

Learning Outcomes of Grade 2 Learners In Relation To Selected Variables In The Public Elementary Schools Of San Jacinto, Pangasinan

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Abstract

This study examined the learning outcomes of Grade 2 learners in public elementary schools in San Jacinto, Division of Pangasinan II, in relation to school-related factors during the implementation of the Revised K-12 for school year 2025–2026. Using a descriptive-comparative correlational design, data were collected through a validated questionnaire checklist. Results revealed that learners' performance across six (6) learning areas English, Filipino, Mathematics, Araling Panlipunan, Edukasyon sa Pagpapakatao, and MAPEH was satisfactory. Further, aspects influencing performance such as learner-related, teacher-related, school-related, and parents/home-related factors were rated as “moderate”. As a whole, a targeted action plan was proposed to enhance learning outcomes, recommended for endorsement to the Schools Division Office of Pangasinan II, Binalonan, Pangasinan.

Keywords: *Learning Outcomes, Learner-Related, Teacher-Related, School-Related, Parent/Home-Related Factors.*



Chapter 1

THE PROBLEM**Rationale**

The ability of the learners to use their knowledge and apply skills in realistic situation can determine the measures of his/her performance specifically his/her learning outcomes in public schools. It measures the knowledge and skills in the context of practical tasks. Furthermore, learning outcomes focuses on the process of learners go through while they engage in a task as well as the end product, enabling them to solve problem and make decisions throughout the learning process.

According to Education Commission II EdCom2, (2024) performance-based education stimulates the development of other important dimensions of learning like affective, social and metacognitive aspects of learning, it motivates learners to participate in interesting and meaningful task wherein learners can develop a sense of pride in their work and where they learn to cooperate, interact with negotiating, reaching a concerns respecting other opinion and cooperate, interact with negotiating, reaching a concerns respecting other opinion and contribute to the group effort and shared responsibility for task completion, in another sense, earning outcomes could help the learners to reflect and self- assess the skills learned.

In connection with performance of the learner, there is a need of having a comprehensive performance assessment National Educators Academy of the Philippines NEAP (2023), to determine the program of the learner. Performance Assessment is the direct, systematic observation of an actual learner's performance and rating of the performance according to pre-established cultures. It enables the learner to demonstrate specific skills and competence by performing or producing something.

In the Department of Education has issued a DepEd Order No. 8 series of 2023 which underscores the Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program which was adopted from the Enhance Education Act of 2023 (Republic Act No. 10533) which is an integral part of the curriculum implementation. It assures the teachers to tract one measures learners' program and to adjust implementation. It assures the teachers to track one measures learners' program and to adjust instruction accordingly inform the learners as well as parents and guardians of their progress. It is composed of content standard, performance standards, and learning competencies that are reflected in the curriculum. Content standards can identify the learning strand, domain, theme or component leading to the ideas of what should the learners should learn from the topics. Performance standard on the other hand describes the abilities and skills that learners are expected to learn in relation to the content standard and integration of 21st century skills. It is expressed through creation, innovation, and adding value to products performance during independent work or in collaboration with others. Learning competencies is another component of revealing performance of the learners which refers to the knowledge, understanding, skills and attitudes that learners need to demonstrate in very lesson or learning activity. Concept development reflects the progressions concepts development. In the concept development the learners can remember, understand, apply, analyze, evaluate and create new product or point of view Anderson and Kratworl, (2024 pp 67 – 6800).



The performance of the Grade 2 learners which is the focus of the study, definitely deals on the factors that may affect their competence which is analogous to learning outcomes. Such factors are limited to the learner-related, teacher-related, school-related, and parent-guardian related.

The Learner-related factor can be attributed to the physical and mental condition of the child or learner. This will affect the quality of participation in class and even in punctuality in coming to school. Relative to learner factors, it could also be linked with good relationship with his classmates' interest in books, study habits, and financial stability of the family.

Second factor is the teacher-related, which is concerned about the mastery of the subject matter of the teacher, showing concern and respect to the learners. Teacher factors are considered essential components that may contribute to a positive learning outcome of the students since the teacher can make learning pleasant and enjoyable, the ability to discipline the learners, effective strategies of teaching, ability to handle daily routine as a part of his classroom management. All these can determine the performance of the learners.

Third factor is school – related. It is supposed to be the place of nurturing, loving and crafting the knowledge and skills of the learners. To help the learners perform well, the school should have facilities like chairs, tables, blackboards, laboratories, libraries, adequate school utilities, having clean and sanitary environment free from pollution, noise, others. In short, the school should be conducive for learning and well-trained teacher with well-organized lessons.

Fourth, is the parent-guardian home factors. Since the education of the learners is a partnership responsibility, the parent, the home must attend to the personal needs of the learners, motivate them to perform well by providing them conducive place to study at home, and experience good relationship with the other members of the family, and being able to support them financially to finish their studies. It is also needed by the learners to feel the moral support of the family and recognize, appreciate their performance no matter how small or great it maybe.

The four factors mentioned can make or unmake the performance of the learners. Executing these factors are problems that can be faced by the learners, teachers home/parents, comprehend, and the physical, mental capability in learning. Teacher-factors create some problems of the ability of the teachers to manage the classroom and the ability to use the different strategies for effective learning and the ability to understand the learners as complex individual. The school-factors can have problem on the school facilities and equipment. Unconditioned environment no laboratory facilities, discouraging environment are some of the problems. Thus, problem on home, parents-guardian related. Some parents don't have time to extend more support to their children, financial problem, and motivation of parents to encourage the children to perform well.

So far there are no related literature that deal on the factors affecting the Learning outcomes of learners. However, there are related literature dealing on factors that affect Mathematics, English and other learning areas. They are included in this section since these studies have bearing on the present study.

Factors that Influence Performance of Learners

According to Bustos, Espiritu (2022) the student's background is considered as an influence towards the learning skills of learners. Learners have varied experiences resulting from acquired or inherited characteristics. They have manifold experiences, beliefs, family upbringing and culture that cause differences in their behavior and outlook in life. In fact, even socio-



economic status of the family of the child affects the child's attitude toward school achievement.

