



MOTIVATIONAL FACTORS ON FACE-TO-FACE SETTING AND ACADEMIC PERFORMANCE OF GRADE 5 STUDENTS

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ABSTRACT

This study investigated the relationship between motivational factors and the academic performance of Grade 5 students in face-to-face classroom settings. As educational institutions transition back to traditional learning environments post-pandemic, understanding the factors that drive student motivation becomes increasingly critical. The research identified key motivational elements such as intrinsic motivation, teacher support, peer influence, and classroom environment, and their impact on students' academic outcomes. A quantitative research design was employed, utilizing surveys and academic performance records to collect data from a representative sample of Grade 5 students in the Schools Division of Samar. Data analysis was conducted using statistical methods to determine correlations between motivational factors and academic performance. The findings revealed that intrinsic motivation and teacher support significantly influence students' academic success, while peer influence and classroom environment also play notable roles. These results underscored the importance of fostering a supportive and engaging classroom atmosphere to enhance student motivation and academic achievement. The study contributed to the growing body of literature on educational motivation by providing insights specific to the post-pandemic learning context. It also offered practical recommendations for educators and school administrators to implement strategies that boost motivation and, consequently, improve academic performance.

Keywords: *Student Motivation, Academic Performance, Face-to-face Learning*

INTRODUCTION

The factors influencing students' academic performance have long been a subject of intense research and exploration. Among these, students' motivation consistently emerges as a pivotal determinant of scholastic achievement. Understanding the intricate interplay between motivation and academic performance is crucial, as it offers valuable insights into effective teaching practices and educational interventions.

In the context of face-to-face learning, motivation assumes an even more critical role. Research indicates that students who are intrinsically motivated tend to perform better academically in face-to-face settings, as they engage more deeply with the material and actively participate in class discussions (Ryan & Deci, 2020). Additionally, the support provided by teachers and the classroom environment significantly influence motivation. A positive, encouraging atmosphere contributes to higher levels of student engagement and academic success (Wentzel, 2020).

The transition back to traditional learning environments following the COVID-19 pandemic has brought renewed focus on these motivational factors. DepEd Order No. 44, s. 2022 mandates the resumption of face-to-face classes across the Philippines, emphasizing the need to understand and leverage motivational factors to support student achievement in this setting (Department of Education, 2022). This order underscores the importance of adapting teaching strategies to meet students' motivational needs, ensuring that the return to face-to-face learning is as effective as possible in promoting academic success.

The COVID-19 pandemic drastically reshaped the educational landscape, introducing a myriad of unprecedented challenges. It fundamentally altered how motivation is perceived and acted upon, revealing that this crucial aspect of learning is a multidimensional construct influenced by various factors. As Fiedorowicz (2020) highlighted, beyond the immediate health crisis, the pandemic brought forth profound psychological, social, and systemic challenges, leading to widespread distress, anxiety, and even "learned helplessness" in some cases. This shift significantly impacted the mental and physical well-being of both children and healthcare workers. In education, the pandemic necessitated immediate and drastic shifts in learning modalities. Daniel (2020) observed the forced, rapid transition to remote learning following school closures, which starkly exposed severe digital divides and access inequities, disproportionately affecting socioeconomically disadvantaged students. Azorín (2020) noted that while this disruption challenged traditional teaching, it also catalyzed the adoption of new learning management systems and underscored the critical need for teacher training in digital technologies. Furthermore, Tarkar (2020) emphasized additional burdens, including technological limitations like a lack of smart devices or poor internet connectivity, pedagogical difficulties for unprepared teachers, and a detrimental impact on overall education quality and student mental health due to increased stress from online learning

and reduced social interaction. As educational institutions continue to adjust to this new reality, educators must prioritize strategies that enhance both intrinsic and extrinsic motivation to optimize student outcomes.

The return to face-to-face learning, mandated by the Department of Education (DepEd), has presented unique challenges following two years of distance learning. This sudden shift back to in-person instruction has been particularly difficult for some students, especially those who flourished in modular or online environments. Educators now face the task of re-engaging students who may feel isolated or demotivated in the traditional classroom setting (Williams et al., 2006).

Despite these transitional difficulties, face-to-face learning offers distinct advantages, primarily in fostering social presence, direct interaction, and a more integrated learning experience. Studies by Gherheş et al. (2021) and Bali and Liu (2018) consistently show that students prefer in-person instruction, valuing its perceived superiority in areas like social interaction, social presence, and overall satisfaction. In this environment, Gherheş et al. (2021) highlight that teachers serve as the primary source of information, solely conducting evaluations, which makes learning quality highly dependent on the instructor.

