

# Lives of Non-Performing Students: A Cross Case Analysis

<sup>1</sup>MERLYN N. HECHANOVA, <sup>2</sup>NERISSA S. LOPEZ

<sup>1</sup>Ed.D. Faculty, Iloilo Science and Technology University – Dumangas Campus

<sup>2</sup>Ed.D. Dean, College of Education - University of the Visayas

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**Abstract:** The study aimed to investigate the lives of the non-performing students in Iloilo Science and Technology University – Dumangas Campus, School Year 2015-2016. The case study employed phenomenology method in analyzing results for each relevant question. Data were obtained through validated interview-guides. Results revealed the following that most of the participants belong to low income parents. Almost of the participants mothers are plain housewives. Only two participants belong to the broken families. Students are less motivated and have low self-esteem. Students have difficulty in their studies that affect their academic achievement. The top most usual activities done by the students at home are doing the household chores and their usual activities done in school is doing their assignments. The lives of the non-performing students depend upon their socio-economic and family background which are considered as a factor in their academic performance. As the saying goes, “poverty is not a hindrance to success” is true to these kind of students. They aim high and dream high but because of poverty they encountered many challenges and depression which are hindrances for being a performer but since their dreams is higher than their status in life they have to think of achieving their goals because it is only through these that they can be alleviated from poverty. The researcher recommends the theory for validation.

**Keywords:** Academic Performance, Study Habits, Attitude and Skills, Self-esteem, Deductive Axiomatic Theory, Cross-Case Analysis.

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## 1. INTRODUCTION

### **Rationale:**

Parents, teachers significant role on the lives of the non-performing students can greatly affect on their academic performance. The subject of what to do about non-performing students is a controversial issue that lacks official clarity in most schools. Many factors can prompt an educator to revise a class: new ideas for teaching material, obtaining feedback from students, external factors such as departmental curricular changes, or a commitment to more interactive and engaging teaching methods. The researcher observed that students who are not performing well in school have poor study habits, low self-esteem, and aloof to communicate with others. A teacher does not only teach academically but more on values and she has a great part in helping this non-performing students by encouraging and motivating them to perform well in school or do something to trigger the motion in order to cope up with students who are performers. Teachers must be sensitive to the problems of the students. Proper guidance and encouragement can really helped the students to value their intellectual pursuits to strive more to continue aiming for education in order to attain their goals in life. The school climate, the important influence of the people around the learner can greatly affect academic performance. Let the student feel that he/she is loved. This is a starting point of self confidence and self-esteem. Smith (1985) wrote that learning is “a process the child himself can manage, providing the situation he tries to make sense of is potentially meaningful to him and he has access to the right kind of information at the right time”. Different strategies can help to evaluate and decide upon the scope of a class, structure the activities and assignments, and establish course policies. It must be the students-centered instruction, such as using active learning techniques or using more open ended problems.

It is now, how the students coping on the many academic adjustments on the demand to perform well in school. Addressing student needs is very important for knowing your students. Different family circumstances a student may have, but if the students' mindset is determined to overcome all the challenges, then he will be a survivor and be an achiever. But if one's self-esteem is weak, an individual will easily give up, then, lots of non-performing students will be the product of environmental factors even if one has the potential to excel academically. This essay stresses that knowledge about your students, especially if they have diverse background, interests and levels of preparation, can help effectively refine one's teaching. When the learning objectives are set to high standards, teaching methods and activities should be selected that most effectively engaged students in higher-order thinking. This could help achieved the learning goals. Since non-performing students are always absent in their classes, it's reasonable to require them to attend an extra class or make up classes. It helps motivates these students especially if the class is held before a final test or final assignment is given due. Most non-performing students don't show up for the make-up classes done by the teachers. By creating an encouragement, judgement free atmosphere and by letting the students know that you are with them working, helping them, making them feel more relaxed, accepted and welcome by the teachers. The best measure of success over these non-performing students is that they have raised their grades. Students are apt to listen more carefully to their peer's advice rather than to the teacher's, and partners who are better students. Criticisms can approach and might discourage non-performing students to do even less in class. It's important for all students to feel successful, whether they are seen as non-performing or just can't learn quickly. Non-performing students would be better of repeating a course rather than being pushed through at the last minute. Non-performing students are friendless and isolated. They are frequently absent and sit alone in class when they attend classes. There are various reasons why students fail courses. They dislike subject, having done poorly in the class. They may not like their teachers or first period classes. They may have become what Johnson (1992) calls the "fluent-but-fossilized intermediate" students. The general trend towards involving students more in their own education shows some sign of hope. The teacher and learner can negotiate goals and evaluation. Johnson (1992) describe a "tennis clinic strategy" which means requiring students to determine their own language needs" in negotiating with the teacher. A teacher who is the second mother can take the role of helper or adviser of the students rather than judge or executioner. Moreover, students can achieve their goals more easily rather than they can complete an entire course. Teachers must help students to learn across disciplines and make them better real world problem solvers. Help students engaged in the school activity and make them less inclined to drop out of school. Parents, teachers and school administrator must be hand in hand in helping the students to be more productive rather than dropping out in the school or becoming the non-performing students at school.

Considering the fact that teachers affect students' performance, the researcher would like to find out the productive programs for non-performing students in order to give insights on what strategies to be used to this kind of problem. Whatever is gained from this study will be used to improve the teaching performance not only of the teachers concerned but of the teachers in general in dealing this non-performing students. Furthermore, the results can be used to create productive programs to help teachers in dealing the non-performing students in school, which can likewise be translated to better performance of the students.

#### **Atheoretical Stance:**

The researcher suspended the theory in this study to avoid biases and conflict in the review of related literature and data gathering procedure.

#### **Philosophical Stance:**

A philosophical stance informed the view about reality, what knowledge is, and ways to gain knowledge. It is the guiding perspective about the nature of change and human behaviour and thus it is the foundation for research.

This study is a qualitative study which is discussed in ontology, epistemology, axiology, methodology and rhetoric. From the point of view of ontology (deals what is reality) the nature of non-performing students requires them to determine their own language needs in the society they belong. Every students has a natural burning desire to learn, excel and be somebody. If they are not achieving this goal in their current environment, they need opportunity in a different environment.

Epistemology addresses the question about the nature and origin of knowledge. In epistemological view, man has no fixed nature and he shapes his beings as he lives. Reality is a world of things, truth subjectivity chosen, and goodness a matter

of freedom. From this point of view, the kind of knowledge acquired by students depends on the kind of experience they have and further developed their knowledge when right support is given to them. The knowledge they have gained from experiences and formal education equipped them with good values and skills and ultimately helps them succeed in life and become productive members of society.

From the point of view of axiology (study of nature of values and value judgement), the values of the students were developed based on the kind of parents, teachers and the community where they live. Their sets of values were first acquired at home through their parents. As they enter school their sets of values and behaviour are modified by their teachers, and school administrator present in the school. Their own set of values will motivate and inspire them to finish their education despite all circumstances in life.

From the point of view of methodology (deals with general principles of formation of knowledge), some knowledge of students were acquired through observations of their surroundings and their peer whom they frequently associate with. They may have realized that not all knowledge that they have gained in schools are applicable to the kind of community where they live, that success is not only measured as to what kind of degree a person has attained but also important on considering ones character in the attainment of one's goal in life.

From the point of view of rhetoric, the study of the elements as structure or style used in communication, students exhibit different structures and styles in communicating. Communication can be non-verbal. It is done through actions, facial expressions and tone of voice.

Student's behavior being displayed in class gives the teacher an idea or hint what he feels and thinks at the moment. When a student comes to school weak, sleepy and not participating in class discussion he or she is trying to stressed to the teacher that he is hungry and stressed. Therefore teachers should have to do something and provide teaching learning intervention that would help student achieve in school. Teachers may find problem students annoying in school but it is important that their bad behavior and sad experiences are properly channelled and modified or else they would be emotionally, mentally and psychologically affected and become less productive or non-performing in school. It is not only the students or teachers that can benefit from rhetoric but also parents and community members because teachers and school administrators also communicate with parents. It is important for teachers who has great role in helping or modelling and monitor his performance in order to succeed. Likewise the school administrator should create a strong linkage among its stakeholders which is mostly done through proper communication. An exchange of ideas often happens in meetings and conferences in school. School leaders should have the knowledge and skills in conveying concepts and ideas to be able to carry out plans and programs of the school.

Education is not only the business of one person. The role of community members is crucial in transforming our schools into a safe and conducive learning environment for learners. Schools need to have adequate information about the community they serve. Understanding the school community enables school planners to identify educational needs and gaps as well as potentials and opportunities.

Knowing and understanding the lived experiences of students from the first day they enter school up to the present, will provide a strong foundation for education.

Quality education cannot be achieved without proper inputs in terms of finances, time and human energy. Strategic planning, action planning and collaboration among teachers is necessary to improve educational outcome to the non-performing students.

#### **Statement of Objectives:**

The study aimed to investigate the characteristics and daily activities of non-performing students of Iloilo Science and Technology University-Dumangas Campus, School Year 2015-2016

Specifically, the study aimed to answer the following questions:

1. What is the family background of the non performing students?
2. What are the characteristics of non-performing students in terms of psychological measures?
3. What are the usual activities of the non-performing students?
4. Based on the findings of the study, what intervention program can be designed?

**Significance of the Study:**

The findings of this study are beneficial to the following:

**Students:** Students of this study will be mostly benefited from the results of the study. They will be encouraged to study already because of the productive programs designed for them especially to the non-performing students.

**Teachers:** The teachers will be able to make use of the productive programs in teaching these non-performing students. They will be able to motivate students to develop a desire to learn any subjects.

**School Administrators:** From the results of the study, school administrators will be able to encourage all teachers to follow the productive programs for non-performing students so that they will learn to like the subject.

**Parents:** The parents will also be benefited from the results of this study because they will no longer spend time in helping their students to do their assignments and homework in all their subjects. They will also be encouraged to cooperate with teachers in whatever activities they have to enhance school programs.

## 2. METHODS

This part presents the research methods, environment or the research locale, participants of the study and sampling technique, research instruments, data gathering procedure and data analysis on the productive programs for the non-performing students.

**Research Design:**

This study used the qualitative case study research design. Case study are in depth investigation of a single person, group, event or community. Typically data are gathered from a variety of sources and by using several different methods (e.g. observations and interviews). Research may also continue for an extended period of time processes and developments can be studied as happen (McLeod, 2008).

The case study method often involves simply observing what happens to, or reconstructing 'the case history' of a single participant or group of individuals (such as a school class or a specific social group), i.e. the idiographic approach. Case studies allow researchers to investigate a topic in far more detail than might possible if they were trying to deal with a large number of research participants (nomothetic approach) with the aim of 'averaging'.

In case study, researchers select methods of data collection and analysis that will generate material suitable for case studies. Amongst the sources of data the psychologist is likely to turn to when carrying out a case study are observations of a person's daily routine, unstructured interview with the participant herself ( and the people who know her), diaries, personal notes (e.g. letter, photographs, notes) or official document (e.g. case notes, clinical notes and appraisal reports). Most of this information is likely to be qualitative (i.e verbal description rather than measurement) but the psychologist might collect numerical data as well.

The data collected can be analysed using different theories (e.g. grounded theory, interpretative phenomenological analysis, text interpretation, e.g. thematic coding) etc. All the approaches mentioned here use preconceived categories in the analysis and they ideographic in their approach, i.e. they focus on the individual case without reference to a comparison group.

**Research Environment:**

The research environment of the study is the Iloilo Science and Technology University, (ISAT U) Dumangas Campus which is a public university located at P.D. Monfort South, Dumangas, Iloilo. Dumangas is a first class municipality in the province of Iloilo, Philippines. The town is located northeast of Iloilo City on the island of Panay.

Iloilo Science and Technology University – Dumangas Campus formerly known as P.D. Monfort College is a satellite school of Western Visayas College of Science and Technology (WVCST) now known as Iloilo Science and Technology University (ISAT U). It offers various courses in technology such as Bachelor of Science in Information Technology (BSIT), Bachelor in Industrial Technology (BIT), major in Architectural Drafting, major in Electronics, major in Electricity, and major in Automotive Technology, and Bachelor of Science in Hotel and Restaurant Technology with forty nine teaching force and staff. Iloilo Science and Technology – Dumangas Campus provide advance livelihood education

and scholarship for poor and deserving students. It is also mandated to promote research, advanced studies, extension work and progressive leadership in its area of specialization. Scholarships and assistance were also sponsored by some organizations and kind hearted Dumangasanons and alumni.

