

Factors Affecting the English Performance of the Grade 6 Students

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Abstract

Recognizing the significance of English language skills for academic and professional success, this study aimed to determine the factors that may affect the academic performance in English as a subject among Grade 6 students of the District of Daram I, Schools Division of Samar during the School Year 2023-2024. A descriptive-correlational research design was employed to investigate the relationship between students' profiles, academic performance in English, and various factors affecting their English language proficiency. The findings revealed that several factors, including attitudinal factors, socio-economic factors, social factors, and extra-curricular factors, significantly correlate with students' academic performance in English. Additionally, among profile variates, sex was identified as the most influential, with a strong positive correlation. Other significant factors included parental educational background, a positive attitude towards English, and strong study habits. However, the study also found that age, gross monthly family income, and attendance during the 1st and 2nd quarters did not have a significant impact on English performance. Based on these findings, the study recommends a multi-pronged approach to improve students' English academic performance. These strategies include fostering a positive learning environment, addressing socio-economic disparities, implementing gender- and culturally-responsive teaching practices, and providing targeted support for struggling students. Specifically, schools should develop integrated programs that cultivate positive attitudes towards English, mitigate socio-economic disparities, leverage positive social influences (e.g., peer learning, family engagement), and incorporate extracurricular activities promoting language development. Furthermore, schools should promote effective study habits, create a positive and supportive school climate, teach effective study strategies, provide timely feedback, and implement gender-responsive teaching practices. Stronger partnerships with parents, especially mothers, are crucial. Professional development for teachers in culturally and gender responsive pedagogy, teaching English language learners, and addressing socio-economic disparities is also recommended. Finally, additional resources and support, such as tutoring and after-school programs, should be offered to students from disadvantaged backgrounds. Further research, particularly qualitative studies, is needed to explore the complex interplay of these factors and develop more effective, targeted interventions.

Keywords: Factors affecting English performance, Academic performance in English, Grade 6 students

1. Introduction

In an increasingly interconnected society, English proficiency is essential for academic success, expanded career opportunities, and effective cross-cultural communication. In the Philippines, where English serves as a crucial second language and medium of instruction in education, industry, and commerce, understanding the

factors influencing English language acquisition is particularly critical. While English is taught from elementary school onwards, proficiency remains a persistent challenge. This study's focus on this pivotal developmental stage aims to identify the specific challenges and opportunities impacting these students' English performance. By examining these factors, the research can inform targeted interventions and support systems for educators, policymakers, and parents, ultimately contributing to improved teaching methodologies, curriculum development, and resource allocation. This, in turn, will empower students with the necessary English skills to succeed in a globalized landscape and address the existing gap in English language proficiency.

Communication, the process of creating and sharing meaning (Trenholm, 2018), is a fundamental human activity. It involves the transmission of information, ideas, feelings, and emotions through various channels, including verbal language, nonverbal cues (body language, facial expressions), written text, and visual media. It is vital for social interaction, enabling individuals to connect, collaborate, and navigate the complexities of modern life, characterized by rapid social and psychological changes. This is particularly true in the educational context, where effective communication is essential for maximizing learning.

The increasing interconnectedness of the world has amplified the demand for effective communication, especially in English, placing a growing emphasis on its role within educational systems. While the importance of communication for learning is widely recognized, research provides concrete evidence of this crucial link. Hamid and Nguyen (2016), for example, explore the impact of globalization on English language policies in Asia, demonstrating a clear recognition that English proficiency is essential for students to access educational opportunities and participate fully in the global economy. This focus on English language instruction reflects a broader understanding that the ability to communicate effectively in English is no longer simply an advantage, but a fundamental necessity for academic success and future prospects.

Moreover, effective communication is the cornerstone of a thriving learning environment. Clear exchanges between teachers, students, and parents are vital; without them, the teaching-learning process is hampered, as crucial information and feedback loops are disrupted. Conversely, effective communication fosters improved performance for both teachers and students. Regardless of individual motivations for learning English, the primary purpose remains communication—using the language to achieve personal and academic goals. For Filipino pupils and students, academic literacy, heavily reliant on strong reading skills in English, is paramount. This necessitates the ability to use English for a range of academic purposes, including conveying knowledge, explaining concepts, reasoning logically, writing effectively, and participating in academic debates.

The increasing importance of English language competence has garnered significant attention from education stakeholders in recent years, as evidenced by a growing body of research. This heightened focus stems from the recognition that English proficiency is no longer simply an added benefit but a crucial skill for academic success and participation in an increasingly globalized world. Macaro et al. (2018), in their systematic review of English Medium Instruction (EMI), provide a comprehensive overview of the research landscape surrounding this topic. Their work highlights the growing trend of adopting English as the language of instruction, driven by factors such as internationalization, attracting foreign students and faculty, and enhancing graduates' employability. The very existence of such a substantial body of research on EMI underscores the significant attention this area has received from education stakeholders, including policymakers, administrators, and educators.