Furthermore, Gherheş et al.'s (2021) research indicates a desire among students to return to face-to-face learning post-pandemic, suggesting a recognized benefit of this mode for the acquisition of knowledge and skills. While Díaz and Entonado (2009) found no significant differences in the fundamental functions of teachers across face-to-face and e-learning environments—implying comparable learning outcomes can be achieved—the direct and immediate nature of in-person instruction (Gherheş et al., 2021; Bali & Liu, 2018) often aligns better with student preferences for engagement and personalized support.

In the District of Gandara II, the effects of this transition are evident. The first quarter data for the 2022-2023 school year reveals a modest Mean Percentage Score (MPS) of 71.41% (PROMEDS, 2022). Teachers have observed a noticeable decline in students' motivation during classroom sessions, likely due to the shift from modular and online classes back to traditional face-to-face instruction.

Given these circumstances, it has become imperative to scrutinize the motivational landscape within this new context. This research focuses on assessing the motivational factors among students in grades one to six at Diaz Elementary School. These students have shown remarkable determination to continue their education despite the challenges of the past two years. The study aims to provide a solid foundation for potential interventions that can invigorate and bolster the motivational factors critical to the success of face-to-face learning after the pandemic.

Research Questions

The current study aimed to find out the motivational factors in face-to-face setting

and academic performance after the pandemic of Grade 5 students in the District of Gandara II, Schools Division of Samar, during the School Year 2022- 2023. Specifically, this study sought answers to the following questions:

1. What is the profile of the student-respondents in terms of the following variates:
 - 1.1. age and sex;
 - 1.2. nutritional status;
 - 1.3. number of siblings;
 - 1.4. marital status of the parents;
 - 1.5. parents' highest educational attainment;
 - 1.6. parents' occupation;
 - 1.7. gross monthly family income;
 - 1.8. number of study hours daily; and
 - 1.9. attitude toward face-to-face learning?
2. What is the academic performance of the student respondents in different subjects during the first quarter?
3. Is there a significant relationship between the academic performance of the student-respondents and their profile variates?
4. What is the level of motivational factors in face-to-face learning of student-respondents of Gandara II District as perceived by the teachers and the students themselves in terms of:
 - 4.1. empowerment;
 - 4.2. usefulness;
 - 4.3. success;
 - 4.4. interests;
 - 4.5. caring?
5. Is there a significant difference between the perceptions of the student- respondents and teachers as regard the motivational factors in face-to-face learning?
6. Is there a significant relationship between the level of motivational factors in face-to-face learning and the following factors:
 - 6.1. student- related variates; and
 - 6.2. academic performance?
7. What are the problems encountered by the student-respondents on the face-to-face learning?
8. Based on the results of the study, what interventions can be proposed to enhance the motivational factors in face-to-face learning?