Study habits of children can also affect their skills. According to Fiedelino (2022), learners who study effectively can acquire and retain facts for a larger period of time. It is a factor in acquiring the needed relevant skills.

Hallora (2024) disclosed that even attitudes of learners toward the learning of the various learning areas can influence their skills. Attitudes provide an instrument for the expression of emotions and reading desired goals. Attitude toward Mathematics and other learning areas is an important factor in high achievement. He further mentioned that positive attitudes as well as good physical and mental health are sure conditions necessary to promote and enhance learning and academic success.

Sison (2024) believes that parent-related conditions influence the children's learning performance. Parents are immediate surroundings of children in their home. They are the first persons who will know what is happening to their children. They are in the best position. The children's behaviors at home are being manifested, to a certain extent, in their actual behavior in school.

One of the parent-related conditions affecting learners' academic achievement is their educational attainment (Sison, 2024). According to Sison, educated parents play constructive role in their child's progress and partners in solving problems of at-risk learners. Badillo (2023) on the other hand, said that most parents in the rural areas who are less educated have the desire to be involved in their children's learning activities but they do not have competence and the time to teach their children.

Occupation of the parents is also a circumstance in the Learning outcomes of learners (Badillo, 2023). Majority of parents, according to Badillo, nowadays provide for the family's needs such as food, water, shelter, medicine, clothing, including their education. Parents' occupation determines previous generations. Thus, the parents' occupation, to a great extent, influences children's learning abilities.

Teacher-related factors can increase academic achievement of learners (Reyes, 2023). Teachers who express their concern towards their learners, and treat them with respect are promoting a psychologically safe learning environment.

Factors Affecting Learning outcomes of the Learners

A research paper was conducted by Miriam College Project Team (2023). The team was organized by the school administration to conduct researchers for the school. The team was headed by Dr. Patricia Licuanan, the former CHED Chairman. One of the team's research pertains to the factors that affect Learning outcomes. Among the factors correlated with Learning outcomes of the students are parenting behaviors and personal characteristics, reading performance, language used for instruction, 21st century skills and reading proficiency.

One parenting behaviors and personal characteristics as related to the academic achievement, all the parents expressed their belief in the importance of education in general, and the acquisition of a college degree, in particular, as a means to improve their standard of living. Parents emphatically advise children to give priority to academic activities, to help and supervised their children's studies.

On the correlation between performance and academic achievement, students who read poorly and have difficulty comprehending what they read also do poorly when tested for knowledge from text material they have read.



On relationship used for instruction and Mathematics problem solving, two (2) of the findings of the study were the following: (1) participants for whom Filipino was not is problem of the study, performed better in the transfer of test problem given in the Filipino; and (2) participants who were given study problem in English performed better in the English than the Filipino transfer test problems.

On the students locus of control and academic achievement, students found significant correlation between loses of control and academic achievement. Student whose locus of control orientation was internal obtained higher grades than externals, internals, recognizing that their grades were due to their own abilities and efforts held themselves accountable for the lack of their academic achievement.

Regarding alternative teaching strategies and academic achievement, results of the study showed that metacognitive approach had a very significant positive effect on the reading performance of the students.

Dorner (2023) determined the strategies to improve performance in school chemistry based on two cognitive factors. The aim of the study was to explore the problems and to suggest ways in which the situation might be improved. It was found that there was a significant difference in the average improvement of the experimental group. This result was independent of the effect of the teacher, and of the interaction of teaching method and teacher. The study suggested that approached to learning must take into account cognitive factors in the learners in the context of information processing and understanding of learning. If this is done, learning is much effective, the study concluded.

In the study of secondary schools and their effect on children, Rutter (2022) found that various school characteristics and practices and the school atmosphere in general were related to academic behaviors, attitudes, and achievement. These were generally high levels of achievement at the school when learners identified with its norms and goals. This identification was most likely to happen if three general conditions were in place: (1) the school environment was pleasant, and the school staff was positively disposed toward student (as shown in frequent use of praise, availability to give help and advice); (2) there were numerous shared activities between staff and learners; (3) there were broadly shared student position of responsibility in the school. All three of these conditions are central aspects of community in school.

Cabrera and Burkheim (2022) noted the importance of college GPA as a predictor of a student Learning outcomes. Cabrera and his colleague found that every one point increase in GPA increased the chance of bachelor's degree attainment by 32 percent. Thus, this findings demonstrates that college preparation is affected by the learners GPA. Learners who dropped 10 to 20 percent of course were 13 percent less likely to complete a degree and those who dropped 20 percent or more were 27 percent less likely to complete.

In a study conducted by Handler and Feinberg (2022), they found that many learners attending public schools exhibit discipline problems such as disruptive classroom behavior, vandalism, bullying and violence. Establishing effective discipline practices is critical to ensure academic success and to provide a safe learning discipline practice is critical to ensure academic and violence. Establishing effective environment. In this study, the researchers described the effects of whole-hearted positive behavior support on discipline problems and academic outcome of learners enrolled in a urban elementary school located in the mid-west region of the United States. There were 666 learners (grade K-5) enrolled in school at the start of school year 1, a population that decreased to 590 learners by the conclusion of that year. The number of learners



enrolled in school was 550 during each of the remaining two school – years. Approximately 90% of learners qualified for free or reduced lunch, 11% received special education service, and 10% had English as a second language. The elementary school participatory in this project was self-directed. That is, school administrators initiated a referral for consultation to improve learner discipline practices and Learning outcomes. For many years, and academic underachievement.

Stewart (2023) examined the extent to which individual level and school structural variables are predictors of academic achievement among a sample of 10th grade learners abstracted from the National Educational Longitudinal study database. A secondary analysis of the data produced the following findings. The study results show that the individual-level predictors, such as student effort, parent-child discussion, and associations with positive peers, paly a substantial role in increasing learners' achievement. Furthermore, the results also suggest that school climate-in particular, the sense of school cohesion felt by learners, teachers and administrators-is important to successful student outcomes. In total, school structural characteristics were found to have relatively small effects on student achievement when compared with individual-level characteristics.