The administration and operation of the college had been evaluated by the AACUP, RQUAT and lately last October 5, 2015, was evaluated by the ISO and had been certified by Anglo Japan American (AJA) registrars and registered under the requirements of ISO 9001-2008.

The university stands in a 40,000 square meters lot donated by the Archbishop of Jaro, Iloilo. The college was elevated to a university last April 2015 with its name Iloilo Science and Technology University, (ISAT U) Dumangas Campus.

The continuing progress of Iloilo Science and Technology – Dumangas campus is a dream come true for all the people of Dumangas. For the coming years, faculty members and administrator come and go and new philanthropic persons may continue to sponsor scholarship program for poor and deserving students and the university will continually uphold its vision of providing quality education to poor and deserving students of the community. It aims to make life better for the youth that they may achieve things that go beyond their expectations. It is a challenge that will continue in the years to come because Iloilo Science and Technology University – Dumangas Campus will stand strong amidst the challenging times.

This is the research environment chosen since the researcher has access to the said university and in order that the employees will be benefited from the research undertaking.

#### **Participants:**

The participants in this study were 53 fourth year non-performing students coming from the Bachelor of Science in Information Technology Department (BSIT) with a grade lower than 2.7 and have an incomplete grades in their subjects, who are willing to participate and voluntarily give credible and reliable information, excluding the working students, and those who are not willing to participate, male or female in the Iloilo Science and Technology University-Dumangas Campus for the school year 2015-2016. Putting all the names of the 53 fourth year non-performing students of the BSIT, the researcher used the fish bowl method to get the 10 participants in the case study. The 10 participants of the study had been identified prior to the conceptualization of the study using the purposive sampling.

#### **Instrument:**

The instrument that be used in the study is the self-made interview guide questionnaire. These be used to gather relevant data from the participants identified. A questionnaire is used when factual information is desired. It contains sets of questions with varying choices of response and administered personally to groups of individuals. The person administering the instrument has the opportunity to establish rapport, explain the purpose of the study, and explain the meaning of items that may not be clear to the respondents (Best, 1998).

The researcher self made interview questionnaire for the students is composed of five parts: (1) Demographic Profile of the Participants; (2) Intelligent Quotient of the participants; (3) study habits and attitudes of the participants; (4) Self-esteem of the participants; (5) Usual activities of the participants. In terms of their Intelligent Quotient and Self-esteem the guidance counsellor is the one who administered, she is also the one who gave the result with interpretation since it is confidential.

To determine the most common study habits and attitudes of the participants, the self- assessment of the participants were combined so that the topmost study habits and attitudes will be determined. The main idea of each question, based on the responses of the participants, will be determined and ranked. This procedure will enabled the researcher to determine which among the identified study habits and attitudes commonly employed by the participants. The same procedure will be done in analyzing the self-esteem of the participants.

The rest of the data relevant to the study were taken using an interview guide questionnaire. Data on the usual activities of the students in school and at home will be obtained via interview with the participants.

#### **Content Validity of the Questionnaire:**

The researcher made questionnaires were subject to content validity. Content validity of the questionnaire refers to the appropriateness, meaningfulness, correctness, and usefulness of the specific inferences based on the data they collect

(Fraenkel and Wallen, 2012). The researcher will be using the eight-point criteria for content validation by Good and Scates (cited by Best, 1987).

The interview guide questionnaires were content-validated by the panel of experts composed of Guidance Counselor, Head of Instruction, and Research expert. Their corrections, comments, and suggestions for the improvement of the questionnaires were considered before the final draft were submitted for reliability testing. The reliability test will be done through a pilot test of the questionnaires to students who are not participants in the study. The researcher believes that if the instrument for students who are not participants of this study would be reliable, it would likewise be reliable in the context of participants.

### 3. DATA GATHERING PROCEDURE

The interview guide questionnaires submitted by the investigator for validity with the panel of experts before the final draft. The panel of experts would be the Guidance Counselor, Head of Instruction, and Research Expert. The panel of experts will use the point-eight criteria of Good and Scates for the validity of the questionnaires. After the panel of experts validated the interview guide questions and give suggestions and comments, the investigator prepare for the final administration to the ten identified fourth year college students participants.

Prior to the administration of interview to the ten fourth year college students participants, the researcher obtained permission to the college president and campus administrator. Likewise a permission to conduct the interview with the student participants were requested to the parents, encouraging them to cooperate by helping the researcher in giving their credible and reliable information with a pledge that their privacy will be protected against misconduct and that all research material be kept confidential and will only be used for research purposes. The personal responses will not be linked to their name or be reported in a manner that allows for their identification. This will be done by using pseudonyms for names and looking generalization within the experiences. Furthermore their choice of whether or not to participate will not influence their relationship with the investigator, in school and will not influence their grades. When everything were set, the schedule of the interview will be set. All interview with the participants will be conducted by the investigator herself.

It took more than one month for the researcher to interview all the participants. One interview with the participants actually took more than two days. During the interview, consent from the interviewee to record the conversation were sought. The researcher likewise explained to the interviewee the importance of recording the conversation. Even though the conversation were recorded, the researcher still jotted down the important details that the interviewee gave. For some information which are not cleared the investigator set another time for the participants to be interviewed again about some information that is not cleared. Pictures were likewise taken before, during and after the interview, which will appear in the appendix.

### 4. DATA ANALYSIS PROCEDURE

Data from case study interviews be transcribed into word processing files. One transcribed into files data analysis will begin by generating a list of themes codes to provide evidence reflective of broader perspectives.

Confidentiality of the participants be maintained through the use of Pseudonyms Code for the questionnaires. Confidentiality for the participants during the qualitative sections of this study will be maintained by collecting themes that emerge from the qualitative data.

The investigator has conducted focused group discussion that will be helpful in term of gaining trust from the participants. Additionally, because the research may have developed rapport with these participants, they will be likely to be candid in their responses during the focused group and case study.

Prior to the analysis of the result, the investigator transcribed noting only relevant information taken from the participants. The investigator give follow-up questions if the information given by the participants are not cleared. Other details of the interview that are not related to the study were not transcribed.

The analysis of the relevant data gathered mainly employed thematic analysis procedure. After which, individual answers of the participants were analyzed and reflected in specific chapters of this paper. Part of the analysis were established of

themes for the answer of the participants and informants. The themes then were used as basis for the development of theory as well as drawing of conclusions and recommendations.

### **Ethical Considerations:**

#### **A. Risk –Benefits Assessment:**

The participants are not at risks in this study, because they do not have to answer any questions, they don't wish to. They may discontinue to participate anytime by simply not answering questions or they can leave the room when they feel uncomfortable in answering the questions. It is emphasized to them not to share to any group what is discussed about the study.

This study may benefit students, parents, teachers and administrators especially those at school by providing a better understanding of the lives of the non-performing students. This study will also help other schools design programs and interventions that will boost students self-esteem. School administrators can implement programs for the better performance of non-performing students . It is rewarding for students to have a chance to reflect in their schooling and be recognized by the group.

#### **B. Content, Comprehensions and Documentation of Informed Consent:**

The principal investigator will discuss the Informed Consent Form to the participants. Each item should be explained clearly, the Participants Status, Study Goals, Type of Data, Procedures, Nature of Commitment, Information of Sponsors, Retcruitment, Potential Risk and Benefit, Alternative, Compensation, Confedentiality Pledge, Voluntary Consent, Right to withdraw and Contract Information.

#### **C. Authorization to Access Private Information:**

The only authorize person to access Private Information are the researcher and the Institution.

#### **D. Confidentiality Procedures:**

All research materials will be kept confidential and will only be used for research purposes. The personal responses of the students will not be linked to their names. This will be done by using pseudonyms or student name.

#### **E. Debriefing, Communications and Referrals:**

Participation in this study is voluntary as explained by the investigator to the participants. Their decision whether or not to participate will not affect their current relationships with the school or university. If the participants decide to participate, they are free not to answer any question or withdraw at any time without affecting those relationships or loss of benefits. Any results that may suggest referrals then the researcher will be keen on this during the conduct of the study.

#### **F. Incentives or Compensation:**

Students were informed that there is no monetary gain in participating in this study. They voluntarily and willingly participated in this study because they believe it is rewarding and beneficial in their life as students, thereby making performers in their own right. All expenses will be handle by the researcher.

#### **G. Conflict of Interest:**

The researcher agrees that if any person would like to publish this research study, anonymity should observed on the identity of the participants. And if ever the adviser should decide on monetary matters, the investigator agrees and should conform with, to avoid conflict of interest.

### **Trustworthiness:**

Establishing both credibility and reliability is crucial when conducting quality research that employs qualitative methods. Establishing credibility will demonstrate internal validity with correspondence between participants perspective and how the researcher portrays their viewpoints (Mertens, 2005). In efforts to establish credibility the researcher will use prolonged and substantial engagement, progressive subjectivity, member checks, and triangulation (Mertens,2005).

Trust is important in every research that concerns interviewing participants. Prior to the administration of the interview schedule or the interview proper, the researcher genuinely talked to each participant and disclosed the true nature of the

study to get the participant's trust. This would likewise establish rapport with the interviewee so that the veracity of the information given by the interviewee is established.

On the other hand, in the conduct of the study, the researcher took into considerations the ethical issues knowing that the study made use of students as participants. To protect the participants of the study, the researcher developed trust and confidence with them in order to promote the integrity of the research, guard against misconduct and any impropriety that can be reflected in their institutions, and cope with new challenging problems (Creswell, 2009).

The researcher respected their rights, needs, values and desires. Furthermore, the researcher were very careful in asking questions that might solicit sensitive answers and questions about sensitive and personal issues.

#### **Establishing Objectivity:**

The fact that the study's results are dependent upon participant's answers, which are in turn, in a way, dependent upon the researcher's interpretation, biases may set in. In order to avoid personal biases in the interpretation of results, the researcher will avoid personal interpretation of the participants' answers. The researcher will try to clarify the participants' answers by asking follow up questions. Triangulation of the data and information were likewise done through other informants who could validate the results of the study.

## **5. RESULTS AND DISCUSSIONS**

This chapter includes the presentation of the 10 cases of the participants about, their family background and profile.

#### **Case A:**

Case A is 20 years of age, male, roman catholic, with a height of 5'4, and a native of Linao Cruz, Barotac Nuevo, Iloilo. The youngest son among the 3 siblings. They are five in the family including parents. He graduated his secondary education in a public school and for his tertiary education he took up Bachelor of Science in Information Technology. He has a special skills in encoding. His mother is a plain housewife and the father is a laborer.

According to him, he used to work for his financial support in order not to burden his parents for his allowances to help them. "At home, I'm fund of watching movie and news, read some books and sometimes doing household chores. I also take care of my old grandmother. I sometimes help my father do his work.

*" Gabulig ako kay tatay obra sa uma, kag kon kaisa sa construction.*

*Amo na gani ang rason kon ngaa gaabsent ako. Magluwas sina naga attender ako kay lolo nga gamasakit ilabi nag id kon wala si tatay para mangita sang obra para sa amon panimalay. (I help my father work in the farm and sometimes in construction. That's the reason why, I am absent in the class. Aside from it, I take care my grandfather who is sick if my father will look for a job for our basic needs, he said sadly).*

I love my family so much, that's why I can't imagine not to help them by looking a job during weekend to support our financial needs," he ended.

Discussing some of school works, practicing some of the discussed lessons during laboratory, doing their thesis, eating at the canteen during free time and sleeping in the "gazebo" when there's no class are the usual activities he is doing at school

*."Gusto ko maobra kag matapos ang mga assignment ko sang*

*absent ako. Ano pa, excited gid ako magkadto sa school para*

*mag attend klase". (I want to make up and cope up with my*

*backlog during my absence by doing my assignment and attending*

*classes that's why I'm excited to go back to school during school*

*days" case A, said.*



*“Gabasa-basa man ako sang mga notes ko kon gab-i kon bal an ko nga may iskedyul ka exam. Dason, gapamangkot na ako sa mga amigo ko kon indi ko maintindihan.”* (When he was asked how he prepared himself for the exams and quizzes, he simply answered that by reading the notes at night and before the examination time. He added that he just scan his notes and asks help from her friends for some questions he don’t understand).

