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**PARENTS' AND TEACHERS' EXPERIENCES ON FACTORS  
AFFECTING ACADEMIC PERFORMANCE: BASES FOR  
PROGRAM RECOMMENDATION**

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**ABSTRACT**

This qualitative phenomenological study revealed that parents' experiences highlight home-related factors affecting learners' academic performance, including parental time, supervision, and involvement; technology use and screen time; peer influence; emotional climate at home; and language support at home. These factors influence learners' motivation and engagement, learning focus and concentration, academic achievement, and emotional well-being and confidence. Teachers' experiences identified school-related factors such as family support and home environment, classroom environment and teacher management, learner motivation, attention span and behavior, and peer influence, which affect academic outcomes through parental involvement, classroom management, learner motivation and study habits, and peer relationships. Overall, the study emphasizes that the interplay of these home- and school-related factors is crucial in shaping learners' motivation, engagement, and academic success.

**Keywords:** *Parents, Learners, Academic Performance, Home Environment, School Factors*

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## INTRODUCTION

Teachers play a vital role in shaping the future of their students by nurturing their abilities and supporting their academic, emotional, and physical development through well-planned teaching strategies. In response to the changing demands of learners and the goal of fostering engaged, responsible citizens, teachers are constantly working to grow professionally. However, their ability to provide quality education is often affected by the demands of supervising extracurricular activities, managing school initiatives, and meeting administrative reporting duties.

These responsibilities are compounded by challenges such as inadequate resources, a wide range of student needs, classroom behavior issues, rigid curriculum guidelines, and external expectations. Given their essential role in both teaching and administrative functions, it is critical to prioritize the mental and physical health of teachers to maintain effective instruction and support positive student outcomes.

Motivation is a vital component of the teaching and learning process, as it significantly affects learners' engagement, behavior, and academic achievement. Motivated learners are more likely to participate actively in class, persist in challenging tasks, and achieve better learning outcomes (Baah et al., 2024).

However, motivating learners in today's classrooms has become increasingly challenging. Teachers encounter various difficulties such as large class sizes, diverse learning needs, limited instructional materials, behavioral concerns, lack of parental support, and

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learners' low interest and attention span (Delmonte, 2025). Additionally, the rapid changes in educational demands, including curriculum reforms and the integration of technology, have added pressure on teachers to continuously adapt their instructional and motivational practices (Ramoso et al., 2025). These challenges may hinder teachers' ability to consistently implement effective motivational strategies in the classroom.

Despite these challenges, teachers develop coping mechanisms to manage motivational concerns and sustain effective teaching practices. Coping mechanisms refer to the strategies and actions teachers use to address stressors and challenges in their professional roles (Botona & Baguio, 2025).

In the context of teaching, these may include modifying instructional approaches, using learner-centered activities, seeking peer collaboration, attending professional development programs, and engaging in reflective practice (Embargo & Uchang, 2025). Teachers' ability to cope effectively with motivational challenges is essential, as it influences their teaching performance and learners' motivation.

Studies have emphasized the importance of supporting teachers through continuous professional development to enhance their motivational strategies and coping skills (Dayagbil & Alda, 2024). In-service training programs are recognized as effective means of equipping teachers with updated knowledge, skills, and strategies that respond to real classroom challenges. However, for such training programs to be effective, they must be based on teachers' actual experiences, challenges, and coping mechanisms in motivating learners.

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Given these considerations, it is necessary to examine the challenges teachers encounter in implementing motivational strategies and the coping mechanisms they employ to address these challenges. Understanding these factors may provide a sound basis for designing an in-service training program that is responsive, practical, and aligned with teachers' needs. Ultimately, strengthening teachers' motivational strategies through targeted training may lead to improved learner engagement, enhanced classroom climate, and better educational outcomes.

## MATERIALS AND METHODS

This chapter presents the research method, research design, participants of the study, data-gathering procedures, research instrument, and data analysis to be used in this study. The purpose of this study was to determine the factors affecting learners' academic performance as observed by parents and teachers, and to formulate program recommendations in St. John's Wort Integrated School, Inc. during the school year 2025–2026.

### Research Method

The research method that was utilized in this study is descriptive method under qualitative research using in-depth interview.