Given these results, interventions aimed at improving academic achievement need take into consideration the impact of individual-level and school structural factors on learners and their ability to succeed.

Brian, (2023) conducted a study on the reading materials available at home and being read by the learners. The study found that there were thirteen (13) books in English which the graduating learners read and available in their home, sixteen magazines in English at home and in the library and nine (9) pamphlets and journals in English at home and in the library. The graduating learners availed of fifteen (15) newspapers to read and also watched fourteen (14) television programs.

The study concluded that the books, magazines and pamphlets which the learners read at home and in the library were found to be significantly correlated with the obtained grade of the graduating English major learners, however, she further concluded that the use of English as a medium of communication and study habits were not significantly related to the obtained grades of the graduating English major learners.

On the parents involvement in relation to the academic achievement of their children, Pico (2023) found that parents have played their roles very well as exhibited by their being supporters, advocates and decision makers. In small schools, the parents have well-performed their responsibilities as teacher and supporters the role of parents as decision-makers correlate significantly with learners' Learning outcomes in big and medium schools of which parents role as teachers and decision makers correlate with learners Learning outcomes in small size school.

Also on correlation of Learning outcomes, Espiritu (2023) focused on the correlation of performance between Mathematics and English of high school learners in Pasacao Academy. The study revealed that female learners had better Mathematics and English performance from first year to fourth year than male learners. It also showed that the correlation in all year levels was highly significant. The study concluded that the correlation in all year levels was highly significant. The study concluded that the correlation in all year levels was highly significant. The study concluded that the correlation of performance between Mathematics and English to all levels showed high relationship which means that if a student is good in Mathematics, he is also good in English or vice versa. The study recommended that male learners should be given more exercise or drills and further exploration of lessons so that they may be able to understand and



acquire knowledge and skills which may lead them to achieved better Learning outcomes. Remedial teaching should be provided to the classes with poor scholastic performance in Mathematics and English subjects to help slow learners the chance to overcome their difficulties. Mathematics as well as English teachers should improve their teaching competencies and efficiencies for a better result in Learning outcomes of the learners.

Likewise, Arcenal (2024) determined the relationship between the nutritional status and Learning outcomes level of learners in John Milleo Elementary School during the school year 2023 and 2024. The study found that there was no significant relationship between their grades in the first grading period and second grading period. Likewise, there was no significant relationship between the learner's nutritional status and their Learning outcomes.

Dumangas (2024) likewise assessed the performance of Grade VI learners of Milagros West Central School, Milagros West District, and Masbate Division in the Mathematics Periodical Tests for school year 2023-2023 to determine the factors that affected such performance and suggest measures for improvement of the same. The study found that on learner performance, the three sections of Grade VI had a performance mean of 29, 26, 24 and 25 respectively with a total mean of 86.75 and average 26.93. on factors affecting learner performance, the indicators were all perceived as having great the expected study concluded that the average mean for the periodic test was below the expected performance level. There is no significant difference in the performance of the grade six learners in the three sections. Learners, teachers, administrator and parents can greatly help improve learner performance.

Fuentes (2023) analyzed the performance of the Grade VI learners in the NAT and their relationship to some selected variables.

The study revealed that the achievement of the Grade VI learners in Mathematics, Hekasi, Science and English was below the mastery level. Both female and male examinees varied in their competency level. The NAT, to some extent, confirmed the scholastic achievement of the Grade VI learners. The results of the NAT were highly influenced by such variables as the type of school, sex of the examinees, the educational attainment of the parents but not parents' occupation and teachers' educational qualification.

The study recommended, among others, that intensified efforts to improve instruction and the enhancement of teaching skills in the four (4) subject areas tested in the NAT be exerted in order to upgrade quality of learning outcomes. Instruction in English be improved, not only as a means of raising learner achievement in his learning areas but also that of strengthening learning in the subjects taught with English as medium of instruction, namely Science and Mathematics. Supervision, especially in the remote areas should be intensified.

Still of factors affecting Learning outcomes, Ricarte (2024) determined the relationship between the factors that affect the reading skill of grade three learners with their reading performance in the National Achievement Test (NAT). The study found that learners reading level at the beginning of school year 2023-2023 showed that the 600 learners tested, 60 to 10 percent were in the frustration level, 450 or 75 on the instructional level and 90 or 15 percent on the independent level as shown by results of Phil-Iri. The reading performance based on NAT results showed a mean of 88.23, very satisfactory, mode of 91, very satisfactory, standard deviation of 4.48, kurtosis of 2.10 or relatively steep and skewed to the left or negatively skewed. On Learner-related factors, the overall weighted mean was 3.90 of often. On teacher-related factors, as shown by the educational attainment of teacher, 20 or 30 percent are BSEED graduates or graduates of other course. The study concluded that the factors that affect the



reading performance of the grade three learners are their interest in studying, study habits, personality traits and teaching skills of the teachers, home environment, reading materials and absenteeism did not affect their performance. Reading performance of the learners can be improved through the concerted effort of the teachers and the school heads.

The foregoing reviewed literature, both conceptual and research, proved very useful and significant to the resent investigation in that they serve as background for the conceptualization of the study such as the identification of the respondents of the study, preparation of a research instrument and the variables and factor that affect Learning outcomes.

All the reviewed related studies, such as the circumstances that affects academics performance and other variables or factors that influence a certain subject or learning area will pave the way for a deeper analysis of the factors that affect Learning outcomes of Grade 2 learners. In the aspiration of the researcher to improve or enhance the performance of the Grade 2 learners she is challenged to conduct the investigation entitled “Learning outcomes of the Grade 2 Learners In Relation to Selected Variables”. The result or findings can help both the learners and the teachers in the academe improve their performance and competencies.

Theoretical Framework of the Study

This study is anchored on the cognitive learning theory by Bruner (1981). It emphasizes student capacity to lead his own learning and thinking developing self-automacy. It believes that learning as a process and concerned about individual differences. The skills are classified into knowledge, comprehension, application and higher level skills categorized as analysis, synthesis and evaluation. This is used in the study to attain learning competencies in the identified areas namely: English, Filipino, Mathematics, Araling Panlipunan, Edukasyong sa Pagpapakatao, and MAPEH.

