

# Factors Affecting the Academic Performance of Grade VI Pupils in English in San Julian Central Elementary School, San Julian District

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**Abstract:** Quality education is achieved by the better academic performance of the learners. The study determines the profile of Grade VI pupils and their academic performance in the San Julian District. Descriptive correlational design was used to ascertain the influence between variables and was analyzed through inferential analysis based on the results of the questionnaire and academic performance. The data used in this study were taken from Grade VI pupils, their profile in terms of gender, educational attainment of mother, father, and attitude towards the subject. However, subjected to statistical analysis such as the frequency, percentage, mean, overall mean, standard deviation, and correlation test. The statistical findings revealed that the pupil's profile shows a majority of male learners, with college graduates and high school graduates for mothers' educational attainment, and dominated by high school graduates for fathers' educational attainment. Likewise, the attitude towards the subject has potentially led to improved academic performance and has been very satisfactory in the English learning area. After the correlation analysis, the profile in terms of gender, and educational attainment of the mother and father of the respondents was statistically related to their academic performance. There is no significant relationship between pupils' profiles and academic performance, therefore, the null hypothesis is rejected. However, no significant relationship established in the attitude toward the subject has no substantial influence on pupils' academic performance. Lastly, no significant relationship between profile and academic performance, therefore, the null hypothesis failed to be rejected. The following recommendations provide professional development opportunities for teachers to enhance their ability to address diverse educational backgrounds and learning attitudes. The school heads will facilitate a platform for teachers to share successful teaching practices in the English learning area. Encourage collaboration and the exchange of effective instructional methods to enhance the overall quality of English education.

**Keywords:** academic performance, correlation, factors, profile.

## 1. Introduction

Education is a cornerstone of personal growth and societal progress, and it is within the classroom that young minds are nurtured, cultivated, and empowered to shape their future. The Department of Education (DepEd) has long been committed to providing quality education for all Filipino students, with the ultimate goal of ensuring that every child reaches their full potential (Department of Education Order No. 21, s. 2019).

Guided by this commitment, sets forth the standards, guidelines, and expectations that define the Philippine educational landscape.

However, despite these standards and the dedicated efforts of educators, there persists a challenge—variations in the academic performance of pupils. The educational journey of these young learners is marked by a multitude of factors that can either facilitate or hinder their academic growth (Walczak, 2015). These factors, both within and beyond the classroom, are of paramount importance, as they play a critical role in shaping the educational experience and ultimately influencing the academic outcomes of pupils.

To comprehensively address this challenge, it is essential to delve into the intricate interplay of factors that affect the academic performance of pupils. Drawing from the provisions and recommendations outlined in Department of Education Order No. 8, s. 2015, which underscores the importance of equitable access to quality education, this discussion seeks to explore the multifaceted nature of these influences. By doing so, it aims to provide educators, policymakers, and stakeholders with a comprehensive understanding of the complexities surrounding pupils' academic performance. The academic performance of the students has gained significant attention from past researchers. Previous studies on the academic performance of students focused on such issues as teacher education, family, educational background, gender difference, and socio-economic factors. As emphasized by Shakeel and Peterson (2020), one of the most significant parts of human resource development is education. Academic performance is the basis of student achievement across various academic subjects.

Despite the promising goals outlined by the Philippine government, the implementation of educational reforms has faced various challenges. These challenges include discrepancies between established teaching methods and the expected outcomes outlined in the Philippines' curriculum guidelines, as noted by Rivera in 2017 and Barrot in 2018. Nevertheless, in alignment with the global trend towards globalization in education, the Philippines has embarked on significant educational reforms, including the transition from a

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10-year primary education system to the K-12 curriculum, as described by Di Natale and others in 2020. As highlighted in Ameyaw, and Kwabena, 2018 study, academic achievement, which is a fundamental objective of educational institutions, is also a societal expectation. Consequently, when educational systems set their objectives, they consider academic achievement alongside various competencies. Achievement signifies progress toward attaining personal or institutional goals. To put it differently, achievement can be defined as the progress made toward meeting the goals established by individuals or institutions. In the context of students, achievement means reaching the objectives specified in the curriculum. However, within educational institutions, this achievement aims to foster and enhance academic progress. A study indicates that when an individual's self-concept aligns with their thoughts, feelings, and actions, they can unlock their full potential, as observed in the research by Cavilla in 2017 and Al Kurdi in 2021.

