

## Relations of Learners' Attitude and Academic Performance in Online Distance Learning In Araling Panlipunan



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**ABSTRACT:** Online learning is not a new trend in education, some of the universities and colleges have been using it. Online distance learning is one of the three learning modalities that Pulo National High School implemented this SY 2020-2021. It is a big challenge for the teachers and school administration to venture into this platform since they are used in the traditional face to face mode of instruction. Araling Panlipunan is the subject that learners either love or hate. Among the attitude problems that the teachers encountered in teaching the subject is the interest and engagement. Will the attitude and academic performance of the learners towards Araling Panlipunan changes as the mode of teaching changes? The research uses descriptive methods as means for gathering data and information and interpreting the learners' attitude and academic performance in online learning modality. Correlational method is used to find out if there is a significant relationship between the learners' attitude and academic performance in the subject Araling Panlipunan in the online learning modality. The findings reveal that mean scores obtain from the learners' self-assessment attitude is 4.19 which interpreted as positive attitude. Academic achievement of the learners in the fourth grading period is at 90.47 and as classified as Advanced in the levels of proficiency. With regards to the relations of attitude and academic performance, shows that there is a negligible, positive correlation between attitude and academic performance, which is not statistically significant ( $r = 0.043$ ,  $N = 169$ ,  $p < 0.05$ ). Positive attitude does not guarantee high academic performance. Since there is a minimal relation and is not statistically significant between the attitude and academic performance.

**KEYWORDS:** descriptive method, online distance learning, learner's interest, academic performance, Araling Panlipunan

### INTRODUCTION

Araling Panlipunan is one of the integral subjects in the K-12 Curriculum that aims to teach learners to become responsible and productive citizens of the country. It is also stated in K-12 Araling Panlipunan Curriculum, that the purpose of teaching Araling Panlipunan is to develop the learners' understanding of basic concepts and issues of historical, geographical, political, economics and related disciplines so that he may know, produce, mature and be with. Curriculum emphasizes understanding not memorization of concepts and terminology. As proof of deep understanding, the learner is required to produce its own definition and interpretation of each subject studied and its translation in a different context, especially its application in the real life of meaning itself to him and in society at large. Studying social studies is an integral part of the curriculum because it provides information, knowledge, skills, and attitudes that help inculcate values for them to be a proactive and responsible citizen of the country. It is also making the learners be aware of the national and global issues that may affect our lives. To materialize this purpose, teachers' competence in the field is necessary.

Araling Panlipunan is the subject that learners either love or hate. Among the attitude problems that the teachers encountered in teaching the subject is the interest and engagement. Social Studies subject is perceived by many learners as a boring subject because it deals with memorization of past events and dates. This was hold true when Pulo National High School conducted a survey for the planning for Enhanced- School Improvement Plan last 2016. Araling Panlipunan subject ranked second to the least favorite subjects. Among the reasons cited why it was least favorite subject were, teachers' attitude and teaching strategies, difficulty in the subject, activities provided by the teachers and teachers' attendance. Teachers play an important role for the subject to like by the learners. The most influential person in contributing to the positive attitude of the learners towards the subject are the teachers. It is in the teachers' way of conveying the importance of Araling Panlipunan that learners may develop positive attitude toward the subject. Also providing learners with meaningful learning experiences that the interest and actively

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engagement in the subject will be developed. This was the state of Araling Panlipunan for the past years but under the new circumstances will it be the same?

As the beginning of the school year 2020-2021 approaches and with the outbreak of the COVID 19 cases in the Philippines continue to increase, Department of Education announced that education must continue. Every school crafted and implemented its own Basic Education-Learning Continuity Plan (BE-LCP) specifically designed for the school's current situation. Included in the school's LCP is the adoption of different learning modalities like blended learnings, distance learnings, and home-schooling and other modes of delivery shall be implemented depending on the local COVID Risk Severity Classification and compliance with minimum health standards.

Distance learning is an educational process where learners receive instruction through online classes, video recordings, video conferencing and other audio/visual technology medium. Online learning is not a new trend in education, some of the universities and colleges have been using it. Online distance learning is one of the three learning modalities that Pulo National High School implemented this SY 2020-2021. It is a big challenge for the teachers and school administration to venture into this platform since they are used in the traditional face to face mode of instruction. School administration plays an important role to fully implement online teaching. Online teaching has its costs and logistics: online platform to be used, equipment and capacity building for teachers.