Another theory that contributes to the direction of the study is constructivism theory of Jerome Seymour Bruner (2023). It posits that learning is an active process, constructive process. Here the learner is an information construction. He constructs or creates his own subjective representation of the objective reality wherein new information is linked to prior knowledge. Knowledge is constructed based on personal experiences and hypotheses of the environment. Learners continuously test these hypotheses through social negotiation. Each person has a different interpretation and construction of knowledge process. The learner is not a blank sheet (tabularasa rase) but brings past experiences and cultural factors to a situation. Since constructivism assumes that all knowledge is constructed from the learner’s precious knowledge, regardless of how one is taught the teachers should not forget to consider the background and past experience of the learners. In teaching TLE he must start them with what they know and guide them to acquire and construct new knowledge.

Symbolic interactionism theory by Mead (1993) explains the principle of the symbolic interaction of individuals. According to the theory, individual learn about themselves through interactions with others. Based form the gesture that concept of self can only arise through social experience. Gesture is an action that causes a response in another person that learning takes place “face to face” especially in primary group. It is a context based and products of social interaction made up of communication to which one of individuals react, consequently causing a change in behavior. This theory has guided the researcher about how the learner interacts with other learner and learners about socially acceptable role and about the environment as symbolic meaning and at the same time decide which roles best represent the individual learner.

Another theory is that of Constructivism by Bradley (2024). They believed that the need to construct one’s knowledge would immediately understand materials being taught to them attaining high level of analysis and deeper understanding in every aspects of endeavor. This theory is used in this study by allowing students to discover and transform complex information reviving rules, see connections among concepts to make understand better.

Conceptual Framework

The causal paradigm was adopted as the model. The independent variables consisted of factors affecting the Learning outcomes of the Grade 2 learners which are Learner-related factor, teacher-related factor, school-related factor, and parent/home related factor.

The dependent variable consisted of the level of Learning outcomes of the Grade 2 learners using the GPA’s in the 6 learning areas namely: English, Filipino, Mathematics, Araling Panlipunan, Edukasyon sa Pagpapakatao and MAPEH. A proposed action plan will be formulated based on the findings of the study.

INDEPENDENT VARIABLE

DEPENDENT VARIABLE

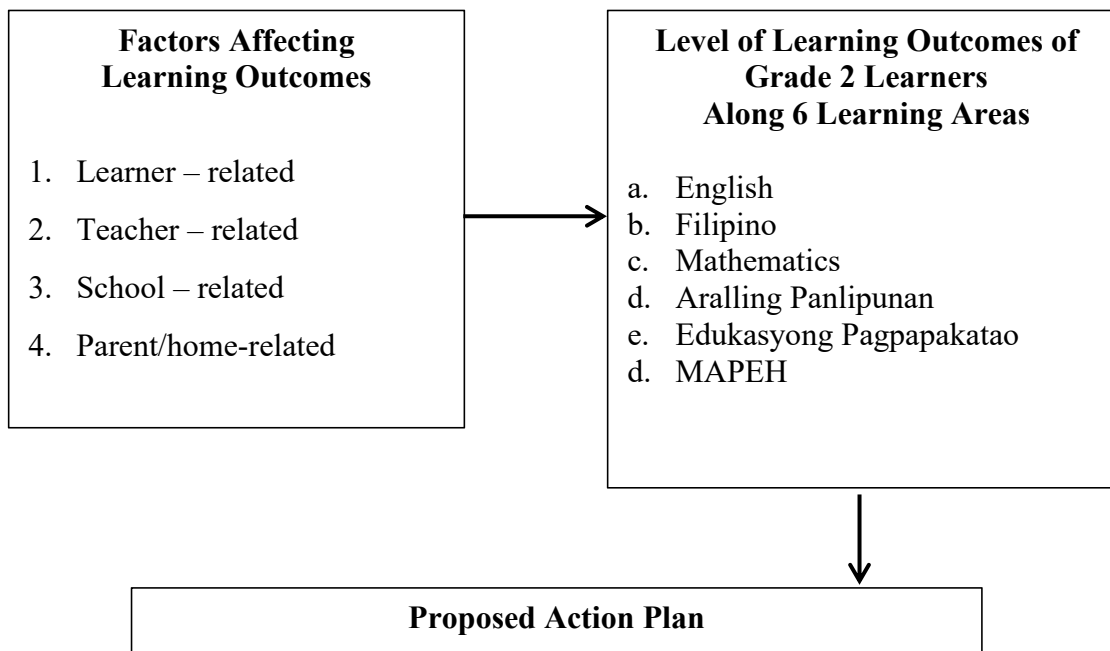


Figure 1. Research Paradigm

Statement of the Problem

This study aims to determine the level of Learning Outcomes of Grade 2 learners in relation to selected variables during school year 2025-2026 in the public elementary school in San Jacinto, Division Office Pangasinan II.

Specifically, this study seeks to answer the following questions:

1. What is the level of Learning outcomes of the Grade 2 learners along the following learning areas:



- a. English,
 - b. Filipino,
 - c. Mathematics,
 - d. Araling Panlipunan,
 - e. Edukasyon sa Pagpapakatao, and
 - f. MAPEH?
2. To what extent are the following factors affect the Learning outcomes of the learners as perceived by their teachers along:
 - a. Learner-related,
 - b. Teacher-related,
 - c. School-related, and
 - d. Parent/home related?
 3. Is there a significant correlation between the level of learning outcomes and each of the above-stated factors?
 4. What Action Plan can be proposed to improve the Learning outcomes of the Grade 2 learners?

Research Hypothesis

This study tested the null hypothesis at the 0.5 level of significance.

1. There is no significant correlation between the learners' learning outcomes and the related factors affecting their performance.

Scope and Delimitation of the Study

This study focused on the Learning outcomes of Grade 2 Learners in Public Elementary School in San Jacinto Schools Division Office of Pangasinan II during the school year 2025-2026. The respondents consisted of thirty-six (36) grade 2 teachers from 16 public elementary schools in the municipality of San Jacinto, Pangasinan.

