

Teachers' Perceptions on the Effects of Pandemic to the Academic Performance of Learners

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Abstract- This study aimed to evaluate the perceptions of the selected teachers of Pualas National High School on the effect of COVID-19 pandemic to the academic performance of their learners in the school years 2021-2022. The descriptive research method was used in gathering the data needed information for this study. The survey questionnaire was utilized to collect and gather data. Thematic analysis was used to determine the significant themes from the respondents' response. The data analysis revealed that the ages of the teachers are in the range of 26 to 35 years old, and majority of them are females., married and college graduated, 1 to 10 years in service, handling English subject and mostly have monthly income of Php 20,000.00 to 30,000.00. based on the teachers' perceptions, respondent-teachers agreed that COVID-19 pandemic affected the academic performance of the learners, in terms of earners' learning skills, parental background and social economic status, peer influences, and teachers' quality. Moreover, teachers justified that the effect of pandemic on the academic performance of their learners are highly affected in lack of interest in learning in terms of learners' learning skills, while family income is the learners' problem in submitting school requirement, most peer groups time are consumed in social media and playing online games that affect their concentration in schooling, and lack of learning facilities and resources and poor accessibility to computer as a result of delay of producing modules are the most affected in terms of parental background/social economic status, peer influence and teachers' quality. Hence, it implied that the academic performance of the learners was affected by the pandemic mostly in terms of learners' learning skills.

Indexed Terms- Teachers' Perception, Pandemic, Academic Performance

I. INTRODUCTION

In early 2020, the COVID-19 pandemic surge and caused severe disruption to everyday life of individuals. As one of the several measures taken to prevent the spread of virus, government closed schools for several months. The shutdown of schools, compounded by the associated public health and economic crises, poses major challenges to our students and their teachers. Our public education system was not built nor prepared to cope with a situation like this. We lack the structures to sustain effective teaching and learning during the shutdown and failed to provide the safety net supports that many children received in school. The fights against the threats of COVID-19 pandemic suffered profound effects impacts on almost all sectors in the human race. These have resulted in the widespread disruption such as travel restrictions, closure of schools, global economic recession, political conflicts, racism, and misinformation and controversies.

One of the most affected is the educational sectors. Most countries around the world have temporary closed educational institutions to contain the spread of the COVID-19 pandemic and reduce infections. Apparently, the public schools of Lanao del Sur is one of affected for temporary closure. The closure of all its schools bring challenges to both teachers and learners to overcome alterative way of teaching such as distance mobile learning and modular distance learning. Some of the problems encountered during the implementation are lack of internet connection and actual activities due to the absence of face-to-face. In other words, it also brings great impact on

the academic performance of the students. Some problems might affect their performance to become less participative and result of low academic performance compared to previous years before pandemic. Similarly, secondary schools of Pualas faced the same problems as other schools in the province. This is the main reason why the researcher is determining to identify the perceptions of every teacher from different secondary schools of Pualas about the effect of COVID-19 pandemic to the academic performance of their learners.

II. METHODOLOGY

This section present the research design and statistical tools used by the researcher. This study applied descriptive research design. The design was used to provide a detailed and accurate picture of the characteristics and behaviors of the particular subject of the study. Due to the time constraints, the researchers used survey-questionnaire as primary tool of the study and it is believed to be fast, efficient and inexpensive means of gathering information and very effective for measuring the respondents' perceptions on the effect of pandemic to the academic performance of the learners of Pualas Secondary High Schools.

The research was conducted into three secondary schools of Pualas, Lanao del Sur, namely: Pualas National High School, Danugan National High School and Mauna Memorial National High School. A total of sixty (60) teacher-respondents of the study. A survey-questionnaire was administered to the respondents which contained of two parts, the part one is the respondents' socio-demographic profile such are: age, sex, civil status, highest educational attainment, length of service, subject handled and monthly salary, while part two, the teachers' perceptions on the effect of pandemic to the academic performance of the learners. The part two will be answered through three-point Likert scale. Moreover, the statistical tools used were frequency and distribution, weighted mean and rank method as data analysis procedure with the help of professional statistician to help interpreting the results.

III. RESULTS AND DISCUSSION

The problem number results were twenty-seven (27%) or 45% of the respondents age ranged from 26 to 35 years old, eighteen (18) or 30% ranged from 36 to 45 years old, eight (8) or 13.3% ranged from 20 to 25 years old, and seven (7) or 11.7% of the age of respondents age from 45 and above. The results implied that this range of age is stage of adulthood were capable enough to responds accurately. Adulthood is the stage of understanding self-concepts and ideal concepts, emphasized interpersonal reactivity and obligation, self-expressiveness, and contempt toward particular ideologies. He added that adulthood is also correlated with cognitive, emotional and social abilities as a result of a complex maturation and interaction with the environment and possibly caused by brain maturation.

