

**DIMINISHING PERSISTENCE OF HETEROGENEOUS ACADEMIC
ACHIEVERS INDUCED IN HOMOGENEOUS CLASS;
BASIS FOR SUPPORT SYSTEM DEVELOPMENT**

In partial Fulfillment of the
Requirements for the Course
Foundations of Education
In the Program
Master of Arts in Science Education
Southern Luzon State University, Lucban, Quezon, 4328 Philippines

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December 2018

Abstract

The purpose of this study is to determine the factors that affect the diminishing persistence of heterogeneous academic achievers when induced in homogenous class as basis for the development of a support system to address the scenario. Through two-phase interview method the respondents were subjected. After that, the results were analyzed qualitatively. It was found out that the average percentage consistency of the academic persistence of students streamed in homogenous class is only 33.33% and the respondents experienced hindrances which diminish their academic persistence in class, those of which are the intimidated feeling, low sense of belongingness, low self-esteem and peer-influence and/or motivation. Because of time constraints, a community of practice (COP) was just recommended to be developed for the issue under the system of the school-based management (SBM) which will discuss, formulate and structure the support system necessary as a solution to the diminishing persistence of heterogeneous academic achievers.

INTRODUCTION

Background of the Study

These days the Department of Education (DepEd) promotes and prefers heterogenous sectioning of classes than homogenous one. The reason is to avoid the stigma and stereotyping on students' academic performance on lower sections. With this, the number of academic proficient students varies from sections to sections. However, DepEd still allow schools to have one to several number of homogenous classes for special programs.

In some regular and/or ordinary public schools like Bukal Sur National High School (BSNHS), Candelaria, Quezon, 4323 Philippines it has been a consensus that students who excelled academically should be joined in one class alone. The moment students enter BSNHS in enrollment they are evaluated in their academic performance based on their average on their Form 138, card. Students with considerable high academic standing in their elementary grade are included in the first and only homogenous section. Yet, the section will not be a block class all throughout. At the end of every school year, learners who became with honors in the heterogenous sections in grades 7, 8 and 9 is ranked together with those ones in the pilot section. Then the first 40 students, 20 boys and 20 girls will be promoted to the first section in the succeeding grade level while those who obtain ranks lower than 20 for boys and girls respectively will be streamed to the heterogenous sections.

Students who came from the heterogenous sections when induced in the homogenous section of academically advanced students in the school experienced several challenges as the school year begin. Since they are mostly considered the new ones in the class, they are not that at ease and still feel frustrations to socialize with their other classmates in the first days of classes. Some even continued to feel such until the end of the academic year for severe cases. Most feel intimidated as they are surprised on the performances, attitudes and behavior of their classmates.

These are the several reasons why the included academic achievers from heterogenous classes experience difficulties to continue performing well in their classes.

Rationale of the Research

By learning the root cause of the students diminishing academic persistence, schools can develop and provide a support system for them. The support system will enable these students to continue their good performance in class. This is the very purpose of this research to determine and address the hindrances the heterogenous academic achievers faced when streamed in homogenous section which discourage them to continue their good academic performance.

Purpose of the Study

This research study aimed to identify the root causes of the diminishing persistence in the academic performance of heterogenous achievers induced in homogenous class with an end phase of developing a support system to address the hindrances.

Specifically, it sought to attain the following objectives:

1. Reveal the percentage consistency of the academic persistence of students streamed in homogenous class;
2. Determine the root cause of students diminishing academic persistence; and,
3. Develop a support system for these students.

Significance of Research

Determining the root cause of diminishing academic performance of the heterogenous achievers when induced in homogenous class and developing a support system would be beneficial to the following:

Students. By determining the common root cause of diminishing academic persistence among students, they would be able to be addressed by the school system by developing a support framework that would assist them in continuing their good performance academically.

Teachers. It would help the teachers to improve their teaching methodologies in terms of motivating students to continuously perform well ending up with them having good performance in their teaching as well.

