



JUNIOR HIGH SCHOOL STUDENTS' SCIENCE PERFORMANCE: BASIS FOR DEVELOPMENT OF SELF-LEARNING MODULES

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ABSTRACT

This study investigated the academic challenge factors and Science performance of 109 student-contestants at Gaudencio B. Lontok Memorial Integrated School using a descriptive-developmental research design. The primary objective was to assess the level of time management, teacher support, and stress experienced by students to develop a localized remediation tool.

Findings revealed that while teacher support is high, students often struggle with significant stress and time constraints, particularly regarding cognitive fatigue following competitions. A significant difference in Science performance was identified when students were grouped by grade level, suggesting that curriculum complexity intensifies the achievement gap for older students. This study revealed that age, sex, and activity type showed no significant impact, indicating that these academic hurdles are a universal experience for all contestants.

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The study concludes that the instructional displacement caused by co-curricular absences requires a structural intervention. Consequently, a localized Self-Learning Remediation Module (SLRM) was developed, allowing students to bridge the gap between their competitive roles and academic requirements effectively.



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