"The Struggle is Real": The Level of Performance of Grade 8 Students in Araling Panlipunan in the Online Class Settings: Basis for a Proposed Educational Framework

Adrian Ote[1], Christian T. Jose[2]
[1]Senior High School Teacher, Arellano University,
[2]English Teacher, Gongliao Experimental Junior High School

ABSTRACT

The COVID-19 pandemic has altered our educational landscape, compelling schools to switch to online coursework in place of face-to-face classrooms. The study aimed to know the level of performance of the students in Araling Panlipunan Subject in the online class and the significant relationship of the different factors. The study used Descriptive-correlational research method to gather valuable data to the find the level of students performance and its significant relationship to the factors among the 260 selected Grade 8 students enrolled in Manggahan High School who is using online modality. Simple random sample was used as a sampling scheme. A modified standardized closed-ended survey questionnaire was used in this study and it composed of two parts. The study revealed that the level of performance of the Grade 8 students in the Araling Panlipunan subject in the online class is high, the Students Motivation, Teacher, Course Design, and Instructional Materials has a significant negative and weak relationship to the students' performance and the internet connection is not significant. Students Motivation, Course Design, and Instructional Materials has a negative degree, which means it has low impact to the students' performance. Teachers and Internet has a positive degree means that they have a positive impact. Internet is the most dominant factor that affect the performance of the Grade 8 students in the subject Araling Panlipunan. Continue to practice and enhance different plans and techniques to address the performance of the Grade 8 students in the online class settings in the subject Araling Panlipunan.

Keywords: Performance, Online, Level, Relationship, Factors, Araling Panlipunan

INTRODUCTION

The recent COVID-19 pandemic, which began in China and has nearly infected every country on the planet, is one of the most recent public health problems of worldwide significance. This disease is caused by a new coronavirus (SARS-CoV-2, formerly known as 2019-nCoV) and has drawn worldwide interest due to the rising number of cases and the need to eradicate the virus and flatten the infection curve (Guo et al., 2020)[8]. The majority of nations have imposed lockdown and social segregation measures in response to the COVID-19 pandemic, which has led to the closure of schools, training centers, and institutions of higher education. A paradigm shift has occurred as educators are now providing high-quality instruction through numerous online venues. Online learning, distance learning, and continuing education have all shown to be effective treatments for this unprecedented global pandemic, despite the challenges that both educators and students encounter (Pokhrel, S. et al., 2021)[31]. E-learning platforms were crucial in helping schools and universities throughout the epidemic to support student learning while schools and colleges were closed. (Subedi et al., 2020)[33].

Are students truly prepared for the "new normal"? "The COVID-19 pandemic has altered our educational landscape, compelling schools to switch to online coursework in place of face-to-face classrooms. The Covid-19 problem in the Philippines has impacted around 27 million students, 1 million instructors and non-

teaching staff, as well as learners' families (Obana, J. 2020)[26]. Not only in the Philippines, but around the world, the current situation provides significant problems to educational institutions. Students have little choice but to attend online lessons due to the limitations and community quarantine enforced on many regions, particularly in the country. In the study of Belgica et al. (2020)[8] stated that the Department of Education (DepEd) and other institutions have introduced online distance learning to allow students to continue their education. The instructor serves as a facilitator in online distance learning, enlisting learners' active participation through the use of various technologies accessed via the internet while they are geographically separated during instruction. Physically challenged students can also benefit from online learning because it allows them to participate in learning in a virtual environment with limited movement (Basilaia & Kvavadze, 2020)[7]. The skills and exposure to information and communications technology (ICT) for both educators and learners may influence the implementation of appropriate and relevant pedagogy for online education. Unified communication and collaboration platforms like Microsoft Teams, Google Classroom, Canvas, and Blackboard have been used thus far to allow teachers to design educational courses, training, and skill development programs (Petrie, 2020)[29]. With so many platforms and online educational resources available, users—both educators and learners—experience regular difficulties when utilizing or referring to them.

In the study of Murgatrotd (2020)[23] stated that accessibility, cost, flexibility, learning methodology, life-long learning, and educational policy are all problems with e-learning. Many countries face significant challenges in terms of maintaining a stable Internet connection and gaining access to digital gadgets. While many economically disadvantaged students in developing nations cannot afford online learning gadgets, online education increases the learner's exposure to screen time. As a result, offline activities and self-exploratory learning have become critical for pupils. Because both parents work, there is a lack of parental direction, especially for young learners. There are practical concerns about physical workspaces that are conducive to various learning styles. Online learning is a type of remote education enabled by technical equipment utilized by isolated learners in their own environments apart from the primary education source (Hartnett, 2016)[18].

Objective of the Study

The goal of this research was to know the level of Performance of Grade 8 students in Manggahan High School in the Araling Panlipunan subject during the online class.

Specifically, it sought to answer the following questions:

1. The Demographic Profile of the Respondent

Age

Sex

Socio-economic status

1. What is the level of performance of the Grade 8 students during the Online Class?
2. Is there a significant relationship between the level of students performance and factors affecting students' performance during the online class?
3. To what extent do the following factors influence the performance of grade 8 students:

Students Motivation Factors
Teacher Factors

Internet Connection Factors
Course Design Factors
Instructional Materials Factors

1. Among the 5 factors, the Students Motivation, Teacher, Internet Connection, Course Design, and Instructional Materials, which is the strongest predictor of Student Performance?

Hypotheses

H_O : There is no significant relationship between the students motivation factor and the level of students performance during the online class.