That is the reason that compels the researchers to conduct the study. Will the attitude and academic performance of the learners towards Araling Panlipunan changes as the mode of teaching changes too; Will there be a relationship between the attitude and academic performance of the learners under the new normal.? That will be answered by this study as Department of Education faces new normal in the field of education.

### METHODS

The research used descriptive methods as means for gathering data and information and interpreting the learners' attitude and academic performance in online leaning modality. Correlational method was used to find out if there is a significant relationship between the learners' attitude and academic performance in the subject Araling Panlipunan in the online learning modality.

The respondents of this study were the selected Grade 7 online learners of Araling Panlipunan in Pulo National High School for the SY 2020-2021. In determining the sample size, the researcher used Slovin's Formula for accuracy and small marginal error. The sample size of this study was 169 online distance learning learners. The following computation was used to came up with the sample size.

$$n = \frac{N}{1 + Ne^2}$$

where:

$$n = \frac{293}{1 + (293)(0.05)^2}$$

n = sample size

N = population size

$$n = \frac{293}{1.7325}$$

E = desired margin of error

$$n = 169$$

Two instruments were used in the research, the first instrument was the self- assessment attitude checklist designed to measure the attitude of the students towards learning Araling Panlipunan in the online distance learning. It is composed of ten statements that measured the students' attitude on learning the subject with two dimensions: implementation and teacher's competence in the online platform. The survey was evaluated on a five-point Likert scale: strongly disagree-1, disagree- 2, undecided-3, agree-4 and strongly agree-5. The instrument was developed by the researcher and undergone content and language validation by the specialists and experts. It was given to the learners at the end of the first grading period to measure their attitude in the subject in the online distance learning. The respondents answered the survey using google form send by the Araling Panlipunan teachers. The attitude was analyzed using mean and interpreted using the interpretations in the Table 1.

The second instrument was the academic performance by the learners as measured by their grades in the subject Araling Panlipunan in the fourth grading period. The data was collected using google form and validated by the Araling Panlipunan teachers in the online distance learning. The grades were analyzed using mean and interpreted using the level of proficiency in Table 2.

**Table 1. Interpretation of Attitude**

Scale	Interpretation
2.51- 5.00	Positive Attitude
1.00 - 2.50	Negative Attitude

**Table 2. Level of Proficiency/Academic Achievement**

Level of Proficiency	Equivalent Numerical Value
Beginning	74% and below
Developing	75-79%
Approaching Proficiency	80-84%
Proficient	85-89%
Advanced	90% and above

Source: DO No. 31, s.2012

**RESULTS AND DISCUSSION**

The following results appeared from the study to obtain the relations of attitude and academic performance of the learners in the online distance learning modality.

**Research Question 1: What is the attitude of learners towards the subject Araling Panlipunan in an online distance learning?**

Research question sought to find out from the respondents their attitude in Araling Panlipunan in the online distance learning modality.

**Table 3. Attitude of the Respondents towards Araling Panlipunan in the ODL**

No.	Indicators	Average	Interpretation
Dimension 1: Implementation of Online Distance Learning			
1	I enjoy learning Araling Panlipunan subject using online distance learning.	4.15	Positive Attitude
2	I believe that learning online gives me an opportunity to learn new skills and knowledge in Araling Panlipunan.	4.29	Positive Attitude
3	I believe that studying Araling Panlipunan using online distance learning can help me in life.	4.02	Positive Attitude
4	I learn more efficiently in Araling Panlipunan using online distance learning.	3.83	Positive Attitude
5	I am coping well in studying Araling Panlipunan in the online distance learning	3.92	Positive Attitude
Dimension 2: Teacher's Competence in online distance learning			
6	I enjoy learning the subject Araling Panlipunan because my teacher is proficient in the use of online platform.	4.45	Positive Attitude
7	I enjoy learning Araling Panlipunan because my teacher uses instructional videos and different online applications like kahoot, menti, jamboard and others.	4.28	Positive Attitude
8	Learning Araling Panlipunan is easy and interesting because my teacher is providing activities that are easy to understand and learn.	4.19	Positive Attitude
9	My teacher shows appreciation and provide feedback mechanism in our outputs and completed learning tasks.	4.37	Positive Attitude
10	I enjoy learning Araling Panlipunan because the teacher come to class prepared and equipped with knowledge and skills about the topic and in the online platform.	4.43	Positive Attitude
<b>MEAN</b>		<b>4.19</b>	<b>Positive Attitude</b>