Complementing this perspective, Murray's (2016) work likely addresses the concerns of stakeholders regarding the actual levels of English competence among students and the need for appropriate standards and assessment measures. The discussion of challenges, such as varying levels of preparedness among students and the need for effective language support, further reinforces the idea that English language competence is a major concern for education stakeholders. The development of strategies to address these challenges, which Murray likely explores, demonstrates a proactive approach to improving English language proficiency, reflecting the significant attention this issue receives.

While the importance of English proficiency is clear, significant challenges remain in ensuring effective English language teaching and addressing the diverse needs of all learners (Hamid & Nguyen, 2016). This underscores the very real problem of how a lack of English proficiency can significantly hinder educational progress. Furthermore, academic performance in English, a key aspect of education, is a complex issue influenced by a variety of factors. These factors include students' attitude toward the language, their levels of language anxiety, and their study habits. Consequently, it is not surprising that some learners find English a subject they navigate with ease, while others find it a challenging and less-than-enjoyable experience. A 2006 nationwide survey by the Social Weather Stations (PEP, 2006) highlighted a declining trend in English language proficiency among Filipinos, raising concerns about the impact on the country's human resource competitiveness. This concern is echoed by data from the District of Daram I, which reveals challenges in English language learning among Grade 6 students.

Specifically, Phil-IRI data from the district demonstrates persistent reading comprehension difficulties. While there has been a slight decrease in the percentage of students at the frustration level (from 11.90% in 2021-2022 to 9.52% in 2022-2023, and then to 8.74% in 2023-2024), nearly one in ten students still struggle significantly with reading comprehension.

Furthermore, a large proportion of students remain at the instructional level, requiring substantial teacher support. This group comprised 33.33% of students in 2021-2022, increasing slightly to 34.52% in 2022-2023 before decreasing to 32.74% in 2023-2024 (District Phil-IRI data, 2022; District Phil-IRI data, 2023; District Phil-IRI data, 2024). These figures indicate that roughly one-third of Grade 6 learners require ongoing, intensive support to effectively engage with grade-level English materials. This reading comprehension data is further contextualized by the district's Mean Percentage Score (MPS) in English. While the MPS saw a modest increase from 72.89% in 2021-2022 to 75.05% in 2022-2023, this improvement of 2.16% still indicates that students, on average, are achieving only a passing grade (District PROMEDS, 2023). An MPS of 75.05% suggests that while students are meeting some basic requirements, there is significant room for growth in achieving deeper comprehension and mastery of English.

Taken together, the Phil-IRI data and the MPS scores highlight the continued need for targeted interventions and support to improve English language learning outcomes for all students in the District of Daram I. This study aimed to investigate the factors contributing to Grade 6 learners' English academic performance, with the primary objective of identifying effective strategies that can enhance their learning and ultimately inform the development of more effective pedagogical approaches.

1.1. Research Questions

This study determined the factors that may affect the academic performance in English as a subject among Grade 6 students of the District of Daram I, Schools Division of Samar during the School Year 2023-2024.

Specifically, it sought answers to the following question:

1. What is the profile of the student-respondents in terms of:
 - 1.1 age and sex;
 - 1.2 gross monthly family income;
 - 1.3 parents' highest educational attainment;
 - 1.4 parents' occupation;
 - 1.5 attendance during the 1st and 2nd quarters;
 - 1.6 study habits; and
 - 1.7 attitude toward English subject?
2. What is the academic performance in English of the student-respondents based on their mean grade during the first and second quarters?
3. What are the factors affecting the English performance in English of the student-respondents:
 - 3.1 attitudinal factor;
 - 3.2 socio-economic factor;
 - 3.3 social factors; and
 - 3.4 extracurricular factor?
4. Is there a significant relationship between factors affecting the English performance in English of the student-respondents and the following:
 - 4.1 student-related profile variates; and
 - 4.2 academic performance in English based on the mean grade during the first and second quarters?
5. What intervention program may have evolved from the findings of the study?

1.2. Conceptual Framework

Figure 1 presents the conceptual framework of the study depicting the variables and their working relationships.

The bottom reflects the locale of the study involving the Grade 6 students as respondents in the District of Daram I, Schools Division of Samar. This lower box is connected by an arrow to a bigger frame which contains three smaller boxes.

The left box contains the student respondents' profiles in terms of age and sex, gross monthly family income, parents' highest educational attainment, parents' occupation, attendance during the 1st and 2nd quarters, study habits, and attitude toward English subjects. The upper right box contains the academic performance in English of the student-respondents based on the mean grades during the first and second quarters while the lower right box depicts the factors affecting the academic performance in English of the student-respondents in terms of attitudinal factors, socioeconomic factor, social factor, and extracurricular factors that will be associated with the student-related profile variates and the academic performance in English based on the mean grade during the first and second quarters. These are represented by the two-way arrow extending in between the two sets of variables.