Locale of the Study

Figure 1

The Map Showing the Locale of the Study

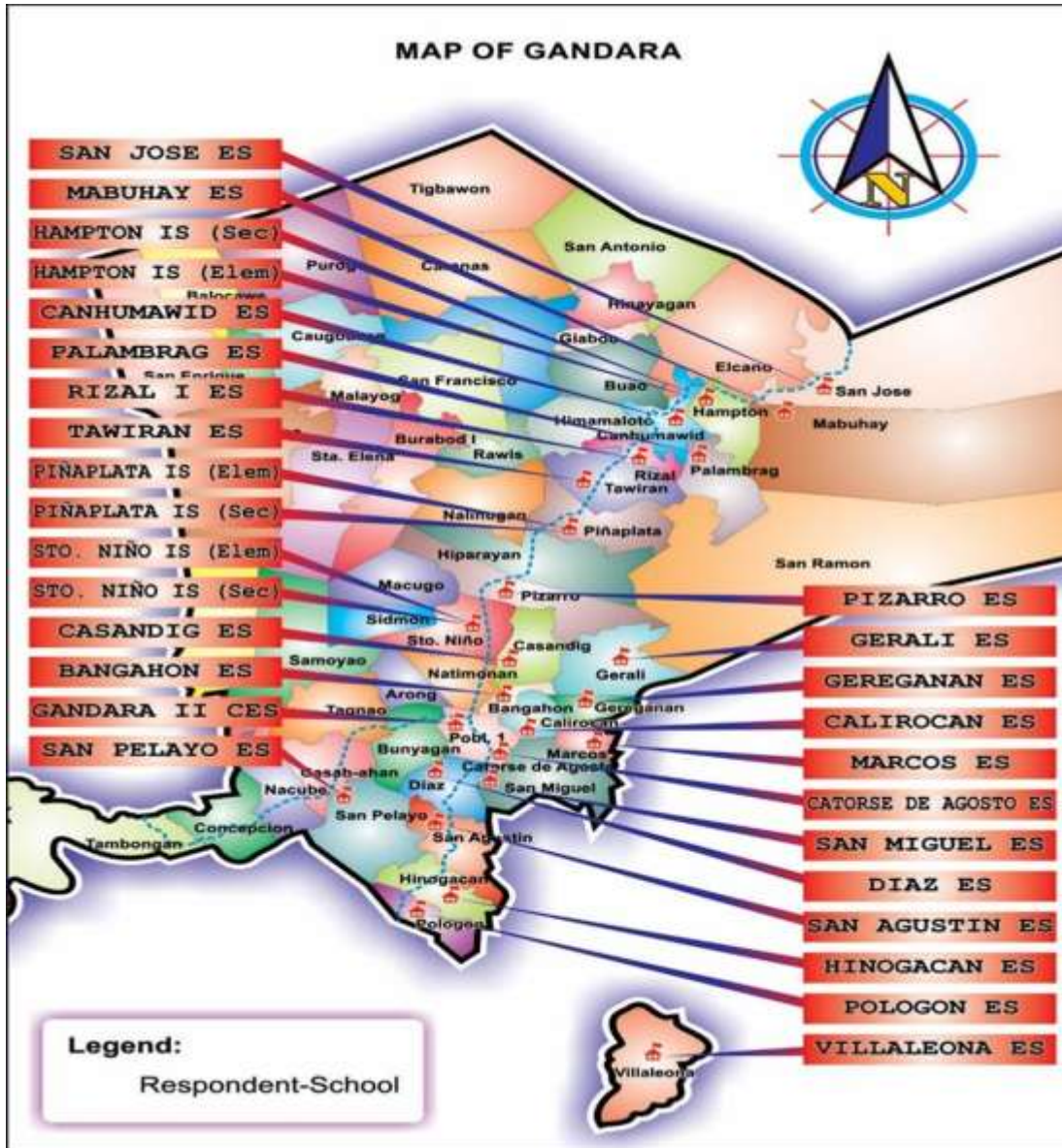


Figure 1 shows the map of the locale of the study, the District of Gandara II, Schools Division of Samar. The research was conducted in the District of Gandara II, Schools Division of Samar. The District is composed of Bangahon ES, Calirocan ES, Canhumawid ES, Casandig ES, Catorse De Agosto ES, Diaz ES, Gandara II CES, Gerali ES, Gereganan ES, Hampton IS, Hinogacan ES, Mabuhay ES, Marcos ES, Palambrag ES, Pinaplata IS, Pizarro ES, Pologon ES, Rizal ES, San Agustin ES, San Jose ES, San Miguel ES, San Pelayo ES, Sto. Nino IS, Tawiran ES, and Villaleona ES.

METHODOLOGY

This quantitative study employed a descriptive-correlational design to examine the motivational factors and academic performance of Grade Five students in a face-to-face setting in the District of Gandara II, Schools Division of Samar, during the School Year 2022-2023. The research specifically profiled students based on demographics, socio-economic status, and study habits, and assessed motivational factors (study empowerment, usefulness, success, interests, and caring) and challenges in face-to-face learning. A researcher-made questionnaire, adapted from a previous study and validated by a panel of oral examiners, was the primary data collection instrument, consisting of sections on respondent profiles, attitudes towards face-to-face learning, motivational factors using a five-point Likert scale, and a checklist of encountered problems. Sampling involved a fishbowl technique for 328 Grade 5 students, determined by Slovin's formula, while all Grade 5 teachers were included via total enumeration. Data collection involved obtaining necessary approvals from educational authorities, coordinating with grade-level advisers, and administering the questionnaire in person, with the researcher providing clear instructions and assistance to ensure complete and accurate responses, followed by data tabulation and statistical analysis using a range of descriptive and inferential tools including Frequency Count, Percentage, Median, Mean, Weighted Mean, Mean Absolute Deviation, Cramer's V-Test, Mann-Whitney U-Test, Spearman's Rho, and Fisher's t-test.