Significance of the Study

The study beneficial to the following people: school, teachers, parents and future researchers.

School Administrators. Knowledge of the results of this study can serve as their basis in designing intensive administrative and supervisory activities so that better learner Learning outcomes can be achieved. Likewise, this study can guide them in determining how far their teachers have taught effectively as well as in providing adequate and updated facilities, equipment and utilities needed by both teachers and learners for effective teaching and learning process.

Grade 2 Teachers. This study can be a guide for the teachers of the need to assist/guide the learners in their academic studies and to prepare them for the future academic challenges. Likewise, this study can also inform the teachers of the need to improve their teaching, especially those subject that are critical for learners like Math and English.

Learners. The results of this study may serve as a valuable tool in improving their Learning outcomes. The formulated Learning outcomes enhancement activities can be used as basis for enhancing their Learning outcomes to prepare them well for the next Grade level.

Parents/Guardians. The findings of this study can give parents knowledge and insights



about their children's performance in schools. Likewise, the results of this can help them motivate their children to study well or support them morally, academically, and financially.

Research Himself. The results of this study can be the basis for his to improve the level of Learning Outcomes of the Grade 2 learners considering the related factors mentioned in this study.

Future Researchers. The study can be useful to future researchers who would utilize the variables of the study as well as recommendations of this study to explore other ways of conducting parallel researchers of this nature.

Definition of Terms

The following terms are hereby defined:

Learning outcomes. This refers to the average grade obtained by Grade 2 learners in the six subjects during the first and second grading period school year 2025-2026. The performance allows the learners to perform what they know, and perform them in different ways which includes skills, demonstration, presentation, oral work, multi-media presentation, and research work Anderson, (2023).

Parent/Home-related factors. These are the activities done by the students' parents or guardians that can enhance the student's Learning outcomes.

Learner-related factors. This refers to those activities performed by the learners themselves that may enhance their performance such as physical and mental health, punctuality in class activities, study habits, among others.

Related Factors Affecting Learning outcomes. These are circumstances or conditions that strongly influence the Learning outcomes or achievement of the learners. These factors are limited to learners, teachers, schools and parent/home.

School Related factors. These are the activities, availability and adequacy of materials, equipment, facilities that may enhance the Learning outcomes of the learners.

Teacher-related factors. These are activities undertaken by the teachers which may enhance the learners' Learning outcomes.

Chapter 2

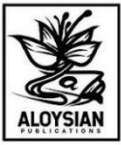
RESEARCH METHODOLOGY

This chapter presents the research design of the study. It includes the research method used, the respondents of the study, locale of the study, the data-gathering procedure and statistical tools used.

Research Design

This study used the descriptive-correlational method of research. According to Subong, (2024) it determines whether or not there is a relationship that exist between the related factors and the Learning outcomes of the Grade 2 learners and if there is, to what extent or degree the relationship is. In other words, when a relationship is determined, the researcher must identify whether such relationship and the degree of strength of relationship.

Subong, reiterated that a positive or direct relationship indicates that as the value of one variable increases, the value of the other value also increases. On the other hand, a negative or inner relationship indicates that as the values of one variable increases, the value of the other variable decreases.



The present study used this design because it focused itself on determining the correlation between the Learning Outcomes of the Grade 2 learners and the related factors like: Learner-related factors, teacher-related factors, school-related factors, and parent-guardian related factor during this school year 2025-2026.

Locale and Population of the Study

The research was conducted in public elementary schools of San Jacinto, Division Office of Pangasinan II. The respondents were taken in complete total enumeration of the 36 Grade 2 teachers from the 16 public elementary schools in the municipality of San Jacinto, Pangasinan.

Table 1 presents the distribution of the respondents by school.

Table 1

Distribution of Respondents by School

School	Respondents (Teachers)
1. Alejandro A. Gamboa Elementary School	2
2. Awai Elementary School	1
3. Basilio B. Villanueva Elementary School of Bolo	2
4. Bernabe Q. Biagtan Elementary School	1
5. Casibong Elementary School	2
6. East Central School	4
7. Labney Elementary School	2
8. Lobong Elementary School	2
9. Macayug Elementary School	3
10. Osnit Elementary School	2
11. San Jose Elementary School	2
12. San Roque Elementary School	2
13. San Vicente Elementary School	3
14. Sta. Cruz Elementary School	2
15. Sta. Maria Elementary School	2
16. West Central School	4
Total	36

Data-Gathering Instruments

This study made use of the questionnaire as the main gathering instrument.

It contains the related factors affecting the Learning Outcomes of the Grade 2 learners in terms of learner-related, teacher-related, school-related and parent/guardian home related factors adopted from the factors that affect student performance study, the questionnaire was adopted from the study of Rubilyn F. Aquino on Learning Competencies of Grade School Learners in Public Elementary Schools in Calasiao, Pangasinan, a thesis submitted to Palaris Colleges Institute of Graduate Studies.

Data Gathering Procedure

The researcher secured permission first from the Schools Division Superintendent of Pangasinan I to facilitate the administration of the questionnaire. After which he administered the



questionnaire personally with the help of some of his friends teaching in the schools covered by the study. After three (3) days he collected the copies personally to ensure 100 percent retrieval and then prepared a tally of the data for analysis and interpretation.

Statistical Treatment of the Data

The data was interpreted as follows:

To answer problem 1 on determining the level of performance of Grade 2 learners was answered by set of criteria from the first and second grading period of the learners below:

90% and above	-	Outstanding
85% - 89%	-	Very Satisfactory
80% - 84%	-	Satisfactory
75% - 79%	-	Fair
74% and below	-	Poor

For sub-problem number 2 concerning the related factors that may affect the learners' performance as shown below: 5 – Likert scale, weighted mean with descriptive equivalent were used.

Scale	Scale Limit	Descriptive (DE)	Equivalent
5	4.21	Very High	
4	3.24-4.20	High	
3	2.61-3.40	Moderate	
2	1.81-2.60	Low	
1	1.00-1.80	Very Low	

Problem 3 on significant correlation between the level of Learning outcomes and the selected factors stated in the study was answered by using Spearman-Rank Correlation Coefficient (r_s) using the SPSS instrument.