The significance of this discussion cannot be overstated. It is a collective effort to identify, understand, and address the factors that hinder the realization of every pupil's full academic potential. As it embarks on this journey, it acknowledges that each child is unique, and their academic journey is influenced by a constellation of factors. By aligning this effort with the guidance of DepEd and the insights of scholarly research, it aims to pave the way for a more equitable and nurturing educational environment, where every pupil can thrive academically and contribute to the nation's future.

The same situation was observed in San Julian District, as indicated by the findings from the school Monitoring and Evaluation assessment conducted for the 2021-2022 school year. The assessment revealed that certain subject competencies were not fully acquired, as evidenced by the Mean Percentage Score (MPS) results. Specifically, the subjects in which mastery was not achieved are Mathematics (86.02%), English (84.19%), Filipino (87.57%), Science (85.04%), and Araling Panlipunan (85.72%). Among these subjects, English mastery was found to be the lowest. Students need to attain mastery in their lessons because it indicates their understanding of the material. Failing to achieve mastery can have a detrimental impact on their overall academic performance.

Based on the identified research gaps and the problem statement, a need is felt to investigate the factors affecting the academic performance of grade 6 pupils in English.

#### A. Statement of the Problem

This study aims to assess the relationship between the profile of the pupils and their academic performance in English. Specifically, this study seeks to answer the following questions:

1. What is the profile of the Grade VI pupils in terms of;
  - 1.1 gender,
  - 1.2 educational attainment of mother,
  - 1.3 educational attainment of father, and
  - 1.4 attitude towards the subjects?
2. What is the academic performance level of the pupils in English?
3. Is there a significant relationship between the profile

of the pupils and their academic performance level in English?

4. Which factor greatly affects the performance of the pupils in English?

#### B. Significance of the Study

It is expected that the result of this study will give a meaningful contribution not only to the English teachers but also to pupils, other researchers for further study, and the researcher himself. Hopefully, the findings of this study will help both teachers and researchers to be more about the role of attitude toward English in developing English teaching and learning activities in the future. For pupils, it is hoped to help them to be successful in English learning. Furthermore, it is also hoped that this study can be a source for further study. For the researcher, this study will be a valuable experience to increase knowledge in conducting research.

#### C. Scope and Delimitation of the Study

The study will cover the Grade VI pupils in San Julian Central Elementary School for the school year 2023-2024. The independent variables in this study will be limited to the demographic profile of the pupils such as sex, educational attainment of mother and father, and attitude towards the subjects. The dependent variable is the academic performance of pupils in English for the first quarter of this school year. This study uses the descriptive correlative research method. The data will be derived from the findings of the one-shot survey questionnaire constructed by the researcher. The questionnaire consists of the following: Part I for the demographic profile of the respondents, and Part II for the academic performance in English 5. The survey questionnaire will be administered in the first quarter of the school year 2023-2024.