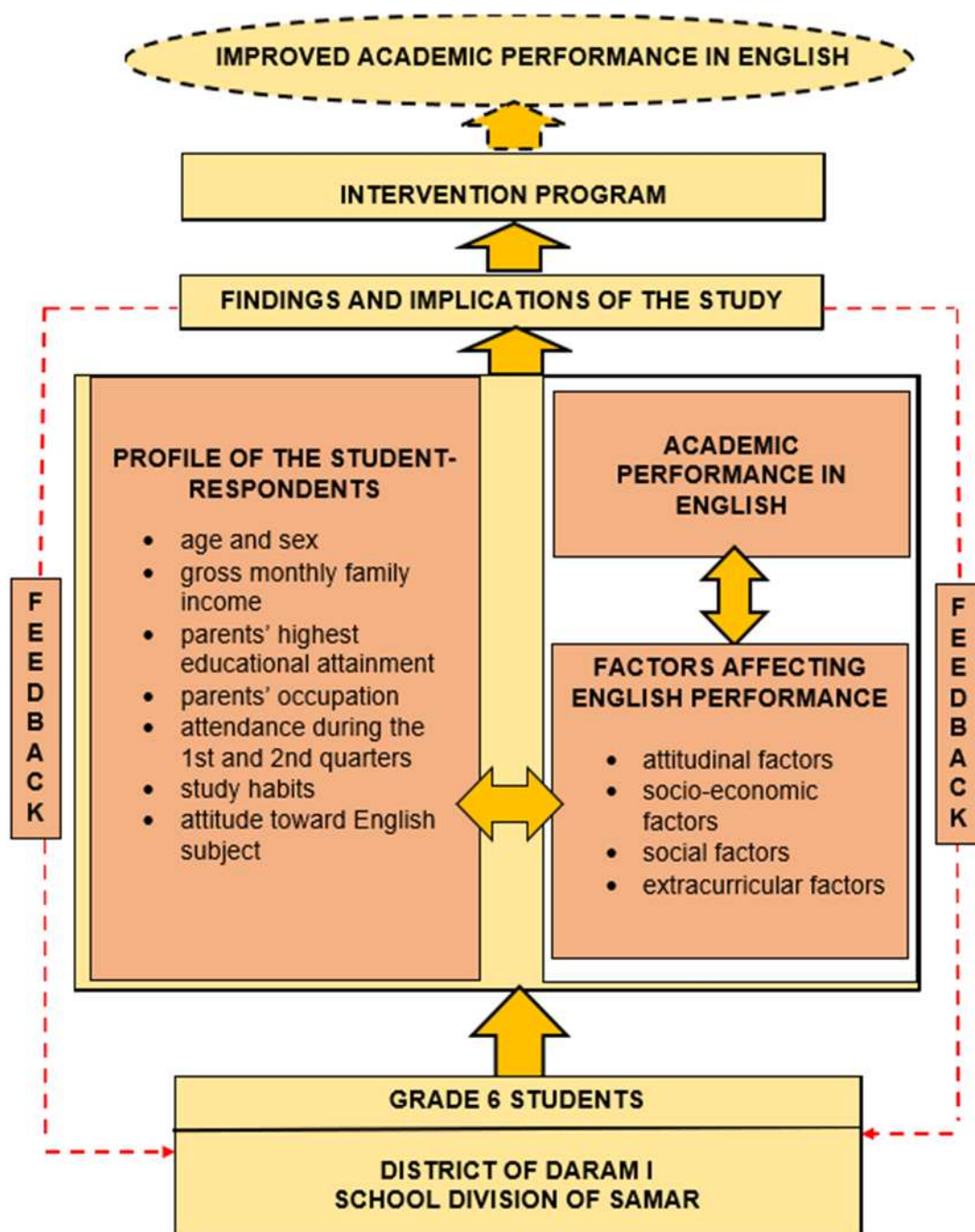


Fig. 1. Research Paradigm

After going through the processes, the findings and implications of the study will be drawn represented by the upper box above the group of boxes enclosed in the bigger box. A feedback mechanism will be provided to the locale and respondents of the study being shown by the broken arrows moving downward to the lower box.

Furthermore, the findings and implications of the study will serve as inputs for the intervention program that will evolve from the findings of the study. This is represented by the box above the findings and implications of the study. Moreover, this will lead to the realization of the ultimate goal of the study shown by the perforated oblong as the apex of the schema which is the improved academic performance in English.

1.3. Theoretical Framework

The study is anchored on the following theories, namely the Behaviorism Theory by Skinner (1990), the Cognitivism Theory by Canny (2015), the Constructivism Theory by Piaget (1936), and the Intentional Cognitive Architecture in English Competence by Tirassa (1997).

According to the Behaviorism Theory (Skinner, 1990), the process of learning is based on imitation. Namely, the learners try to imitate how others pronounce words. For example, students try to imitate their teachers how they pronounce words and how they act. Another example is a baby imitates his parents and siblings in trying to say "mama, papa", in this way a child learns words and tries to speak. Skinner claimed that learning is related to positive and negative reinforcement. For instance, if a student answers a question and a teacher responds with "That's good, excellent", be sure that the student will try to make all his/her efforts to answer next time and hear those encouraging words.

