


**ACADEMIC PERFORMANCE IN ENGLISH OF GRADE SIX PUPILS
IN SELECTED PRIVATE SCHOOLS IN UPLAND CAVITE:
BASIS FOR THE DEVELOPMENT OF AN
ENGLISH PROFICIENCY
PROGRAM**



A Master's Thesis
Presented to
The Faculty of the
College of Education Graduate Studies
De La Salle University – Dasmariñas
Dasmariñas, Cavite

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education
Major in Educational Management

SR. JULIETA P. GUANSING, FIS

March 2010

ABSTRACT

Title of the Research : **Academic Performance in English of Grade Six Pupils in Selected Private Schools in Upland Cavite: Basis for the Development of an English Proficiency Program**

Author : **Sr. Julieta P. Guansing, fis**

Degree : **Master of Arts in Education**

Major : **Educational Management**

Date of Completion : **March 2010**

This study aimed to determine the factors associated with the academic performance of grade six pupils in selected private schools in Upland Cavite as basis for the development of an English Proficiency Program. The conceptual framework focused on two variables. The independent variables such as the pupil factors, teacher factors, home factors and school factors and pupils academic performance in English – the dependent variable. Based on the findings of the study an English Proficiency Program was designed. This study covered 7 private schools in upland Cavite with a total population of 337 pupil respondents, 7 teachers teaching English, 337 parents and 7 administrators. It utilized the survey form of Diaz (2005) and Thadphoothon (2004) which were modified to suit the study. Findings from the study showed the obtained chi-square value of 15.25 (age), 22.73 (gender), 274.13 (interest in English), 24.39 (attitudes

towards studying English), 38.92 (study habits) and 125.01 (computer literacy) are greater than the critical value at .05; thus, there is a significant relationship between these factors and pupils' academic performance in English. The obtained chi-square value of 45.16 (educational qualification), 14.74 (performance rating), 69.63 (teaching experience) 15.94 (teacher's attitude), 13.95 (teaching approaches) and 70.35 (computer literacy) are greater than the critical value at .05. Therefore, there is a significant relationship between these factors and pupils' academic performance in English. The obtained chi-square value of 29.61 (parental support) and 13.25 (access to the internet) are greater than the critical value at .05; hence, there is a significant relationship between these factors and pupils' academic performance in English. The obtained chi-square value of 32.69 (speech laboratory), 34.56 (library), 38.24 (access to the internet), 32.72 (access to electronic materials) 24.96 (school policy in the use of English), and 33.33 (class size) are greater than the critical value at .05. Therefore, there is a significant relationship between these factors and pupils' academic performance in English.

The pupils' academic performance in English was on the average level, thus, an English Proficiency Program was designed. The use of this developed English Proficiency Program is highly recommended.

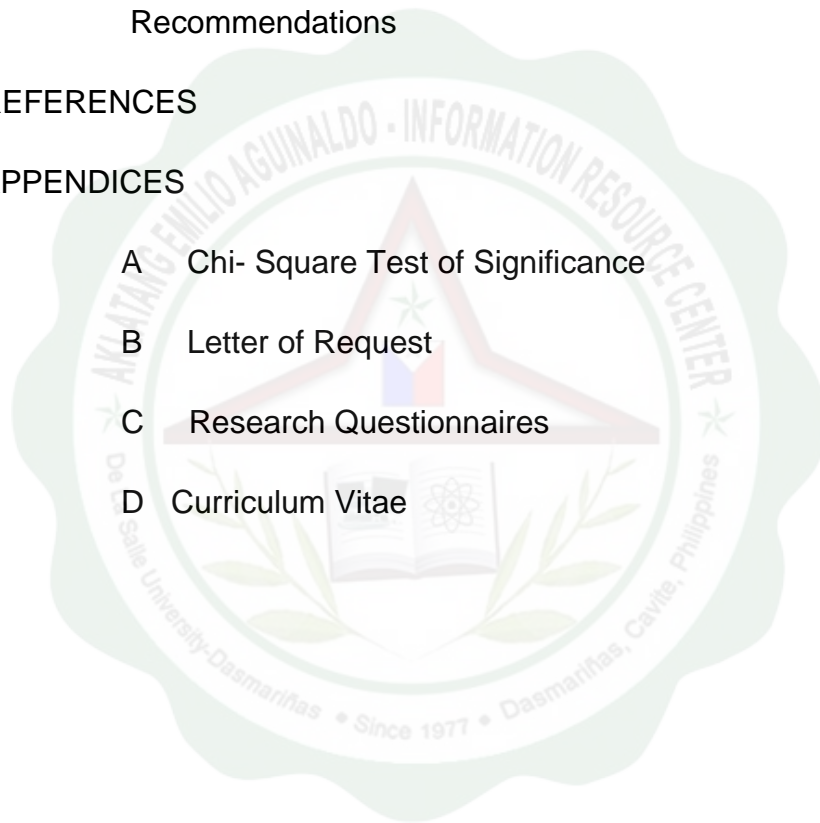
TABLE OF CONTENTS

	Page
TITLE PAGE	1
ABSTRACT	2
APPROVAL SHEET	4
ACKNOWLEDGMENTS	5
TABLE OF CONTENTS	7
LIST OF TABLES	11
LIST OF FIGURES	14
CHAPTER	
1 THE PROBLEM AND ITS BACKGROUND	15
Introduction	15
Conceptual Framework	20
Statement of the Problem	28
Assumptions	31
Scope and Delimitation of the Study	32
Significance of the study	32
Definition of Terms	34
2 REVIEW OF RELATED LITERATURE	38
Conceptual Literature	38
Research Literature	65