*“Kon kaisa nakulbaan ko magkuha exam ky basi indi ako kapasar. Bal-an ko abi nga wala ko ka rebyu ka notes ko kay kapoy na ako sang trabaho.”* (Sometimes I’m nervous to get the examination because I feel I can’t pass for I know that I have not reviewed my notes because I’m tired already, he sadly said).

*“Pero gusto ko gid maka-catch-up sa lesson namon. Gapamangkot na ako sa mga klasmits ko kag magpabulig sa ila para mapa improve ko man study habits ko. Dayon gapamati na ako music samtang nagatoon pero ginapahinay ko lang ang music a”.* (But I want to catchup with my lessons so I ask the help of my classmates in order to improve my study habits. While studying, I listen to the music but not so loud, he said).

He added that because he is working, he has limited time to do his assignment, homework, and especially his projects. That he can’t submit it on time and that’s the reason why sometimes he has no self-confidence and he feels that he can’t do it.

*“Ang inspirasyon ko nga tapuson ko gid ang akon pag-eskwela, para sa mga parents ko. Determinado ako nga bisan mabudlayan ako, makatapos gid para mangita obra para sa ila.”* (I’m determined to finish my studies in order to have a job someday, for my parents. They are my inspiration in life, he finally said).

#### Case B:

Case B is female, 21 years of age, born on September 30, 1994 and a resident of P.D. Monfort North, Dumangas, Iloilo. She graduated her secondary education in a public school at P.D. Monfort National Science High School and currently studying at ISAT U, Dumangas Campus taking Bachelor of Science in Information Technology. She is a boyish type and a varsity volleyball player.

She is the only daughter included in a small type of family. Composing three members including her parents. Her mother is a plain housewife and the father, doesn’t have any work. She is raised in a family that live in the faith and beliefs of Roman Catholicism.

According to her, the parents separated after she got sick. She added that one kidney of his father was sold just to spent for her hospital bill. She continued telling that lately, she saw her father with another woman carrying a baby in a facebook. She added that she cried too much when she saw it and then she stopped talking.

*“Basta si papa na gani ang topic indi ko gid mapunggan maghibi”.*

(Once the topic is all about my father I can’t resist myself not to cry).

*“Ang pag-intra ko bilang volleyball player, nakabulig gid sang dako*

*para kay nanay kag sa akon tuition kag sa akon allowance. Amo lang na ang paagi nga makasige ako eskwela*". (Being a volleyball player, help a lot for my mother's burden for my tuition and allowances. That's the only way to finish my studies, she cried telling me).

Most often Case B, watches TV, takes a nap, eats, washes the dishes or do texting whenever she's just at home.

In school, oftentimes Case B, hang outs with her friends outside the school if there is no class for a certain subject, but see to it to go back at the campus to attend the next period. "*Gagwa man lang kami kon wala klase*". (We only go out if there is no class ended), by Case B.

Case B said that she just scan and review her notes, a minute before the exam. She added that she did not forget to pray before taking the test and whatever the result of the test, she is satisfied. She said that she submitted her projects before the deadline and to improve her study habits, focusing on her studies and self-discipline is the best remedy.

*"May goal man ako sa kabuhi kag sa akon pamilya ugaling kon makita ko gahibi, dira na ako galuya. Ang ginahimo ko na lang, naisip ko nga masarangan ko ini solbaron especially nga ara si God sa ingod ko*". (I have also goals in life not only mine but for the whole family but that goal can't be reach if I feel weak especially if I saw my mother crying. What I did, I just think positive that I can solved that problems that I have encountered for I know that God is with me always).

*"Kay God ako humuhugot ng lakas. Hindi ako nawawalan ng pag-asa."* (God is my strength, I don't lost hope), Case B ended.

#### Case C:

Case B belong to the big family. They are more than seven, including parents, 21 years of age, female and rank as the middle siblings, born in Palawan but residing now at Tamboilan, Dumangas, Iloilo. Graduated her secondary education in a public school and raised in a family that lives in the faith and beliefs of Roman Catholicism. Case B has white complexion, beautiful and has talent in singing. His father is a fish vendor and the mother is good in cosmetology. She is at service from the teachers every time they need her services like manicure, pedicure and haircut. According to Case C, the work of her mother is really a great help to her, to support her financially. The mother is always at school because of her work that made her aware of her actuations and activities done in school.

Case C is living with her sister who has already a family, with one child and whose husband is OFW. According to her, in order to continue schooling, the mother prefer her to stay with her sister.

"I woke up early in the morning to cook our food, do the household chores before going to school. On week end, I do the washing of clothes and taking care of the baby. I can't study well because of so many works to do.

*"Makakaya ko ang trabaho hindi ang pagmumura at pag under estimate sa aking kakayahan"*. (I can managed myself to do the work only I can't resist not to react if she will utter bad words and under estimate my capacity", she explained).

*"Ginaagwanta ko lang mag-istar sa utod ko nga may pamilya na, Basta lang maka eskwela kay indi kami ni nanay kag tatay paeskwelahon. Pero, sige lang, basta makatapos ako. Ang Diyos mabulig gid sa akon"*. (Patience for the sacrifices that I have encountered in reaching my goals in life is my strength not to quit. God is always with me, she stated with sadness in her eyes).

In school according to her during her vacant period, she sits on the study shed and talk with her friends while eating something.

She added that she seldom attended school activities and afraid to attend classes although that kind of instructor is good but because of low grades given to her.

Case C, watch TV while studying. She prepares herself for the exam five to fifteen minutes before the examination is given. She don't forget to pray before taking the exam and really take time scanning her notes. Feels disappointed after knowing the result of the exam.

Case C, answers her homework together with her friends. She do her project with the help of her "kaberks" and submit it a day before the deadline.

*"Unahon ko anay obra ang mga assignment nga malapit sa deadline para indi ako magsala sala kon diin ang unahon ko. Tapos, magfocus gid sa pag-eskwela para maimprove ko ang study habits kokag maabot ang mga goals sa kabuhi ko".* (I will do my assignment first and not wait for the deadline to submit in order not to cram for my work. Focus with my studies so that I can improved my study habits).

*"Gusto ko mangita obra kon katapos na ako para mabuligan ko gid ang parents ko. Ara gid permi si God sa luyo ko. Siya ang akon nga giya, kusog kag kaisog."* (I want to look for a job after schooling so that I can help my parents. God is always with me. He is my light, strength and inspiration of reaching my goals), she ended.

#### Case D:

Case D is a native of P.D. Monfort North, Dumangas, Iloilo. Born on January 5, 1992, male with a height of 5'9' He belongs to the big type of family. The father is a farmer and the mother is a plain housewife. He graduated his elementary education at P.D. Monfort Central Elementary School year 2004 and for his secondary education at P.D. Monfort National Science High School. For his tertiary education at P.D. Monfort College now ISAT U, Dumangas Campus, taking Bachelor of Science in Information Technology.

According to him, he is helping his parents for his allowance in school by working in the farm and sometimes in a construction that's the reason why he sometimes absent in class. He is also taking care of his grandfather who is sick especially if his parents go out looking for a job.

*"Indi ako kaconcentrate maayo sang naobra kay tuyo ako kag kapoy pangita obra para may alawans magbalik sa eskwelahan. Ano pa damo ako backlogs sa skul, dapat gid abi unahon ang pamilya may makaon kag mabuhi".* (I cannot concentrate well with my work because I'm tired and sleepy working for my allowance in school. That's why I have many backlogs in school. I have to work first for my family so that they will survive, he said with out looking my eyes).

*"Kada aga, kon magbugtaw ako ginahimos ko gid ang akon hiligdaan. Dason, gadigamo ako sang amon palamahawon. Gapulupanilhig man ako duitay. Pagkatapos ko obra amo na ina pagpaligo ko kag magpreparar paeskwelahan."* (After I wake up in the morning, I cook for our breakfast. I also sweep the floor. After I finished my work, that's

the time I take a bath and prepare myself in going to school”), Case D said.

*“Amo ina ang akon ginabuhay nga hilikuton kada adlaw diri sa amon panimalay”.* (That’s my usual activities at home), he added.

Case D added that he can’t study anymore at home especially at night because he was tired already working.

He said that in school, he is active in school activities especially his friends and classmates are motivating him to join and participate in every activities in school and besides they are helping him of his assignments and projects. He added that they are lending their notes for him to copy so that he can use it to review for his lessons he missed.

*“Kon sa eskwelahan ako ya, nagabasa gid ako sang libro kag notes ko. Ginapanumdum ko gid ang skedyul sang test namon.*

(In school, I really read my book and notes. I always think for the schedule of our test).

*“Kamaamigohon sa akon. Dason, ga cooperate gid ako sang mga aktibidades sa skul.”* (I’m very friendly to others. I really cooperate whatever activities in school). *“Ga intermisyon gani ako permi kon may programa diri sa skul ilabi nagid kay manami ako mag-gitara, indi bala mam?”* He laughs. (I always do the intermission number everytime we have program here in school because I’m good in playing guitar, isn’t it maam?” He laughs).

According to him, he is happy everytime he is given a chance to show his talent.

*“Ako gid iya gaayo ma-intermisyon kon may programa sa skul ilabi na gid kon program ka mga estudyante, kay nasadyahan gid ako.”*

(I am the one asking to have an intermission number especially if the program is for the students because I’m really happy for that, he said while laughing.

*“Maayo lang madamo mga friends ko nga gabulig sa akon. Nasakop nila ako. Happy gid kokay wala sila gabulag sa akon. Friends forever.*

*Dako gid nabulig nila sa akon. Inspired ako maabot ang goal sa life, ang makatapos sa pag eskwela, makatrabaho para makabulig sa kapigaduhon sang akon pamilya.”* (I’m lucky to have many friends helping me and always beside me. Friends forever. I’m inspired to reach my goal in life, to have job and to help support my family. He ended that his friends are always a part of his inspiration to continue schooling inspite of hardship in life).

#### Case E:

Case E, was raised in a family that lives in faith and beliefs of Roman Catholicism. He is 5’4” in height, 19 years of age, male, weighing 120 kilos. A big fat man is the eldest son among the 4 small family including the parents. Igbong, Barotac Nuevo, Iloilo is the address of case E. He graduated his elementary education at Barotac Nuevo Central Elementary School, year 2005 and for his secondary education at Barotac Nuevo National Comprehensive High School, year 2012. He took up his education at the public school. For his tertiary education, he took up bachelor of Science in Information Technology at ISAT U, Dumangas Campus. His father is a businessman and the mother is also a businesswoman helping together for their business to grow.

*“Natamaraan ako kon kaisa magkadto sa skul ay kalayo kag wala may mabantay sa grocery store namon. Naluoy man ako kay tatay kay nagabantay sya kay lolo nga nagamasakit. Kanugon ka benta sa grocery store kon indi kami magbuka., Dako gid ang mabulig sini sa amon.”* (Sometimes I’m lazy to go to school because its far from our place and besides no one will take care of our store. I pity father because he is taking care of my sick grandfather. A days profit is a great help to us, he laughs).

According to Case E, his usual activities at home is helping his parents in their grocery store. He added that he is doing that after his class in the afternoon and if he has no class. But sometimes if his schedule of classes is in the afternoon, he cannot report already in school because he was tired already doing his work at home.

*“Ginabuligan ko day tatay baligya sa grocery store namon kon magpuli ako halin sa skul nga wala na klase kag kon wala ako klase.”* Case E, continued, *“ugaling kon wala si tatay, ako ang nagasalo sang iya obra sa balay kag grocery store. Dugangan pa kay dira ga-istar si lolo sa amon, ako ang naga attender sa iya kay ako kuno ang pinakabunso nga apo niya. Amo gani gaabsent na lang ako sa klase. Kon kaisa malimtan ko obrahon assignment ko. Sa skul ko na lang naobra.”* (But if my father is not around, I am the one doing his job at home and in our grocery store. Adding to my burden is my grandfather who is staying with us. I am the one taking care of him because according to them, it is my obligation because I am the youngest grandson. Sometimes I forgot to work my assignment, so I just do it in school).