School Administrators. School administrators will be able to address issues in terms of diminishing number of academic achievers. As they develop a support system they will not just make the heterogenous academic achievers continue performing well but also encourage non-achievers to perform better. With this, the school might have a good standing.

Future researchers. This study would bring significance as reference material to whoever would conduct related studies. The results of this study could be a stepping stone to develop other support system that would likewise address hindrances encountered by students which resulted to them being discouraged to continue their good performance.

REVIEW OF RELATED LITERATURE AND STUDIES

Theoretical Framework

Motivators

In educational research, the concept of achievement motivation, which is the tendency to pursue success and its benefits and to avoid failure and its negative effects, is a key concept related to academic outcomes (Busato, Prins, Elshout, & Hamaker, 2000). Elliot and Murayama (2008) utilized these motivations to predict exam performance among undergraduate students. Their results indicated that motivation to perform better than peers (need for achievement) was predicative of performing well on an exam, whereas motivation to avoid doing worse than peers (fear of failure) was negatively related to exam performance (Elliot and Murayama, 2008).

Cognitive Preferences and Self-Perceptions

Students' cognitive preferences and self-perceptions influence their reception of and responses to teachers' and peers' messages regarding self-determination and goals (Reeve, 1996). One important preference is the need for cognition, which refers to a

student's inclination for deep and thoughtful engagement and ill-structured problems (versus simple questions with "right" or easy answers) (Evans, Kirby, & Fabrigar, 2003; Forsterlee & Ho, 1999). Another important motivational self-perception is the student's perceived ability in the discipline (Reeve, 1996). Perceived ability refers to the student's self-evaluation of capacity to learn and do well in educational endeavours, and it can influence both motivational and achievement outcomes (Greene et al., 2004; Stevenson, Chen, & Lee, 1993; Wood & Bandura, 1989). Both of these individual characteristics may influence the way students interpret and respond to classroom environments and goal structures, and thus they are important factors to include with regard to motivation.

Self-Determination Theory

According to self-determination theory, students' motivation for academic performance varies in both strength (amount) and quality (nature), and both variations predict learning, achievement, and continuation to college (Deci & Ryan, 2002; Reeve, 1996). Self-determined, intrinsic motivation emerges from the learner's own needs and desires rather than from outside pressures (Deci & Ryan, 1987). It is this high-quality, intrinsic, self-determined motivation that most powerfully predicts positive school-related engagement and success (Hardre' & Reeve, 2003; Lau & Chan, 2003; Reeve, Bolt, & Cai, 1999; Vallerand, Fortier, & Guay, 1997). However, students are not all intrinsically motivated for all tasks or subjects. Students can increase their motivation towards learning of tasks and content through internalisation, the process of a student adopting increasing choice and value for learning, and ownership of the learning process (Reeve, Deci, & Ryan, 2004; Ryan & Connell, 1989). Internalisation is promoted through the support of three important student characteristics: autonomy, competence, and relatedness (Black & Deci, 2000; Ryan & Deci, 2000). Through internalization, a student becomes increasingly self-determined (versus other-determined or extrinsically pressured) (Deci, 1995; Reeve et al., 2004). Extensive work on self-determination has been done, primarily in the United States and Canada (for reviews, see Deci & Ryan, 2002; Reeve et al., 2004). Classroom and school environment can either support or reduce students' intrinsic and internalized motivation, through students' perceptions of teachers' and peers' influences and social cues (Deci & Ryan, 2002; Reeve, 1996; Reeve

et al., 2004). The positive effects of supporting self-determination have been demonstrated in at least one study in Hong Kong (Kember, Jenkins, & Ng, 2003).