H_O : There is no significant relationship between the teacher factor and the level of students performance during the online class.

H_O : There is no significant relationship between the Internet Connection factor and the level of students performance during the online class.

H_O : There is no significant relationship between the Course Design factor and the level of students performance during the online class.

H_O : There is no significant relationship between the Instructional Materials factor and the level of students performance during the online class.

METHODOLOGY

This study used a descriptive-correlational research design to gather the valuable data that illustrated the quantitative analysis about the Level of Students Performance, factors affecting the students performance in the Araling Panlipunan 8 subject, and its relationship from the Grade 8 students in Manggahan High School who is using an Online Learning set up in this New Normal Education. Descriptive correlational studies are used to describe variables and the natural relationships that exist between and among them (Sousa, V. et al., 2007). In addition, as stated in the study of Quaranta, J. (2017) In a descriptive correlational study, the researcher is more concerned with identifying relationships between variables than with attempting to prove a causal connection.

Simple random sampling was used by the researchers as a sampling scheme for this research. According to Thomas, L. (2020)[34] A portion of a population is selected at random to form a simple random sample. In this sampling strategy, there is an exact equal chance that every member of the population will be selected. This method is the simplest of all probability sampling techniques because it just requires a single random selection and little population-specific information. The sample size for this study is two hundred sixty seven (260) Grade 8 students enrolled in Manggahan High School who are using Online Learning set up or the Online Class.

The instrument used was a closed-ended survey questionnaire with a 4 point likert scale. The survey questionnaire was a modified standardized type of survey. The closed-ended survey questionnaire is comprises of two parts. Part I is for finding the level of students performance comprises of 31 items and Part II about finding the factors is comprises of 72 items. The research instrument was validated by Licensed Professional Teacher with Masteral and Doctoral Degree. The Content Validity Index and Cronbach Alpha was used to measure the validity and internal consistency of the questionnaire. Based on the results the Cronbach Alpha for the Level of Performance of the Students questionnaire is 0.97 interpreted as Excellent while the Content Validity Index is 0.93 interpreted as Effective, 31 items is relevant and 9 items are rejected. For the Questionnaire about the factors affecting the students performance, based on the results of Cronbach Alpha, Students Motivation Factor is 0.92 interpreted as Excellent, Teacher Factor is 0.77 interpreted as Acceptable, Internet Factor is 0.87 interpreted as Good, Course Design Factor is 0.71 interpreted as Acceptable, and Instructional Materials Factor is 0.83 interpreted as Good. Its overall

Cronbach Alpha for Factors affecting the students performance questionnaire is 0.97 interpreted as Excellent while the Content Validity Index is 0.99 interpreted as Effective, 72 items is relevant and 3 items is rejected.

The researchers considered some of the ethical concerns that needed to be addressed when collecting data from respondents and researcher: (1) All participants were given the right to informed consent prior to the study, which included responsibility for all information given and agreement on whether or not they wanted to participate. (2) The right to privacy and secrecy, which requires that all information be kept private and confidential. (3) Each participant received a thorough explanation of the methods. (4) All authors and references were properly credited and acknowledged. (5) No content from other studies would be plagiarized by the researcher.

The data for this research is collected using survey questionnaire. The survey questionnaire comprises of questions aligned to the aim of the study. The questionnaire was validated by

Licensed Professional Teacher. After the validation process the researcher finalize the survey questionnaire and secure the letter of conduct. The researcher will distribute the survey questionnaire via google form to the respondents of the study. Respondents were given time to respond, and after they did, the researchers collected the survey form. The researchers assured the confidentiality of the answer to the survey of the respondents.

The information gathered in this study was structured and classified based on the research methodology and the problems formulated. To assist the presentation and interpretation of the results, the data were subjected to coding, tally, and tabulation utilizing the following:

1. **Frequency Count and Percentage**

The percentage and frequency distributions will be used to find the percentage and frequency of the Demographic Profile of the Respondents.

2. **Means and Standard Deviation**

The data was analyzed using the mean and standard deviation to determine the level of performance of Grade 8 students in Araling Panlipunan in Online Class Settings. The average of all the provided values is known as the mean. It implies the total number of values given divided by the sum of all the values given. The standard deviation, on the other hand, is a measure of how far data values deviate from the mean.

The level of students performance was divided into four level, namely low, moderate, high, and very high according to the mean score.

Table 1 shows the interpretation of mean score.

Mean Score	Verbal Interpretation
1.00 – 1.74	Low
1.75 – 2.49	Moderate
2.50 – 3.24	High
3.25 – 4.00	Very High

(Source: Alico, J. & Guimba, W., 2015)

1. **Multiple Regression Analysis**

This is used to determined the degree of factors influence the performance of grade 8 students and what is

the most dominant factor that is affecting the Grade 8 students performance in the Online Class Settings. As stated Moore, A. et al. (2006) a statistical technique called multiple regression is used to investigate the relationship between a large number of independent factors and a single dependent variable. By utilizing well-known independent variables, multiple regression analysis seeks to predict the value of a single dependent variable. Each predictor value is given a weight, and the weights show how much of an impact each predictor value has on the forecast as a whole.

2. Pearson's Correlation Coefficient

This is used to know if there is a significant relationship between the different factors and the level of the student performance in online class. The different factors is the independent variables and the dependent variable is the level of students performance. The test statistic Pearson's correlation coefficient evaluates the association or relationship between two continuous variables on a statistical basis. This approach is applied using the formula:

The Pearson correlation coefficient, abbreviated as r, is a measurement of any linear relationship between two variables. r is a variable that has a value between -1 and 1. When r equals zero, there is no linear relationship between the variables. When r = 1, it signifies that the variables have a perfect positive linear connection.