*“Kon sa skul na ako, ginaobra namon ang tesis namon, nagadiskusyon kami nga grupo sang amon leksyon kon oras na sang laboratory namon. Kon kaisa gaobra sang homework diri sa skul. Naga entra man sa mga aktibidades ka skul kag kon kaisa galagaw lagaw o maglibot-ibot man kon wala klase kon tigpalanyaga”* said case E. (In school according to him, his usual activities are doing their thesis, discussed with the group about their lesson during laboratory hour, sometimes do their homework, participate in school activities and sometimes hangingaround during free time or lunch break).

*“Kon kaisa lang ako gastudy ka lessons namon kay kulang gid tyempo kay need gid magkadto ako sa grocery store namon para magbulig kay nanay kag tatay.”* (I seldom study our lessons because of limited time. I need to go to our grocery store to help my parents), he said.

He is used of following “Bahala na System” because of his experiences. Feel disappointed if he cannot pass the examination and happy or satisfied if can pass the exam.

*“Indi ako ka-concentrate maayo magtuon. Gakadto na ako sa lugar nga wala disturbo para ka-concentrate ako.”* (I cannot concentrate

well, when studying, what I did, I go to the place where no one can disturbed me while studying.)

He added that when doing his assignment or projects, he do it at night depending on his free time. For him he needed to review his lessons, copy or take down notes so that he can catch up with the lessons and raised his grades. That's what he said in order to improve his study habits.

*“Gusto ko gid makatapos kag makaobra para mabuligan parents ko. Labs ko sila, kag labs man nila ako. Madulaan man lang ako self-confidence kon wala mga parents ko, especially magmasakit sila kag maospital. Sila ang inspirasyon ko para malab-ot ang handum ko sa kabuhi para sa amon tanan nga pamilya.”* (My goals in life is to finish my studies and find job to help my parents. I love them so much and vice versa. I only lost my self-confidence if my parents are not on my side especially if they are sick and hospitalized. My parents are my inspiration in reaching my goals in life), he ended.

#### Case F:

Case F graduated her secondary education in a private school, St. Augustine catholic School. Her elementary education at Iloilo central School and took up Bachelor of Science in Information Technology for her tertiary education.

Case F, live in Ermita Dumangas, Iloilo, 20 years of age, female and the only daughter. Her mother is a plain housewife and the father is a seaman. Her parents separated when she was in high school. Her father is staying in their grandmother's house, while her mother went home to their own place together with her. Until now, they are not communicating with each other but her father is supporting her studies. Every time she tryto ask her mother about her father, she has no clear answer from the mother and she got angry every time she asks her about the father. Case F, wish to see her father but her mother will not permit her. Until now, both of them are single.

*“Bisan wala nagaintindihay si nanay kag tatay, pero ginasuporta nya ako sa akon pag eskwela. Mamangkot gani ako kay nanay kon ngaa wala sila nagaupod kag naga intindihay, mangakig dayon c mama. Indi nya gusto estoryahan ang parte kay tatay. Nagalibog ulo ko sa ila!”*

(Even though there is no communication between mother and father, still he is communicating with me and send money for my tuitions fees and allowances. Everytime I ask mother about him, why they got separated, mother easily got mad. She don't want father to be our topic. I wonder why that happen to our family, she sadly said).

Her usual activities at home are doing household chores like washing dishes, cooking, sweeping the floor, playing outdoor games like basketball and playing video games.

*“Sa skul, wala ko amiga. Feeling ko, ginapalagyohan nila ako kag indi sila mag amiga sa akon. Nagakadto na lang ako sa computer shop para maghampang para malingaw ako kay wala man ko estoryahon.”*

(In school according to case F, she felt she is alone that no one will make her as friend. That she felt isolated that's why sometimes she's not attending her classes. She's not happy staying in school so she prefer staying in a

computer shop playing video games).

*“Naga-study man ako, naga-review ka notes kon my test. Gasulod na ako sa kwarto kag magtuon para di-maisturbo kag maka-concentrate.”*

(I also study, review my notes if there is test. I closed my room and study so that I can concentrate well and no one will disturbed me, she said).

*“Di man ako satisfied, indi man disappointed nga nubo kuha ko sa exam.*

*Akon man sala kay wala gid ga-focus magtuon. Pero na feel ko magtuon nagid maayo para magtaas ang score ko.”* (I am not satisfied nor

disappointed why I got low score in the exam. That’s my own fault because

I have no focus in my studies. But I feel that I need to study well so that

I will improve my score, she said).

She added that in school, she is also joining in school activities and attentive in listening to the lecture of the teacher. In fact according to her, she is used to take down notes of the discussion made in the class.

*“Kon vacant period nagapungko kami gani sa study shed kag may mga diskusyon parte sa amon leksyon, nagabayluhanay kami sang ideya pero kon ako na gani mag inter act daw gatinulukay sila”.* (We stay in the study shed during our vacant period and discussed our lessons, exchanging ideas but I noticed that if it’s my turn to react, they are looking each other as if there is something wrong with what I am speaking).

*“Nag-amat- amat na sila dayon halin. Halin man ako kag magkadto sa computer shop”.* (One by one go out, I also go out to that place and go to the computer shop, she continued saying).

She added that she makes her assignment or homework an hour before the deadline or sometimes at night, especially her projects. She brings her gadget in school and work her assignment. Sometimes she cannot attend anymore in her class because she did not notice that its already time. That’s the reason why she cannot attend to her classes. Then, she will go to the computer shop and play games.

*“Ako na lang ga-motivate sa self ko para sa family ko.”*

(I am thinking of my family in order to motivate myself).

She had ambition in life, to graduate, find a stable job and put up her own computer shop to help her family and cousins.

*“Gusto ko tani mangin architect ako, ugaling indi si mama gusto nga mapalayo sa iya tungod sa family problem namon.”* (I want to be an architect but my mother will not allow me to be out of her sight because of family problem).

*“Hardworking kag adventurous ako. Indi ko pag-untatan ang isa ka bagay nga indi makuha. Siling nila nami ako mag-istorya. Para sa akon maka help gid ini tanan para malab-ot ko ang handum ko sa kabuhi.”* (I’m hardworking and adventurous, I will not stop aiming to get the target that I want. Many said, I’m very good in communication, with these positive attitude can help me in reaching my goals in life), he finally said.

**Case G:**

Case G is 20 years old, female currently studying at ISAT U, Dumangas Campus with a degree of BSIT. Case G, graduated her elementary and secondary education in a private school. They are five members of the family including the parents.

The father work as a laborer while the mother doesn't have any work at all. Case G was raised in a family of Roman Catholicism and being the eldest child, she assumes the responsibility of taking care of her younger siblings since her mother was sick.

According to Case G, three of them are females, staying in their lolas house. Their grandmother is helping their education, so they work there to compensate the help extended to them since they are not only the granddaughters but there are still more. They are the only three staying in their grandmothers house. She added that their cousins are clamouring why they are staying in their grandmothers' house.

*"Kabugtaw kami nga mag-utod aga pa kag mag obra. Si*

*lola abi may automated water machine ano pa damo tawo*

*gaobra sa iya. Ti sako gid pirmi ilabi na gid kon aga".*

(I wake up early in the morning together with my sisters

and work our daily routine. My grandmother has an automated

water machine. That's why she has many workers especially

in the morning" said case G).

She added that some of her cousins and her aunt is under estimating her. That she cannot finish her studies. That they are making nonsense stories about her. But her grandmother according to her, motivates her to just continue her studies and told her not to mind them.

*"Ginaagwanta ko na lang ang ginahimo nila kay kon sapakon*

*ko ma- stress ako kag indi ako katapos eskwela. (I don't want*

to be stressed because that will be a hindrance to my studies and

besides I have nothing to buy for the medicine of my mother).

Case G, said that she cannot focus well with her studies because of her family. She cannot concentrate well what she is reading especially with regards to her homework and assignment.

*"Failure ako sa iban ko nga subjects kay ga-absent ako kay*

*naga-atipan kay nanay ilabi na gid sang naospital sya".*

(I have failing grades to some of my subjects because of my

absences due to taking care of my mother especially when

she was hospitalized," she continued).

She was disappointed seeing her grades but no one to be blamed, only she, because she had not studied well before the test was given. She cannot concentrate because what's in her mind is the mother who is sick.

*"Napabakod ko lang ang akon hunahuna. Siling ko sa akon*

*kaugalingon, dapat maisog kagmabakod ako sa pag-atubang*

*sang mga nagaalabot nga problema." (I just think positive,*

I told myself that I must be strong and firm in facing the

problems that may arises.

Case G, finally said that she will finish her studies in spite of the sacrifices and hindrances that may happen and help her sisters finish their schooling in order to raise up their family also.



**Case H:**

Case H is a 21 year old female student taking up BSIT. Case H is the eldest child in the family. The father works as a baker while her mother is a plain housewife. She was brought up in the belief of Roman Catholicism.

*“Ako ang nagatrabaho sa sulod sang balay, nagabantay ka magagmay ko nga mga utod. Kadamo ka obra ko, May matig-ang, masaluk tubig kag kon Sabado ako gabaligya ka niluto nga sud-an ni nanay sa kantina ka ospital”.*

(At home, according to Case H she usually do the household chores, cook the rice, fetches water, and most often during Saturday, she sells the viand cooked by her mother at the cafeteria of the hospital).

Case H, finds school boring according to her since she doesn't have many friends to keep as company. She tries to mingle with them, but they seem to avoid her. Hence, she just play computer games outside the school to keep her entertained.

*“Kon sa skul gani ang pagahambalan, naga kawad-an ako gana magsulod kay wala ako mga amiga. Nagapakigbagay man ako pero pamatyagan ko, nagapalagyo sila sa akon. Ginatulok nila ako nga ako ang topiko. Anupa, gagwa na lang ako sa skul kag maghampang sang computer games bisan bal- an ko nga indi maayo sa akon. Bisn paano malingaw ako kay boring man sa skul kay wala ako maestorya nga tawo,”* said case H. (Case H, finds school boring according to her since she doesn't have many friends to keep as company. She tries to mingle with them, but they seem to avoid her. Hence, she just play computer games outside the school to keep her entertained).

*“Sa skul nagatuon na lang ako maayo upod sa mga grupo ko kag amiga ko man. Gapamangkot ako ka leksyon namon sang absent ako. Gatoon kami sa study shed. Ga- focused na lang ako sa studies ko para di madepressed.* (In school, I study well together with my group friends. I asks them about the lessons during my absence. We stay in the study shed doing our assignment. I just focused to my studies in order not to be depressed), she said.

*“Nagsugod man lang nga wala ko amiga kay kaagi nag-untat ako eskwela. Bag o naman nga mga tawo na meet ko. Natahap ako sa ila makipag-abyan kay bag o ko pa lang sila makilala.”* (It started when I stop schooling. When I go back to school, that's the time, I'm aloof to communicate to my classmates, because I have to adjust to my new classmates.

She said that she's type of person, that's why she find difficult to approach other people in gaining friends. In order to fight these feeling, she just remember this motto “Kung kaya ng iba, kaya ko rin.” According to case H, she is hardworking and can be trusted. She's finally said that these attitudes can help her in reaching the goals in life, to finish her studies so that she can help her parents and also her sisters finish their studies.

**Case I:**

Case I, is 20 years of age, a middle child in a family of seven, including her parents and a resident of Zamora St. Dumangas, Iloilo.

She studied her secondary education in a public school, and a BSIT student at ISAT U-Dumangas campus. Her father is a trisikad driver, earning about two thousand pesos per month and is solely working for their whole family while the mother is a plain housewife.

*“Gusto ko gid makatapos eskwela para mahaw-as sa kaimolon. Naluoy nag id ako kan day nanay kag tatay. Ang kita ni tatay sa trisikad insakto lang sa pagkaon namon adlaw adlaw. Kon kaisa kulang pa. Maayo lang kon may klase, damo pasayro. Kabadon man si nanay lalabhan para kabulig sa kinahanglanon namon kag alowans ko. Ay, ambot na lang ni kaimolon namon a!”*

( I want to finish my studies in order to alleviate from poverty.