RESULTS AND DISCUSSION

The following were the salient findings of the study:

1. The majority of student respondents fell within the age range of 10 years old (50.00%). The mean age of the student respondents was 10.67 years old, and the median age was 10.50 years old. This age range perfectly aligned with expectations for Grade 5 students. The fact that the average deviation from the mean (MAD) is only 0.78 years suggested that the ages of the students were clustered fairly closely around the average age.

2. The survey result indicated a strong female dominance within this sample, with 125 female students compared to 55 male students.

3. The analysis of student respondents' nutritional status through their body mass index (BMI) showed that the majority of them (77.78%, or 140 students) were in the normal weight range during the baseline school year (SY) 2022-2023. While a small percentage (8.33% or 15 students) were overweight or underweight (wasted), a more serious issue was the 10 students (5.56%) who fall into the severely underweight (severely wasted) category. These students may need additional monitoring and support.

4. Half of the respondents (50.00%, or 90 students) have between zero and three siblings. This was followed by a significant number of students with four to six siblings (27.78%). Interestingly, there was another substantial group (22.22%, or 40 students)

with a very high number of siblings, ranging from seven to nine.

5. Over half (66.67% or 120 out of 180 participants) indicated their parents are married. The remaining students came from families with various marital statuses: 30 students (16.67%) have widowed parents, 20 students (11.11%) have single parents, and 10 students (5.56%) have separated parents.

6. The survey results showed a surprising balance in the educational attainment of the students' fathers. 40, or 22.22%, of fathers fell into each category: college level, high school level, and elementary school level. Moreover, fifty students (27.78%) have mothers who were able to study at the college level, and another 50 students (27.78%) have mothers whose highest educational attainment was at the elementary level. This suggested a diversity of educational backgrounds among the fathers and mothers in this student population.

7. The largest group (80 students, or 44.44%) reported that their fathers were drivers. This was followed by a significant portion (61 students, or 33.89%) whose fathers were self-employed. These findings suggested that a substantial number of fathers in this student population work in transportation or own their own businesses. Also, the vast majority (120 students or 66.67%) indicated their mothers were housewives. A smaller but still notable group (21 students or 11.67%) reported their mothers work as house cleaners. This data offered a glimpse into the family dynamics of the student population, with a high percentage of mothers taking on homemaker roles and a smaller segment employed in cleaning professions.

8. The majority (38.89%) fell within the Php 5,000 to Php 9,999 gross monthly income range. This is followed by another substantial group (33.33%) with a monthly income between Php 1,000 and Php 4,999. These findings suggested that a considerable number of students in this population come from low-income households.

9. The survey results showed interesting trends in students' daily study habits. While the majority of respondents (90 students, or 50.00%) dedicate less than three or three hours to studying each day, a surprisingly large portion (80 students, or 44.44%) reported studying for ten hours or even more daily. This suggested two distinct groups: students who dedicate a minimal amount of time to studying and a significant group who were highly engaged in daily studying.

10. The Filipino grades for the first quarter of the 2022-2023 school year showed a positive performance overall. The majority of students (66 students or 36.67%) scored within the 80-84 range, indicating strong achievement. A significant portion (49 students or 27.22%) performed even higher, scoring between 85 and 89. This was followed by another noteworthy group (39 students or 21.67%) who earned grades in the 90-95 range, demonstrating exceptional performance. However, it's important to acknowledge that a smaller group of students (26 or 14.44%) scored within the 70-79 range.

11. The largest group of student-respondents (56 students, or 31.11%) scored

within the 80-84 grade range in English. While there was a strong showing in the 80-84 range, it is worth to note a relatively even distribution among the other categories. A notable number of students (52, or 28.89%) scored in the 70-79 range. Additionally, there were two smaller groups: 48 students (26.67%) achieved grades between 85-89, and 24 students (13.33%) scored in the 90-95 range.

12.The largest group of respondents (58 students, or 32.22%) scored within the 80-84 range in Science, and a very close number (57 students, or 31.67%) scored in the 85-89 range. This suggested that a substantial portion of the class was performing well, with a slight majority achieving grades in the 80- 84 range.