Self-determination theory (SDT) is a macro motivational theory that builds on the classical distinction between intrinsic and extrinsic motivation (R. M. Ryan & E. L. Deci, 2000) and has been frequently used in research in educational contexts (C. P. Niemiec & R. M. Ryan). It is a multidimensional model that distinguishes between the quantity and quality of motivation (M. Vansteenkiste, E. Sierens, B. Soenens, K. Luyckx, & W. Lens, 2009; M. Vansteenkiste, W. Lens, & E. L. Deci, 2006). Regarding the quality of motivation, SDT makes a distinction between autonomous and controlled motivation. Students who are autonomously motivated for learning engage in learning behavior out of feelings of choice or volition. Underlying motives range from personal interest (internal regulation) or perceptions of value or relevance (Identified regulation). In contrast, in the case of controlled motivation, learning behavior is predominantly driven by feelings of pressure. These can originate from within students themselves through feelings of shame, pride, or guilt (interjected regulation), or they can be initiated by external pressures such as expectancies, rewards, or punishments (external regulation).

The quantity of motivation is incorporated in SDT through the concept of a motivation. Students who are motivated lack motivation altogether (R. Vallerand, L. Pelletier, M. Blais, N. Bri`ere, C. Sen`ecal, & E. Valli`eres, 1992). They are apathetic and have little concern for their studies. They will exhibit very few learning activities, and, when they do so, they seem to lack the ability to regulate their study behavior and predominantly make use of surface strategies (E. Deci & R. Ryan, 2002). This lack of motivation, according to SDT, partially stems from low capacity beliefs, related to low feelings of self-efficacy.

Research shows that students who are autonomously motivated persist longer, are better in organizing their learning activities, are more concentrated, engage in deeper learning, achieve higher grades, and feel better than students who are driven by controlled motivation (E. Deci & R. Ryan, 2002; C. P. Niemiec & R. M. Ryan, 2009, J. Reeve, R. Ryan, E. Deci, & H. Jang, 2007). A recent meta-analysis on the psychological correlates of GPA with university students generally confirmed these findings (M. Richardson, C. Abraham, & R. Bond, 2009). Across all incorporated studies,

intrinsic/autonomous motivation proved to be a small significant and positive correlate of GPA, while extrinsic/controlled motivation was not significantly associated with GPA. However, results are not always unequivocal. A study by Baker found neither autonomous motivation, controlled motivation, nor a motivation to be related to GPA with second-year university students (S. R. Baker, 2004). Some studies have used the relative autonomy index (RAI) as predictor. The RAI captures individuals' level of autonomous motivation relative to their level of controlled motivation or a motivation by adding weights to students' scores on specific motives and subsequently averaging these scores to obtain a single measurement of relative autonomous motivation (F. Guay, C. F. Ratelle, A. Roy, & D. Litalien, 2010). Higher scores on the RAI have found to be related to higher grades motivation (F. Guay, C. F. Ratelle, A. Roy, & D. Litalien, 2010)

Achievement Goal Theory

Just as self-determination is important to student motivation, so are students' goals. Both sets of characteristics help to explain the reasons why students engage (or fail to engage) in school-related tasks. According to achievement goal theory (Ames, 1992; Harackiewicz, Barron, Pintrich, Elliot, & Thrash, 2002), it is not only the strength but also the nature of students' academic goals that influence their approaches to learning opportunities and their consequent learning and achievement.

Social Influences

A wide range of social factors affect a student's ability to perform well in their courses. Perhaps the most immediate and relevant of these factors are the relationships that exist between students, their peers, and their instructors. Pursuit of educational goals while also seeking acceptance from peers is negatively correlated with GPA, especially amongst males, while desiring a positive relationship with faculty is positively correlated with GPA (Guiffrida, Lynch, Wall, & Abel, 2013). This effect may be due to the fact that those students who attend college, with the goal of relating to peers, do so at the expense of their academics (Guiffrida, Lynch, Wall, & Abel, 2013). Hoffman (2014) found that classroom interactions between faculty and students are more meaningful to the academic

context than interactions outside of the classroom. Student-faculty interactions benefit students by positively impacting motivation and academic success (Hoffman, 2014).