I pity my parents. They are working hard. The money earned by my father as a trisikad driver is just enough for our food for the day. Sometimes not enough for our needs. Good if theirs classes, many passengers. Mother also help father by receiving laundry work to help buy for our needs. Hay, She sighs).

The usual activities of Case I at home is do the household chores everyday because according to her, she doesn't want to see the house dirty. Most often, she listen to the radio, do texting, watches tv, or lie down in her bed and thinks about whatever things that comes in her mind. Case I said that she usually listens to music if ever she will study at home and she is doing her assignment and project a night before the deadline. In school, she usually do texting, talks and hang outs with her friends.

*“Kon examination na lang ako nagabukad ka notes ko. Na scan ko lang ang notes ko sa mga pointers nga ginakopya ko sa mga klasmits ko para may isulat ako sa time nga mag exam.”* ( I open my notes, scan the pointers given by my classmates in order to have answers in my exam), case I said.

Case I, was disappointed if she can't pass in a particular subject although she knows that she answers all the questions. She admitted that sometimes shes's lazy in studying her lessons. She is really affected seeing her parents worrying where to look for money and when somebody is putting her down.

*“Nangin inspirasyon ko ang mga parents ko para malab-ot ko ang mga handum ko sa kabuhi. Determinado ako nga malab-ot ko ini para makabulig man ako sa akon parents sa ulihi.”*

(My inspiration in life are my parents. I'm determined to finish against all odds, for my family), she ended.

#### **Case J:**

Case J is 21 years old, a resident of Barasan, Dumangas, Iloilo and the youngest among the family with five members including her parents. Case J religion is Baptist. She graduated in a private school. Her father is a farmer while her mother is a pastor and a teacher. She is an adopted daughter of the family where she is staying now. She has a talent in dancing. Every time there are programs in school, Case J is having a dance number together with her male friends. She is a boyish type.

*“Kapalalagaw sa akon, mam. Nagakagab ihan ako kalagaw. Igo ko mabal an, gab I na gali kay nagakalingaw ako. Amo na gani ang naakigan sa akon ni papa. Hambal nya, ibalik nya ako sa matuod ko nga parentskon sigohon ko ang pamtasan ko nga palalagaw. Gahibi ako tudo, kon silingon nya ako nga*

*ibalik ako sa tuod tuod ko nga parents. Ka ask man ako sori sa ila nga indi na magliwat*". (I fond of going around, mam. Sometimes I did not noticed that it's already eve so I go home late. That's the reason why father always scolded me. They told me that if I will not change my attitude, they will return me to my biological parents. I cried so much upon hearing it. I ask sorry to them not to do it again).

Case J, was used to listen to the music while studying. She works her homework and also her assignment together with her friends and submit it on time. Sweeping the floor, washes the dishes, watching TV after working and going around somewhere else are the usual activities at home of case J.

*"Katalaka magtener sa balay. Tapos ko obra, galantaw ko TV kag maglagaw."* (I'm bored staying at home. After I'm done with my work, I watch TV and then going around," she said).  
*Naakigan ako nanday mama kag papa kon maglagaw na ako. Gab-i na ko gapuli sa balay, akon man bi sala. Gakalingaw bi ko, anupa, wala ko kamutik nga gab-i na.*" (My parents scolded me every time I go out and go home late at night. It's my own fault. I'm happy conversing with my friends that's why I haven't notice that it's already evening).

*"Kaakig gid ni Papa sa akon kon permi lang ako magab-ihan. Hambala nya ako sina dayon nga ibalik ya ako sa tuod ko nga ginikanan. Hibi na ako dayon tudo-tudo."* (My father got mad every time I go home late at night. He told me that he will return me to my my biological parents if that's always my attitude. I cried so much when I heard it).

Case J, asks apology to her parents not to do it again. She promised to them but with a bargain not to send her back to the real parents.

Most often, Case J hang-outs with her friends outside the campus when there's no class, eats at the cafeteria, sits in the study shed or watches movie in the lap top during break time.

*"Kinahanglan gid ang pagdisiplina sa kaugalingon, respeto, tiyaga kag pangamuyo para mabuligan ma-improve ang kaugalingon"*.  
(We need to discipline and respect ourselves, patience and pray so that you can improve yourself in all aspects).

She added that her positive outlook in in life is to finish her studies, look for a stable job, in order to help the people who take care of her. Trust is the magic words that she needs from her parents.

*"Nadumdom ko gid day mama kag papa ilabi na gid sa sakripisyonila sa pag paeskwela sa akon. Tagaan lang nila ako kahigayunan kag panahon, nga mapakita ko ang pagpalangga ko sa ila sa palaabuton."*  
(I really appreciate the sacrifices of my parents especially for sending

me to school. What I am asking them is to give me time and chance to show to them that I love them and really care for them), she finally said.

## 6. SUMMARY

Most of the participants belong to low income parents. Most of the participants father are labourer like trisikad driver, STL agent, construction worker and working in the farm to earn living. No fixed income, the reason the reason why the money earned is just enough for their basic needs for the day and sometimes not enough for having big members in the family. Almost all of the participants mothers are plain housewives. They just stay at home to take care of their children. Almost all of the participants parents are high school graduates. Only two belong to broken families. One participant is an adopted daughter.

### NON-PERFORMING STUDENTS ON PSYCHOLOGICAL MEASURES

This part presents intelligent quotient, study habits, attitudes and self-esteem of the non-performing students. This includes their personal goals in life.

#### Case A

**Case A** intelligence quotient according to the guidance counsellor result is below average and he is ashamed to go with friends since he don't have enough allowance to buy what he needs in school and to cope with his friends activities. Determined to finish his studies in order to have a job someday, for his parents, since his parents is his inspiration in life. While he is studying he is working in order to help his parents even though in a small amount of money for his allowance that's why he has limited time to do his assignment, homework and projects. Even though he has limited time he still want to improve his study habits.

*"Gusto ko maobra kag matapos ang mga assignment ko sang absent ako.*

*Ano pa, excited gid ako magkadto sa school para mag attend klase".*

(I want to make up and cope up with my backlog during my absence by doing my assignment and attending classes that's why I'm excited to go back to school during school days).

In school, together with his friends discussed some of school works, practiced the discussed lessons during laboratory, doing their thesis, eating at the canteen during their free time and sleeping in the "gazebo" are the usual activities he do at school. When there is quizzes and examination he just only reads his notes at night and before the examination time. At home he is fond of watching movie and news, read some books, and sometimes doing household chores. He also take care of his old grandmother and sometimes help his father do his work. He really loves his family that's why he can't imagine not to help his family by looking a job during weekend to support their financial needs.

#### Summary:

It is found out in this study that case A have experienced low self-esteem because of poverty. We all know that poverty is not a hindrance to success as long as you have determination and patience to reach your goals in life. Dreams come true.

I believe that if case A will be given enough encouragement, motivation and proper guidance, there is no reason that he cannot attain his dream in life.

#### Case B:

The intelligence quotient of **Case B** is average and she aloof to others since she belongs to broken family. The parents of **case B** were separated after she got sick. So, she wanted that she will have a whole and a happy family. When she got sick, her father sold his one kidney just to pay for her hospital bill. Lately, she saw her father with another woman carrying a baby in facebook. She really cried so much when she saw that picture in a facebook because she wanted to have a whole and a happy family that would not be happened anymore. She really cried so much when she saw that picture in a facebook.

*"Basta si papa na gani ang topic indi ko gid mapunggan*

*maghibi*". ( Once the topic is all about my father I can't resist myself not to cry).

She have a goal in life that someday, she can help her mother in which motivate her to finish her studies.

*"May goal man ako sa kabuhi kag sa akon pamilya ugaling kon makita ko gani si nanay nga gahibi, dira na ako galuya. Ang ginahimo ko na lang, naisip ko nga masarangan ko ini solbaron especially nga ara si God sa ingod ko".* (I have also goals in life not only mine but for the whole family but that goal can't be reach if I feel weak especially if I saw my mother crying. What I did, I just think positive that I can solved that problems that I have encountered for I know that God is with me always).

She doesn't want that her parents will work hard especially when they are already old. She just wanted to take care of her parents and prays that his father will be coming back to them in order to have a one happy family. She accepts that she is a slow learner since most of the time she is practicing for the volleyball competition but the best way for her to do is to be always present in school and to listen attentively to the instructors. It is through education that she believes she can achieved her goal in life.

#### Summary:

**Case B** belongs to broken family. Experiences low self-esteem because of separation of her parents. She cannot concentrate well in her studies because of what happen to their family. And most of the time, she is practicing for volleyball competition. The reason why she cannot attend to her classes. She dreamed to finish her studies to improve their quality of life. She believes that through education, she can achieved her goal in life. It is recommended that she needs proper guidance and motivating to attain her dreams in life. Improve her study by disciplining herself if what are her work priorities and organize both work or practice volleyball. Know to manage time time for studying.

#### Case C:

**Case C** goal in life is to finish her studies so that she could help her parents to improve their status in life. The intelligent quotient of case C is below average. She wanted that her parents will no longer work under the heat of the sun since they are getting older. She can't study well because of so many works to do since she is staying at her sister's house. She added that she seldom attend the school activities and afraid to attend classes because of low grades given to her. She accept to herself that she is a slow learner since she answers her homework together with her friends. Her friends is the one who help her to do her projects and laboratory requirements in school.

*"Unahon ko anay obra ang mga assignment nga malapit sa deadline para indi ako magsala- sala kon diin ang unahon ko. Tapos, magfocus gid sa pag-eskwela para maimprove ko ang study habits ko kag maabot ang mga goals sa kabuhi ko".* (I will do my assignment first and not wait for the deadline to submit in order not to cram for my work. Focus with my studies so that I can improve my study habits).

#### Summary:

Achieving one's goal in life is not easy for every individual. But through determination, patience and perseverance, I believe that **case C** can attain her dreams. To finish her studies inspite of the heartaches and sacrifices she experienced in life. This student had a great dream, to improved the status of their family especially she pity her parents working hard for their education. Case C, experienced low self-esteem in the since that she is afraid to attend to her classes because she accepts that she is slow learner. This lady can't study well because of many works to do in her sister's house the reason why she got low grades. She seldom participates in school activities. It is recommends that she needs motivation to value

her intellectual pursuits to strive more to continue aiming for education without counting the sacrifices she experienced. Boost her self-esteem in order to improve her performance. I believe that through her classmates and friends who are supportive to her, the school climate and important influence of a teacher are great factors for her to have a positive sense of self.

#### Case D:

The intelligent quotient of **Case D** is below average result taken from the guidance counsellor and case D really wanted to finish his studies because it is too hot and tiring working under the heat of the sun. If he finish his studies this year, he believed that he could go out of poverty and improve their status in life. One of the reason why he is always absent because he is working in the farm and sometimes in a construction. He cannot study anymore at home especially at night because he was tired already working. His classmates are the one motivating him to participate in every activities in school and helping him of his assignments and projects. They are the one who lend their notes for him to copy so that he can use it to review for his lessons he missed.

*“Kon sa eskwelahan ako ya, nagabasa gid ako sang libro kag notes ko. Ginapanumdum ko gid ang skedyul sang test namon. ( In school, I really read my book and notes. I always think for the schedule of our test).*

#### Summary:

Case D determined to finish his studies because he believed that’s the only way he could go out of poverty and improve their status in life. He experienced the hardship in working under the heat of the sun in which motivates him to pursue his studies inspite againsts all odds. The reason why he is always absent in the class. He also experienced low self-esteem but he is very lucky to have her classmates who are very supportive to lend their notes for him to study. It is found out in this study that case D need guidance, support and motivation not to lose hope. Boosting his self-esteem especially his peers/classmates help improve his academic performance.

#### Case E:

**Case E** is a big fat guy. He cannot sometimes go to school because of his obesity. His usual activities at home is helping his parents in their grocery store. But sometimes if his schedule of classes is in the afternoon, he cannot already report in school because he was tired already doing his work at home and in grocery store they have. Adding to his burden is his grandfather who is staying with them. He is the one taking care of his grandfather.