Surprisingly, fifty-one (51) or 85 % from the teacher-respondents were females. The result conveyed that female teachers outnumbered the male ones. And forty-two (42) or 70% from the total respondents were married. The results impart that respondents can contribute relevant ideas because of their experience, they can relate into different problems encountered. The findings suggest that marriage improved the teachers' self-efficacy in students' academic performance especially in classroom management because the married ones were seen to be as emotional stable, and having children make the teachers more tolerant and proficient in thinking. Moreover, among the respondents a total of forty-seven (47) or 78.3% were college graduate and thirteen (13) or 21.7% Master's degree graduates. This connotes that continuing education make teachers more confident, knowing that they have necessary skills, more prepared to any additional or new task and can manage problem-solving successfully. In addition, length of Service is very important. The results also showed that thirty-six (36) or 60% have served at least 1 to 10 years in service, and at least nineteen (19) or 31.7 % served 11 – 20 years and five (5) respondents served from 21 to 30 years. Results implied that majority of respondents has less experienced in teaching, however, they belong to the teachers who encountered the K-12 curriculum which currently used. This curriculum believed to be the enlighten students. This mean that

those students are bright and enough to perceived certain situation. Moreover, English ranked one, as more teachers taught it, at least 16.7%, followed by science, 15%, mathematics and Filipino, 13.3% and Aralin Panlipunan, Technology and Livelihood Education, and Music, Arts and Physical Education, 10% each and Edukasyon sa Pagpapakatao, 6.7% and finally, Arabic is 3%. Results conveyed that having more teachers in English is necessary since it is one of the major subject and one of the medium of instructions used. Finally, the findings indicated that 88.3% of teacher-respondents earned at least 20,000.00 to 30, 000.00 pesos. This is expected since majority of them where newly hired and served 1 to 10 years.

On the perceptions of teachers on the effect of pandemic on the academic performance of the students in terms of learners’ learning skills, parental background or social economic status, peer influence and teachers’ quality, based on the over-all results, the teacher-respondents strongly agreed that COVID-19 pandemic affected their students’ academic performance.

Table 1. Teachers’ Perceptions on Learners’ Learning Skills

Indicators	Weighted Mean	Descriptive Rating	Rank
Lack of motivation for learning from parents.	2.30	Agree	4
Low Enthusiasm	2.37	Strongly Agree	2.5
Lack of interest in learning.	2.50	Strongly Agree	1
Poor Learning mentally	2.37	Strongly Agree	2.5
Environment is not conducive for learners	2.18	Agree	5
Average	2.34	Strongly Agree	

Legend: 2.34 – 3.00 Strongly Agree, 1.67 - 2.33

Agree, 1.00 – 1.66 Disagree

The results on Teachers’ Perceptions on Learners’ Learning Skills implies that learners’ learning skills were highly affected by the pandemic. The COVID-19 pandemic process has social and psychological effects on students in the issue of boredom, decreased sense of belonging to the school, lack of interaction, loss of motivation and digital dependency. The results of results also connote that the level of academic performance of the students is likely to drop for the classes held for both year and examination and internal examination due to reduced contact hours for learners and lack of consultation with teachers when facing difficulties in learning understanding.

As shown in the table 2, the respondents have agreed response to the given indicators. Family income is the most common learners’ problem in submitting school requirements based on the average rate, respondents have agreed response in terms of parental background. The results conveyed that parental background affects the performance of the students. It was supported by the study of Wang (2023), that students struggle with studying and parents were lack of knowledge to guide their children in their academic. Additionally, parents;

Table 2. Teachers’ Perceptions on Parental Socio-Economic Status

Indicators	Weighted Mean	Descriptive Rating	Rank
Parents’ education often affect learners’ interest in schooling.	2.25	Agree	3.5
Family income is the learners’ problem in submitting school requirement.	2.33	Agree	1

Stability of home life is well done by the parents.	2.25	Agree	3.5
Quality of learners' care is not practice at home.	2.27	Agree	2
The number of family members at home makes learners studying habits disturb.	2.17	Agree	5
Average	2.25	Agree	

Legend: 2.34 – 3.00 Strongly Agree, 1.67 - 2.33 Agree, 1.00 – 1.66 Disagree

educational background may sound off but let's face the reality that not all parents are well equipped with proper education that would affect the performance of their children in school. According to Namkung, et.al. (2020), their finding indicated that due to digital divide and many other factors cause by pandemic, these children are most likely to lose more substantial learning time, and their families are also most likely to experience compounded stresses such job loss, the loss of health care, the lack of paid sick leave, the lack of child care and the need to work on site in essential jobs that put them at risk.