RESULTS AND DISCUSSION

1. The Demographic Profile of the Respondents

Age

Table 2. The Demographic Profile of the Respondent in terms of Age

Age	Frequency	Percentage
12-13	106	40.77%
14-15	146	56.15%
16 and above	8	3.08%
	n=260	**100%**

As shown in the table above, out of two hundred sixty respondents (260), age twelve (12) to thirteen (13)has a frequency of one hundred six (106) or 40.77 in percentage, age fourteen (14) to fifteen (15) has afrequency of one hundred forty-six or 56.15 in percentage, and for the age sixteen (16) and above it has afrequency of eight (8) or 3.08 in percentage.

The table reveals that most of the respondents are in the age of fourteen (14) to fifteen (15)

Sex

Table 3. The Demographic Profile of the Respondent in terms of Sex

Sex	Frequency	Percentage
Male	109	41.92%
Female	151	58.08%
	n=260	**100%**

The table indicated the demographic profile of the respondents in terms of sex. As shown in the table male

has a frequency of one hundred nine (109) or 41.92% while the female has a frequency of one hundred fifty-one (151) or 58.08%.

The table reveals that most of the respondents of the study are female.

Socio-economic status

Table 4. The Demographic Profile of the Respondent in terms of Socio-economic Status

Socio-economic Status	Frequency	Percentage
Less than ₱ 11, 690 per month (Poor)	76	29.23%
Between ₱ 11, 690 - ₱ 23,381 per month (Low income, but not poor)	89	34.23%
Between ₱ 23,381 - ₱ 46,761 per month (Low Middle Income)	63	24.23%
Between ₱ 46,761 - ₱ 81, 832 per month (Middle Middle Class)	19	7.31%
Between ₱ 81,832 - ₱ 140,284 per month (Upper Middle Income)	9	3.46%
Between ₱ 140, 284 - ₱ 233, 806 per month (Upper Income, but not rich	2	0.77%
Atleast ₱ 233,807 (Rich)	2	0.77%
	n=260	**100%**

The table above shown the socio-economic status of the two hundred sixty (260) respondents. As indicated in the table seventy-six (76) or 29.23% are from the Poor socio-economic status, eighty-nine (89) or 34.23% are from the Low income, but not poor, sixty-three (63) or 24.23% are from the Low Middle Income. Nineteen (19) or 7.31% of the respondents are from the Middle Middle Class, nine (9) or 3.36% are from the Upper Middle Income, two (2) or 0.77% are from the Upper Income, and also two (2) or 0.77% are from the Rich. The table above reveals that most of the respondents are from the Low income, but not poor type of socio- economic status. According to the Defining and profiling the middle class by Albert, J. R. et al. (2018)[3] argued that low-income but not poor families and those in the lower middle-income cluster are far more susceptible to living in poverty than those in higher-income clusters and will need help developing risk resilience.

1. The Level of Students Performance during the Online Class

Table 5. The Level of Students Performance during the Online Class

Items	N	Mean	SD	Verbal Interpretation
1. During our online lesson, I use the "raise hand" button to recite. (*Sa aming online na aralin, ginagamit ko ang "itaas ang kamay" na buton para sumagot sa klase*).	260	3.31	0.903	Very High
2. I actively participate in our group's online discussion in Araling Panlipunan Subject. (*Aktibo akong nakikilahok sa online na talakayan ng aming grupo sa asignatura ng Araling Panlipunan*).	260	3.21	0.818	Very High
3. When I don't understand what the teacher was saying, I ask questions. (*Kapag hindi ko maintindihan ang sinasabi ng guro, nagtatanong ako*).	260	2.98	0.865	High
4. I'm paying close attention to the class discussion. (*Pinagtutuunan ko ng pansin ang talakayan sa klase*).	260	3.55	0.710	Very High
5. I jot down notes during our class discussion. (*Nagsusulat ako ng mga tala habang kami ay nagkakaroon ng talakayan sa klase*).	260	2.98	0.872	High