13.The largest group (62 students or 34.44%) scored within the 80-84 range in Mathematics, indicating a solid performance for a significant portion of the class. There was also a notable presence of students in the 70-79 range (52 students or 28.89%). On the other hand, there were also two smaller groups who performed very well: 43 students (23.89%) achieved grades between 85-89 and 23 students (12.78%) scored in the 90-95 range.

14.The achievement data for Araling Panlipunan showed a positive trend. The majority of student-respondents (69 students or 38.33%) scored within the 80-84 range, indicating a strong foundation in the subject for a significant portion of the class. There was also a substantial presence of students performing at an even higher level (50 students or 27.78%) who scored in the 85- 89 grade range. This suggested that a combined total of nearly two-thirds of the students (119 students or 66.11%) were achieving at a good level or higher in Araling Panlipunan.

15.The achievement data for MAPEH in the first quarter of SY 2022-2023 revealed a positive trend. The majority of student-respondents (64 or 35.56%) fall into the grade range of 80-84. There was also a substantial portion of students (62 or 34.44%) who scored in the 85-89 range. This suggested that a combined total of 126 students (70.00%) performed well, achieving grades in the 80-89 range.

16.The results for ESP showed a positive achievement trend. The majority of student-respondents (65 students, or 36.11%) scored in the commendable range of 85-89. This was followed closely by another substantial group (58 students, or 32.22%) who achieved grades within the 80-84 range. Overall, these findings indicate that a significant portion of the class, nearly 70% (123 students out of 180), was performing well in ESP.

17.The achievement data for TLE (Technology and Livelihood Education) during the first quarter of SY 2022-2023 revealed a positive trend. The majority of student-respondents (58 or 32.22%) fall into the grade range of 80-84. There was also a substantial portion of students (55, or 30.56%) who scored in the 85–89 range, indicating a significant portion of the class is performing well in TLE.

18.The achievement data revealed a positive trend in student grades for the first quarter of the school year 2022-2023. The majority of student- respondents (69 students

or 38.33%) scored within the 80-84 grade range, indicating a strong foundation of achievement for a significant portion of the class. There was also a noteworthy presence of students performing at an even higher level (55 students or 30.56%) who scored in the 85-89 range. This was further complemented by a group of students (31 students or 17.22%) who achieved exceptional grades between 90-95. However, it is important to acknowledge that a smaller group of students (25 students or 13.89%) scored within the 70-79 range.

19. The grand weighted mean of 3.70 fell within the "agree" range for students attitudes toward face-to-face learning, suggesting that respondents generally agreed that they prefer face-to-face learning. The highest weighted mean, at 4.29, indicated strong agreement with the statement "Face-to-face learning provides a structured routine that helps me manage my study time effectively." On the other hand, the aspect of personal connection with teachers seemed less impactful. The statement "I appreciate the personal connection and rapport that develops with teachers in a face-to-face learning environment" received the lowest weighted mean, at 3.11, which fell within the neutral range.

20. The grand weighted mean of 3.49 fell within the " Moderately Motivational" range for the level of motivational factors in face-to-face setting among student-respondents in terms of empowerment. This suggested that face-to-face learning offers some motivational benefits to students in terms of empowerment, but it may not be the strongest motivator for everyone. With a weighted mean of 4.00, which fell within the "highly motivational range," students strongly agreed that teachers encouraging them to ask questions was a motivating factor. On the other hand, the statement "Teachers encourage students to choose their groups" received the lowest weighted mean (2.94), falling within the neutral range.

21. The grand weighted mean of 3.43 falls within the "Moderately Motivational" range for the level of motivational factors in face-to-face setting among student-respondents in terms of usefulness. This suggested that face-to-face learning offers some motivational benefits to students in terms of usefulness, but it may not be the strongest motivator for everyone. The results showed that students felt most motivated by teachers in two areas, both scoring a high weighted mean of 3.67: preventing students from dropping out and teaching them essential life skills. These scores fell within the "highly motivational" range. Interestingly, the survey also showed the area where students felt least motivated by teachers. With a weighted mean of 3.00, which fell within the "moderately motivational" range, students felt teachers were least effective in discouraging frequent absences.