Furthermore, instructor-student relationships are powerful influences on classroom engagement, class participation, and lesson comprehension, all of which influence academic success (Turner, 2016). Wilson, Ryan, and Pugh (2010) examined the concept of professor-student rapport in relation to motivation, perceptions of learning, and self-reported grades using the Professor-Student Rapport Scale (PSRS). Rapport is defined as a “close or sympathetic relationship; agreement; harmony” (Wilson, Ryan, & Pugh, 2010) and is comparable to an expanded form of immediacy, which is defined as “psychological availability and warmth” (Wilson & Locker, 2009). The two constructs correlate positively with and predict academic outcomes (Wilson, Ryan, & Pugh, 2010).

Further research with the PSRS demonstrated a negative relationship between verbal aggressiveness and rapport (Ryan, Wilson, & Pugh, 2011). Wilson and Ryan (2013) reported a positive relationship between end-of-semester grades and rapport, eliminating the bias inherent in self-reported grades. These studies provide a firm foundation for the assertion that professor-student rapport has a profound effect on college students’ academic success. One of the most enduring theories to address the topic of academic achievement is Astin’s (1984) theory of student involvement, which defines involvement as “the quantity and quality of physical and psychological energy the student invests in the college experience.” This is to say that involvement can be measured using both qualitative and quantitative measures and occurs on a continuum, with a student’s learning and personal developmental outcomes being directly proportional their involvement (Astin, 1984). Drawing on social factors, Astin (1993) notes that those students who are more integrated through living on campus, being enrolled as a full-time student, and having close associations with both peers and faculty members display the greatest likelihood of making gains in cognitive skills, values, and attitudes.

Institutional Academic Support Services

In order to ensure student success, most colleges and universities are establishing student support services such as first-year experience programs and academic tutorial

centers which not only ensure retention, as discussed earlier, but also boost academic performance. These services could benefit all students academically, but low socioeconomic status (SES) and first-generation students tend to underutilize services unless they are mandatory (Cox, 2009; Karp, O’Gara, & Hughes, 2008). Wahlstrom (1993) noted that FYE seminar participants at community colleges earned higher cumulative GPAs than non-FYE seminar participants. Researchers at South Texas College (2006) noted increased course completion with passing grades by students who underwent academic advising. Turner (2016) noted the importance of learning communities for teaching effective study skills in order to promote academic success among male first-year students. Overall, it seems that increased participation in FYE seminars and use of academic support services promote greater academic achievement amongst undergraduate students.

Related Studies

According to DeVito M. (2016), the factors that influenced student engagement can be categorized in the following manner: (1) communication, collaboration, active involvement into learning activities, and enriching educational experiences; (2) interactions between students and teachers; (3) levels of academic challenge; (4) supporting classroom environment; and (5) supporting family environment.

Each of the five clusters of factors to greater or lesser extent was found to produce influence on students’ desire to participate in learning activities and students’ perception of the importance of learning. Widely, most factors found during the case study as rather influential corresponded to those suggested by prior research and acknowledged during the literature review. The case study strongly suggested that in order to stimulate student engagement, it is necessary to develop interventions that address each of the outlined clusters of factors.

Based from the study of Martinez, K.C. (2011), the level of academic engagement of students should be increased through healthy dialogue established with secondary schools to aid in planning the transition from high school to college. Such a relationship can also aid to boost college aspiration. A stark disparity was notable between the high school preparedness and the college performance of students from DA. Students and EC