6. I finish and accomplish my schoolwork on time. *(Tinatapos ko at ginagawa ang aking mga gawain sa paaralan sa takdang oras).*	260	3.23	0.844	High
7. I am doing well in the tests. *(Magaling ako sa mga pagsusulit).*	260	3.13	0.757	High
8. I read the modules ahead of time to prepare for our class discussion. *(Maaga kong binasa ang mga modyul upang mapaghandaan ang aming talakayan sa klase).*	260	2.96	0.833	High
9. I constantly ask my teacher about the activities and tasks that I miss. *(Palagi akong nagtatanong sa aking guro tungkol sa mga aktibidades at gawain na aking nakakaligtaan gawin).*	260	2.76	0.994	High
10. I can catch up with any of the lessons that I missed. *(Nakakasabay parin ako sa mga aralin sa aming klase kahit ito ay aking nakakaligtaan).*	260	3.35	0.759	Very High
11. I understood and grasped the topic after our class discussion. *(Naunawaan at naiintindihan ko ang paksa pagkatapos ng aming talakayan sa klase).*	260	3.40	0.762	Very High
12. I receive a satisfactory grade in Araling Panlipunan 8. (*Nakatanggap ako ng kaaya-ayang marka sa Araling Panlipunan 8).*	260	3.40	0.802	Very High
13. I am not a tardy person when it comes to my activities. *(Hindi ako mabagal gumawa pagdating sa aking mga aktibidades).*	260	3.09	0.814	High
14. I try my best to be attentive in the class despite many distractions at home (e.g., household chores). (Sinisikap kong maging masigasig sa klase sa kabila ng maraming abala sa bahay (hal., mga gawaing bahay).	260	3.52	0.689	Very High
15. I can effectively communicate with my fellow classmates. (Mabisa akong nakikipag-usap sa aking mga kapwa kaklase).	260	3.17	0.835	High
16. I can formulate opinions about the topics that were discussed and share it with the rest of the class. (Nakabubuo ako ng mga opinyon tungkol sa mga paksang tinalakay at naibabahagi ko ito sa buong klase).	260	2.96	0.865	High
17. After our online class discussion, I review the lesson. (Pagkatapos ng aming talakayan sa online na klase, inaaral ko ulit ang mga aralin).	260	2.98	0.812	High
18. I'm not scared to express my concerns, particularly when it comes to our activities. (Hindi ako natatakot na ipahayag ang aking mga alalahanin o paglilinaw, lalo na pagdating sa aming mga aktibidad).	260	3.02	0.843	High
19. While our teacher discusses the topic, I am completely focused. (Habang tinatalakay ng aming guro ang paksa, ako ay lubos nakatuon).	260	3.40	0.710	Very High
20. I'm excited to learn new skills and expound my knowledge about the lesson. (Nasasabik akong matuto ng mga bagong kasanayan at maging malawak ang aking kaalaman tungkol sa aralin).	260	3.55	0.687	Very High
21. In class, I constantly recite (e.g. reading the power point presentation, sharing insights). (Sa klase, palagi akong nagre-recite (hal., pagbabasa ng power point presentation, pagbabahagi ng mga kaalaman).	260	2.98	0.870	High
22. My performance on activities and assignments is excellent. (Kaaya-aya ang aking paggawa o marka sa aking mga takdang aralin at aktibidades).	260	3.27	0.734	Very High

23. I can still finish and accomplish my school tasks despite having other obligations at home. *(Nagagawa ko pa ring tapusin at maisakatuparan ang aking mga gawain sa paaralan sa kabila ng pagkakaroon ng iba pang mga obligasyon sa bahay).*	260	3.45	0.704	Very High
24. The topic highly affects my interest and attention in the class discussion. *(Ang paksa ay lubos na nakakaapekto sa aking interes at atensyon sa talakayan sa klase).*	260	3.19	0.805	High
25. I help my fellow classmates in answering questions asked by our teacher. *(Tinutulungan ko ang aking mga kaklase sa pagsagot sa mga tanong ng aming guro).*	260	2.83	0.899	High
26. I apply every topic that I learn in the class in my everyday life. *(Inilalapat ko ang bawat paksa na natutunan ko sa klase sa aking pang-araw-araw na buhay).*	260	3.21	0.783	High
27. I find a way to make each class discussion relevant to my life and personal experiences. (Humahanap ako ng paraan upang gawing may kaugnayan ang bawat talakayan sa klase sa aking buhay at mga personal na karanasan).	260	3.20	0.760	High
28. I can express my thoughts and ideas when I do my assignments and activities. (Naipapahayag ko ang aking mga saloobin at ideya kapag ginagawa ko ang aking mga takdang-aralin at aktibidades).	260	3.41	0.722	Very High
29. I manage my time efficiently so that my activities and assignments will not pile up. (Mahusay kong pinangangasiwaan ang aking oras upang hindi tumambak ang aking mga atibidad at takdang-aralin).	260	3.22	0.835	High
30. I can devote my time and energy to my classmates and teacher during our discussion. (Naglalaan ako ng aking oras at lakas para sa aking mga kaklase at guro sa habang kami ay nagkakaroon ng talakayan).	260	3.30	0.782	Very High
31. As a student, I am highly independent in making my activities (Bilang isang mag-aaral, ako ay lubos na malaya sa paggawa ng aking mga aktibidad).	260	3.49	0.706	High
Overall	260	3.21	0.799	High

The table 5 indicated the level of performance of the Grade 8 students in the online class settings, based on the table about, the question number nine (9) got the low mean and the questions number four (4) and twenty (20) got the high mean. The table also indicated the mean, standard deviation and verbal interpretation per questions. The questions number one (1), two (2), four (4), ten (10), eleven (11), twelve, (12) fourteen (14), nineteen (19), twenty (20) twenty-two (22), twenty-three (23), twenty-eight (28) and thirty (30) has a verbal interpretation of Very High, this means that these specific questions about the level of performance of the students have a very high performance in the online class settings. The questions number three (3), five (5), six (6), seven (7), eight (8), nine (9), thirteen (13), fifteen (15), sixteen (16), seventeen (17), eighteen (18), twenty-one (21), twenty-four (24), twenty-five (25), twenty-six (26), twenty-seven (27), twenty-nine (29), and thirty-one (31) has a verbal interpretation of high, this mean that these specific questions about the level of performance of the students have a high performance in the online class settings.

The overall mean is 3.21 and standard deviation is 0.799 this is interpreted as High Performance. This mean that the level of performance in the online class settings of the selected Grade 8 students in Manggahan High School is High, they can perform and still catch up the different lessons, pass their activities, and stay focus in class despite that we are in the online class settings in this time of the new normal education.