#### D. Conceptual Framework of the Study

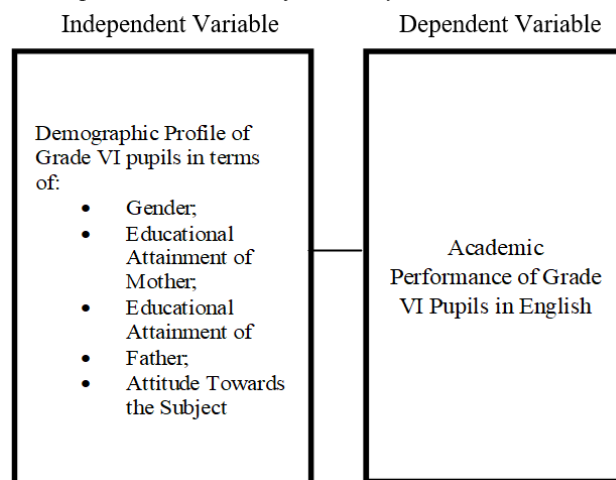


Fig. 1. A paradigm showing the relationships of variables involved in the study

The paradigm of this study is inspired by the Social cognitive theory (Bandura, 1986) which looks at the relationship between the pupil's demographic profile and the academic performance in English. In Figure 1, the identified independent variables are the: (1) Demographic profile of Grade VI pupils: in terms of

gender, educational attainment of mother, educational attainment of father, and attitude towards the subject, which affect the dependent variable which is the academic performance of pupils in the quarterly assessment test. The first quarter grades of the Grade VI pupils will be treated as the dependent variables. This study will test the null hypothesis of no significant relationship between the profile and the academic performance in English of Grade VI pupils.

## 2. Methodology

### A. Research Design

This is a descriptive-correlational method of research. This will be descriptive research since it describes the existing conditions on the level of pupil demographic profile as well as the academic performance in English of the Grade VI pupils in San Julian Central Elementary San Julian District, Eastern Samar Division for the school year 2023-2024. It will be also a correlational study since it determines the relationship between the pupil's demographic profile and their academic performance.

### B. Locale of the Study

The research will take place during the academic year 2023-2024 at the sixty-eight (68) Grade VI pupils of San Julian Central Elementary School. San Julian District is currently recognized as one of the high-performing districts within the division. Its rapid growth and progress are attributed to the collaborative efforts of educators, parents, the Student Government (SPG), and various other stakeholders. San Julian District is unwavering in its commitment to delivering a top-notch education to its students. With substantial support from its stakeholders, the district has demonstrated continuous improvement over the years. Their services and initiatives are thoughtfully designed and executed with the primary goal of enabling students to reach their maximum potential and enhance their abilities, with a specific emphasis on enhancing reading, writing, and numeracy skills.

### C. Respondents of the Study

The respondents of the study will be the sixty-eight Grade VI pupils of San Julian Central Elementary School. The researcher provided the respondent's parents signed parental consent forms and the pupils signed assent forms before participation.

Table 1  
Respondents of the study

San Julian Central Elementary School	Number of Pupils per School	Number of Pupils Sample
Grade VI - Simplicity	35	35
Grade VI - Humility	33	33
n =	68	68

### D. Sampling Procedure

This research employs purposive sampling as a deliberate method to concentrate on respondents possessing specific characteristics, which greatly underlines the significance and intricacy of this research undertaking. According to Fraenkel, Wallen, and Hyun (2012), purposive sampling is occasionally essential in quantitative educational research, especially when

there is a necessity for close collaboration between researchers and the respondents. Consequently, in quantitative research, the selection of a sample for the study is guided by the researcher's perception, knowledge, or judgment regarding the specific sample required. Hence, the sample units are carefully selected from the entire population. In the present study, purposive sampling will be conducted through a total enumeration approach.

### E. Research Instrument

The researcher will prepare a self-made survey questionnaire in the data-gathering tool. The questionnaire consists of two parts. Part 1, for the pupil's demographic profile in terms of; gender, educational attainment of mother, and educational attainment of father. Part 2, will appraise the attitude of the pupils-respondents toward the subject. It contains 10 attitude statements which will be agreed or disagreed by the pupils using the Five-point Likert Scale as follows: 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Uncertain (U), 2 for Disagree (D), and 1 for Strongly Disagree (SD). The academic performance of Grade I pupils will be determined by the mean percentage score (MPS) in their first quarter MPS in English 5 for the school year 2023-2024.