and IHS showed more consistency in their academic performance at both levels. A traditional orientation program can be strengthened by including senior high school teachers in the planning. Services directed at improving students' academic integration should also be implemented early into the college experience. Implementing intervention programs such as advising, mentoring, tutoring, and early alert and monitoring will require training for staff in identifying at-risk students and in being able to refer students to the appropriate services. The model derived from the study can be used in student identification. Special programs should also be developed to aid minority student in persisting in college. Properly implementing a successful retention program requires the understanding of pertinent factors; pre-collegiate, institutional, and environmental and how these interplay in influencing students persistence decisions. The nature and types of data available at postsecondary institutions may either allow or impede the development of important studies that can aid to facilitate informed decision-making. Implementing a system of accountability, for example by creating a proper data management system, should be implemented. Staff should also be trained in customer service and to use the new system as it is developed. The institution should also implement an exit interview process whereby students who are leaving or have dropout are interviewed to shed light on their reason for departing. An exit interview would provide institutional practitioners with first hand insight into the student exit process. It is fitting to say that only the student who is planning to leave or who has left college can give proper explanation of his or her school leaving decisions. Both government and institution need to increase the amount of need-based assistance. Most financial aid given to students at the governmental, institutional, and societal levels in Belize are merit-based. Financial aid has been said to be an equalizer of educational opportunity. Its availability has enabled the attendance of groups of students who never would have afforded a college education; the lower income students and the minority. Continuous evaluation of programs should be practiced to get insight into their effectiveness and also which groups of students are more likely to benefit from them. Community colleges serve a diverse group of students with diverse needs: those who are older, working, part-time, ethnic minority, female, and so forth. Each group of student comes to college for different reasons and with different expectations. Evaluating the effectiveness of the programs being offered, in meaning the

needs of the individual groups, can be a part of the preventative strategies used to combat attrition. More comprehensive research on persistence should be attempted by the Policy and Planning unit of the Ministry of Education (MOE) which can make use of the school data collected on a yearly basis from all community colleges in Belize. The Policy and Planning unit is the arm of MOE that is responsible for collecting, compiling, and disseminating data on schools at all levels. Acquiring a culture of research and use of empirical data to inform decision-making should be modeled by this unit. Once the Policy and Planning unit embraces research as a normal part of its processes, it would be easier to convince educational institutions of the importance of sending information to the unit and also for these institutions to do their own internal analysis of student data.

Synthesis

According to the related literature and related studies presented, there are two key factors which directly influenced the student engagement, (1) support from their family and friends through intervention programs and (2) healthy dialogue among the student their family and teachers. Developing intervention programs like advising, mentoring, tutoring heightens the student interest in studying and involves them in the process as they deeply realized the importance of learning. In accordance with the aforementioned key factor, effective and healthy dialogue also contributes in the increased level of academic engagement of learners in a way that it boosts the learner's motivation or drive to improve their performance as they are being exposed in situations wherein they will decide on their own, know more about their self, their aspirations and goals in life.

METHODOLOGY

Statement of the Desired Outcomes

This study wants to determine the root cause on diminishing academic performance of the heterogenous academic achievers when induced in homogenous class and address such by developing a support system for them.

Research Design

This study included identifying the common hindrances the heterogeneous academic achievers encountered as they brought to homogenous class. It employed qualitative approach of research in gathering the pertinent data.

It utilized descriptive method of research that will be used to gather information about the present existing condition of the study. It also dealt with the process of identifying the root cause of diminishing academic performance among heterogeneous achievers ending up with developing a support system to address the issues.

Data were gathered utilizing interview method of two sets of questions: (1) open-ended oral and (2) restricted written.

Respondents

The respondents of the study were the total population of the heterogeneous academic achievers induced in homogenous classes of grades 8-10 for the school year 2018-2019 in Bukal Sur National High School, Candelaria, Quezon, 4323 Philippines.

Respondents comprised the total population of the of heterogeneous academic achievers since the study is primarily focused on identifying the root cause of their diminishing performance and developing support system for them. This is for the reason that they are the ones who can share problems they encountered that discouraged them to continue their good performance in class as they entered homogenous section.

Locale of the Study

This study was conducted at the Bukal Sur National High School, Candelaria, Quezon, 4323 Philippines, where one of the researchers is currently teaching. The locale resorted to the selection of the subjects' willingness to cooperate in the conduct of the study.

