I can easily understand the instructions and activities in my Self-Learning Module.	3.87	1.00	Agree
I can share my new learnings in my Self-Learning Module that surrounds me.	3.97	1.02	Agree

Grand Mean= 4.00

Standard Deviation= 1.00

Verbal Interpretation= Highly Acceptable

The table below shows the overall mean of 4.00, and the standard deviation of 1.00 indicated the level of determinants of Grade 5 learners with regards to motivation was highly acceptable. This meant that the learners have a high level of motivation in EPP - Industrial Arts. This implied that the learners were motivated and had learned using the different topics in the self- learning module. As Stated by Filgona (2020), motivating the learner to learn is pertinent to curriculum implementation. This is because motivation is an influential factor in teaching-learning situations. The success of learning depends on whether or not the learners are motivated. Motivation drives learners in reaching learning goals. It is important to recognize the fact that motivating learning is a central element of good teaching. This implies that learners' motivation is probably the single most important element of learning.

**Table 3. Level of Determinants of Grade 5 Learners with Regards to Learning Environment**

STATEMENT	MEAN	SD	REMARKS
The home environment is suited for learning.	3.93	1.03	Agree
The environment allows me to understand the lesson clearly.	3.96	1.00	Agree
The environment is conducive for learning.	3.91	1.08	Agree
The environment is warm and clear for learning.	4.02	1.10	Agree
The environment is neat and clean.	4.07	1.06	Agree

Grand Mean= 3.98

Standard Deviation= 1.054

Verbal Interpretation= Highly Acceptable

The overall mean of 3.98, and standard deviation of 1.054 indicates the level of determinants of Grade 5 learners in terms of learning environment was highly acceptable. This meant that learners have a suitable learning environment to learn despite not having a normal face-to-face class interaction with the other learners and the teacher.

According to Goenka (2019), the classroom environment is one of the most important factors that affect learners learning. An ideal learning classroom is when learners view their classrooms as positive and supportive. It is a space where they feel safe and secure. A positive nurturing environment is an indispensable part of learning. It is in a positive environment that a student feels comfortable; a place where healthy relationships with peers and teachers flourish. In a positive environment, the process of learning becomes something that learners easily adapt to and look forward to.

**Table 4. Level of Determinants of Grade 5 Learners with Regards to Parents Involvement**

STATEMENT	MEAN	SD	REMARKS
My parents are always guiding me in answering my module.	3.99	1.03	Agree
My parents are always at hand in every question I ask.	3.87	1.00	Agree
My parents are helping me in understanding each question in my module.	3.98	1.08	Agree
My parents are the one who pass my outputs in school.	4.12	1.10	Agree
My parents are the one who pick up my modules and			

worksheet in the school.	4.24	1.06	Strongly Agree
--------------------------	------	------	----------------

Grand Mean= 4.04

Standard Deviation= 1.054

Verbal Interpretation= Highly Acceptable

Table 4 showed the overall mean of 4.04, and the standard deviation of 1.054 indicates the level of determinants of Grade 5 learners with regards to the parents' involvement was highly acceptable. This meant that parents have a high level of involvement when it comes to the learning of their child. This only indicates that parents' involvement is very important in the learning process.

According to Waterford.org as cited by Delgado (2019), an organization dedicated to assisting children in achieving success through access to lifelong education, parental involvement in the educational process means that teachers and parents share responsibility for teaching students and collaborate to achieve educational goals. Teachers should invite parents to frequent school meetings and activities, and parents should actively commit to prioritizing these goals, according to the group.

**Table 5. Level of Determinants of Grade 5 Learners with Regards to Time Constraint**

STATEMENT	MEAN	SD	REMARKS
I have lots of time in accomplishing my tasks.	4.18	0.98	Agree
I can do my learning tasks anytime I want.	3.89	1.14	Agree
I am given enough time by my teacher to finish my tasks.	4.33	0.97	Strongly Agree
There is no limitation in accomplishing one task.	3.78	1.19	Agree
Deadlines are flexible.	3.90	1.12	Agree

Grand Mean= 4.02

Standard Deviation= 1.08

Verbal Interpretation= Highly Acceptable

The overall mean of 4.02, and the standard deviation of 1.08 indicated the level of determinants of Grade 5 learners concerning time constraints was highly acceptable. This meant that learners have a lot of time in doing specific tasks given by the teacher. It also indicated that teachers are flexible in giving tasks to students. Time is one of the most valuable commodities you have, regardless of your age, gender, job situation, or other factors. Everything you want to do or achieve in your life will take time. This is particularly important for learners planning to study online. Because you're in charge of your learning and pace, you'll need to know how to manage your time effectively to fit in your online courses and other obligation (Todorov, 2017).