The questionnaire, particularly Part II, will be a researcher-developed instrument. Therefore, it will be validated through expert validation focusing on the following areas: face, content, construct, pragmatic, and convergent-discriminant validity with consideration of the cognitive and situational perspectives of the respondents. Comments and suggestions for improvement of the questionnaire from the experts will be considered in the revision of the questionnaire whereby it will be subjected to a Pilot Test in San Isidro Elementary School, San Julian District by randomly selecting 20 Grade 5 pupils. This process looks into the wording of questions, physical setting, respondent's mood, nature of interaction, and the regression effect of the respondent. In the calculation of the Coefficient of Reliability, the Cronbach Alpha Analysis will be employed.

### F. Measurement of Variables

This study will make the following scoring and interpretation. Responses from the questionnaire will be tallied, analyzed, and interpreted. In facilitating a clear understanding, the answers will be quantified by assigning numerical values. The mean score will be compared with the ranges assigned and their corresponding description.

The gender of the respondents will be coded and categorized as:

Code	Description
1	Male
2	Female

Educational attainment will be categorized into the degree finished of the parents which will be categorized and coded as follows:

Code	Description
10	Post Graduate
9	College Graduate
8	College Level

7	Technical-Vocational
6	High School Graduate
5	High School Level
4	Elementary Graduate
3	Elementary Level
2	No Schooling
1	Not Stated

For the attitude level of pupils towards the participants, the following scale will be used:

Numerical Value	Description
4.50 – 5.00	Strongly Agree
3.50 – 4.499	Agree
2.50 – 3.499	Uncertain
1.50 – 2.499	Disagree
1.00 – 1.499	Strongly Disagree

To determine the level of academic performance, their mean percentage score will be subjected to analysis using the following:

Score	Interpretation
90 – 100	Outstanding
80 – 89	Very Satisfactory
70 – 79	Satisfactory
60 – 69	Fairly Satisfactory
50 below	Did Not Meet Expectations

#### G. Data Collection Method

The researcher will personally administer data gathering. The following procedure will be observed by the researcher in the conduct of this study. First, the researcher seeks approval and endorsement of the Dean of graduate school at Eastern Samar State University, Borongan Campus. Second, an application for the conduct of the study to the University Ethics Committee. Third, seeking approval from the school division superintendent in Eastern Samar Division.

A consent letter will be sought from the respondents. It is only upon their consent that the survey instrument will be administered. The researcher will personally administer and retrieve the survey questionnaire to the respondents and he or she will be ensuring that there are no classes interrupted during the data gathering. The researcher will also give enough time for the respondents to answer the questionnaire to generate reliable data. Moreover, the researcher follows necessary health protocols in the collection of data. After the retrieval of the survey questionnaire, the researcher will proceed to the statistician for data management and interpretation.

#### H. Analysis of Data

To arrive at a reliable conclusion, the data that would be gathered will be subjected to statistical tools analysis. To establish the demographic profile, frequency, percentage, mean, and mean percentage score of their academic performance in English, the following descriptive statistics will be calculated: frequency, percentage, mean, weighted mean, and Spearman rho of correlation test to determine the relationship between pupils' demographic profile and the

academic performance. The null hypothesis will be rejected when the observed significance level or p-value of the test is less than 0.01; otherwise, the null hypothesis will be accepted.

#### I. Ethical Consideration

Before beginning this research, a clear plan for the ethical treatment of the respondents and the data collected will be laid out. It is of the utmost importance that all respondents in the study are participating voluntarily and that all parties are fully notified of each aspect of the research in which they will take part, this includes the school heads, teaching staff, the pupils, and their parents. The study will be submitted to the ESSU Ethics Review Committee for clearance and then to the school division superintendent for final approval. When the approval is granted, an informed consent letter will be provided for both the parents and the pupils who will be taking part in the research study to sign. This letter explains the research that would be conducted and asks for consent for their pupils to participate in the study as well as for the researcher to obtain and use the data that they produce for the research study. The Data Privacy Act of 2012 will also be strictly adhered to regarding the handling, treatment, use, and storage of research data collected from respondents.