Sampling Procedure

The respondents were purposively chosen since this study was primarily concerned with determining the root cause of diminishing academic performance of heterogeneous achievers and development of a support system to address them.

Necessary permits to conduct the study were first secured. The interview was in two phases, first personal oral and next written. Data gathered were analyzed and interpreted to have an overview on what are to be the features of the support system that will be developed.

Evident Connection Between Research Objectives and Research Method

Objectives	Method	Data Sources/Respondents/Unit of Analysis
1. Reveal the percentage consistency of the academic persistence of students streamed in homogenous class.	Percentage Frequency	Enrollment Data
2. Determine the root cause of students diminishing academic persistence	Interview	Heterogenous Academic Achievers Qualitative Analysis
3. Develop a support system for these students	Community of Practice (COP)	School-Based Management

Data Analysis Plan

Actual Questionnaire:

1. What do you think is/are the reason/s why you stay in the honor roll? Did not stay?
2. How is your relationship with your new classmates?
3. Describe how you are treated by your teachers in class.
4. What do you need to continuously perform better in class?
5. What motivates you most to perform well academically?
6. Share any distinct experience related to your degree of persistence in academics in your new class.

Research Paradigm

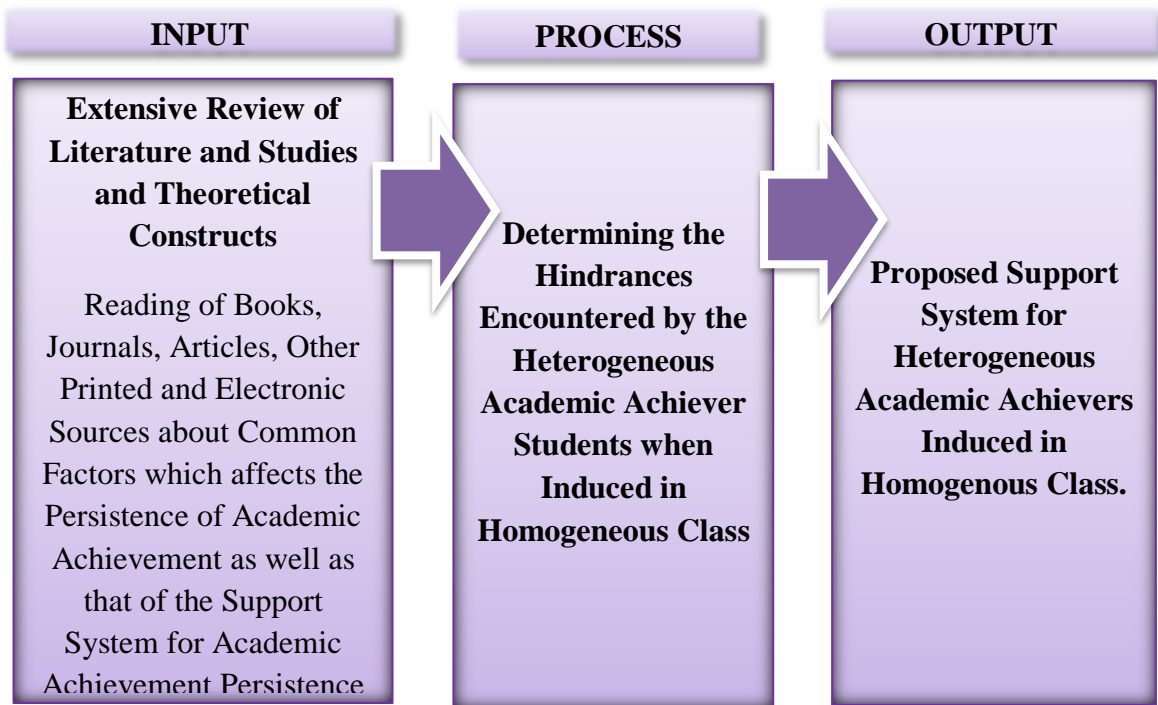


Figure 1. A Modified Input – Process – Output Model of the Support System for Heterogeneous Academic Achievers Induced in Homogenous Class.