Formula:

$$r_s = 1 - \frac{6 \sum d^2}{n(n^2-1)}$$

where:

$$6 = k$$

$\sum d^2$ = sum of the difference between two ranks

n = number of pairs

Problem 4 on the proposed plan of action was based from the findings of the study.

Chapter 3

RESULTS AND DISCUSSION

This chapter the analysis and interpretation of data collected by the researcher using the questionnaire. The data are related to the topic “Learning Outcomes of Grade 2 learners In Relation to Selected Factors”.

Level of Learning outcomes of Grade 2 Learners

Table 2 deals with the Learning outcomes of Grade 2 learners along the subjects: English, Filipino, Mathematics, Araling Panlipunan, and Edukasyong sa Pagpapakatao, and MAPEH in the first and second grading period.

Table 2

Learning outcomes of the Grade 2 Learners in the Different Learning Areas During the First and the Second Grading Periods

Learning Area	No. of Cases	First Grading	Second Grading	Overall Average G.P.A.	Level of Performance
1. English	205	81.43%	82.29%	81.86%	Satisfactory
2. Filipino	205	83.39%	83.95%	83.67%	Satisfactory
3. Mathematics	205	81.09%	81.99%	81.54%	Satisfactory
4. Araling Panlipunan	205	82.35%	82.61%	82.48%	Satisfactory
5. Edukasyon sa Pagpapakatao	205	82.36%	82.93%	82.65%	Satisfactory
6. MAPEH	205	82.35%	83.01%	82.68%	Satisfactory
Over-all Average GPA		82.16%	82.81%	82.48%	Satisfactory

This is evident that the Average GPA of the six (6) learning areas ranges from 81.91% to 83.67%. Filipino as a learning area has highest GPA of 83.67%, followed by MAPEH 82.68%, Araling Panlipunan 82.48%, Edukasyon sa Pagpapakatao 82.65%, English 81.86% and finally the least of them all is Mathematics with GPA of 81.54%.

The overall average GPA of all subject areas is 82.48% described as “satisfactory”. Looking at the whole table, all the learning areas are described as satisfactory.

This implies that the Grade 2 learners 2 learners have not yet acquired all the competencies and skills required at their Grade level for the two quarters.

Learner-related Factors

Table 3 presents the factors affecting the performance of the learners as perceived by the learners themselves along Learner-related.

It could be noted that physical and mental health of the learners highly affect their performance and the financial capability of the family has low effect in their performance too. However, punctuality in class attendance and active participation of the learner highly affect the performance of the learners. There are ten (10) indicators which affect the performance of the learners they are: good relationship with classmates, 3.10; good relationship with teacher 3.03;



interest in books or in school, 3.11; good study habits, 3.08; good sleeping and efficient time management, 1.90 weighted mean.

The whole table yielded on overall average weighted mean of 2.32 described as “moderate”. The findings mean that the learners believed that they are neither often or rarely affected by the Learner-related factors. It implied that financial stability of their families.

Table 3

Factors Practices as Perceived by the Learners Affecting their Performing along Learner-Related Factors

Indicators	Average Weighted Mean	Descriptive Equivalent
My Learning outcomes is affected by my		
1. Physical and Mental Health	1.50	Low
2. Punctuality in class attendance	2.94	Moderate
3. Active participation in class attendance activities	1.55	Low
4. Good relationship with classmates	3.10	Moderate
5. Good relationship with teacher	3.03	Moderate
6. Interest in book or in school	3.11	Moderate
7. Good study habits	3.08	Moderate
8. Good sleep	1.43	Low
9. Financial Stability of my family	1.54	Low
10. Good sleeping and efficient time management.	1.90	Low
Overall total Average Weighted Mean	2.32	Moderate

As far as the teachers are concerned, the Learner-related factors can highly affect the performance of the learners in terms of physical and mental health, punctuality in class attendance, active participation in class activities and good study habits. It means that the teacher is concerned of their partial contribution to the performance of the learners. Good relationship with classmates, good relationship with teachers, interests in books or in school, moderately affect the performance of the learners. It means that these factors conditionally influence the performance of the learners. In detail, good sleep, financial stability of the family, and efficient time management lowly affects the performance of the learners. It means that those factors are not so much valued by the learners.

As a whole the learner-related factors moderately affect the Learning outcomes of the learners as far the teachers are concerned. It means that the factors are controllable by the teacher by employing creatively and strategic ability in classroom management so that the performance of the learners can be improved.

Teacher-Related Factors

Table 3 presented the factors affecting the performance of learners along teacher-related factors as perceived by the learners themselves.

Table showed that the learner’s performance is moderately affected by the mastery of the

subject matter of their teachers, 3.39; desirable personality traits or qualities of their teacher, teacher having good relationship with learners, 3.16 and a teacher making learning pleasant and enjoyable, 3.40. in detail, punctuality of the teacher in class, efficiency of the teacher in handling daily routine activities and time management, teaching strategies of the teacher, well-planned and organized learning activities, and the duty of the teacher to discipline the learners highly affect the Learning outcomes of the learners.

Table 4

Factors Affecting the Performance of the Learners along Teacher-Related Factors

Indicators Teacher-Related Factors	Average Weighted Mean	Descriptive Equivalent
My Learning outcomes is affected by my		
1. Mastery of the subject matter of my teacher	3.39	Moderate
2. My teacher is expressing concern by calling my first name	2.50	Low
3. Punctuality of my teacher in class	3.56	High
4. The desirable personal qualities of my teacher	3.36	Moderate
5. The efficiency of my teacher in handling routine activities and time management	4.10	High
6. The use of varied and relevant teaching strategies of my teacher	4.15	High
7. A teacher having good relationship with the learner	3.16	Moderate
8. The well-planned and organized learning activities	3.50	High
9. The teacher making learning pleasant and enjoyable	3.40	Moderate
10. The ability of my teacher to discipline the learners	4.05	High
Overall total Average Weighted Mean	3.51	High

Data revealed that the teacher-related factor highly affect the performance of the learners in terms of mastery of the subject matter by the teacher, desirable personal qualities of the teacher, efficiency of the teacher in handling routine activities, use of varied strategies in teaching and well-planned and organized learning activities of the teacher. The learners are lowly affected by the teacher expressing concern to learners by calling in their first name. they are moderately affected by the teacher making learning pleasant and enjoyable, and sensitivity of the teacher to learners' problems and concerns. It means that the learners appreciate and recognize the ability of the teacher to perform at their best.