*“Kon sa skul na ako, ginaobra namon ang tesis namon, nagadiskusyon kami nga grupo sang amon leksyon kon oras na sang laboratory namon. Kon kaisa gaobra sang homework diri sa skul. Naga entra man sa mga aktibidades ka skul kag kon kaisa galagaw-lagaw o maglibot-ibot man kon wala klase kag kon tigpalanyaga.”(In school according to him, his usual activities are doing their thesis, discussed with the group about their lesson during laboratory hour, sometimes do their homework, participate in school activities and sometimes hanging around during free time or lunch break).*

*“Kon kaisa lang ako gastudy ka lessons namon kay kulang gid tyempo kay need gid magkadto ako sa grocery store namon para magbulig kay nanay kg tatay.” (I seldom study our lessons because of limited time. I need to go to our grocery store to help my parents), he said.*

He is used of following “Bahala na System” because of his experiences. Feel disappointed if he cannot pass the examination and happy or satisfied if can pass the exam. He is doing his assignment or projects depending on his free time. According to him in order to improve his study habits is to review his lessons, copy or take down notes to catch up with the lessons and to raised his grades. Intelligent quotient of **case E**, is below average.

### Summary:

Case E obesity, his work at home and their grocery store are the reasons why he cannot go to school which resulted to absences. Added to his burden is his grandfather to be cared to. That makes him tired already not to go to school. Because of his experiences, he used to follow the “Bahala na System” especially in taking examination. He is a student who feel happy or satisfied if can pass the examination and feel disappointed if he fails. It is recommended that this student need motivation, proper guidance and encouragement to improve his study habits and attitudes and academic performance and boost self-esteem. Parents must be keen to attitude shown his son that there will be a cooperation and teamwork to solve the problems.

### Case F:

The parents of **case F** were separated and she lives together with her mother. Even though her parents are separated but still his father give them support. Her usual activities at home are doing household chores, playing outdoor games, and playing video games.

*“Sa skul, wala ko amiga. Feeling ko, ginapalagyohan nila ako kag indi sila mag amiga sa akon. Nagakadto na lang ako sa computer shop para maghampang para malingaw ako kag wala man ko estoryahan.”*(In school according to **case F**, she felt she is alone that no one will make her as friend. That she felt isolated that’s why sometimes she’s not attending her classes. She’s not happy staying in school so she prefer staying in a computer shop playing video games).

*“Di man ako satisfied, indi man disappointed nga nubo kuha ko sa exam. Akon man sala kay wala gid ga-focus magtuon. Pero na feel ko magtuon na gid maayo para magtaas ang score ko.”*

( I am not satisfied nor disappointed why I got low score in the exam. That’s my own fault because I have no focus in my studies. But I feel that I need to study well so that I will improve my score, she said).

*“Kon vacant period nagapungko kami gani sa study shed kag may mga diskusyon parte sa amon leksyon, nagabayluhanay kami sang ideya pero kon ako na gani mag inter act daw gatinulukay sila”.* (We stay in the study shed during our vacant period and discussed our lessons, exchanging ideas but I noticed that if it’s my turn to react, they are looking each other as if there is something wrong with what I am speaking she continued).

She added that she makes her assignment or homework an hour before the deadline or sometimes at night, especially her projects. She brings her gadget in school and work her assignment. Sometimes she cannot attend anymore in her class because she did not notice that its already time. That’s the reason why she cannot attend to her classes. Then, she will go

to the computer shop and play games. According to the guidance counsellor the result of intelligence quotient of **case F**, is average.

#### Summary:

The parents of Case F were separated, but she lives together with her mother. Case F is a loner type of person. She felt isolated with the group especially to her classmates, that no one will make her as friend. That is the reason why she's not attending her classes. Case F, prefer to stay in a computer shop, playing video games and was not able to come back to school because she was already entertained of what she is doing, the reason why she cannot attend to her classes anymore. Case F do not mind if she got low score in her exam for she know that no one to be blamed. She accepts her own fault for she knew that she had no focus on her study. If the self-esteem is low, it hinders the persons decision to participate in an academic exercises. Recommendation for case F is to improve the self-esteem of this non-performing students. Boost her self-esteem. Let her feel that she is loved. This is a starting point of self-confidence and self-esteem. She needs also guidance and counselling with regards to her family problem. School environment had a great part on this problem especially on the part of the guidance counsellor. These causes in the parent-teacher relationship. A collaboration to help solve the problems that exist especially how to value education.

#### Case G:

**Case G** has a goal in life to finish her studies because she wants to have a job as soon as she graduated soon so that she can help buy medicines for her bedridden mother. They are staying in their lola's house since their grandmother is helping for their education. They work there to compensate the help they extended to them. She cannot concentrate well what she is reading especially with regards to her homework and assignment because she's worried with her mother who is sick..

*"Failure ako sa iban ko nga subjects kay ga-absent ako ka atipan kay nanay ilabi na gid sang naospital sya".* (I have failing grades to some of my subjects because of my absences due to taking care of my mother especially when she was hospitalized," she continued).

She was disappointed seeing her grades but no one to be blamed, only she, because she had not studied well before the test was given. She cannot concentrate because what's in her mind is the mother who is sick.

*"Napabakod ko lang ang akon hunahuna. Siling ko sa akon kaugalingon, dapat maisog kag mabakod ako sa pag-atubang sang mga nagaalabot nga problema."* (I just think positive, I told myself that I must be strong and firm in facing the problems that may arises.

Below average is the intelligence quotient of **case G**.

#### Summary:

Despite the hardship that **Case G**, had experienced, she dreamed to finish her course and land for decent job someday. Her inspiration is the mother is who is suffering from sickness. She is emotionally upset looking at her sick mother,, confused where to get money to buy for her medicine the reason why case G, cannot concentrate well in her studies. She had failing grades to some of her subjects for the reason that she had many absences especially when the mother was hospitalized. She ca not do his homework and assignments anymore because she is tired already taking care of her mother. Case G never run out of hope. Their inspiration in life is to get out from poverty, their family family financial condition will be alleviated. In this case, she need to develop her study habit, to attain her dream. Let he knew the importance on how to manage her time with her sick mother and her studies. Motivation is of great help by developing a positive self-esteem, telling her that she can do it. "Kung kaya ng iba, kaya ko rin." Motto that she must follow. Positive attitude in all aspects of life in order to cope up for the challenges that she encountered.

#### Case H:

**Case H**, find school boring since she doesn't have many friends to keep as her company. She tries to mingle to her classmates but her classmates seem to avoid her. So she just play computer games outside the school to keep her entertained.



*“Kon sa skul gani ang pagahambalan, naga kawad-an ako gana magsulod kay wala ako mga amiga. Nagapakigbagay man ako pero pamatyagan ko, nagapalagyo sila sa akon. Ginatulok nila ako nga ako ang topiko. Anupa, gagwa na lang ako sa skul kag maghampang sang computer games bisan bal- an ko nga indi maayo sa akon. Bisn paano malingaw ako kay boring man sa skul kay wala ako maestorya nga tawo,”* said case H. ( **Case H**, finds school boring according to her since she doesn't have many friends to keep as company. She tries to mingle with them, but they seem to avoid her. Hence, she just play computer games outside the school to keep her entertained).

*“Sa skul nagatuon na lang ako maayo upod sa mga grupo ko kag amiga ko man. Gapamangkot ako ka leksyon namon sang absent ako. Gatoon kami sa study shed. Ga- focused na lang ako sa studies ko para di madepressed.* (In school, I study well together with my group friends. I asks them about the lessons during my absence. We stay in the study shed doing our assignment. I just focused to my studies in order not to be depressed), she said.

*“Nagsugod man lang nga wala ko amiga kay kaagi nag-untat ako eskwela. Bag o naman nga mga tawo na meet ko. Natahap ako sa ila makipag-abyan kay bag o ko pa lang sila makilala.”* (It started when I stop schooling. When I go back to school, that's the time, I'm aloof to communicate to my classmates, because I have to adjust to my new classmates. She said that she's shy type of person, that's why she find difficult to approach other people in gaining friends).

In order to fight these feeling, she just remember this motto “Kung kaya ng iba, kaya ko rin.” According to case H, she is hardworking and can be trusted. She finally said that these attitudes can help her in reaching the goals in life, to finish her studies so that she can help her parents and also her sisters finish their studies. According to guidance counsellor's result of intelligence of case , is below average.

### Summary:

Case H, is a shy type of person , but a hardworking one. She is aloof to communicate with her classmates because of the feeling that she is isolated when she is with the group. It is the reason why she don't want to stay in school during her vacant period. Hanging outside the campus, playing computer games during vacant period is what case H. is doing in order not to be upset to the attitude shown by her classmates. She can be trusted and hardworking, attitude case H possesses. Her capital in reaching her goal in life. It is found out in this study that case H experienced of being isolated from the group which hinder her desire to participate in academic exercises. In order to improve her self-esteem of case H, boost her self-esteem. Let her feel of being capable of receiving love from others around her. Positive self-esteem comes in through important influence of teacher dispositions.

### Case I:

She wanted to finish her studies. However, **Case I** felt tired of going to school sometimes because she admit that sometimes she's lazy in studying her lessons. She really tries her best to finish her studies since she is really affected seeing her parents worrying where to look for money for her allowance and also when somebody is putting her down. She wanted that someday her father will no longer work under the heat of the sun. **Case I** said that she usually listens to music

if ever she will study at home. She said that she is doing her assignment and project a night before the deadline. In school, she usually do texting, talks and hang outs with her friends.

*“Kon examination na lang ako nagabukad ka notes ko.  
Na scan ko lang ang notes ko sa mga pointers nga ginakopya  
ko sa mga klasmits ko para may isulat ako sa time  
nga may exam.”* (I open my notes, scan the pointers given  
by my classmates in order to have answers in my exam.

Case I, intelligent quotient, is below average.

#### Summary:

Poverty is not a hindrance to success, especially in reaching your goal in life. Although Case I, felt tired in going to school sometimes she really tries to finish his studies in order to look for a job that could be a great help to her parents. She admits that sometimes she is lazy to study her lessons, but when she saw her parents doing working under the heat of the sun, motivates her not to quit. It is recommended that case I need motivation to pursue her studies. Patience, determination and perseverance are attitude case I must possess in order to attain her goal in life. Going to direction of improving their quality of life in the sense that she will no longer experience what her parents have experienced.

#### Case J:

**Case J** is an adopted daughter in the family. Even though she is an adopted daughter in the family but still her parents love and pampered her so much. They gave whatever Case J wants that's why sometimes she abused her parents for the love they gave to her. Case J is a boyish type and a talented person that why every time there is a school program at school she always presented herself to sing and dance. Case J, was used to listen to the music while studying. She works her homework and also her assignment together with her friends and submit it on time. Sweeping the floor, washes the dishes, watching TV after working and going around somewhere else are the usual activities at home of case J. Most often, Case J hang-outs with her friends outside the campus when there's no class, eats at the cafeteria, sits in the study shed or watches movie in the lap top during break time.

*“Kinahanglan gid ang pagdisiplina sa kaugalingon, respeto,  
tiyaga kag pangamuyo para mabuligan ma-improve ang  
kaugalingon.”* (We need to discipline and respect  
ourselves, have patience and pray so that you can  
improve yourself in all aspects).

She added that her positive outlook in in life is to finish her studies, look for a stable job, in order to help the people who take care of her. Trust is the magic word that she needs from her parents. Below average is the intelligent quotient of case J.

#### Summary:

Self-respect, patience are the values or attitude that **Case J** possesses in order to improve oneself in all aspects. **Case J** positive outlook in life is to finished her studies, look for a stable job and repay the people who take care of her. Case J, experienced low self-esteem if the adopted parents don't trust her. She is always asking the guidance of Almighty for whatever she does in her everyday undertaking. Encouragement, motivation and be a positive thinker are recommendation for case J. She must learn to accept and love herself. To be successful in academic performance, one must discipline herself. Teacher dispositions and school climate influence in the development of a positive sense of self.