Figure 1 presents the research paradigm of the study which exemplifies the flow of the system that led to the development of support system for the heterogeneous academic achievers students who experienced diminishing performance in homogeneous class. As seen, extensive review of related literature and studies and theoretical constructs were accomplished via reading of books, journals, articles, other printed and electronic sources on common factors which affects the persistence of academic achievement as well as that of the support system for academic achievement persistence among students – the two main variables of the study – to strengthen its input.

In the processing level, the hindrances encountered by the heterogeneous academic achiever students when induced in homogeneous class using validated materials was done.

Results are used as the basis for devising a support system for heterogeneous academic achievers induced in homogenous class.

RESULTS AND DISCUSSION

Table 1. Percentage of Heterogenous Academic Achievers Consistency in the Honor Roll

Grade Level	Heterogenous Academic Achievers from Previous Grade Induced in Homogenous Class		Percentage
	Total	Frequency of Still in Honor Roll	
8	7	3	42.86
9	5	1	20.00
10	6	2	33.33
TOTAL	18	6	33.33

For grade 8 only 42.86 % of the students persisted to remain with honors, less than a half. Grades 8 and 9 even have lesser percentage with 20.00% and 33.33% only respectively. On the average the percentage consistency is only 33.33% which is considerably low.

From the interview of the researchers with the students who have not remained in the honor roll, they have obtained similar reasons among the students on why they haven't made it.

They reasoned-out that they are being intimidated with their classmates. They are ashamed to be embarrassed if they answer incorrectly in the recitation. Being so, they just don't participate in the discussion even if they have something in their mind to share.

“Natatakot po kaming magkamali. Kaya kahit alam po naming ang sagot, ‘di pokami nagrerecite”-R3

“Baka po pagtawanan nila ako kapag mali pa nasa isip ko”-R5

This disposition was developed as they feel outcasts in the class. The sense of belongingness there is less than on their previous sections. Likewise, they find it hard to adjust in the section and be with them as they feel that they are not that warmly welcomed.

“From the beginning po, parang di po kami kasali, kaya kami kami rin po from other sections ang magkakasama”-R1

“Pero okay naman po sila kasama. Yung nga lang po siguro kasi dahil matagal na po sila magkakasama iba na po yung samahan na meron sa kanila” -R7

On the other hand, they have confirmed that their teachers are not that particular if they are the original members or not. That they are being treated equally.

“Wala naman po problem sa mga teachers, di po sila particular kung san kami haling.” -R1

“Normal naman po treatment ng teachers sa amin” -R2

Teachers were unbiased and did not show any special inclination towards these students. Even in most of the cases they were not having high expectation from these students. Yet they had always helped if students approached them for study related matters. (Chhalani, 2007)

“I-ni-encourage pa nga po nila kami lahat na magparticipate sa klase” -R9

Teacher’s caring attitude play a role in promoting student academic success and can become a resource used to further student academic growth. (Orelus, 2010). Teachers should really have a say on motivating and encouraging students to participate and perform well in their respective classes. They should not be biased to anyone and should allow students feel fairness among the class. In this way, students will have a positive behavior in the discussion proper and the subject per se.

“Natatakot po kaming magkamali. Kasi alam po namin na lahat po sa klase ay magagaling” -R17

“Mas maliit po yung circle of friend compared po kapag nasa hetero kami. Halos kami from other sections lang din magkakasama at nagtutulungan.” -R15

Chhalani (2007) further stated in his study that high achievers were self-confident and ambitious children. They have positive attitude towards school, teachers, peers(classmates) and different subjects of study. Peers-in terms of their classmates whom the achievers have the longest period of contact in school. They should have good relation with each other so that achievers will develop a sense of positivism in the class. For the heterogeneous achievers, the homogenous class should be able to allow them feel the warmth and acceptance to support them to continue their good performance without feeling frustrated, intimidated and ashamed.