According to the study of Dascalu, M.D. et al., (2021)[13] Despite the difficulties, student performance in online learning interaction and cooperation increased significantly. In addition as stated in the study of Selvaraj, A. et al., (2021)[32] because it provides a safe space to communicate ideas and allows for scheduling flexibility, the method of discussion in online classes may improve performance. Because parents can monitor their children's development and class attendance when they attend classes online from home, there is a higher likelihood of regularity (absence). Direct synchronous video conferencing should be used in online classes to allow students and teachers to participate in questioning, discussing, and exchanging material at a higher level than in traditional face-to-face classrooms. However, there is a risk of dropouts in online classes if there is less participation and isolation among students (Nistor, N. et al., 2010) [25].

According to Bernard, Borokhovski, Schmid, Tamim, and Abrami (2014)[9], Higher rates of course completion, student happiness, and eagerness to learn more through online learning are all indications that students perform significantly better in online learning than in traditional learning. Numerous other studies have discovered that compared to conventional methods, online learning yields superior outcomes. (Lockman & Schirmer, 2020; Ryan, Kaufman, Greenhouse, She, & Shi, 2016)[22].

1. **The significant relationship between the level of students performance and factors affecting students' performance during the online class**

Table 6. The significant relationship between the level of students performance and students motivation factor during the online class.

Correlation Matrix				
		Students Performance		Students Motivation
Students Performance	Pearson's r	—		
	p-value	—		
Students Motivation	Pearson's r	-0.245	***	—
	p-value	< .001		—

Note. * p < .05, ** p < .01, *** p < .001

Based on the table 6 above it shown the results of the pearson's r correlation and the p-value. The researchers hypothesized that *there is no significant relationship between level of students performance during the online class and the students motivation factor*. Based on the results the Pearson correlation indicated that there is a significant very small negative relationship also the relationship between level of students performance during the online class and the students motivation factor is only weak (r =- 0.245, p < .001). This means that the hypothesis is rejected as the p-value is less that 0.05. This means that the students motivation has a significant relationship to the students performance in online class but it has a only weak relationship.

Based on the table the student motivation factor have a small negative relationship to the level of performance of the Grade 8 students during the online class. Findings indicated that as the level of performance of the selected Grade 8 students increase the students motivation decreases and vice versa. This also implies that a student performance is negatively influenced by student motivation to a certain extent.

Motivation is an internal energy that encourages a person to act or progress toward a goal (Harmon-Jones, Harmon-Jones, & Price, 2013)[17]. In the study of Bolliger, Supanakorn, and Boggs (2010)[10], noted that in an online classroom setting, motivation is a crucial aspect in keeping students satisfied. Students who are

highly motivated are more likely to succeed online than students who are less motivated (Barbour & Reeves, 2009; Hsu, Wang, & Levesque-Bristol, 2019; Nelson, Oden, & Williams, 2019)[6]. Bulić and Blažević (2020)[11] showed a negative correlation between online education and student motivation.

Because of the new teaching techniques and the online environment, students are more motivated to learn in this setting. The learning environment has an impact on human motivation as well.

Table 7. The significant relationship between the level of students performance and Teacher factor during the online class.

Correlation Matrix			
		Students Performance	**Teacher**
Students Performance	Pearson's r	—	
	p-value	—	
Teacher	Pearson's r	-0.166	**	—
	p-value	0.007		—

Note. * p < .05, ** p < .01, *** p < .001

Based on the table 7 above it shown the results of the Pearson's r correlation and the p-value. The researchers hypothesized that *there is no significant relationship between the level of students performance during the online class and the teacher factor.* Based on the results the Pearson correlation indicated that there is a significant very small negative relationship also the relationship between level of students performance during the online class and the teacher factor is only weak, (r= -0.166, p = .007). Since the p-value is less than 0.05, the hypothesis is being rejected.

This means that there is a small negative significant relationship between the level of students performance during the online class and the teacher factor. The teacher may affects the students performance during the online, it may have a small negative correlation, which means that as the level of the students performance get increase, the teacher as a factor may decrease and vice versa.

Alos et al. (2015)[4] underlined the necessity of having qualified teachers in the field of education, claiming that the ability of the teacher to teach determines the success of any program. The phrase "teacher's behavior" describes how the act of teaching, which aims to improve learning for a particular student or group of students, manifests itself behaviorally. This means that it covers all of the oral and nonverbal behaviors employed by teachers to convey information in a classroom setting. It has been noted that various teachers' instructional strategies and approaches provide various outcomes in terms of students' academic performance (Rashid, M. & Zaman, S., 2018)[30].

Jones (2006)[19] mentioned that the lecturer should lead the discussion in a constructive manner. Not only between the learner and the instructor, but also between the learners. The value of instructor-led facilitation and social presence is a key factor of online learning quality (Ladyshewsky, 2013)[21]

Table 8. The significant relationship between the level of students performance and Internet factor during the online class.

Correlation Matrix			
		Students Performance	**Internet**
Students Performance	Pearson's r	—	

	p-value	—	
Internet	Pearson's r	-0.107	—
	p-value	0.086	—

Note. * p < .05, ** p < .01, *** p < .001

Based on the table 8 above it shown the results of the Pearson's r correlation and the p-value. The researchers hypothesized *there is no significant relationship between the Internet Connection factor and the level of students performance during the online class.* Based on the results of the Pearson correlation indicated that there is a non-significant very small negative relationship also the relationship between level of students performance during the online class and the Internet connection is only weak (r = -0.107, p = .086).