### 3. Results and Discussion

#### A. Profile of Grade VI Pupils in San Julian District

Table 1 presents the statistics on the profile of the Grade VI pupils in San Julian Central Elementary School in terms of their gender; highest educational attainment of mother; highest educational attainment of father and attitude towards the subject.

*Gender:* As reflected in Table 2 on the profile distribution of the respondents, their gender showed that the majority of pupils 39 (57.35%) were male, while only 29 (42.65%) of them were female. This unbalanced situation, as mentioned above, can have an important impact on the percentage of males and females enrolled in basic education. A higher percentage of male pupils might indicate that they have better access to educational opportunities. This could be due to various factors such as societal norms, economic considerations, or cultural biases favoring the education of males over females. It is therefore true in the study by Filgona & Sababa, (2017) that gender is an aspect concerning the responsibilities, roles, opportunities, constraints, and needs of males and females in all aspects of social context. On the other hand, Christmann, (2017) reported that the gender gap in students' results is very consistent across demographic groups and hence their basic conclusion is that there is a variation in the gender gap across schools.

*Highest Educational Attainment of Mother:* The table shows that most of the respondent's highest educational attainment mothers are college graduates and high school graduates with 15 or 22.06% respectively. Meanwhile, the are postgraduate, technical-vocational, and elementary graduates with 3 or 4.41% respectively, and 11 or 16.17% with an elementary level of education. The resulting data show that the mother's highest

educational attainment mediates, but generally does not directly influence all dependent variables of pupils' success. This implies that the educational attainment of mothers is diverse, reflecting a range of opportunities and challenges within the community. The findings can be supported by the study of Amparo et al., (2018), that more educated parents provide language environments at home that are more similar to the language environments of school.

Table 2  
Demographic profile of Grade VI pupils

Variable	Frequency	Percent
<i>Gender</i>		
Male	39	57.35
Female	29	42.65
<i>Educational Attainment of Father</i>		
Post Graduate	2	2.94
College Graduate	10	14.70
College Level	9	13.24
Technical-Vocational	0	0
High School Graduate	17	25.00
High School Level	16	23.52
Elementary Graduate	4	5.9
Elementary Level	8	11.76
No Schooling	1	1.47
Not Stated	1	1.47
<i>Educational Attainment of Mother</i>		
Post Graduate	3	4.41
College Graduate	15	22.06
College Level	9	13.24
Technical-Vocational	3	4.41
High School Graduate	15	22.06
High School Level	9	13.24
Elementary Graduate	3	4.41
Elementary Level	11	16.17
No Schooling	0	0
Not Stated	0	0
Total	68	100

*Highest Educational Attainment of Father:* The above table shows the highest educational attainment of fathers for the Grade VI pupils in the San Julian District which is 17 or 25%, with a high school graduate, which is followed by the pupils of those fathers who have high school level with 16 or 23.52%. Meanwhile, they are 2 or 2.94% with postgraduate, and No Schooling and Not Stated with 1 or 1.47% respectively. The data suggests that the father's highest educational attainment mediates but generally does not directly influence all dependent variables of pupils' success, it implies that the difference between primary pass and illiterate parents' children is minimal but the minimal difference also confirms the role of parents' education in the academic achievements of their children. Therefore, this finding is parallel to the study of Ismail et al. (2018), that children of educated parents are likely to have higher educational aspirations. They may be more motivated to pursue advanced degrees and aspire to careers that require higher levels of education.