Behaviorism, with its emphasis on imitation and reinforcement, suggests that students learn English through exposure and practice, mimicking correct pronunciation and grammar, and responding to positive feedback. The Phil-IRI data, showing a gradual improvement in reading levels, could be partially explained by behaviorist principles. Consistent exposure to English texts and positive reinforcement from teachers may contribute to students' progress. However, the persistent presence of students at the frustration and instructional levels suggests that imitation and reinforcement alone are insufficient for achieving full English proficiency.

Meanwhile, Cognitivism (Canny, 2015) comes as a reaction to behaviorist thoughts, which ignores Human's innate ability to acquire language. Cognitivism believes that humans are creative not just imitative. Learners are viewed as very active participants in the process of learning. This theory emphasizes the idea of making knowledge meaningful and helping learners to organize and relate the new information to the existing knowledge in memory. The best way to apply this theory is to ask questions to help students refine their thinking.

Cognitivism highlights the active role of the learner in constructing knowledge. Students don't just passively imitate; they actively process information, make connections to existing knowledge, and refine their understanding. The MPS scores, while showing improvement, indicate that many students are still struggling with deeper comprehension, a key aspect of cognitive learning. This suggests that cognitive strategies, such as explicit instruction in comprehension strategies, vocabulary development, and critical thinking skills, need further emphasis to bridge the gap between basic understanding and mastery. The need for targeted

interventions for students at the instructional level aligns with the cognitivist perspective, as it acknowledges the individual learning processes and the need for tailored support.

Moreover, Constructivism (Piaget, 1936) depends on self-evidence as people grow up and are exposed to the world and the languages, they improve their linguistic knowledge. Experiences and interaction with others are the first way of learning according to this theory.

Constructivism emphasizes the role of experience and interaction in learning. Students construct their understanding of English through interactions with the language, their peers, and their environment. The Phil-IRI data, showing a range of reading levels, reflects the diverse experiences and interactions students have with English. Students with limited exposure to English outside the classroom may struggle with reading comprehension, while those with more extensive interactions may demonstrate greater proficiency. This highlights the importance of creating rich and immersive English language learning environments within the classroom and encouraging interaction and collaboration among students.

Finally, this study is supported by the Intentional Cognitive Architecture in English Competence by Tirassa (1997:23). This theory emphasizes the agent's perspective in communication rather than that of the receiver's or understander's perspective. According to Tirassa, an agent is defined as an intentional, conscious organism that lives in a situation and strives to make it more to his liking.

Tirassa's Intentional Cognitive Architecture provides a crucial perspective by focusing on the student as an "agent" who actively strives to make sense of their environment. This theory connects directly to the idea of "zooming in and out" of the environment and using prior knowledge to understand new information. The fact that some students in Daram I are at frustration level suggests they have not yet developed effective strategies for "zooming in" on text, for example by using context clues or breaking down complex sentences. The theory also suggests that students' knowledge of the learning situation, which includes their own strengths and weaknesses, their teacher's expectations, and the resources available to them, influences their learning. This emphasizes the importance of empowering students to take ownership of their learning and providing them with the tools and strategies they need to navigate the complexities of the English language. The study's aim to identify factors affecting English performance directly addresses this theory, as it seeks to understand how the "situation" – including pedagogical approaches, available resources, and student characteristics – influences students' ability to learn English.

In conclusion, this study's theoretical framework, encompassing Behaviorism, Cognitivism, Constructivism, and Tirassa's Intentional Cognitive Architecture, provides a comprehensive lens through which to examine the factors influencing English language performance among Grade 6 students. By investigating the interplay of these theoretical perspectives and the specific factors affecting English performance in the District of Daram I, this study aimed to contribute valuable insights for developing more effective pedagogical approaches and ultimately improving English language learning outcomes for all students.

2. Methodology

This section details the methodology employed in this study, covering the research design, locale, instrumentation, instrument validation, sampling procedures, and data gathering methods.

2.1. Research Design

This study employed the quantitative approach utilizing the descriptive-correlational design in determining the factors affecting the academic performance in English of the Grade 6 students and their relationship to their profile and academic performance in English.

This study was descriptive considering the student-related profile variates were identified in terms of age, sex, gross monthly family income, parents' highest educational attainment, parents' occupation, attendance during the 1st and 2nd quarters, study habits, and attitude toward English subject as well as the academic performance in English based on the mean grades during the first and second quarters and the factors affecting the academic performance in English of the student-respondents in terms of attitudinal factor, socio-economic factor, social factor, and extracurricular factor.

Likewise, the study was correlational considering that the factors affecting the academic performance in English of the student-respondents were associated with the student-related profile variates and the academic performance in English.

Appropriate descriptive and inferential statistical tools were employed in the data analysis which include: Frequency Count, Percentage, Median, Mean Absolute Deviation, Chi-Square Test, Cramer's V, Spearman's Rank Coefficient of Correlation, and Fisher's Exact Test.

