

**ACHIEVEMENT LEVEL IN COMMUNICATION ARTS
ENGLISH OF SECOND YEAR STUDENTS
AND SOME SELECTED FACTORS**

A Masters Thesis

**Presented to
SIGLIO**

**The Faculty of the Graduate School
Philippine Christian University**

**In Partial Fulfillment
of the Requirements for the
Degree of Master of Arts in Education**

by

TESSIE M. SAMONTE

March 1990

AKIATANG EMILIO AGUINALDO

ACHIEVEMENT LEVEL IN COMMUNICATION ARTS ENGLISH
OF SECOND YEAR STUDENTS AND SOME
SELECTED FACTORS

Tessie M. Samonte

Philippine Christian University, 1990

This study was conducted to determine the achievement in Communication Arts English of Second Year students and some selected factors such as age, sex, mental ability or I.Q., study habits, availability of reading materials, parents education, parents occupation and the socio-economic status.

A total of 80 students comprising of 35 males and 44 females from Saint Gregory Academy, Indang, Cavite for the school year 1988-'89 participated in the study.

The descriptive analysis was used in this study. Research instruments were questionnaire on the general informations for the students, questionnaire on study habits, Standard Mental Ability Test and Achievement Test in English II for high school students.

The mean, standard deviation, analysis of variance, percentage, weighted average and the chi-square tests were used to determine the relationship of the achievement levels of the students and some selected factors.

It was revealed that majority of the students have average achievement level. Their age has no significant relation to their performance but their sex plays a great role in the level of achievement. Female performed better than male.

Majority of the students have an average I.Q. or mental ability and good study habits. These two factors however, were found to have significant relationship with the level of achievement.

Students with high I.Q., and good study habits performed better and obtained high level of achievement.

No significant differences were observed between availability of reading materials, fathers' and mothers' educational attainment and mothers' educational status. However, it was found that the fathers' occupation was related to the achievement of their children.

Fathers with permanent jobs have children with high and average achievement level.

Similarly, parents with high socio-economic status, have children with high achievement level in Communication Arts English.

In view of the findings and conclusions drawn, the following are recommended:

1. The teachers should recognize the individual differences among the students. More emphasis and

time should be devoted to where majority of the students' performance are low in order to attain higher achievement in Communication Arts English.

2. Heterogeneous sectioning should be employed in high schools so that all sections should have a combination of high, average and low achievers. In this case, the morals of the teachers should not be lessened and the teacher's attitude towards the development of students will be high.

Another good effect of having heterogeneous sectioning is that the slow learners can also learn from the fast learners.

3. A lesson in having a good study habit should be made from time to time since study habits influence the achievement level of the students.

4. a. Although the mental ability or I.Q. of the students plays significant role in the achievement of an individual, the in-school factors are still needed to consider in order to obtain high level of achievement.

b. Interest on using the available reading materials at home or even in school should be emphasized very well to the part of the students even if in this study the availability of reading materials has no significant relationship to the achievement of the students. It is also recommended that the students

should be exposed to various educational reading materials so that their academic achievement will be improved.

c. Fathers should at least be high school graduates so that they can have permanent jobs whether white or blue collar jobs. Fathers with works or jobs have children with high and average achievement.

d. Parents should know that the socio-economic status of the family has relation to the levels of achievement of their children. Parents should also be informed about their children's performance in the school. They should help each other to guide students in achieving their goals.

TABLE OF CONTENTS

	Page
TITLE PAGE	i
APPROVAL SHEET	ii
ACKNOWLEDGMENT	iii
ABSTRACT	iv
TABLE OF CONTENTS	viii
LIST OF TABLES	xi
LIST OF FIGURES	xiii
 CHAPTER	
I. THE PROBLEM	1
Introduction	1
Theoretical Framework	4
Statement of the Problems	10
Hypothesis	11
Assumptions	12
Importance of the Study	12
Scope and Limitation of the Study.	13
Definition of Terms	14
Relationship of the Previous Studies to the Present Study	30
II. SURVEY OF RELATED STUDIES AND LITERATURE	17
Achievement Level	17
Factors	21