22. The grand weighted mean of 3.92 fell within the " Highly Motivational" range for the level of motivational factors in face-to-face setting among student-respondents in terms of success. Students felt most motivated by teachers who helped them set challenging goals with a focus on mastery, with a weighted mean of 4.33, which fell within the 'highly motivational' range. In contrast, students felt least motivated by teachers who helped them normalize struggles, with a weighted mean of 3.06, which falls within the

'moderately motivational' range. In other words, students reported that they were most motivated by teachers who set high expectations and helped them strive to achieve them, whereas simply acknowledging struggles was not as motivating.

23. The grand weighted mean of 3.72, which falls within the "Highly Motivational" range, suggested that face-to-face learning environments significantly contributed to motivating students' interests. This indicated that students generally found these environments engaging and stimulating, which can lead to a stronger desire to learn and explore different topics. Interestingly, even though both practices fell within the "highly motivational" range, the survey suggested students respond more positively to friendly competition (4.00) than experimentation activities (3.50) to pique their interest in learning. This means that while students found both approaches motivating, they seemed to be more engaged by a little friendly competition among classmates.

24. The grand weighted mean of 3.92 fell within the "Highly Motivational" range for the level of motivational factors in face-to-face setting among student-respondents along with caring, indicating that students perceived teachers' caring as a strong motivational factor. In other words, students in face-to-face settings tend to be highly motivated by teachers who demonstrated caring behaviors. Students responded most positively (4.17) to teachers who were approachable and relatable, which fell within the "highly motivational" range. Interestingly, although still within the "highly motivational" range, the statement "Teachers respect students" received a lower weighted mean (3.53).

25. The grand weighted mean of 4.02 falls within the "Highly Motivational" range for the level of motivational factors in face-to-face setting among teacher-respondents in terms of empowerment. In other words, teachers generally reported feeling quite empowered in their face-to-face interactions with students. The most motivational factor, with a very high score of 4.81, was "Teachers encourage students to ask questions." This fell within the "extremely motivational" range. This suggested that teachers prioritize creating a classroom environment where students feel comfortable asking questions. On the other hand, the least motivational factor, scoring a moderate 2.81, was "Teachers allow students to choose topics." This fell within the "moderately motivational" range, indicating that allowing students to choose topics was less common among the teachers surveyed.

26. The grand weighted mean of 4.85 fell within the "Extremely Motivational" range for the level of motivational factors in face-to-face setting among teacher-respondents in terms of usefulness. This suggested that teachers were generally confident that their chosen methods were effective in engaging and inspiring their students. The most motivating behaviors, both scoring a perfect 5.00 and falling within the "extremely motivational" range, were "Teachers help students improve their performance level" and "Teachers encouraged students not to engage in frequent absenteeism." This suggested that teachers prioritize directly aiding students' academic progress and attendance. Interestingly, while still considered "extremely motivational" with a score of 4.62, "Teachers motivate students to learn basic life skills" received a slightly lower rating. This indicated that, while teachers saw value in life skills development, they may prioritize

other areas when aiming to motivate students.

27. The grand weighted mean of 4.69 falls within the "Extremely Motivational" range for the level of motivational factors in face-to-face setting among teacher-respondents in terms of success. In other words, teachers generally reported finding their teaching methods to be very successful in motivating students. The most motivational factor, scoring a perfect 5.00 and falling within the "extremely motivational" range, was "Teachers guide students to develop optimally challenging, mastery-oriented goals." This suggested that teachers highly value equipping students with ambitious yet achievable goals that focus on learning for the sake of learning itself. On the other hand, while still considered "extremely motivational" with a score of 4.58, "Teachers help students to normalize struggles" received a slightly lower rating. This indicated that, while teachers saw value in acknowledging and supporting students facing challenges, they may prioritize setting determined goals as a key motivational tool.

28. The grand weighted mean of 4.81 falls within the "Extremely Motivational" range for the level of motivational factors in face-to-face setting among teacher-respondents in terms of interests. This suggested teachers generally prioritize incorporating student interests into their teaching methods. The survey showed that teachers prioritize two techniques that scored a perfect 5.00 and landed in the "extremely motivational" range: "Teachers start lessons with introductory hooks which catches the interest of learners" and "Teachers encourage friendly competition." This meant teachers considered grabbing students' attention from the outset and fostering healthy competition to be highly effective motivational tools. Interestingly, "Teachers conduct game-based learning" received a lower score of 4.42, which still fell within the "highly motivational" range. This suggested that while teachers view game-based learning as a motivational strategy, they might see it as slightly less powerful than attention-grabbing hooks or friendly competition in this context.