2.2. Locale of the Study

The study was conducted in the District of Daram I, Schools Division of Samar involving the Grade 6 students in following schools, namely: Daram I Central ES, Arawane ES, Astorga ES, Baclayan ES, Bayog ES, Betaug ES, Bono-Anon ES, Buenavista ES, Cabac ES, Cabugao ES, Cagboboto ES, Cambuhay ES, Campelipa ES, Guintampilan ES, Macalpe ES, Man-ngere ES, Marupangdan ES, Parasan ES, Pondang ES, Poso ES, Real ES, Rizal ES, San Antonio ES, San Roque ES, San Vicente ES, Soong ES, Talisay ES, Valles-Bello ES, and Yangta ES.

The origin of the name Daram was from a type of bird, called Darangsiyao, that guided the initial settlers to the island. Sometime later, a Spaniard inquiring about the name of the island, mistook the name for "Daramsiyao". This was further shortened to the current name of Daram. The original name of Daramsiyao is still in use as the name of the annual festival held in Poblacion 1 on January 15. The island was originally part of the municipality of Zumarraga, Samar, and mostly inhabited by a few fisher-folk and travelers from other places whose primary source of income was fishing and farming. As the years passed Daram began to grow in population and economic activities through settlers and travelers who constructed dwelling units sporadically along the coastlines of the islands.

Daram has a total land area of 14,026 hectares or 34,659 acres with a population of 41,608 as of May 1, 2020 (PSA, 2021). The town is composed of two major islands, namely: Daram Island and Parasan Island. Daram has a combination of warm and cool climatic zones, thus the prevailing climate is ideal for the cultivation of a wide range of agricultural crops. There is no distinct dry season but the heavy wet season generally occurs in December. Daram lies within the western part of Samar Sea and the Zumarraga Channel. The north and western boundary is the Samar Sea; the eastern boundary is the Zumarraga Channel; the

southern boundary is Daram Channel. It can be reached by a 30-minute boat ride from the provincial capital of Catbalogan City and Northern Leyte (Office of the MPDC of Daram, 2021).