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Table 3 shows the attitude of the learners in Araling Panlipunan in the online distance learning. An average mean of 4.19 reveals that Grade 7 learners in Araling Panlipunan have positive attitude towards the subject. The factors that affect the learners' positive attitude on the subject can be contributed the enjoyment brought by the technology and to the teachers' competence in the implementation of the online platform. Most of the learners' positive attitudes in the subject can be attributed to the fact that they belong to the Generation Z or they are digital natives. Teachers' style and delivery of the lesson maybe factors on the positive attitude of the learners as shown in the average scores in the indicators 6-10. This results clearly indicated that the positive attitude of the learners is greatly influenced by the teacher's way of teaching (Guanzon. 2015) and in the study of Ushida (2005) that states that teachers can be influential in affecting the students' motivations and attitudes. This is also consistent with the findings of Elfaki, et.al. (2019) that shows the positive attitude towards e-learning.

### Research Question 2: What is the academic performance of the learners in Araling Panlipunan in an online distance learning?

Research question two sought to find out the academic performance of the respondents in the first grading period in the online distance learning.

**Table 4. GWA of the Grade 7 Respondents:**

Respondents	GWA (4 <sup>th</sup> Grading Period)
169 Respondents	90.47

Table 2 shows that the average of the 169 respondents is 90.47 which can be categorized under Advanced in the Levels of Proficiency. The student in this level exceeds the core requirements in terms of knowledge, skills and understanding. And can transfer them automatically and flexibly through authentic performance tasks. This is similar to the study of Calingacion, et al (2018) that the use of technology increases the performance level of the learners in Araling Panlipunan.

### Research Question 3: Is there a significant relationship between the attitude and academic performance of the learners in Araling Panlipunan in an online distance learning?

Research question three sought to answer if there is a significant relationship between the attitude and academic performance of the learners in the online distance learning.

**Table 5. Descriptive Statistics**

	Mean	Std. Deviation	N
Attitude	4.1923	.63170	169
Academic Performance	90.4675	4.72460	169

**Table 6. Correlations**

		Attitude	Academic Performance
Attitude	Pearson Correlation	1	.043
	Sig. (2-tailed)		.582
	N	169	169
Academic Performance	Pearson Correlation	.043	1
	Sig. (2-tailed)	.582	
	N	169	169

p<0.05

Table 6 shows that there was a negligible, positive correlation between attitude and academic performance, which was not statistically significant ( $r = 0.043$ ,  $N = 169$ ,  $p < 0.05$ ). Positive attitude does not guarantee high academic performance. Since there was a minimal relation and was not statistically significant in the attitude and academic performance as shown in the table. This was contrary to the studies of Alpacion, et.al. (2014), Panganiban, et.al.,(2019) and Calisang (2017) which show that there is a significant relationship between attitude and their academic performance.

## CONCLUSIONS

Global pandemic brings changes in the educational system. School year 2020-2021, new normal is widely used to describe the sudden shift of our educational system into implementing different learning modalities like online distance learning. Based on the findings, the following were concluded:

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1. Learners in the online learning modality have positive attitude towards the subject Araling Panlipunan and factors affecting are the technology and the teachers' competence and teaching styles.

2. Many of the learners in the online distance learning have a high academic performance. They can easily transfer or apply their knowledge, skills, understanding on the subject to their everyday living.

3. There is a negligible, positive correlation between attitude and academic performance. This implied that positive attitude in the subject Araling Panlipunan does not mean that they will have high academic performance. This may be an interesting note which indicates that learners are still adjusting to the new type of teaching.

### RECOMMENDATIONS

Based on the conclusions drawn, the following were recommended:

1. Online teachers in the subject Araling Panlipunan should be consistent in implementing varied teaching activities and utilize different online applications to make the lessons interesting and provide new learning experiences for the learners.

2. Araling Panlipunan online teachers should contextualized and localized lessons for the learners to easily apply the teachings of the subject in their real-life scenarios. Integrate technology and activities that will enhance the learners critical and creative thinking skills.

3. Online teachers in the subject Araling Panlipunan should sustain the positive attitude of the learners for a higher academic performance. Teachers may provide orientation for the learners to be familiarize with different applications and programs online.

4. Further research should be conducted in other learning modalities implemented.

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