Likewise, based on the results, the teachers' perceptions on peer influence suggest that most peer groups time are consumed in social media and playing online games can affect their concentration in schooling and length of time in non-academic activities are increasing was strongly agree by the respondents. As shown from table 3, the findings indicated that peer influence affects the performance of the students. The results further implied that indicators lack of sharing knowledge between peer groups and lack of coordination and participation in a peer groups also perceived as "agree", denotes that peer influence plays vital role in increasing student participation, collaboration, and critical thinking. On the other hand, negative peer influence can lead to disengagement and a lack of involvement.

Moreover, teacher perceptions refer to the beliefs and attitudes that teachers hold regarding teachers' perceptions on teachers' quality in teaching influenced by factors such as identity, context, and professional outcomes. Surprisingly, teachers face problems in the COVID-19 pandemic such as lack of opportunities, network and internet use, planning, implementation and evaluation of learning and collaboration with parents. Table 4 shows that poor flexibility and adaptation of the teacher in the new normal is not a problem, since during pandemic teachers started to shift on the new methods of teaching during this time, while, insufficient training and workshop on distance learning and poor accessibility to computer as a result of delay in producing modules is problems because of lack of financial assistance and the availability of funds to purchase abruptly the needed materials took time. Likewise lack of preparation in the implementation and lack of learning facilities and resources is a problem also because of funding.

The results also conveyed that there were various indicators that influence the teachers' perceptions on academic performance of learners during pandemic. Table 5 presents that learners' learning skills strongly affected during pandemic and teachers' quality seemed a problem because of lack of resources and peer influence also affects the academic performance of students, according to Wang, et. Al. (2023) the COVID-19 pandemic sets specific circumstances that may accelerate academic procrastination behavior of students. Career calling is a protective factor that fights against academic procrastination and may further improve students' mental health and academic achievement.

Table 3. Teachers' Perceptions on Peer Influence

Indicators	Weighted Mean	Descriptive Rating	Rank
Most peer groups time are consumed in social media and playing online games can affect their	2.47	Strongly Agree	1

concentration in schooling.			
Length of time in non-academic activities are increasing.	2.40	Strongly Agree	2
Lack of sharing knowledge between peer groups.	2.17	Agree	3.5
Isolation of the learner to other peers might lessen his/her communication skills and socialization.	2.03	Agree	5
Lack of coordination and participation in a peer groups.	2.17	Agree	3.5
Average	2.50	Agree	

Legend: 2.34 – 3.00 Strongly Agree, 1.67 - 2.33 Agree, 1.00 – 1.66 Disagree

Table 4. Teachers’ Perceptions on Teachers’ Quality in Teaching

Indicators	Weighted Mean	Descriptive Rating	Rank
Lack of learning facilities and resources.	2.27	Agree	1.5
Lack of Preparation in the implementation of distance learning.	2.23	Agree	4
Poor accessibility to computer as a result in delay of producing modules.	2.27	Agree	1.5
Insufficient training and workshop on	2.25	Agree	3

distance learning.			
Poor flexibility and adaptation of the teacher in the new normal.	2.15	Agree	5
Average	2.24	Agree	

Legend: 2.34 – 3.00 Strongly Agree, 1.67 - 2.33 Agree, 1.00 – 1.66 Disagree

Likewise, learners’ academic performance affected by the parental socio-economic status on their financial stability and education. During this times, students were having hard time doing school activities especially when the parent did not earned education because on this pandemic, the parents has to assist their children doing their modules and likewise, during online activities, parents has to spent an amount of money to enjoy the internet accessibility at home and if it is not available, it greatly influence the students’ academic performance like resulting in a lack of focus and interest due to distractions’ struggle due to lack of resources, and make it harder because of parental support and guidance.

Table 5. Teachers’ Perceptions on Academic Performance of Learners during Pandemic

Indicators	Weighted Mean	Descriptive Rating	Rank
Learners’ learning skills.	2.34	Strongly Agree	1
Parental Socio-economic Status.	2.25	Agree	4.5
Peer Influence.	2.25	Agree	4.5
teachers’ quality	2.24	Agree	3
Average	2.27	Agree	2

Legend: 2.34 – 3.00 Strongly Agree, 1.67 - 2.33 Agree, 1.00 – 1.66 Disagree

CONCLUSION

During COVID-19, the well-being of learners was greatly affected. Although many schools made efforts to provide during the COVID-19 pandemic per instruction form the Commission on Higher education and Department of Education to use, this disruption in education has been projected to result in a learning loss particularly propound for students from disadvantage backgrounds, leading to widening opportunity gaps. Teachers also reported greater impacts on instruction for the students from disadvantage background. The findings of the study conveyed that the higher academic performance achievement was associated with smaller impacts on students learning and delivery of instructions.

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