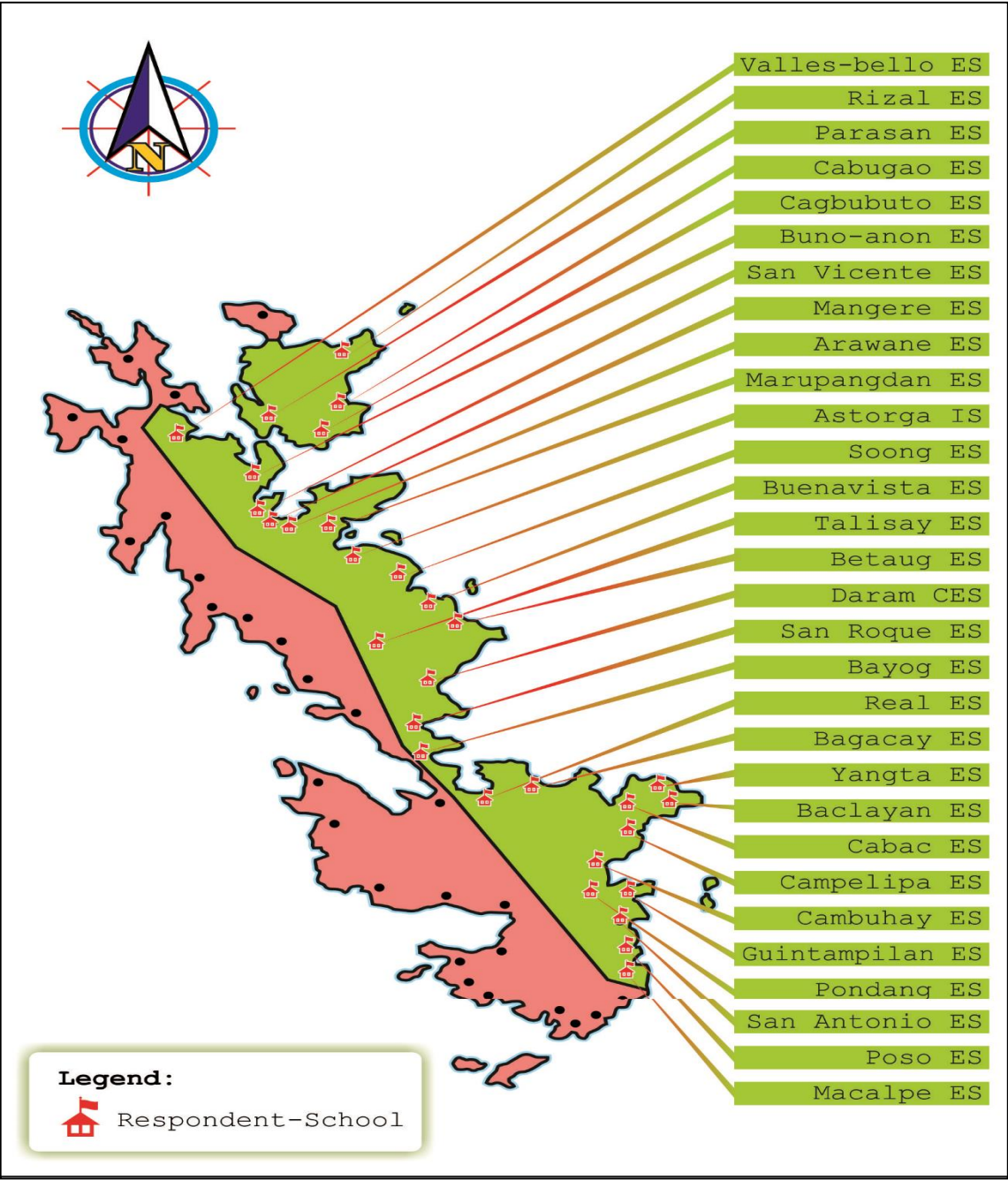


Fig. 2. Map Showing the Locale of the Study

2.3. Sampling Procedure

The Grade 6 students enrolled during the school year 2023-2024 in the different elementary schools under the District of Daram I, Schools Division of Samar, were the population of the study. In determining the sample size, the Slovin's formula was employed.

Table A
The Number of Respondents by School

School	N	n
Daram I Central ES	100	40
Arawane ES	11	4
Astorga IS	47	19
Baclayan ES	15	6
Bagacay ES	62	25
Bayog ES	5	2
Betaug ES	10	4
Bono-Anon ES	9	4
Buenavista ES	20	8
CabacES	14	6
Cabugao ES	19	8
Cagboboto ES	12	5
Cambuhay ES	13	5
Campelipa ES	23	9
Guintampilan ES	14	6
Macalpe ES	11	4
Man-ngere ES	6	2
Marupangdan ES	19	8
Parasan ES	18	7
Pondang ES	24	10
Poso ES	11	4
Real ES	3	1
Rizal ES	38	15
San Antonio ES	7	3
San Roque ES	23	9
San Vicente ES	12	5
Soong ES	14	6
Talisay ES	10	4
Valles-Bello ES	18	7
Yangta ES	11	4
Total	599	240

2.4. Instrumentation

The research utilized a questionnaire in gathering the necessary data to answer the research questions which was adapted from Husaini et al. (2020) study entitled "Student's response in online learning process: A case study of English Education students". Likewise, the study utilized the school forms as secondary data gathering source.

Questionnaire. The questionnaire was intended for the student-respondents, the Grade 6 students from the different elementary schools under the District of Daram I, Schools Division of Samar. It is composed of four parts.

Part I determined the profile variates of the student-respondents in terms of age, sex, gross monthly family income, parents' highest educational attainment, parents' occupation, study habits, and attendance during the 1st and 2nd quarters.

Part II elicits the study habits of the student-respondents. It was composed of 15 indicators which were answered by the respondents using the following Thurstone Scale, as follows: 5 for Always (A), 4 for Oftentimes (O), 3 for Sometimes (S), 2 for Rarely (R), and 1 for Never (N).

Part III elicits the attitude toward English subject of the student-respondents. It was composed of 15 attitude statements which were answered by the respondents using the following Likert scale, to wit: 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Uncertain (U), 2 for Disagree (D), and 1 for Strongly Disagree (SD).

Part IV captures the factors affecting the academic performance of the students in English in terms of attitudinal factor, socio-economic factor, social factor, and extracurricular factor. It was composed of 22 indicators sub-divided in to four sections which were responded by the students using the following Thurstone scale: 5 for Extremely Affecting (EA), 4 for Highly Affecting (HA), 3 for Moderately Affecting (MA), 2 for Slightly Affecting (SA), and 1 for Not Affecting (NA).

School Forms. These were composed of SF 9 and SF 10 which were the source of the academic performance of the student-respondents based on the mean grades during the first and second quarters.

2.5. Validation of the Instrument

The questionnaire, adapted from Husaini et al.'s (2020) study, "Student's response in online learning process: A case study of English Education students," was rigorously validated by a panel of oral examiners. This expert validation process ensured the instrument's quality and relevance to the current study. The panel's review focused on key areas of validity, including face validity (whether the questionnaire appears appropriate), content validity (whether it adequately covers the relevant content domain), and construct validity (whether it measures the intended theoretical constructs). The panel also considered the cognitive load and situational context of the respondents. Based on the comprehensive feedback received, necessary revisions were implemented to refine the questionnaire. The finalized version, reflecting the panel's expert input, was then used for data collection.

2.6. Data Gathering Procedure

As a protocol, the researcher sought permission from the Schools Division Superintendent of the Schools Division of Samar to conduct the study at the District of Daram I.

Once approved, the researcher replicated the request addressed to the district supervisor and school administrators of the different schools under the district to collate information from the respondents.

The researcher then personally administered questionnaires to student respondents in these schools, achieving a 100 percent retrieval rate. To ensure maximum participation, the researcher made at least three attempts to contact each respondent at different times within the data gathering period. If a respondent remained unavailable after the third visit, their contact information was obtained, and the questionnaire was administered via cellphone or online form. After each questionnaire was completed, the researcher reviewed it for consistency and completeness, ensuring all items were answered. Likewise, the researcher personally conducted documentary analysis with the consolidated school forms that were available at the district office, particularly SF 9 and 10, to capture the academic performance of the students in English.