Synthesis	74
3 METHODOLOGY	77
Research Design	77
Population and Sampling	78
Respondents of the study	78
Research Instruments	79
Validation of Instruments	85
Data Gathering Procedure	86
Statistical Treatment	86
4 PRESENTATION OF DATA, ANALYSIS AND INTERPRETATION	88
Problem No 1.1	88
Problem No 1.2	89
Problem No 1.3	90
Problem No 1.4	93
Problem No 1.5	94
Problem No 1.6	96
Problem No 2.1	97
Problem No 2.2	98
Problem No 2.3	99

Problem No 2.4	100
Problem No 2.5	104
Problem No 2.6	105
Problem No 3.1	106
Problem No 3.2	108
Problem No 3.3	109
Problem No 3.4	110
Problem No 3.5	111
Problem No 4.1	113
Problem No 4.2	119
Problem No 4.3	121
Problem No 4.4	124
Problem No 4.5	126
Problem No 4.6	127
Problem No 5	128
Problem No 6	129
Problem No 7	133
Problem No 8	138
Problem No 9	143
Problem No 10	150

5 SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	162
Summary	162
Findings	164
Conclusions	176
Recommendations	178
REFERENCES	180
APPENDICES	189
A Chi- Square Test of Significance	190
B Letter of Request	217
C Research Questionnaires	218
D Curriculum Vitae	233

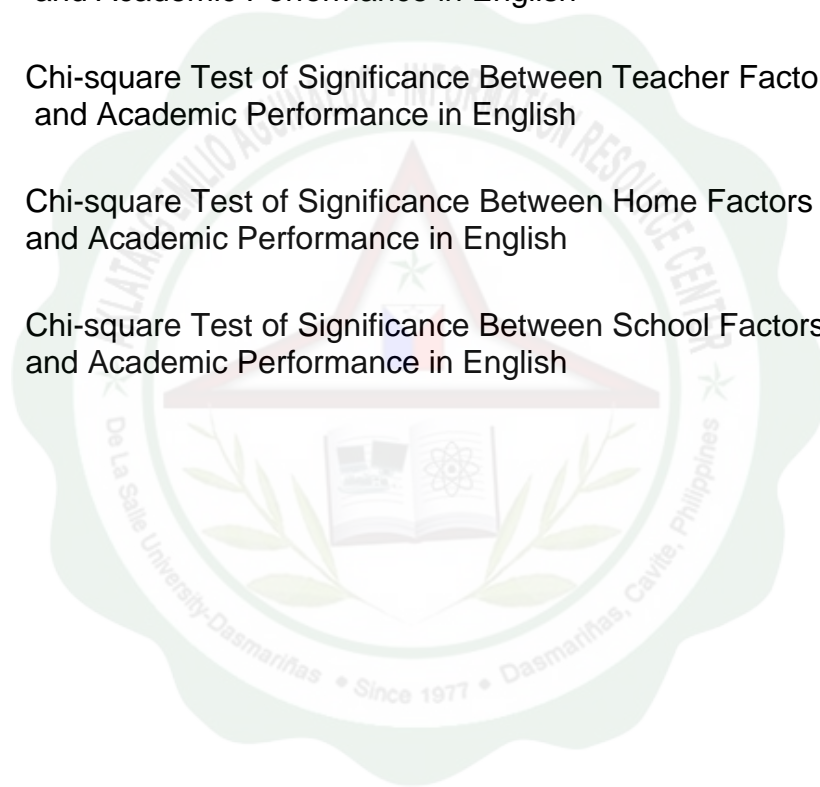


LIST OF TABLES

TABLE	Page
1 Distribution of Respondents	79
2 Profile of the Pupil Respondents According to Age	89
3 Profile of the Pupil Respondents According to Gender	89
4 Pupil's Level of Interest in English	90
5 Ranking on the Pupils' Interest in English	92
6 Attitudes Towards Studying English	94
7 Study Habits	95
8 Ranking on the Pupils' Study Habits	96
9 Computer Literacy	97
10 Profile of Teachers' Educational Qualification to Teach the Subject	98
11 Profile Teachers' Performance Rating	99
12 Profile Teachers' Teaching Experience	100
13 Level of Teachers' Attitude Towards Teaching English	101
14 Ranking of Teachers' Attitudes Towards Teaching English	103
15 Teaching Approaches Used/Employed	105
16 Computer Literacy of Teachers	106

17	Parental Support	107
18	Ranking of Parental Support	108
19	Language Spoken at Home	109
20	Availability of Printed Materials	110
21	Watching English TV Program/Movies	111
22	Access to the Internet	112
23	Access to Electronic Materials	113
24	Adequacy of Speech Laboratory	114
25	Ranking of Speech Laboratory	115
26	Adequacy of the School Library, Facilities and Supplies	116
27	Ranking of School Library as to Adequacy and Functionality	117
28	Adequacy and Functionality of the English Room	118
29	Ranking of English Room as to adequacy and Functionality	119
30	Instructional Aids/ Materials Used in Teaching English	120
31	Ranking of Instructional Aids/Materials	121
32	Adequacy to the Access to the Internet	122
33	Adequacy of the Access to the Electronic Materials	123
34	Ranking of the Adequacy of Access to Electronic Materials	124
35	Classroom Culture	125

36	Ranking of Classroom Culture	126
37	School Policy in the Use of English	127
38	Class Size	128
39	Pupils' Level of Academic Performance in English	129
40	Chi-square test of Significance Between Pupil Factors and Academic Performance in English	133
41	Chi-square Test of Significance Between Teacher Factors and Academic Performance in English	138
42	Chi-square Test of Significance Between Home Factors and Academic Performance in English	143
43	Chi-square Test of Significance Between School Factors and Academic Performance in English	149



LIST OF FIGURE

FIGURE	Page
The Conceptual Paradigm of the Study	27