Generally, the teacher-related factors highly affect the performance of the learners. It implied that the teacher could make or unmake the performance of the Grade 2 learners.

The whole table showed that the learning outcomes of the learners is highly affected by

the teacher-related factors. That means that one of the important factors in the good performance of the learner is the teacher's competence. It implied that teachers play significant role in helping the learners perform at their best in class.

School-Related Factors

Table 5 presented the school-related factors that affect the performance of the Grade 2 learners as perceived by the learners themselves.

Table 5

Factors Affecting the Performance of the Grade 2 Learners along School-Related Factors

Indicators (School-Related Factors)	Average Weighted Mean	Descriptive Equivalent
My Learning outcomes is affected by		
1. Having available and adequate school facilities like chairs, tables, blackboards, drawing boards, etc.	4.15	High
2. Having available and adequate school utilities like water, electricity, classroom, etc.	2.75	Moderate
3. Having well ventilated and illuminated sinks, and comfort room	2.65	Moderate
4. Having clean and sanitary environment free from pollution, noise, others	2.55	Low
5. Having available and adequate classroom equipment, laboratory, etc.	2.60	Low
6. Having adequate library resources, books journals, magazines for learners	3.45	High
7. Having high support and cooperation of the academic (learners, faculty, administrator)	2.10	Low
8. Having a pro-learner extra-curricular activities	2.10	Low
9. Having well trained teachers and well organized lessons	4.20	High
10. Having updated/state of the classroom	2.70	Moderate
Overall total Average Weighted Mean	2.95	Moderate

It could be noted that the teachers perceived the school-related factors that affect the performance of the Grade 2 learners as moderate in terms of having available and adequate school facilities, and having well-trained teachers and well-organized lessons. It means the availability and adequacy of school facilities are important factors in a better performance of the learners. There are also indicators which are believed by the teachers as moderately affect the performance of the learners such as available and adequate school utilities like water and

electricity, clean and sanitary environment, good classroom equipment like laboratories, adequate library facilities such as books, magazines for learners, and high support and cooperation among teachers, administrators and learners. It means that these factors can build, or discourage the learners to study and have comfort rooms, pro-learner vis-a-vis extra-curricular activities and update state of the art classroom lowly affect performance of the learners. As a whole, it could be disclosed that the school-related factors moderately affect the performance of the Grade 2 learners. It means that the school-related factors are considered by the teacher as contributory factors for the success or failure of the learners in performing well if they are not used properly and effectively.

Parent/Home-Related Factors

Table 6 presents the factors that affecting the performance of the Grade 2 learners along Parent/Home-Related Factors as perceived by the learners themselves.

Table 6

Factors Affecting the Performance of the Grade 2 Learners along Parent/Home-Related Factors

Indicators (Parent-Guardian Related Factors)	Average Weighted Mean	Descriptive Equivalent
My Learning outcomes is affected by parent-guardian		
1. Who attends to my personal and school needs and requirements	3.20	Moderate
2. Who attends to my learning needs	3.10	Moderate
3. Who motivates me to finish my studies	3.15	Moderate
4. Who have given me a conducive place to study at home	2.65	Moderate
5. Who have good relationship with other members in the family	2.75	Moderate
6. Who supports me financially to finish my studies	2.80	Moderate
7. Who makes a follow-up of my performance in school	1.90	Low
8. Who helps me in my assignment	3.50	High
9. Who extends moral support to me	2.20	Low
10. Who appreciates and recognize my performance	2.30	Low
Overall total Average Weighted Mean	2.75	Moderate

The table revealed that parent/home related factors affecting the performance of the learners moderately affect their performance. There are factors which highly affect the performance of the learners as far as the teachers are concerned. They motivate the learners to finish their studies and good relationship with other members of the family. There was also indicator which are moderately contributing to the performance of the learners like: attending to the personal school needs, and requirements of the learners; attend to the learning needs of the learners; conducive place for children to study at home, support the children financially to finish their studies, and learners such as making follow-up of the performance of their children. It means that the parent-guardian related factors don't always nor rarely affect the performance of the learners but conditioned by circumstances between and among the actions of the school,

home and community.

Summary of the Related-Factors That Affect the Performance of Grade 2 Learners as Perceived by Learners and Teachers

Table 7 presented the summary of the related factors that affects the performance of the Grade 2 learners along the four (4) sub-indicators.

Table 7

Summary of the Related Factors that Affect the Performance of the Grade 2 Learners

Related-Factors	Learners		Teachers	
	AWM	DE	AWM	DE
1. Learner-Related Factors	2.32	Moderate	2.32	Moderate
2. Teacher-Related Factors	3.51	High	3.46	High
3. School-Related Factors	2.95	Moderate	2.95	Moderate
4. Parent/Home-Related Factors	2.75	Moderate	2.83	Moderate
Overall Total Average Weighted Mean	2.88	Moderate	2.89	Moderate

The summary table reveals that Learner-related factors are perceived by both learners and teachers and moderately affect the performance of the learners, so with school-related factors and parent/home related factors as moderately affect their Learning outcomes. But both groups of respondents believed that the performance of the learners is highly affected by teacher-related factors. It means that teachers are considered as primordial instrument for a better performance of the learners particularly the Grade 2 learners. It implied that the teachers must be responsible to make learning positive, interesting and child-centered pedagogy.

Correlation Between the Performance of the Grade 2 Learners and the Selected Factors

Table 8 presents the correlation analysis between the performance of the Grade 2 learners along the four (4) sub-indicators.