*Attitude Towards the Subject:* Table 3 as reflected in the table, the level of attitude towards the subject generated an

average weighted mean of 4.27 and was interpreted as "Agree". All indicators fell on the same category interpreted as agree level. It shows that pupils who approach learning with enthusiasm and a positive mindset are more likely to invest time and effort in their studies, potentially leading to improved academic performance. Ideally, this would push for an implication that their teachers can create a supportive and encouraging learning environment that can contribute to the development of positive attitudes among learners. These findings support the study of Sulistyawati, (2018), who stated that attitudes toward learning besides opinions and beliefs have an obvious influence on students' behaviors and consequently on their performance. Likewise, Bangkok, et al., (2019), state that learners have positive attitudes toward the English language as their second language, they also favor the use of the presumed mother tongue as the medium of communication during class discussions.

Table 3  
Level of attitude towards the subject

	Weighted Mean	Interpretation
Attitude towards English	4.27	Favorable attitude

*B. The Academic Performance Level of Grade VI Pupils*

The second objective was to determine the academic performance level of Grade VI pupils in San Julian Central Elementary School, overall mean percentile scores were utilized.

*Academic Performance:* Table 4 shows the frequency distribution of mean percentile scores of the Grade VI pupils. The scores of academic performances on mean percentage score showed that most of them 44 or (64.70 %) had ranged from 80 - 90 interpreted as "Very Satisfactory". There were 20 (29.42 %) pupils who scored "Outstanding" in performance and 4 (5.88%) with a range of 79-below who scored "Satisfactory" in performance. This finding revealed that pupils' academic performance has been very satisfactory in the English learning area. It implies that Grade VI pupils are a promising outcome with implications for current and future academic success, positive school culture, and the overall well-being of learners. This finding is true according to Aguirre, and Legaspi, (2020), learners demonstrate a very satisfactory level of academic performance which indicates that they are within the bracket of average to highly proficient. Moreover, Lei et al. (2018) found that individual differences in students' skill acquisition processes play a significant role in academic achievement. In addition to Anabo (2023), there is a significant relationship between academic performance and attitudes, and school factors of the students.

*C. Relationship between Profile and Academic Performance*

Table 5 shows the relationship between the profile of Grade VI pupils and their academic performance. A Biserial

Table 4  
Academic performance level of Grade VI pupils in San Julian district

Range	Frequency (N = 117)	Percent	Mean	Standard Deviation	Performance level
90-100	20	29.42 %			Outstanding
80-89	44	64.70 %	85.5	2.65	Very Satisfactory
79 below	4	5.88 %			Satisfactory

Table 5  
Test of the relationship between the pupils' profile and the academic performance

Variable 1 (Profile)	Variable 2 (Academic Performance)	r-value	p-value	Interpretation
Gender	Academic Performance	-.623	.000	Significant
Educational Attainment of Father		.766	.000	Significant
Educational Attainment of Mother		.749	.000	Significant
Attitude Towards the Subject		.025	.837	Not significant

\*tested at 0.01 level of significance, two-tailed

Correlation test was run to assess the relationship between the profile and the academic performance at a district level with a sample of 68 Grade VI pupil participants. The following findings were revealed.

*Gender:* Table 5 presents the data on the relationship between the profile and academic performance. It was revealed that gender is significantly related to academic performance ( $r = -.623$ ,  $p = .000$ ) These p-values were lower than their critical value at 0.01 level of significance. This, therefore, is to reject the null hypothesis which is the state that there is no significant relationship between the profile and the academic performance. This implies that the level of academic performance has an impact on the gender of Grade VI pupils in the San Julian District. This study lends credence to Palt, (2018) in the result of their study which revealed that in an internal aptitude test administered to fourth grade in 35 countries, females scored more than males in reading literacy in every country. Although there was no significant difference between boys and girls in sciences while higher verbal ability was observed in girls throughout high school, they lost ground to boys after fourth grade on tests in both mathematics and science ability. Likewise, Rudolf, et.al. (2017) and Anabo (2023), suggest that beliefs about intelligence can influence academic performance and that these beliefs may vary between genders.