Since the p-value is greater than 0.05, the hypothesis is failed to rejected, this means that there is no significant relationship and small and weak negative relationship between the level of students performance in online class and the internet connection, internet connection may not affect the level of students performance, but as the level of students performance increase the internet connection as a factor decreases. Having an increase in the internet connection of the students during the online class, may decrease their performance during the online class, it because they may focus on the other things not to the discussion of the teacher.

The internet is one of the most significant recent developments in the field of information technology, and it has shown to be a valuable tool in the process of transforming the globe into a global village. The use of the internet has a significant impact on a student's academic progress and social life (Asdaque, Khan, & Rizvi, 2010)[5]. As stated in the study of Akhter (2013)[2] despite the internet's good impact on academic performance, studies has revealed that excessive internet usage has a negative impact on one's physical health, family life, and student performance. In addition, the internet is one of the most important variables influencing university students' academic performance and social lives. Students' marks will be affected by the number of hours spent on the internet, depending on whether it is utilized for study or social purposes (Asdaque, Khan, & Rizvi ,2010)[5].

Table 9. The significant relationship between the level of students performance during the online class and Course Design factor.

Correlation Matrix			
		Students Performance	Course Design
Students Performance	Pearson's r	—	
	p-value	—	
Course Design	Pearson's r	-0.212	***	—
	p-value	< .001		—

Note. * p < .05, ** p < .01, *** p < .001

Based on the table 9 above it shown the results of the Pearson's r correlation and the p-value. The researchers hypothesized that *there is no significant relationship between the level of students performance during the online class and Course Design factor.* Based on the results of the Pearson correlation indicated that there is a significant very small negative relationship also the relationship between level of students performance during the online class and the course design is only weak (r = -0.212, p < .001). Since the p-value is less than 0.05, the hypothesis is being rejected.

This implies that students performance of the grade 8 students may negatively influnced by the Course design, since it also a negative correlation, as the course design of the subject Araling Panlipunan get increase or if there an certain improvement and the abstract of its nature, the performance of the selected Grade 8 students may decrease, and the hypothesis is rejected this means that the course design may affect the students performance during the online class, there is a significant relationship between these two variables.

This logical and clear framework will help to enhance student satisfaction with the course by enhancing learning outcomes. Instructors create a plan that contains intended learning, outcomes, due dates for assignments, rubrics, and assignment criteria in order to promote student learning and successful outcomes (Gray & DiLoreto, 2015)[15]. Students are more likely to participate and be proactive when the course content is engaging, which influences learning results (Ashwin, P. & McVitty, D., 2015; Little, B. & Knihova, L., 2014)[28].

Table 10. The significant relationship between the level of students performance during the online class and Instructional Materials factor.

Correlation Matrix			
		Students Performance	Instructional Materials
Students Performance	Pearson's r	—	
	p-value	—	
Instructional Materials	Pearson's r	-0.180	—
	p-value	0.004	—

Note. * p < .05, ** p < .01, *** p < .001

Based on the table 10 above it shown the results of the Pearson's r correlation and the p-value. The researchers hypothesized that *there is no significant relationship between the level of students performance during the online class and Instructional Materials factor.* Based on the results of the Pearson correlation indicated that there is a significant very small negative relationship also the relationship between level of students performance during the online class and the Instructional Materials used in the class is only weak , (r = -0.180, p = .004). Since the p-value is less than 0.05, the hypothesis is being rejected. This means that the instructional materials used by the teacher affect the students performance of the Grade 8 Students.

As indicated on the table this findings reveals that students performance of the selected Grade 8 students are negatively influenced by the Instructional Materials used by the teacher, since it also a negative correlation this means that as the instructional materials used by the teacher increase in a way that it more put a creativity or a colorful materials rather than the content of the topic and balance it may decrease the students performance during the online class.

In the study of Olayinka (2016)[27] when teaching and learning academic subjects, teachers and students need to have access to instructional materials. They improve student achievement and make teachers more effective. They make learning more interesting, useful, realistic, and enticing. They also enable active and successful participation in class from both teachers and students. Kochhar (2012)[20] agreed that instructional materials are crucial learning and teaching resources. He urged that teachers seek for additional instructional tools to supplement what textbooks provide in order to extend concepts and pique students' interest in the subject.

1. The extent of the factors influencing the performance of Grade 8 Students

Table 11. The extent of the factors influencing the performance of Grade 8 Students

Model Fit Measures

Model	R	R²	Adjusted R²	Overall Model Test			
				F	df1	df2	p
1	0.287	0.0824	0.0643	4.56	5	254	<.001

Model Coefficients - Students Performance

Predictor	Estimate	SE	t	p
Intercept	3.5958	0.1069	33.652	<.001
Students Motivation	-0.2431	0.0814	-2.985	0.003
Teacher	0.1018	0.1033	0.986	0.325
Internet	0.1343	0.0672	1.997	0.047
Course Design	-0.1139	0.0971	-1.172	0.242
Instructional Materials	-0.0561	0.1052	-0.534	0.594

Based on the table above, it shows the degree of the independent variable, which are the Students Motivation, Teacher, Internet, Course Design, and Instructional Materials affects the dependent variable, which is the students performance. The table also shows if Students Motivation, Teacher, Internet, Course Design, and Instructional Materials predict the students performance among selected Grade 8 students. It is hypothesized that the five predictors will be not positively associated with the students performance. Results shows that 8.24% of the variance is explained by the five predictors and it is significant overall and 91.76% of the relationship cannot be explained, $F(5,254) = 4.56$, p < .001).