29. The grand weighted mean of 4.97 falls within the "Extremely Motivational" range for the level of motivational factors in face-to-face setting among teacher-respondents along with caring. This suggested that teachers generally consider caring for their students to be a very important aspect of motivating them in the classroom. Interestingly, several factors received a perfect score of 5.00 and landed in the "extremely motivational" range. These included "Teachers help students to fit the culture of the class," "Teachers are accommodating with their students," "Teachers respect students," and "Teachers care about students' achievement." This suggested that teachers highly value fostering a sense of belonging, providing support and flexibility, demonstrating respect, and showing genuine interest in their students' academic success. These were all seen as crucial aspects of a motivating classroom environment. While all the scores fell within the "extremely motivational" range, "Teachers are approachable and relatable" received a slightly lower rating of 4.85. This indicated that, while teachers believe approachability and relatability were important, they may prioritize the previously mentioned factors in terms of fostering student motivation.

30. The survey results suggested that the various factors listed about the students

(age, sex, nutritional status, number of siblings, marital status of the parents, parents' highest educational attainment, parents' occupation, gross monthly family income, number of study hours daily, and attitude toward face-to-face learning) do not appear to be significantly related to their academic performance in the first quarter of the school year 2022-2023. Thus, the null hypothesis of this study, which stated that "there is no significant relationship between the academic performance of the student respondents and their profile variates", was accepted.

31.The null hypothesis, stated as "there is no significant difference between the perceptions of the student-respondents and teachers as regard the motivational factors in face-to-face learning", was rejected, since the computed p- value is 0.000 which is lower than the significance level of 0.05. Thus, the results suggested a significant difference between how students and teachers view motivational factors in face-to-face learning. The very small p-value (0.000) indicates that this difference was unlikely to be due to chance and is statistically significant. In other words, students and teachers likely have different perceptions about what motivates students in a face-to-face learning environment.

32.The survey results revealed a compelling connection between various student characteristics and their motivation for face-to-face learning. Variables like age, sex, nutritional status, number of siblings, marital status of the parents, mothers' highest educational attainment, parents' occupation, gross monthly family income, number of study hours daily, and attitude toward face-to-face learning all seem to be related to student motivation, with the strength of this connection varying from very strong to weak. Interestingly, the table suggested that the father's highest level of education did not appear to have a significant influence on a student's motivation in this context.

33.The information in this study painted a surprising picture. Despite students' perceptions of motivational factors in face-to-face learning, there seemed to be no clear connection to their academic performance across subjects, nor to their general weighted average for the first quarter of the 2022- 2023 school year. In other words, even though students may feel more or less motivated in the classroom setting, it did not appear to have a statistically significant impact on their grades during this specific period.

34.The survey results revealed that the most common issue, affecting nearly 89% of respondents, was conflicts with other activities, likely referring to household chores or responsibilities. Around 72% of students reported struggling with poor study habits or socializing excessively at school. A substantial portion, over 66%, also indicated difficulty with independent learning, possibly due to lacking a comfortable study space at home. Finally, over 61% of students identified reading difficulties as a problem in the face-to-face learning environment.

Attitude Toward Face-to-Face Learning

The grand weighted mean of 3.70 fell within the "agree" range for students attitudes toward face-to-face learning, suggesting that respondents generally agreed that they prefer face-to-face learning.

Table 1

Attitude Toward Face-to-Face Learning

Attitude Statement	WM	I
1. I feel more engaged and focused when learning in a face-to-face classroom environment.	3.89	A
2. Face-to-face interactions with teachers and classmates enhance my understanding of the subjects.	3.94	A
3. I value the opportunity to ask questions and receive immediate clarification during face-to-face classes.	3.83	A
4. Interacting with peers in a classroom setting helps me develop better teamwork and communication skills.	3.39	N
5. I appreciate the personal connection and rapport that develops with teachers in face-to-face learning environment.	3.11	N
6. Face-to-face learning provides a structured routine that helps me manage my study time effectively.	4.29	A
7. I believe face-to-face classes foster a deeper sense of accountability for my learning progress.	3.78	A
8. Being in a physical classroom helps reduce distractions and keeps me more focused on learning.	3.59	A
9. I find face-to-face discussions and debates in class to be intellectually stimulating and enriching.	3.39	N
10. In-person learning offers a conducive environment for building a sense of belonging within the class community.	3.78	A
Grand Weighted Mean	3.70	Agree

Students showed the strongest preference for a statement highlighting the organizational benefits of face-to-face learning. The highest weighted mean, at 4.29, indicated strong agreement with the statement "Face-to-face learning provides a structured routine that helps me manage my study time effectively." This suggested that a clear schedule and defined learning environment offered by in-person classes are particularly valuable to students.