*Educational Attainment of Mother:* Table 5 presents the data on the relationship between the profile and academic performance. It was revealed that the educational attainment of the mother is significantly related to academic performance ( $r = -.766$ ,  $p = .000$ ) These p-values were lower than their critical value at 0.01 level of significance. This, therefore, is to reject the null hypothesis which is the state that there is no significant relationship between the profile and the academic performance. This implies that the level of academic performance influences the educational attainment of the mother of Grade VI pupils in San Julian Central Elementary School. This indicates that the level of academic performance affects the educational attainment of the mother of Grade VI pupils. These findings support the study of Idris, Hussain, and Nasir, (2020) stated that level of parental education is a vital predictor of children's academic and behavioral upshots. In contrast, some studies found that parents' level of education, marital status, and income level have no significant correlation with their children's academic achievement (Suleman, et al., 2012).

*Educational Attainment of Father:* Table 5 presents the data on the relationship between the profile and academic performance. It was revealed that the educational attainment of the father is significantly related to academic performance ( $r = .749$ ,  $p = .000$ ) These p-values were lower than their critical value at 0.01 level of significance. This, therefore, is to reject the null hypothesis which is the state that there is no significant

relationship between the profile and the academic performance. This implies that the level of academic performance has an impact on the educational attainment of the father of Grade VI pupils. This implies that children may look up to their educated fathers and, as a result, have higher academic expectations for themselves. This attitude can contribute to a mindset of continuous improvement and intellectual curiosity among the pupils. The findings of the study corroborate with the study of Idris, Hussain, and Nasir (2020) and Anabo (2024), parents with low educational levels could be very motivated to get involved since they do feel less confident communicating with school staff.

In addition, Nyarko, et al., (2018) their research reveals a significant and positive association between children's performance on standard tests and their proficiency in reading, even after accounting for factors such as paternal involvement, maternal involvement, financial situation, and age.

*Attitude Towards the Subject:* Table 5 presents the data on the relationship between the profile and academic performance. It was revealed that the attitude towards the subject is not significantly related to academic performance ( $r = -.025$ ,  $p = .837$ ) These p-values were higher than their critical value at 0.01 level of significance. This, therefore, fails to reject the null hypothesis which is the state that there is no significant relationship between the profile and the academic performance. The findings show that the level of academic performance has no impact on the attitude towards the subject of Grade VI pupils suggesting that, regardless of their academic achievements, pupils maintain a consistent attitude toward the subject. This implies that factors beyond academic success, such as personal interests, teaching methods, or extracurricular aspects, may play a more dominant role in shaping pupils' attitudes toward the subject. It also underscores the importance of considering a holistic approach to understanding and fostering positive attitudes in pupils, beyond their academic performance. The findings of the study do not substantiate the study Costley, et al., (2018) results indicated that the learners held very favorable attitudes toward learning the language. It was noted, though, that the monolingual group illustrated somewhat more variance than the multilingual learners.

#### 4. Conclusion

Based on the findings of the study, the following conclusions were drawn:

The majority of pupil respondents are male, with college graduates and high school graduates for mothers' educational attainment, and dominated by high school graduates for fathers' educational attainment. Likewise, the attitude towards the subject has potentially led to improved academic performance.

The level of academic performance has been very

satisfactory in the English learning area.

There is a significant relationship between pupils' profiles in terms of gender, educational attainment of mother and father, and academic performance.

There is no significant relationship between pupils' profile in terms of attitude towards the subject and academic performance.

### 5. Recommendations

The foregoing conclusions served as the basis for the following recommendations:

1. Provide professional development opportunities for teachers to enhance their ability to address diverse educational backgrounds and learning attitudes.
2. The school heads will facilitate a platform for teachers to share successful teaching practices in the English learning area. Encourage collaboration and the exchange of effective instructional methods to enhance the overall quality of English education.
3. The Department of Education may use the data to address the gaps between pupils' profiles, and academic performance.
4. Another related study or research should be conducted to further verify the findings of the current study using a much bigger population and locale.

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