Table 8

Significant Correlation between the Level of Learning outcomes and Related Factors

Variables	R	p-value	Decision
Academic Performance vs. Related Factors	0.120	0.798	Not-Significant

The table shows that $r=0.120$ with the p-value of $0.798 > 0.05$. This implies that the Learning outcomes is not affected by the related factors. The null hypothesis is accepted. There is no significant correlation between the level of Learning outcomes of the learners and the related factors.

Proposed Action Plan

Introduction

The proposed plan of action is intended to improve the Learning outcomes of the Grade 2 Learners in Public Elementary Schools in San Jacinto of Schools, Division Office Pangasinan II during the school year 2025-2026. The factors that are considered by the researcher are classified Learner-related teacher, teacher-related, school-related, and parent-related. These are the areas investigated and corrected which the Learning outcomes of the Grade 2 learners.

The proposed plan of action has the following components.

1. Areas of Concern
2. Targets/Objectives
3. Activities/Strategies
4. Persons/Agencies Involved
5. Time Frame
6. Budget Estimate
7. Success Indicators

The proposed plan of action is present in matrix format in the preceding pages.

Proposed Action Plan to Improve the Learning Outcomes of Grade 2 Learners in Public Elementary Schools of San Jacinto, Division Pangasinan II

Areas of Concern	Target s/ Objecti ves	Activities/Strate gies	Person Involved	Tim e Fra me	Budget	Success Indicato rs
A. Factors Affecting the Performance 1. Learner- related factors a. Physical- b. Punctuality in c. Active	Observ ed and apply the physica l- mental hygiene , come to class on time, and particip ate actively in class activitie s	* Self- motivated activities (e.g. giving appreciation/r ecognition/aw ards/incentive to good performance * Monitoring of physical- mental fitness activities * Checking attendance daily * Attendance chart * Group dynamics/pre	a. Learners b. Teachers c. Parents d. Health officers e. Fitness/ wellness instructor f. PTCA	Year roun d	P10,000. 00	85 percent of the learners shall have observed and applied physical- mental hygiene and fitness/we llness, come on time, and participate actively in class activities



		sentation/wor ks etc.				
2. Teacher- related Factors a. Punctuality of b. Efficiency of c. Use of varied and relevant teaching	Observed and be efficient in handling routinely class activities Use varied and relevant teaching strategies Perform well-organized learning activities	* Time management activities * Prepare the routinely activities on time and implement them strictly * Learners/involvement in handling daily routine * Modeling of teachers on punctuality * Preparation of instructional aids visual/video * Designing appropriate teaching strategies * Organization of activities with learners * Implementation of the activities	a. Teachers b. Learners c. School Principal d. Parents	Year round	P5,000.00	90 percent of the teachers shall have observed and be efficient in handling routinely activities to become influential and inspirational and shall have used varied and relevant strategies with well-organized learning activities
3. School- related Factors a. Adequate and facilities b. Library	Equip the learners adequate and available school	* Purchasing of some facilities and equipment * Building of learning resource office	a. Teachers b. School Administrator c. Learners d. Parents e. LGU, GUS, d. Alumni	Year round	P15,000.00	90 percent of the school facilities and equipment shall have been



resources c. Well-trained teachers with	facilities, library resources and well-trained teachers with well-organized lesson	* Training the teachers by attending seminar/trainings				achieved resources, and well-trained teachers
4. Parent/Guardian Related a. Helping the learners do their assignment	Parents encourage and be involved in the Learning outcomes of learners like helping the learners do their assignment	* Parent's orientation on their roles in school * Home visitation * Keeping journals of learners signed by the parents * Dialogue with parents	a. Parents b. Guardians c. Learners d. Teachers e. School/Community Stakeholders	Year round as needed	P10,000.00	90 percent of the parent-guardian shall have been involved in the Learning outcomes of the learners of doing assignments/projects/reading/writing/math etc.



Chapter 4

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presents the summary of findings, conclusion, and recommendation based from the analysis of data.

Summary

This study sought to determine the level of Learning outcomes of Grade 2 learners in San Jacinto of Schools, Division of Pangasinan II in relation to selected variables this school year 2025-2026. Specifically, it intended to determine the level of Learning outcomes of the learners along the subjects, English, Filipino, Mathematic, Araling Panlipunan, Edukasyon sa Pagpapakatao (ESP) at Music Arts Physical Education and Health (MAPEH) were the factors practiced as perceived by the learners and teachers in terms of learner-related factors, teacher-related factors, school-related factors and parent-guardian related factors. The significant correlation between the Learning outcomes and the related factors afforested are included in the study.

The descriptive-correlational design was used with the questionnaire as the main data gathering instrument. The respondents of this study were the 34 Grade 2 teachers as respondents in this study.

Findings:

The salient findings of the study are as follows:

1. The Learning outcomes of Grade 2 learners in the six (6) subject areas was satisfactory proven by the significant numerical data.
2. The extent of related factors affecting the level of performance of the Grade 2 learners was disclosed as “moderate” along learner-related factors, school-related factors, and parent-guardian related factors, and “high” along teacher-related factors
3. There is no significant correlation between the level of learning outcomes and the extent of related factors that affect the performance of the Grade 2 learners
4. A plan of action to improve the level of learning outcomes of the Grade 2 learners can be formulated.

Conclusion

Based on the findings, the following conclusions was drawn.

1. The Learning outcomes of the Grade 2 learners was only average and mediocre;
2. The Grade teachers did not fully experience or feel the extent of the factors practiced affecting the performance of the Grade 2 learners;
3. The Learning outcomes of the Grade 2 learners didn't influence by the different related factors; and,
4. A plan of action designed to improve the learning outcomes was formulated and feasible.

Recommendation

The following recommendation are hereby offered.

1. Provide **targeted teacher training** to help educators recognize and address factors affecting



learner performance and conduct additional researches to improve the findings of the present study.

2. Implement **intervention programs** or remedial activities for learners to raise their academic outcomes above the average level.
3. Monitor and evaluate the **effectiveness of the plan of action** regularly to ensure improvements in learning outcomes.
4. Explore additional factors or variables that might influence learning, to design **more responsive instructional strategies**.

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