On the other hand, the aspect of personal connection with teachers seemed less impactful. The statement "I appreciate the personal connection and rapport that develops

with teachers in a face-to-face learning environment" received the lowest weighted mean, at 3.11, which falls within the neutral range. This suggested that while students may not necessarily prioritize fostering relationships with teachers in a face-to-face setting, their overall preference still leans towards in-person learning based on the previous finding.

Conclusions

From the findings of the study, the following conclusions were drawn:

1. The majority of respondents were 10 years old (50%) with a strong female dominance, with 125 female students compared to 55 male students. Most students came from low-income households (72.22% with monthly income between Php 1,000 and Php 9,999). Also, over half (66.67% or 120 out of 180 respondents) indicated their parents were married.
2. Overall, student performance across various subjects (Filipino, English, Math, etc.) leaned towards the positive side, with a significant portion scoring within the 80-84 range. There were also smaller groups of high achievers (85-89 and 90-95).
3. Students generally preferred face-to-face learning, with a strong agreement (4.29) that it provides a structured routine to manage study time effectively. However, the personal connection with teachers seemed less impactful (3.11).
4. While face-to-face learning appeared to motivate students, some factors resonated more than others. Students were most motivated by teachers who: encouraged them to ask questions (4.00), helped them set challenging goals (4.33), created a friendly competitive environment (4.00), and demonstrated care and approachability (3.92 and 4.17).
5. Teachers also believed face-to-face learning was effective in motivating students. They prioritized strategies that: encouraged students to ask questions (4.81); directly improved student performance (5.00); helped students develop challenging goals (5.00); incorporated attention-grabbing hooks and friendly competition (5.00); and fostered a sense of belonging and respect in the classroom (5.00).
6. The survey did not find a significant relationship between various student characteristics (age, family background, etc.) and their academic performance in the first quarter.
7. There was a significant difference (p -value = 0.000) in how students and teachers viewed motivational factors. This suggests they may have different ideas about what motivates students in a face-to-face setting.
8. Interestingly, despite student perceptions of motivational factors, there was no clear connection to their grades during this period.

9. The most common challenges reported by students included: conflicts with other activities (88.89%), poor study habits or socializing (72.22%), difficulty with independent learning (66.67%), and reading difficulties (61.11%).

Recommendations

Anchored on the conclusions drawn from the findings, the following recommendations are offered:

1. Focus on bridging the gap between student and teacher perspectives on motivation.
2. Organize sessions where students and teachers can openly discuss what motivates them in the classroom. This fosters understanding and helps teachers tailor their approach.
3. Share the findings about how specific teacher behaviors (encouraging questions, setting goals, creating a friendly competition) motivate students. This can inform teacher practices.
4. Implement workshops to equip students with skills to set challenging yet achievable goals. This empowers students and aligns with teacher priorities.
5. Offer workshops to develop strong study habits and manage conflicts with other activities.
6. Provide targeted support or resources for students who struggle with independent learning.
7. Consider implementing intervention programs for students facing reading difficulties.
8. Strengthen the frequency and depth of quarterly PTA meetings to create a collaborative platform where parents, teachers, and school administrators can discuss and address issues and concerns related to students' academic performance.
9. Prioritize and implement school programs and projects that are directly responsive to the specific needs of the students and the school environment.
10. Organize and conduct a variety of classroom activities specifically designed to cultivate strong study habits among students.
11. Promote and support further research in the area of motivational factors and their impact on academic performance, particularly in face-to-face learning environments.

Compliance with Ethical Standards

The researcher prioritized the ethical treatment of all respondents throughout this study. Before any data collection began, the researcher secured informed consent from both students and teachers. This process involved providing a thorough explanation—both in writing and verbally—of the research's objectives, the procedures involved, and the completely voluntary nature of their participation. The researcher made sure participants clearly understood their right to withdraw from the study at any point, with no penalties or negative consequences. Furthermore, the confidentiality of all collected data, especially student information, was rigorously maintained through strict measures to ensure privacy and anonymity.

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