The descriptive research method focused on systematically describing a phenomenon as it exists in its natural setting, without manipulating variables. According to Elliott (2025), it aims to provide an accurate portrayal of current conditions, practices, or relationships within educational settings, enabling researchers to understand trends, patterns, and implications

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for practice. This approach is particularly useful in educational studies that seek to document and analyze real-world events, behaviors, or perceptions without altering the environment in which they occur (Elliott, 2025).

The interviewer with the interviewee during the interview was allowed in a distance and to think about the series of questions about a certain issue. The aim was to get the main or the necessary views of the participants in a certain issue in a social context through the responses of the participants to the questions.

### Research Design

The study used phenomenological research design. Phenomenology can be considered a philosophical approach to undertaking qualitative research. The goal of phenomenology was to understand how others view the world, and how this view may vary from commonly held views by focusing on a person's subjective interpretations of what she experiences. Phenomenology is done by interviewing the subjects to learn their impressions, and is frequently used in such fields as psychology, sociology, and social work.

Phenomenology focuses on the study of structures of consciousness as experienced from a first-person perspective. The central aim of phenomenology is to investigate and describe phenomena as they are consciously experienced, without resorting to theories about their causal explanations or being influenced by unexamined preconceptions (Biemel and Spiegelberg, 2024).

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## Participants of the Study

The participants of this study were purposively twelve (12) selected parents and six (6) teachers of learners in St. John’s Wort Integrated School, Inc.

Teachers must currently teach learners in primary grades, have at least one year of teaching experience, and be willing to provide observations on factors affecting learners’ academic performance. Parents must have a child currently enrolled in the school and be willing to provide observations regarding their child’s learning and academic performance. Only participants who provide informed consent was included in the study to ensure ethical participation and voluntary involvement.

## Sampling Design

Purposive sampling design was used in the study. Purposive sampling according to Nikolopoulou (2023) refers to a group of non-probability sampling techniques in which units are selected because they have characteristics that you need in your sample. In other words, units are selected “on purpose” in purposive sampling. This is also called judgmental sampling, this sampling method relies on the researcher’s judgment when identifying and selecting the individuals, cases, or events that can provide the best information to achieve the study’s objectives.

## Research Instrument

The research instrument that was utilized in the study is a researcher-made interview schedule.

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An interview schedule in research methodology was a written list of pre-planned questions (either structured, semi-structured, or open-ended) prepared to guide an interviewer in collecting information consistently from participants. It functions as a standardized tool for data collection, ensuring that the same topics and questions are addressed across interviews to support systematic comparison and analysis. The interviewer follows the schedule during face-to-face, telephone, or electronic interviews, asking each participants the predetermined items and recording their responses (Socio.health, 2024).

The interview schedule has four (4) major questions focusing on the factors affecting learners' academic performance as experienced by parents in terms of home-related factors, ways these factors affect learners' academic performance as experienced by parents, factors affecting learners' academic performance as experienced by teachers in terms school-related factors, and ways these factors affect learners' academic performance as experienced by teachers.

Voice and video recorder was used for data gathering and documentation depending upon the permission of the participants.

### **Validity of the Research Instrument**

Prior to the determination of the validity of the interview schedule made by the researcher, the adviser, Dean of the Graduate School then a panel of jurors who were considered for their expertise in the field of research, testing and assessment, and English, were requested to validate each question for review and modification.

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Validity refers to the extent to which the findings, interpretations, and conclusions derived from a study are accurate, meaningful, and appropriate in representing the concept being examined. It ensures that the research instrument truly measures what it is intended to measure and that the results are credible reflections of reality. In establishing content validity, the questions and format of the instrument must align with the study's defined variables and objectives to guarantee that each item accurately reflects the construction under investigation. This process often involves expert review to determine whether the items are relevant, clear, and representative of the concepts being studied. By ensuring that the content and structure of the instrument are consistent with the study's framework, researchers enhance the accuracy and usefulness of the data collected in relation to the research objective (Creswell & Creswell, 2022).

Comments, corrections, and suggestions of the panel of validators regarding the interview schedule were considered using the appropriate form of Good and Scates (1972) as cited by Soqueña (2021).

## Data Gathering Procedures

Permits from the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, Office of the District Supervisors, School Heads, and individual participants was obtained to allow the researcher to conduct the study. The researcher personally went to the schools/community/place convenient on the part of the participants to conduct the interview.

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The researcher encouraged the participants to sign a waiver or permission relative to the conduct of the study.