III.	METHODS AND PROCEDURES OF THE STUDY	32
	Methods	32
	Subject of the Study	32
	The Research Instrument	32
	Data Gathering	37
	Statistical Treatment	38
IV.	PRESENTATION AND INTERPRETATION OF DATA	41
	Achievement Levels of the Students	41
	Differences Among the Four Areas of Achievement	45
	Characteristics and Distribution of the Respondents Based on Some Related Factors.	51
	Age	51
	Sex	52
	Mental Ability or I.Q.	53
	Study Habits	53
	Availability of Reading Materials.	55
	Parents Educational Attainment	56
	Parents Occupation	58
	Socio-Economic Status	63
	Relationship between the Level of Achievement and Some Related Factors	69
	Age and Achievement	69
	Sex and Achievement	70

I.Q. and Achievement	72
Study Habits and Achievement . .	74
Availability of Reading Materials and Achievement	77
Parents Educational Attainment and Achievement	78
Parents Occupation and Achievement .	81
Socio-Economic Status and Achievement	84
Summary of Findings on the Relationship Between Students Achievement and all Factors	86
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	88
The Problems	88
Summary of Findings	90
Conclusions	95
Recommendations	96
BIBLIOGRAPHY	99
APPENDIX	102
CURRICULUM VITAE	114

LIST OF TABLES

Table		Page
1	Percentage Distribution of the Respondents on Four Areas of Achievement	42
2	Means and Standard Deviations of Scores in the Four Areas of Achievement	44
3	Analysis of Variance on the Areas of Achievement	46
4	Percentage Distribution of the Respondents According to Age	51
5	Percentage Distribution of the Respondents According to Sex	52
6	Percentage Distribution of the Respondents According to Mental Ability	53
7	Percentage Distribution of the Respondents According to Study Habits	54
8	Percentage Distribution of the Respondents According to Availability of Reading Materials	55
9	Percentage Distribution of the Respondents According to Father's Educational Attainment	56
10	Percentage Distribution of the Respondents According to Mother's Educational Attainment	57
11	Percentage Distribution of the Fathers According to Occupation	60
12	Percentage Distribution of the Mothers According to Occupation	61
13	Percentage Distribution of the Respondents According to Socio-Economic Status	63
14	Result of the Chi-Square Test on the Relationship of Age and the Student's Achievement	69

Table	Page
15 Result of the Chi-Square Test on the Relationship of Sex and to Student's Achievement	71
16 Result of the Chi-Square Test on the Relationship of I.Q. and the Student's Achievement	73
17 Result of the Chi-Square Test on the Relationship of Study Habits and the Student's Achievement	75
18 Result of the Chi-Square Test on the Relationship of Availability of Reading Materials and the Student's Achievement .	77
19 Result of the Chi-Square Test on the Relationship of Father's Educational Attainment and the Student's Achievement.	79
20 Result of the Chi-Square Test on the Relationship of Mother's Educational Attainment and the Student's Achievement.	80
21 Result of the Chi-Square Test on the Relationship of the Father's Occupation and the Student's Achievement	82
22 Result of the Chi-Square Test on the Relationship of the Mother's Occupation and the Student's Achievement	83
23 Result of the Chi-Square Test on the Relationship of Socio-Economic Status and the Student's Achievement. . . .	85
24 Summary Table on the Findings on the Relationship of Socio-economic Status and All Factors	86

LIST OF FIGURES

FIGURE		PAGE
1	Shows that Some Factors are Related to the Development of Skills Among Students.	9
2	The Behavior of Scores in Vocabulary .	47
3	The Behavior of Scores in Reading Skills	48
4	The Behavior of Scores in Idioms . . .	49
5	The Behavior of Scores in Correct Usage .	50
6	Comparative Percentage Distribution of the Educational Attainment of the Respondent's Fathers and Mothers. . .	59
7	Comparative Percentage Distribution of the Occupation of the Respondent's Fathers and Mothers	62
8	Percentage Distribution of the Size of the Family of the Respondents	64
9	Percentage Distribution of the Respondents with Hired Helpers in the House . . .	65
10	Structure of the House Where the Respondents Live	66
11	Respondents With and Without Their Own Room .	67
12	Membership of the Respondent's Parents to Professional or Scientific Society .	68