The degree for the students motivation is -0.2431 and it is significant ($B = -0.2431$, $t = -2.985$, p < .001) , this means that students performance and motivation is significant and it has an estimate of the degree of -0.2431, which implies that for every 1.0 increase in the students motivation you can expect a decrease in the students performance. For the degree of the Teacher, it got a 0.1018 and it is not significant ($B = 0.1018$, $t = 0.986$, p > 0.05), this results means that the students performance and the teacher as factor is not significant, teacher cannot directly affect the students performance. The internet has a degree of 0.1343 and it is significant ($B = 0.1343$, $t = 1.997$, p < .05), these findings reveals that students performance in the online class is significantly associated with the internet connection of the students, if the internet connection of students is stable their performance it can affect to the increase of students performance. For the course design, it has a degree of -0.1139 and its not significant ($B = -0.1139$, $t = -1.172$, p >.05), it means that the predictor course design is not positively associated with the students performance, as the course design of the Araling Panlipunan subject become increase there is an expectation that the students performance will be decrease, it because due to the different topics and also the abstract in nature of teaching the Araling Panlipunan. Last of the predictors is the, Instructional Materials, based on the results of the data, it has a degree of -0.0561 and its not significant ($B = -0.0561$, $t = -0.534$, p >.05), this reveals that Instructional Materials used by the teachers does not positively associated with the students performance, sometimes to much colorful or creativity in the instructional materials used in the online class, may decrease the students performance since is more on focuses on the design not to the content of the topic.

2. The most factor affecting Grade 8 students performance in Araling Panlipunan in Online Class Settings

Table 12. The most factor affecting the Grade 8 students performance in the online class

Model Coefficients – Students Performance				
Predictor	**Estimate**	**SE**	**t**	**p**
Intercept	3.5958	0.1069	33.652	< .001
Students Motivation	-0.2431	0.0814	-2.985	0.003
Teacher	0.1018	0.1033	0.986	0.325
Internet	0.1343	0.0672	1.997	0.047
Course Design	-0.1139	0.0971	-1.172	0.242
Instructional Materials	-0.0561	0.1052	-0.534	0.594

Based on the table above, it shows the data of estimate, which is the degree of the different factors that affects the students performance. Students motivation has a degree of -0.2431, the teacher performance got a degree of 0.1018, Internet Connection is 0.1343, the Course Design has a -0.1139, and the Instructional Materials degree is -0.0561. Three factors have a negative degree to the students performance and two has a positive degree.

The table reveals that the most factor that affect the level of selected Grade 8 students performance in online class settings is the Internet connection. This means that having a stable internet connection during the online class, will improve the students performance, they can able to follow the lessons and participates during the class discussion.

Many people now use the internet constantly as part of their daily lives. The internet's capacity to function as a support medium for a variety of purposes for which people use it led academic institutions to offer it as a tool to improve students' academic experiences in the middle of the 1990s (Ngoumandjoka, 2012)[24]. One of the biggest issues in solving the learning issue is the accessibility of technological devices and internet connection. The study's claim was bolstered by literature that acknowledged the demands for and difficulties with student internet connectivity (Aboagye et al., 2021; Chase et al., 2018; Chung et al., 2020a; Lorenzo, 2017)[1]. Diverse perspectives toward internet connectivity and the use of gadgets or devices for online learning were shown by several research conducted in the Philippines. In the study of Fabito et al. (2020) a solid internet connection was one of the three hurdles and challenges that students encountered in online learning. According to Casillano (2019)[12], few students have access to the internet, which makes it challenging for them to use the e-learning platform.

CONCLUSION

Based on the finding of the study, here are the following conclusion drawn:

1. Students do well in online class settings, indicating that Grade 8 students can keep up despite the shift in learning from face-to-face to online distant learning. It also demonstrates that students can complete their activities and follow their teacher's lessons during online class discussions. The eagerness of the students to learn is still in there and they are like to learn the subject Araling Panlipunan.
2. Students Motivation, Teachers, Course Design, Instructional Materials are factors that affects the students performance in the online class, this factor only have a weak relationship but still this implies

that it can affect how the student will perform during the online class. Motivation of the students will help them to stay focus in class, the performance of the teacher in discussion the lesson will help the student to learn the lesson, the content of the subject may make them interested in class, and the instructional materials used by the teacher may help to catch the attention of the students. Internet does not have a significant relationship, students may distract by the internet connection they have, as they more tend to focus on the other things than to the lesson in class. In addition, it cannot affect either the performance of the students becomes high, moderate, or low.

3. Students Motivation, Course Design, and Instructional Materials has a negative degree, which means that they have a low degree or affect to the students performance of the Grade 8 students in the Araling Panlipunan subject, among the three Instructional Materials got the low degree, while the Teachers and Internet has a positive degree means that they have a positive impact to the students performance during the online class. Among the five factors the students motivation and internet is the only significant, means they are the independent variables that predict the students performance. Negative degree indicates there is a decrease to the students performance but a positive degree means there's an increase.

4. Based on the finding of the study, internet is the most factor that affect the students performance in the online class, internet has also a significant predictor. Internet connection of the students will have a relationship or effects on how the students will be able to perform in the online class. Having an stable internet connection may help the student to catch up the lesson, comprehend it and pass different activities on time, compare to those who have unstable internet connection.