Using in-depth interview, a voice and video recorder was provided to completely capture the interviewee's words. The researcher consolidated all collected data after series of interviews.

### Data Analysis

The data was collected through the interview schedule that was analyzed using thematic analysis, a qualitative method designed to identify, interpret, and report recurring patterns or themes within narrative data. This approach enabled the researcher to uncover meaningful insights into the responses of the participants on the factors affecting learners' academic performance as experienced by parents in terms of home-related factors, ways these factors affect learners' academic performance as experienced by parents, factors affecting learners' academic performance as experienced by teachers in terms school-related factors, and ways these factors affect learners' academic performance as experienced by teachers.

According to Braun and Clarke (2023), thematic analysis provides a flexible yet rigorous framework for analyzing qualitative data, allowing researchers to identify both explicit and implicit meanings across participants' narratives. It is particularly suitable for educational research that seeks to understand complex social and organizational dynamics. Nowell et al. (2021) further emphasize that thematic analysis enhances transparency and credibility in qualitative studies by ensuring systematic coding and interpretation of data.

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The transcribed data from the interviews was analyzed using Thematic Analysis (Braun and Clarke (2023), which is well-suited for identifying, analyzing, and reporting patterns (themes) within qualitative data.

The analysis followed the standard six-phase process:

(1) Familiarization with Data: Reading and re-reading the transcripts (in local language and English translation).

2. Generating Initial Codes: Assigning short phrases or labels to meaningful segments of data (e.g., "shared phone," "fear of judgment," "poor signal").

3. Searching for Themes: Grouping the initial codes into potential overarching themes and sub-themes that captured significant patterns (e.g., Codes like "no insult," "private correction" will be grouped under a theme).

4. Reviewing Themes: Refining and checking the themes against the entire dataset to ensure they accurately reflected the participants' meanings and the study's focus.

5. Defining and Naming Themes: Developing clear, concise, and academically sound names for the final emergent themes (will be presented in Chapter 4).

6. Producing the Report: Weaving the themes, supported by direct quotes, into the narrative structure of the presentation, analysis, and interpretation of data (Chapter 4), and linking them to the theoretical framework.

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## RESULTS AND DISCUSSIONS

The study determined the experiences of parents and teachers on the factors affecting learners' academic performance as basis for program recommendation in St. John's Wort Integrated School, Inc. during the school year 2025–2026.

The research method utilized in the study was qualitative descriptive using in-depth interview. The research design focused on gathering and describing the observations and lived experiences of parents and teachers regarding the different factors that influence learners' academic performance. The data were analyzed using thematic analysis to identify recurring patterns and themes.

The participants of the study were twelve (12) purposively selected parents and six (6) teachers of learners from St. John's Wort Integrated School, Inc.

The parent participants must be parents or guardians of officially enrolled learners in the school during the school year 2025–2026. These parents must have direct involvement in monitoring and supporting their children's academic activities at home.

The teacher participants must be regular teachers currently teaching in the school during the conduct of the study and directly handling learners in their respective classes.

The study used a researcher-made interview schedule which underwent content validation by a panel of experts to ensure clarity, relevance, and appropriateness of the questions. The researcher considered all suggestions and recommendations from the

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validation process before administering the instrument. Permits were secured from the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, School Head, and individual participants. Consent letters were distributed prior to the conduct of the study.

The researcher administered the interview in a safe and convenient manner. The interview guide was sent home through learners for parents and personally distributed to teachers in school.

The researcher consolidated all the collected data after the interviews. The responses were gathered, organized, analyzed, and interpreted using thematic analysis to identify emerging themes, which served as the basis for proposing program recommendations to enhance learners' academic performance.

The following are the findings of the study:

Based on the responses from the in-depth interview, the findings revealed that parents identified several home-related factors influencing learners' academic performance, including peer influence, parental time and support, technology use and screen time, emotional climate at home, and language support. Parents observed that peers can either motivate learners to participate in school activities or distract them from academic tasks. Parental involvement, such as guiding homework and monitoring learning, was also found to be essential in supporting academic success. Additionally, technology and gadgets were seen as both

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beneficial learning tools and potential distractions when used excessively. A supportive and peaceful home environment was reported to enhance learners' motivation to study, while difficulties in understanding the language of instruction at home were found to affect learners' comprehension and performance in certain subjects.