### Level of the Learners' Performance

**Table 6. Level of Performance in EPP- Industrial Arts under Modular Distance Learning as to Written Works**

Grading Scale	Frequency	Percentage	Descriptors
90-100	68	55%	Outstanding

85-89	49	40%	Very Satisfactory
80-84	6	5%	Satisfactory
75-79	0	0	Fairly Satisfactory
Below 75	0	0	Did Not Meet Expectations
<b>Mean</b>	<b>90.23</b>	<b>Interpretation</b>	<b>Outstanding</b>

Table 6 presented the learner's level of performance in EPP-Industrial Arts as to written tasks. 68 out of 123 or 55 percent of the learners obtained an outstanding performance while 49 out of 123 or 40 percent of the learners obtained a very satisfactory performance. This means that 95 percent of the total number of learners exceeds the normal high expectation. As mentioned by Loyola (2016), DepEd Order No. 8, s. 2015, informs teachers about the Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program. This entails us that classroom assessment is an ongoing process of identifying, gathering, organizing, and interpreting qualitative and quantitative information about what the learner s knows and can do. Learners' Performance in EPP- Industrial Arts as to Performance Task.

**Table 7. Learners' Performance in EPP- Industrial Arts as to Performance Task**

Grading Scale	Frequency	Percentage	Descriptors
90-100	42	34%	Outstanding
85-89	67	54%	Very Satisfactory
80-84	12	10%	Satisfactory
75-79	2	2%	Fairy Satisfactory
Below 75	0	0	Did Not Meet Expectations
<b>Mean</b>	<b>88.16</b>	<b>Interpretation</b>	<b>Outstanding</b>

The table presented the learner's level of performance in EPP – Industrial Arts as to performance task. 42 out of 123 or 34 percent of the learners obtained an outstanding performance. Moreover, 67 out of 123 or 54 percent of the students got a very satisfactory performance. This means that 88% of the total number of learners perform well in their performance tasks. This only shows that the indicators above are effective determinants of grade 5 learners in EPP-Industrial Arts.

According to Lopez (2013), learners' performance might be varied from one another. Some factors may affect this. This is the primary reason why teachers need to investigate how they will be able to cope with the needs of the students based on the given scores

### Significant Effect of Determinants of Learners on Student's Performance

The computed p-values were compared to the level of significance at 0.05 to determine the significant effect of determinants of learning on learners' performance.

**Table 8. Significant Effect of Determinants of Learners on Student's Performance in EPP - Industrial Arts as to Written Works**

Variables	f-value	p-value	Analysis
Interest	1.34	0.186	Not Significant
Motivation	1.14	0.327	Not Significant
Learning Environment	0.97	0.492	Not Significant
Parent's Involvement	1.91	0.027	Significant

Time Constraint	1.13	0.335	Not Significant
-----------------	------	-------	-----------------

\*significant at .05 level of significance

It can be seen that a significant effect of parent's involvement in the written task was manifested supported by the obtained p-value (0.027) which was lower than the 0.05 level of significance. This implies that the student's perception of their parent's involvement implies the result of their written test. Nevertheless, the p-value gained by interest (0.186), motivation (0.327), learning environment (0.492), and time constraint (0.335) were all higher than the 0.05 level of significance which suggested that these determinants have no significant effect on learner's performance in the written task. This meant that students' evaluation of interest, motivation, learning environment, and time constraints does not influence the result of their written task.

According to Waterford.org as cited by Delgado (2019), an organization dedicated to assisting children in achieving success through access to lifelong education, parental involvement in the educational process means that teachers and parents share responsibility for teaching students and collaborate to achieve educational goals. Teachers should invite parents to frequent school meetings and activities, and parents should actively commit to prioritizing these goals, according to the group.

**Table 9. Significant Effect of Determinants of Learners on Student's Performance in EPP - Industrial Arts as to Performance Task**

Variables	f-value	p-value	Analysis
Interest	0.92	0.552	Not Significant
Motivation	1.26	0.239	Not Significant
Learning Environment	1.14	0.329	Not Significant
Parent's Involvement	3.15	0.000	Significant
Time Constraint	2.69	0.001	Significant

\*significant at .05 level of significance

The table above shows the effect of determinants of learning on learners' performance in terms of a performance task. It can be seen that a significant effect of parents' involvement on performance tasks was very evident by obtaining a p-value (0.000) which was lower than the 0.05 level of significance. This implies that the learners' perception of their parent's involvement implies the result of their performance task. Moreover, it can be also seen that time constraint has a significant effect on learners' performance task having a p-value (0.000). However, the p-value of interest (0.552), motivation (0.239), and learning environment (0.329) were all higher than the 0.05 level of significance which suggested that these determinants had no significant effect on the learners' performance task. Parental involvement is essential for student development and offers many benefits.