#### Summary:

Students are less motivated and have low self-esteem that hinders decision to participate in an academic exercises. Students have difficulty in their studies that affect their academic achievement. An achieving one's goal in life is not easy for every individual motivation is of great help in developing a positive self-esteem. Positive attitudes in all agents of life in order to cope up for the challenges encountered. Boost the self-esteem. Let them feel of being capable of receiving love

from others around them. The school climate and important influence of teachers are great factors for students to have a positive self-esteem to continue aiming for education without counting their sacrifices they experienced. Disciplining ones self, what are the work priorities, know how to manage time for studying are the factors that can improved students study habits.

### USUAL ACTIVITIES OF NON-PERFORMING STUDENTS AT HOME AND IN SCHOOL

Usual activity done at **home** which is the top most is doing household chores. Out of 10 participants five of them are doing these activity done by **Case A, F, H, I and J**. These are the daily routine of these participants which resulted to poor study habits.

Case A, D, and E whose usual activity at home is to take care of their old grandfather, while Case F is taking care of her sick mother, Case C is taking care of the child of her sister. These participants cannot work their assignment or homework because they need to take care of their grandfather to help their parents who are looking for their needs. Same also with case E whose sister is the one helping her mother pay her tuition fee. These participants are tired already which resulted to poor academic performance.

The home shapes the initial attitudes that students hold towards learning. In home where curiosity, questions, and exploration are encouraged, students are given the message that education is worthwhile and personally satisfying. The students are more likely to take the risks that inherent in academically challenging pursuits. On the other hand, in home where learning is not encouraged, students are given the message that education is of little value and they lack the competency and ability to learn. Students need to feel that their parents value learning. The parents must show to their children that academic exploration is worthwhile and education is important, and they likely to develop similar attitudes. So help them s are doing to value education and sparks their curiosity about everything. Students who are not afraid to fail are more willing to accept scholastic challenges and less to sabotage their own academic efforts.

Next usual activity at home is watching television done by **Case A, B, I, and J** or four participants are doing their activity out of 10 participants.

*I am listening to the radio, do texting, watches tv, or lie down in my bed and thinks about whatever things that comes in her mind.*

The notion of family involvement now a days is focused only in school involvement—the kind of involvement that requires parents and guardians to visit their students in schools or classrooms. While it is true that low-income parents and guardians are less likely to participate in this kind of “involvement” (National Center for Education Statistics, 2005), they engage in home-based involvement strategies, such as encouraging children to read and limiting television watching, more frequently than their welfare counterparts (Lee & Bowen, 2006).

*“Failure ako sa iban ko nga subjects kay ga-absent ako kay naga-atipan kay nanay ilabi na gid sang naospital sya”. (I have failing grades to some of my subjects because of my absences due to taking care of my mother especially when she was hospitalized,” she continued).*

The most popular measure of parental attitudes about education, particularly among teachers, is “family involvement” (Jeynes, 2011). This stands to reason, as research consistently confirms a correlation between family involvement and school achievement (Lee & Bowen, 2006; Oyserman, Brickman, & Rhodes, 2007).

The usual activities in **school** which is the topmost activities done **by Case A, C, D, and G** is doing their assignment or homework in school. Out of 10 participants four are doing this usual activities in school instead at home. These four participants has limited time to do their assignment, homework and projects because they are already tired working.

*“Kon sa skul na ako, ginaobra namon ang tesis namon, nagadiskusyon kami nga grupo sang amon leksyon kon oras na sang laboratory namon.*

*Kon kaisa gaobra sang homework diri sa skul. Naga entra man sa mga aktibidades ka skul kag kon kaisa galagaw lagaw o maglibot-ibot man kon wala klase kon tigpalanyaga” said case E.* (In school according to him, his usual activities are doing their thesis, discussed with the group about their lesson during laboratory hour, sometimes do their homework, participate in school activities and sometimes hanging around during free time or lunch break).

Eating in the canteen during vacant period are usual activities of **Case A, B, and J**. While sleeping in the Gazebo are usual activity of Case A and E during lunch time. Usually, Case A, B and J, hang out outside during lunch break and go back at the campus to attend to the next period.

In school, oftentimes Case B, hang outs with her friends outside the school if there is no class for a certain subject, but see to it to go back at the campus to attend the next period. *“Gagwa man lang kami kon wala klase”*(We only go out if there is no class ended), by Case B.

**Case F and J** play video tapes to entertained themselves during vacant period using their laptops. Only Case D and J read books during their vacant period.

Institutional factors matter at least as much as individual characteristics, and schools have much greater “holding power” than others. The school characteristics that boost “ holding power” have to categories a supportive environments and academic challenge. Academic challenge play a big role in the achievements of the students. Schools should do a better job by providing the students with the academic support they need .

*I am seldom attending school activities and I am afraid attending classes although that kind of instructor is good but because of low grades given to me.*

Students want to go to school and learn things (Snyder 2003). Students mirror their teacher’s attitudes. If teachers believe that their students can learn, their students are more likely to trust in themselves and their abilities. Such teacher assign challenging, meaningful, and achievable tasks that promote motivation and link effort success. Just as with the individual risk factors, certain school characteristics that are “alterable”, such as curriculum and teacher-student relationship, turn out to have a much bigger impact on school completion than other factors that educators would be unable to change, such as the demographic makeup of the student body and whether a school is a public or private (Lee and Burkam 2003).

### Summary:

The top most usual activities done by the students at home is doing the household chores and watching Television is the second which resulted to poor study habits. This students are tired already doing their daily routine activity at home in which they cannot already work their assignment which resulted to poor academic performance. The home shapes the initial attitudes that students hold towards learning.

Students need to feel that their parents value learning. The parents must show to their students that their academic exploration is worthwhile and education is important.

Family involvement is the most popular measure of parental attitudes about education particularly. Among teachers or correlation between family involvement and school achievement.

In school, the top most activity done by the students is doing their assignment instead of doing it at home because of the limited time to do it at home. Together with their classmates they worked their assignments while eating at the canteen which is the second top most usual activities in school.

Institutional factors matters atleast as much as individual characteristics, and schools have much greater “ holding power” than others. School characteristics that boost “holding power” have to categorize a supportive environment and academic challenge which plays a role in the academic achievement of the students. Such teacher assign challenging, meaningful

and achievable tasks that promote motivation and link efforts success. Curriculum and teacher-student relationship have a much bigger impact on school completion than other factors.

## 7. CROSS-CASE ANALYSIS

The investigator has conducted 10 cases of non-performing students. They were interviewed through the interview-guide questions. The investigator enumerated the following variables; such as academic performance, intelligence quotient, study habits, attitude and habits, self-esteem, socio-economic status and family background. In terms of their academic performance, 8 participants are below average and 2 participants belong to average performer. Out of 10 cases, 8 cases got 73 which is equivalent to below average. Only two cases got 77 which is equivalent to average. All of the cases have poor study habits. Only case A and case B have positive attitude and habits and 8 cases have negative attitude. All of the cases experience low self-esteem. In terms of their socio-economic, 3 belong to the middle class family income and the rest of the participants belong to low income family. For their family background, 7 are laborers, 1 self-employed, and 2 are employed.

The study reveals that all of these variables are reasons why they are not performing well in school.

This implies that factors like intelligence quotient, study habits, attitude and habits, self-esteem, socio-economic status and usual activities at home and in school greatly influenced, the academic performance of the students.

**Table 1 Cross-Case Analysis**

Case	Variables							Remarks
	Academic Performance	IQ	Study Habits	Attitude & Habits	Self-Esteem	Socio-Economic Status	Family Background	
A	73	Below average	Poor	Positive	Low	Low income	laborer	Working in the farm
B	77	average	Poor	Positive	Low	Low income	laborer	Laundry Woman/broken home
C	73	Below Average	Poor	Negative	Low	Low Income	laborer	STL agent
D	73	Below average	Poor	Negative	Low	Low income	laborer	Construction worker
E	73	Below average	Poor	Negative	Low	Middle Class	Self-Employed	Business man/Obesity
F	77	Average	Poor	Negative	Low	Middle Class	Employed	Seaman/broken home
G	73	Below Average	Poor	Negative	Low	Low Income	laborer	Trisikad driver
H	73	Below Average	Poor	Negative	Low	Low income	laborer	Working in the farm
I	73	Below Average	Poor	Negative	Low	Low Income	laborer	Trisikad driver
J	73	Below Average	Poor	Negative	Low	Middle Class	employed	Teacher/Farmer

### HECHANOVA'S SOCIAL COGNITIVE THEORY:

This chapter presents the theory that the researcher developed based on the intercontinental review of related literature and studies, results of the study through the interview conducted by the researcher with the participants. The theory development scheme used in this investigation is developed by the researcher based on the literature reviewed and on the

methodology used by the researcher, which is a case study. The theory development scheme in this investigation adopted the social cognitive learning theory of Pajares (2002). The cognitive learning theory explains why the brain is the most incredible network of information processing and interpretation in the body as we learn things. Learning means to think using the brain. The theory explain mental processes as they are influenced by both intrinsic and extrinsic factors, which eventually bring about learning in an individual. Cognitive Learning Theory implies that different processes concerning learning can be explained by analysing the mental processes first. With effective cognitive processes, learning is easier and new information can be stored in the memory for a long time. Three variables are involved in the Social Cognitive theory which are behavioural factors, environmental factors (extrinsic), personal factors (intrinsic). The three variables in Social Cognitive Theory are said to be interrelated with each other, causing learning to occur. An individual's personal experience can converge with behavioural determinants and the environmental factors.

The Cognitive Behavioral Theory describes the role of cognition (knowing) to determining and predicting the behavioural patter of an individual. This theory was developed by Aaron Beck. The Cognitive Behavioral Theory says that individuals tend to form self-concepts that affect the behaviour they display. These concepts can be positive or negative and can be affected by a person's environment.

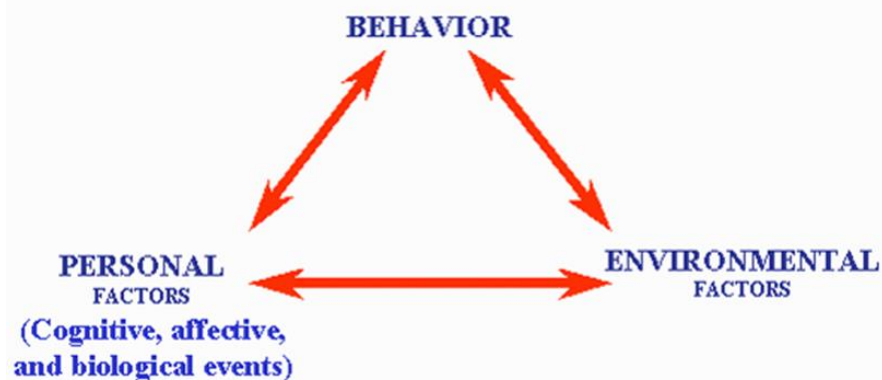


Figure 1. Conceptual model of social cognitive theory and of self-efficacy

Specifically, this chapter is composed of social cognitive theory which is interrelated with each other causing learning to occur personal experiences of an individual can converge with the behavioural determinans and the environmental factors.

## 8. PROPOSITIONS AND PROOFS

**Proposition 1:** Intelligence Quotient has a great influence on the academic performance of the learners.

**Proof:** Students have difficulty in their studies that affect their academic achievement. It simply the study habits and attitudes that ultimately bring about the desire performance and not student's inner desire or motivation. Similar to how motivation interacts with ability to influence academic performance, one can infer that study habits and attitudes interact with the ability to influence student's performance. Some students fail not because they lack ability but because they do not have adequate study skills. Students who have difficulty in their studies frequently do not have adequate study habits that affect their academic achievement. Many of these non-performing students had not learned how to take effective notes to manage time for studying. Efficient and effective study habits are associated with a favourable attitude towards learning. As cited by Otto (1978), beliefs in the value of intellectual pursuits and in the importance of education and positively related to academic performance. An important aspects of a student's attitude toward education in the value he sees in what he has to learn. In the study of Sarwan et.al (2010), it was discovered that a significant relationship between student attitudes and academic performance exists. To be successful in academic performance is to discipline yourself and decide what are the work priorities and organize both work and leisure activities.