Home-related factors affect learners' academic performance by influencing their motivation, focus, academic achievement, emotional well-being, and study habits. Parents reported that consistent encouragement and support at home increase learners' interest in attending school and participating in learning activities. However, distractions such as excessive gadget use and negative peer influence may reduce learners' concentration and limit their ability to complete academic tasks. The presence of guidance, structured routines, and emotional support at home helps learners develop confidence, responsibility, and better study habits, which contribute to improved academic performance. Conversely, lack of supervision, limited language support, and stressful home environments may lead to incomplete assignments, lower motivation, and weaker academic outcomes.

During the interview, teachers identified several school-related factors affecting learners' academic performance, including family support and home environment, classroom environment and teacher management, learner motivation and behavior, and peer influence. Teachers emphasized that learners who receive support and encouragement from their families tend to demonstrate higher motivation and confidence in school. Additionally, effective classroom management and a structured learning environment help learners focus

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on lessons and participate actively in class activities. Teachers also observed that learners' motivation, attention span, and study habits significantly influence their ability to understand lessons and complete academic tasks. Furthermore, peer relationships were found to play an important role in shaping learners' attitudes toward learning, as positive peer influence encourages engagement while negative peer pressure may cause distractions.

These school-related factors affect learners' academic performance by influencing their engagement, focus, comprehension, and classroom participation. Teachers observed that learners who receive strong parental support tend to demonstrate higher motivation and confidence in completing school tasks. A well-managed and supportive classroom environment also promotes better concentration and active participation in learning activities. Conversely, distractions within the classroom, low motivation, and negative peer influence may reduce learners' ability to focus and perform well academically. Teachers also noted that learners with positive study habits, consistent attendance, and strong motivation are more likely to achieve better academic outcomes compared to those who lack discipline or support.

## CONCLUSION

Based on the findings and insights of the study, the following recommendations are proposed to enhance learners' academic performance. Parents should be encouraged to become more actively involved in their children's education by regularly monitoring homework, guiding study routines, and maintaining open communication about school activities. Schools

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may also organize parent orientation programs and workshops that provide practical strategies for supporting children’s learning at home, particularly in improving reading comprehension and language development. Active parental engagement can help learners develop stronger motivation, discipline, and confidence in their academic tasks.

Parents are also encouraged to establish a supportive and structured home learning environment that promotes effective study habits. This may include providing a designated study area, setting consistent study schedules, minimizing distractions such as excessive gadget use, and ensuring that learners have access to necessary learning materials. Creating a positive emotional climate at home can further enhance learners’ focus, motivation, and willingness to engage in academic activities.

Both parents and schools should guide learners in the responsible and balanced use of technology. Establishing appropriate screen-time limits while encouraging the use of digital tools for educational purposes can help learners benefit from technology without allowing it to become a distraction. Proper supervision and guidance can support learners in using gadgets as tools for research, learning, and completing academic tasks.

Teachers are encouraged to continue strengthening classroom management practices and implementing effective teaching strategies that promote learner engagement and participation. Creating a well-organized, supportive, and inclusive classroom environment can help learners feel safe and confident in expressing ideas, participating in discussions, and

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completing academic tasks. Professional development opportunities may also help teachers enhance instructional approaches that support diverse learning needs.

Schools should also strengthen collaboration between parents and teachers through regular communication, meetings, and progress updates regarding learners' academic development. Strong partnerships between families and schools allow early identification of learning difficulties and provide opportunities for coordinated support that benefits learners' academic progress.

To apply these recommendations, schools can organize regular parent workshops, create clear communication channels between teachers and families, and provide resources to support home learning, such as guides on study routines and emotional encouragement strategies. Teachers should receive professional development focusing on classroom management, active learning strategies, and techniques for differentiating instruction based on learner needs. Additionally, schools can implement monitoring and feedback systems to track learner progress and identify areas requiring extra support.

Future researchers should explore the long-term impact of combined home- and school-based interventions on learners' academic performance, motivation, and self-efficacy. Studies could examine how variations in parental involvement, classroom management, and learning environments influence outcomes across different age groups and academic levels. Additionally, researchers may investigate the effects of socioeconomic status, cultural background, and language diversity on the effectiveness of educational support strategies.

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Understanding these factors can provide more targeted, evidence-based recommendations for educational programs, ensuring that interventions are inclusive, sustainable, and adaptable to diverse learner populations.



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