“We are being encourage po by our teachers, yung buong klase po na makakuha ng high grades at makasama sa honors.” -R13

“Kahit medyo naninibago po sa klase. Laban lang po. Para po matuwa parents ko kailangan galingan pa rin kahit nasa section 1 na” -R10

Strong motivation and future goal direct students to do well. If a student is not intrinsically motivated towards studies then parents, teachers or any other influential agencies should try to reinforce and guide him/her to work according to individual caliber. (Chhalani, 2007)

With this, teachers as well as administrators should develop a support system to encourage these heterogeneous academic achievers to continuously perform well in their classes. The academic achievers should be encouraged and be warmly welcomed in the homogenous section so that they will be able to feel they are part of their new section and be able to participate in class interactions and on homeroom group socialization. In these practices they will remain active in the class discussion that will enable them to perform well continuously. Hence, may result them to be consistently in honor roll if not stay in the homogenous class at least.

CONCLUSION AND RECOMMENDATION

Conclusion

From the results of the study, the following conclusions are drawn;

1. On the average the percentage consistency of the academic persistence of students streamed in homogenous class is only 33.33% which is considerably low.
2. The respondents experienced hindrances which diminish academic persistence in class, those of which are the intimidated feeling, low sense of belongingness, low self-esteem and peer-influence and/or motivation.
3. Teachers do not contribute in the respondent's diminishing persistence.

Recommendations

From the findings and conclusions, the following are recommended:

1. Develop a support system for the academically good performing students to continue their persistence in class through COP under the School Based Management.
2. Similar and parallel studies may be conducted in different locales as the subjects of the research.

Relevance to Economic Development, Inclusive Growth and Social Welfare

Question	Answer
<p>1. How does the research support areas relevant to the economic development and social welfare of low and middle-income families, benefiting poor and vulnerable population in the country as well as to the advancement of your field of expertise?</p>	<p>The support areas of the research are relevant in the economic development and social welfare of low and middle-income families as it will allow the students to continuously perform well in class. Students with better academic performance have greater chances of being successful in their lives. The teaching field will have the reflection on the way teachers are dealing with their students. They should be more motivating to encourage learners to perform well in class.</p>
<p>2. Please indicate a plausible pathway of how the research may contribute to the economic development and social welfare of the country and lead to positive impact on the lives of people or low income within a reasonable time frame (3-15 years)</p>	<p>For five years-time heterogenous academic achievers will continue to perform well in class with the support system. After then, they will have better opportunities for their college degree. In the next five to seven years they will finish their degree and secure a job. The latter three years they'll have a stable career.</p>

Research Governance and Ethics

1. How will you ensure that the act will be carried out to the highest standards of ethics and research integrity?

Confidentiality of the data and information to be obtained will be in its utmost. Interview method was conducted in one-to-one phase. Code was used to do not directly have an insight of whose student is answering the essay type of interview. All the interview questions were screened first and be evaluated by a reliable ethical committee.

2. Please describe how potential ethical health and safety issues arising as a part of this research have been considered and how they will be addressed.

Psychological health problems based on the depth of each student's case on the hindrances he/she is facing. Several measures were sought to Registered Psychometricians/Guidance Counselors to address arising issues on psychological health.

Target Beneficiaries of the Research Result

Beneficiaries	Total	Benefits
Students	More or less 1% directly and almost everyone indirectly	Better performance academically Greater chances for good opportunities
Teachers	5-10% of teachers, mostly those handling homogenous classes	Evaluate their motivation and encouragement in students Improve their performance in teaching
Administrators	Several ones	Basis for the development of support system to improve the performance and academic standing of school
Researchers	Few ones having related study	Resource for similar studies

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