**Proposition 2.** Study habits can enhance academic performance.

**Proof:** Student's academic performance has important place in education as well as in the learning process. Non-performing students have no time for their studies since most of their time is working household chores at home and working during weekends to have their allowance for the entire week. Frequent absences in school, due to student labor leads to school failure that eventually causes a student, drop out of school are common academic problems among non-

performing students. This is actually one of the problem of the professor. They have been doing ways on how to address this problem but it can never be eradicated. Usually, the professor would end up calling for student's parents, who normally do not respond. Non-performing students lack parental support because most of their parents do not realize the importance of education and besides they are busy looking for their basic needs and allowances. Low achievement is closely correlated with lack of resources, and numerous studies have documented the correlation between low socio-economic status and low achievement (Lacour & Tissington 2011). Several strategies exist to assist teachers in closing the poverty achievement gap for students (Asikhia, 2010). Students from low income families consistently, regardless of ethnicity or race, score well below average (Bergeson, 2006).

**Proposition 3.** The lower the self-esteem of the students, the lower is the academic performance.

**Proof:** Most of the students are ashamed to participate in the school activities and they only read their notes at night and before the examination time. Sometimes they feel nervous that they can't pass for they know that they do not review their notes because they are tired for their whole day activity. Despite the hardship that they experience, non-performing students dream to finish college and get a decent job. This is interesting because despite their situations, students never run out of hope because their inspiration in life is to get out from poverty, and family financial condition will be alleviated. Self-esteem has an important role to play in one's academic achievement and also to one's self-confidence. If the self-esteem is low then it hinders the person's decision to participate in an academic exercise. In order to improve the self-esteem of this non-performing student is to boost their self-esteem in order to improve their performance. Students really appreciate if they feel that they are loved and being capable to be loved. A student must learn to accept and love himself, and also feel capable of receiving love from others around him. This is the starting point of self-confidence for himself. In fact self-efficacy comes in to play. This is certainly a fine line between self-confidence and self-esteem. Some research supports the view that academically self-confident students believe in more specific things, their ability to complete a set of tasks. For instance people with high self-esteem feel more generally "loved and capable". A positive self-esteem has been viewed as a desirable attribute for students, and therefore, studies investigating self-esteem measures often note the important influence of teacher dispositions (Helm 2007) and school climate (Scott 1999) in the development of a positive sense of self.

**Proposition 4.** Socio-economic status has an influence on the academic performance.

**Proof:** Family income has large effects on some of the student's ability and achievement measures, but large effects on some of the student's ability and achievement measures, behaviour, mental health, or physical health measures represented by the dozen development studies (Willms 1999).

Low income parents are often overwhelmed by diminished self-esteem, depression, and a sense of powerlessness and inability to feel things that may get passed along their children in the form of insufficient, nurturing, negativity, and a general failure to focus on children's need. In a study of emotional problems of children of single mothers (Keegan-Eamon and Zuehl 2001) found that the stress of poverty increases depression rates among mothers, which results in an increased use of physical punishment. Children themselves are also susceptible to depression: research shows that poverty is a major predictor of teenage depression (Denny, Clark, Fleming, & Wall, 2004).

**Proposition 5:** The family background of a student has bearing on his academic performance.

**Proof:** Family background influences student's educational experiences and successes, the association between family background and cognitive performance at the point where students enter school has received less empirical scrutiny. Family structure and education have association with each other since socio-economic status is quite strongly related to cognitive skills. Virtually all researchers agree that social background factors are associated with school success. Moreover, there is general agreement that social stratification in educational outcomes increases as children move through school (Entwisle et al. 1997; Phillips, Crouse, and Ralph 1998).

**Proposition 6:** Students with positive attitude towards schooling has probability to improve their academic performance.

**Proof:** Study skills refers to the student's knowledge of appropriate study strategies and methods and ability to manage time and other resources to meet the demands of the academic tasks. Study habits typically denotes the degree to which the student engages in regular acts of studying that are characterized by appropriate studying routines occurring in an environment that is conducive to studying. Study attitudes is usually used to refer to student's acceptance and approval of the broader goals of a college education. (Crede et. 2010)

## 9. THEORY DEVELOPED

The lives of the non-performing students depend upon their socio-economic and family background which are considered as a factor in their academic performance. As the saying goes, “that poverty is not a hindrance to success”, is true to these kind of students. They aim high and dream high but because of poverty, they encountered many challenges and depression which are hindrances for being a performer but since their dreams is higher than their status in life they have to think of achieving their goals because it is only through these that they can be alleviated from poverty.

Hechanova’s theory shown in Figure 2 is drawn based on the results of the study. The model highlights the three essential aspects that influence non-performing students namely: the brain, the self, and the environment. These three aspects are interrelated that influence non-performing students.

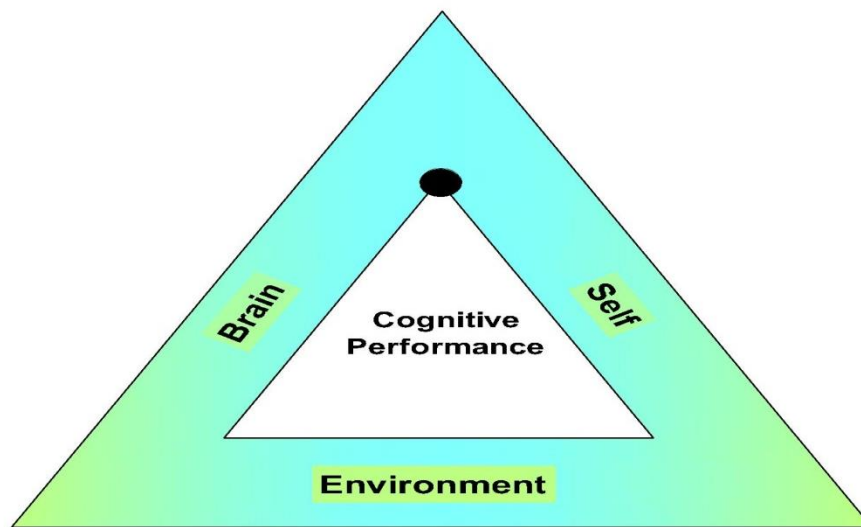


Figure 2. Hechanova’s Theory

The brain, the self, and the environment is a triad that affect cognitive performance. In this theory, the brain is represented by the intelligence quotient. Environmental factors are composed of socio-economic and family background, while the self as a factor for cognitive performance are made up of study habits, attitude and self-esteem. All these factors and their sub-elements are integral in the cognitive performance of the learners.

### TENTATIVE HYPOTHESIS

Based on the qualitative data derived from the results of the data, the tentative hypotheses were formed. These hypotheses were drawn out of the four factors that make up a non-performing students: Hypothesis 1 represents the low academic performance; Hypothesis 2 represents the study habits; Hypothesis 3 represents the self-esteem and Hypothesis 4 represents family background.

- Hypothesis 1** Students showed low academic performance which affect the learning process of each individual.
- Hypothesis 2** Students study habits exude the following time management, attitudes and skills.
- Hypothesis 3** Aloof to others, and feeling isolated are characteristics felt by the non-performing students.
- Hypothesis 4** Low income family affects the academic performance of the students.
- Hypothesis 5** Family background has a great influence in the lives of the non-performing students.
- Hypothesis 6** Students strong determination helped achieve their goals in life.

### Reflection:

“Education’s purpose is to replace an empty mind with an open one.”

Nobody can ever replace the vital role teachers play in our society. The teachers’ inspiration is the future of the students. What keeps them going is their commitment and dedication.



It is the fulfilment when they see their students march and go on to be successful. Teachers are human beings who are capable of loving and caring. Teachers humanize people without considering compensation. They are the instrument of the Lord to make a difference in many people's lives. There is nothing wrong in change if it is the right direction.

Students sometimes make wrong choices. They make enormous mistakes. Learn from their mistakes are the best teachers. Parents will always there to correct their mistakes in order to make them better person.

Knowing the lived experiences of non-performing students, teaches me to learn caution by the mis fortune of other especially being a teacher who is the secondary parent of these students and play a great role in molding them to become a good citizen of our country. I am really touched upon knowing their sad experiences and sacrifices in life. In spite of the obstacles or hindrances that happened in their life still, they stood up and become more determined to finish their studies. It is hope that instill in their mind, their capital to reach their goals in life. "Think positive is their motto" because it also happens in my life.

I salute to this kind of character. According to Dero Peder, character is mirrored from your behaviour, speed, beliefs and conversations and it becomes more defined with age and experience. The sad experiences of these students are strong foundation for them to reach their goals in life, no matter what happened.

The researcher who is the second mother, was challenged and plays a great role on how to motivate and mold these kind of students to better students in general especially about their study habits, boost their self-esteem and motivate them to continue their positive outlook in life, to change them in the right direction.

It is a challenge on the part of the researcher to draw out the best images to the students in order for them to motivate to speak and participate especially the slow learner. Upon knowing their lives and experiences at home, motivates the researcher to create or do something to trigger the motion. By strengthening the relationship with their family and their environment especially their peers, exchanging ideas and concerns existing in and out of the classroom, can really find solutions to the problems to these kind of students. Parents, teachers, and community must go hand in hand and collaborate for the good of everyone.

Education starts at home. Parents had great part in molding and guiding their children into the right path or direction. Thus entry in the family is a strong foundation. It is said that family that prays together stays together. They don't forget to ask the help from Almighty when they are in troubles. They have faith in God. Leadership must be strong in every family especially to the parents. Teachers role must be substantial to the needs of the students. A teacher who is committed to his profession, loves his work and sensitive to the needs of her clientele. She fully understands her students and provide interventions suited to the learners.

I remember the song which relate to myself. "Life can be so empty when nobody cares. Life can be so lonely when nobody shares. But if man gives himself to help other men and the spirit of God will live within," things are possible if you love your work.

## 10. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, the conclusions and recommendation based from the narratives and findings made by the researcher.

### Summary of Findings:

All non-performing students have poor academic performance. Psychological measures like study habits and attitudes, self-esteem are greatly influence the academic performance of the students. Non-performing students are less motivated and have low self esteem. Belonging to the low income family, being aloof and isolated to others greatly influence the self-esteem of the students. Time management of the students was not properly managed which influence their study habits, attitude and skills.

### Conclusion:

The lives of the non-performing students depend upon their socio-economic and family background which are considered as a factor in their academic performance. As the saying goes, "that poverty is not a hindrance to success", is true to these kind of students. They aim high and dream high but because of poverty, they encountered many challenges and depression which are hindrances for being a performer but since their dreams is higher than their status in life they have to think of achieving their goals because it is only through these that they can be alleviated from poverty.

**Recommendation:**

Recommendations are based on the results of the study. Based on the consistent evidence of the non-performing students on the educational outcomes, the institution must determine their student characteristics and needs, set priorities among these areas of need, identify available resources, evaluate a variety of successful programs, and implement a formal, comprehensive wholesome activities that best meet their institutional goals.

School counsellors work with collaboration with the entire community and are committed to the educational development of all students. The school counsellor is a key to “ go to” students and staff support services professional. Services provided by school counsellor address the three domains. For academic planning, the school counsellors work closely with students to plan their course of studies, to support their school performance, to review progress, to set academic goals as well as to implement academic intervention, communicate with families on an on-going basis to provide updates on student achievement and attendance, as well as to recognize successes. For personal and social development, the school counsellors focus on the whole development of students, facilitate social/emotional learning opportunities, connect student to activities and electives based on their interest, build home-school-community alliances and provide on-going individualize attention to ensure students success. School counsellors facilitate individual and group counselling as well as crisis intervention counselling as needed.

The school counsellor helped students understand their strength and talent, and how these abilities can be utilize in various college major and careers, facilitate school wide activities and guidance lesson related to post-secondary planning, aid students in the college admission process. This belongs to the domain of career and post-secondary development.

Specifically the guidance counsellor must have the following duties and responsibilities for individual student academic planning, helping the school Head of Instruction identify and resolved student issues, needs and problems, advocating for students individual education plan meeting, student study teams and school attendance review board, providing counselling to students who are tardy or absent, interpreting students records, and collaborating with teachers to present school counselling for curriculum lessons.

With these, it is recommended that the administration, teachers, parents and performing students should work hand in hand to motivate these non-performing students to become productive in their own wright.

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