3. Results and Discussion

This section presents the findings of the study:

1. The student respondents are primarily 11 years old (99.17%), with a very small number of students being slightly older or younger. The average age is also 11, and the middle age among the students is exactly 11. The data shows that the ages are very close together, with an average deviation of only 0.0182 years. Finally, there are slightly more female students (122) than male students (118).
2. The vast majority of the student respondents come from families with a monthly gross income between 5,000 and 9,999 (97.92%).
3. The majority of the student respondents' fathers have completed elementary education as their highest educational attainment (96.67%), while the majority of mothers have started but not completed high school (84.17%).
4. The data suggests that a significant proportion of the student respondents come from families where the father is a fisherman (42.92%), and the mother is a housewife (98.33%).
5. A significant majority of student-respondents (97.08%) demonstrated a high level of class attendance during the first quarter. Additionally, an overwhelming majority of students (99.58%) had excellent attendance in the second quarter.
6. The study revealed that the student-respondents generally exhibit good study habits, as indicated by a grand weighted mean of 3.95, which translates to "oftentimes." This suggests that the students frequently engage in effective study practices. Furthermore, the analysis identified the statement "I write my assignments to be studied" as the most frequent study habit, with a weighted mean of 4.05, also interpreted as "oftentimes." Conversely, the least practiced study habit was "I review my lessons

daily before going to school," with a weighted mean of 3.53, still falling within the "oftentimes" category.

7. The study revealed that the student-respondents generally have a positive attitude towards English, as indicated by a grand weighted mean of 3.74, which translates to "agree." Furthermore, the analysis identified the statement "In learning English, it is important to repeat and practice a lot" as the most agreed-upon statement, with a weighted mean of 4.11. Conversely, the statement "It is easier to speak English" received the lowest weighted mean of 2.88, falling within the "undecided" category.
8. The study revealed a significant number of student-respondents achieving strong academic performance in English during the first and second quarters. A majority of students (50.42%) fell within the 80-84 grade range, indicating solid comprehension and mastery of the subject matter. Additionally, a substantial number of students (49.58%) earned grades between 85 and 89, demonstrating exceptional proficiency in English. However, it is noteworthy that no students achieved grades of 90 or above during this period.
9. The study revealed that a variety of factors, including attitudinal factors, significantly influence the English performance of the student-respondents. The grand weighted mean of 4.05, interpreted as "highly affecting," indicates that these factors play a crucial role in shaping students' English language proficiency. Among the factors considered, "Achievement in the English subject" was identified as the most influential, with a weighted mean of 4.22, also interpreted as "highly affecting." This suggests that a student's previous performance in English directly impacts their future success in the language. While all factors were deemed highly influential, "Perseverance to learn English" was identified as the least influential factor, with a weighted mean of 3.98.
10. The study revealed that socio-economic factors significantly influence the English performance of the student-respondents. The grand weighted mean of 4.06, interpreted as "highly affecting," indicates that these factors play a crucial role in shaping students' English language proficiency. Among the socio-economic factors considered, "Parental educational background" was identified as the most influential, with a weighted mean of 4.22, also interpreted as "highly affecting." This suggests that the level of education attained by parents directly impacts their children's English language learning outcomes. While all socio-economic factors were deemed highly influential, "Family size," "Housing status," and "Presence of household amenities at home" were found to have a slightly lower impact, though still within the "highly affecting" category.
11. The study revealed that social factors have a moderate influence on the English performance of the student-respondents. The grand weighted mean of 3.05, interpreted as "moderately affecting," indicates that these factors play a somewhat significant role in shaping students' English language proficiency. Among the social factors considered, "Region or location of residence" was identified as the most influential, with a weighted mean of 3.09, also interpreted as "moderately affecting." This suggests that geographical location may play a role in shaping English language learning experiences and outcomes. While all social factors were deemed moderately influential, "Gender" and "Ethnic identity" were found to have a slightly lower impact, with weighted means of 3.03 each.
12. The study indicates that extra-curricular factors have a moderate influence on the English performance of the student-respondents. The grand weighted mean of 3.04, interpreted as "moderately affecting,"

suggests that these factors play a somewhat significant role in shaping students' English language proficiency. Among the extra-curricular factors examined, "intrapersonal" skills, such as self-awareness and self-regulation, were found to have the greatest impact on English performance. This suggests that students' personal qualities can contribute to their success in learning English. While "structural" factors, such as access to resources or facilities, were also deemed moderately influential, they had a slightly lower impact compared to intrapersonal skills.