There are many studies, including those mentioned above, that explore how parental participation can improve students' success and also teachers' work. Some of the advantages are: (1) Absenteeism is reduced when parents and teachers communicate effectively; (2) Academic achievement improves; (3) It also aids in the improvement of classroom conduct. Learners feel more motivated in class when parents and teachers interact more; their self-esteem and attitudes in class improve; (4) The benefit is available to learners of all ages; (5) Teacher performance improves when parents are involved. When parents communicate more effectively with teachers, they learn to recognize the work and obstacles that teachers encounter, making teachers feel valued. It also aids teachers in getting to know their students better, allowing them to deliver more tailored and effective instruction; and (6) when parents are happier and more interested in their children's education, it benefits. A strong relationship with the school allows parents to better grasp the



curriculum and their children's progress. It also makes students feel more at ease and satisfied with the educational quality. It may even inspire individuals who have not completed their schooling to do so (Delgado, 2019).

Time is one of the most valuable commodities you have, regardless of your age, gender, job situation, or other factors. Everything you want to do or achieve in your life will take time. This is particularly important for students planning to study online. Because you're in charge of your learning and pace, you'll need to know how to manage your time effectively to fit in your online courses and other obligation (Todorov, 2017).

## Conclusions

The following were conclusions derived from the data and results of the study presented, analyzed, and interpreted: The involvement of the parents and time constraints as determinants had a significant effect on the learners learning outcomes. The learners' grades in written works and performance tasks improved if the parents were involved, and there was enough time for them to do the tasks given by the teacher.

## Recommendations

There are lots of changes when it comes to the teaching process in the New Normal in EPP-Industrial Arts. Based on the conclusions above, the following recommendations were recommended:

1. For learners' better academic performance, teachers may involve parents in the teaching-learning process;
2. Teachers may give enough time for students to answer specific tasks so that learners may not be stressed to finish the activities;
3. Teachers provide activities that are suited to learners' capacity and ability;
4. School Administrators may conduct Learning Action Cells (LAC Sessions) to enhance the teachers in making learning activities for their students; and
5. For the Future Researcher, this study may help them improve the written works and performance tasks that they may give to their learners to measure their learning outcomes.

## Acknowledgments

This work is the fruit of countless and arduous sacrifices. Through the researchers' effort, this piece of work is dedicated to our Almighty God for showering me with his blessings, strength, courage, patience, wisdom, time, and guidance. To Nanay Fely, who serves as an inspiration, companion, and guiding light throughout the journey and to my family, for boosting my spirit, and lastly to the faculty and staff of Laguna State Polytechnic University, Sta. Cruz Campus for their unfailing support in helping, encouraging, inspiring, and advising the researcher to finish the thesis and their enthusiasm in breeding competent and well-equipped graduate students.

## References

- Castillo, J. (2021). Acceptability and Effectiveness of MELC-Based Supplementary Learning Materials for Physical Education 9. Published Thesis, Laguna State Polytechnic University, Sta. Cruz- Main Campus, Sta. Cruz, Laguna
- Delgado, P. (2019). The Importance of Parental Involvement in Teaching retrieved from



<https://observatory.tec.mx/edu-news/the-importance-of-parental-involvement-in-teaching>

Filgona, J., et.al. (2020). Motivation in Learning Asian Journal of Education and Social Studies

Goenka, G.D. (2019). The Importance of a Positive Learning Environment  
<https://www.linkedin.com/pulse/importance-positive-learning-environment-geeta-verma>

Llego, M. (n.d.). DepEd K to 12 Grading System Steps for Computing Grades  
<https://www.teacherph.com/depd-grading-system/>

Lopez, A. (2016). The Effect of Using Computer and Internet on the Achievement among Eighth Grade Students in Science Subject in Comparison with Traditional Methods within Cavite, Al Shareqa Journal for Religious and Humanistic Sciences, vol. 4, no. 2 pp. 109-142

Loyola, A. (2016). Performance Tasks vs Written Works <https://www.pressreader.com/philippines/sunstar-pampanga/20160519/281663959237675>

McCarthy, J. (2014). Learner Interest Matters: Strategies for Empowering Student Choice  
<https://www.edutopia.org/blog/differentiated-instruction-learner-interest-matters-john-mccarthy>

Todorov, G. (2017). The Importance Of Time Management In Online Learning  
<https://elearningindustry.com/time-management-in-online-learning-importance>