Figure 1. The proposed Educational Framework
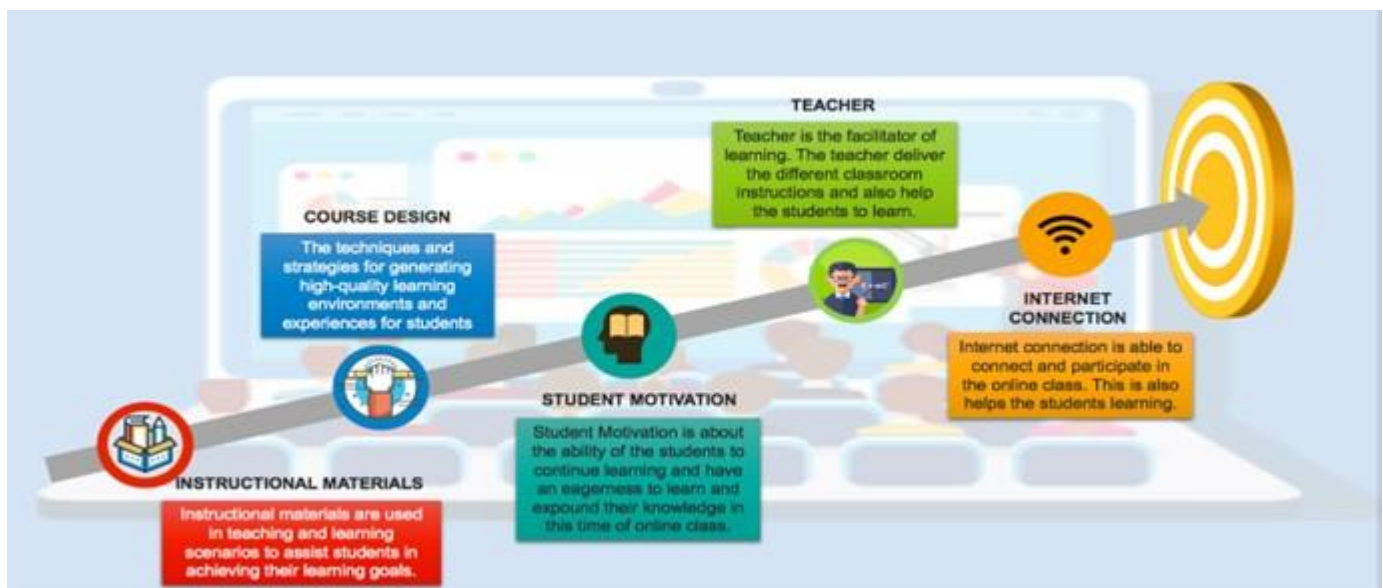
The proposed framework is entitled *"Factors of Students Performance in the Online Class (FSPOC) Framework"* this educational framework was based on the findings of the study especially in the part of the degree of the different factors that affects the students' performance in the subject Araling Panlipunan in the Online Class. The framework shows that internet connection is near to the target area, it is because the internet connection has the highest degree that affect the students' performance, this means that having a stable internet connection help the students to perform better in the online class, this may also help the student learning and attain or reach the objectives of the class. Instructional materials is the last and its far from the target area, since got the least degree that affects to the students' performance. The instructional materials used by the teacher may affect the students' performance but not to the high extent.

The course design was in fourth, the third was the student motivation, and the second was the teacher. These

other factors has a positive impact to the students' performance, it may affect the performance of the students in the subject of Araling Panlipuna, like the teacher, as the teacher create a positive learning environment, discuss and expound the lesson very well, students' may be able to have a high performance in the online class. Motivation was quite far to the target, since motivation has a relationship to the performance of the Grade 8 students in the online class but not to the extent that it may affect strongly. Course Design, was a quite far also to the target, as it's not directly affect the students' performance, means that it have a quite low degree. Despite that some factors are far, quite far to the target, it may still affect the performance of the Grade 8 students in the subject Araling Panlipunan in the Online Class Settings.

RECOMMENDATIONS

Based on the findings and the conclusion, here are the following recommendations drawn:

1. The researchers recommend that, students will continue their performance in class, especially now that we are in an online class. They will also continue their efforts in this online class despite the many problems they face. Teacher and students may have a good relationship in order to have a collaborative learning and a good learning environment. Continue to pass and comply the different activities, focus to the lessons in class and have a good participation.

2. Continue to practice and enhance different plans and techniques to address and to continue to improve the performance of the Grade 8 students in the online class settings in the subject Araling Panlipunan. Motivate students, like providing feedback to them, improve teaching pedagogies, revisit and plan an effective course design, and aligning the instructional materials that will be used in teaching Araling Panlipunan. Also, focus on addressing issues such as the unstable internet connection of students.

3. Proposed different plans and activities that may help the enhance the students motivation in this online class, planning and providing a interactive course design, and making an instructional materials that may help the students to understand the lesson. Continue and improve different strategies and techniques in teaching Araling Panlipunan in the online learning. Provide and support students internet connection and also help to have a speed internet connection.

4. Support and provides the students in having a good internet connection or stable connection of internet so that they can be able to attend and have a good performance in the online class. The Local Government, School, and Community can provide different programs and activities that may help the have and stable internet connection to the students.

5. The researcher proposed an educational framework that may help the teachers and also the educational agencies in addressing different factors or problems that the students experiencing in the Araling Panlipunan subject that have effects to their performance in this online class settings.

6. More study is needed to fully explain the different factors that may also affect the students performance in the online class and also to the subject of the Araling Panlipuan. Teacher and students may motivate, help another, and addressing the needs for the improvement and to have a successful learning outcome and good learning environment especially in this online class.

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