13. The results of the survey on student performance in English show that several factors are significantly correlated with their academic performance. Among these factors, sex has the strongest correlation, with a Cramer's V value of 0.52. This suggests that there is a notable difference in the academic performance of male and female students in English. Other factors that showed moderate correlations include the mothers' highest educational attainment, fathers' occupation, and mothers' occupation. This indicates that these factors play a role in influencing student performance, but their impact is not as strong as sex. On the other hand, study habits and attitude toward English subject showed weak correlations with academic performance. This suggests that while these factors are important, they do not have a significant impact on student performance in English. Additionally, the fathers' highest educational attainment showed a very weak correlation, indicating that this factor has little or no influence on student performance.
14. The remaining variables, age, gross monthly family income, and attendance during the 1st and 2nd quarters, did not show any significant correlation with academic performance in English and were negatively very weakly correlated. This suggests that these factors are not related to student performance in English.
15. The null hypothesis which states that "there is no significant relationship between factors affecting the English performance in English of the student-respondents and their academic performance in English based on the mean grade during the first and second quarters", was rejected. This is because the computed p-value is 0.000, which is significantly lower than the significance level of 0.05. This means that the observed relationship is unlikely to be caused by chance and is statistically significant. Also, this relationship is strong, as indicated by the Spearman rho value of 0.709.

4. Conclusion

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

1. The student respondents are primarily young, 11-year-olds, with a relatively narrow age distribution. Also, there is a slight gender imbalance.
2. A significant portion of the students come from families with a monthly gross income between 5,000 and 9,999, indicating a relatively low-income demographic. The majority of parents have completed at least elementary education, but many mothers have not completed high school. A large proportion of students come from families where the father is a fisherman and the mother is a housewife.
3. An overwhelming majority of students exhibited exemplary attendance in both the first (97.08%) and second (99.58%) quarters.

4. The students generally exhibit good study habits, particularly regarding writing assignments.
5. The students have a positive attitude towards English, with a majority agreeing that repetition and practice are important for learning the language.
6. A significant number of students achieved strong academic performance in English during the first and second quarters, with most falling within the 80-84 grade range. However, no students achieved grades of 90 or above during this period.
7. The study reveals that a variety of attitudinal factors, including prior achievement and perseverance, significantly influence students' English language performance. While perseverance is identified as the least influential factor among those considered, it still plays a crucial role in shaping students' success.
8. Socio-economic factors, particularly parental educational background, have a highly influential impact on students' English language performance. While family size, housing status, and household amenities also play a significant role, parental education appears to be the most critical factor.
9. Social factors, particularly region or location of residence, have a moderately influential impact on students' English language performance. While gender and ethnic identity may also play a role, their influence is slightly less pronounced.
10. Extra-curricular factors, particularly intrapersonal skills, have a moderately influential impact on students' English language performance. While structural factors also play a role, personal qualities appear to be more critical in determining English proficiency.
11. The findings of the survey suggest that several factors, including sex, parental background, study habits, and attitude toward English subject are correlated with student performance in English. However, the strength of these correlations varies, with sex being the most influential factor.
12. Age and gross monthly family income did not show any significant correlation with student performance in English. This suggests that these factors are not related to students' academic success in the language.
13. The study provides strong evidence to reject the null hypothesis, indicating that there is a significant relationship between the factors affecting English performance and students' actual academic performance. The computed p-value of 0.000, which is significantly lower than the alpha level of 0.05, supports this conclusion. Additionally, the Spearman rho value of 0.709 suggests a strong positive correlation between these factors and English performance.

5. Recommendations

Based on the conclusions drawn from the findings of the study, the following recommendations are offered:

1. Implement small-group tutoring sessions focusing on identified weaknesses specific to each gender, using materials that resonate with their interests. Track progress through bi-weekly assessments and adjust strategies accordingly.
2. Conduct workshops for teachers on identifying and mitigating gender biases in classroom interactions, emphasizing diverse examples and perspectives in lesson planning.
3. Organize workshops based on parents' educational levels, focusing on practical strategies like creating a home reading environment and assisting with homework. Provide translated materials and flexible scheduling to maximize participation. Develop and distribute home-based literacy kits containing age-appropriate books and activities, and provide training for parents on how to effectively engage in reading activities with their children.
4. Implement teaching strategies that align with students' cognitive, social, and emotional development, using age-appropriate materials and activities. Provide teachers with training on child development to understand and address individual student needs.
5. Increase opportunities for students to practice English through role-playing, debates, and presentations, and create a classroom environment that encourages consistent use of the language. Also, utilize authentic materials such as news articles, podcasts, and films to expose students to real-world English, and incorporate interactive language games and activities to make learning engaging.
6. Train teachers on how to analyze assessment data to identify student strengths and weaknesses, and use the findings to personalize instruction. Develop a standardized framework for analyzing and interpreting English assessment results.
7. Implement a classroom reward system for demonstrated effort and improvement in English, and regularly highlight student success stories in class and school newsletters.
8. Establish after-school tutoring programs with transportation assistance, and offer access to school computers and internet for students lacking home technology. Partner with community organizations such as local food banks and social service agencies to provide additional resources and support for students and their families.
9. Strengthen the school, district, regional and national reading programs with monthly and quarterly assessment and evaluation to monitor student progress and identify areas for intervention, and use data to inform instructional adjustments.
10. Conduct semi-structured interviews with students and teachers to explore the qualitative aspects of the identified correlations, and analyze student writing samples for patterns related to parental influence. Design a longitudinal study to track student English performance over multiple years, documenting changes in influencing factors.

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