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FACTORS ASSOCIATED WITH STUDENTS' PERFORMANCE IN ENGLISH IN THE IMPLEMENTATION OF SPIRAL PROGRESSION

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Abstract

This sequential exploratory mixed method research design aimed to describe which among language pedagogy, learner attributes, family factor and linguistics environment significantly predicts the performance of students in the English subject in Panabo National High School and thereafter develop a regression model for the study. Factor analysis was employed to develop the instrument derived from the interview of the informants with the use of Creswell (2009) for data analysis. The predictor variables were tested whether these predict the performance of student in English. Using the complete enumeration, 300 respondents were selected to answer the validated and reliable questionnaire. Using Pearson's r and multiple regression analysis, the figures revealed that language pedagogy, learner attributes, and linguistic environment have significant relationship to the performance of students in English and the emerged themes as factors predict the performance of Grade 10 students in English as well. The multiple regression model of the study is: $\text{Grades in English} = 0.885 (\text{Language Pedagogy}) + (- 2.670) (\text{Learner Attributes}) + 0.510 (\text{Family Factor}) + (- 0.171) (\text{Linguistic Environment}) + 94.47$. The insights gained from the study suggested ways policy and educational initiatives can be crafted to intensify students' performance in English in the implementation of Spiral progression.

Keywords

Factors Associated, English Performance, Mixed-Method Research

1. Introduction

English language communication always plays a vital component to one's education. It is a key element students need to learn and master in order to cope with the complexity of other disciplines in the curriculum since the medium of instructions used in most subject areas are in English. However, recent standing of English proficiency among Filipinos is deteriorating and at par compared to neighboring ASEAN countries.

For many years now, Filipinos have always been known in having good reputation in communication skills using the English language compared to other speakers of the language in the neighboring countries. It is quite disturbing though that just recently Filipinos have failed to keep this prestige anymore. Recent reports declare that there is a relatively dramatic decline of proficiency in the English language communication skills. As cited by Ocampo, et al. (2006) the latest SWS survey found a big drop in the number of Filipinos who could read, write, speak and think in English. Moreover, Yap (1997 as cited by Lozarita, 2000) stresses how Filipinos can probably go over the humps in following years if they are incompetent to speak in English well knowing that English is renowned as the language of international trade and foreign relations. Furthermore, there is a need to uphold expertise in the English language so that the country can be competitive in the labor market, in business, production, and education as well.

Knowing the fact that teachers have been known to have an essential influence on students' academic success, they also play a critical role in educational success for they are greatly responsible in interpreting educational policies and principles into actions based on practice during interaction with the students (Afe, 2001). Both learning and teaching rely chiefly on teachers: no wonder an effective teacher has been intellectualized as one who yields desired outcome in the course of his duty as a teacher (Uchefuna 2001). Moreover, the effect of teachers' teaching effectiveness on the learning outcome of students as accounted by students' academic success has been the subject of numerous researches (Adediwura & Tayo, 2007; Adu & Olatundun, 2007; Lockhead & Komenan, 1988; Schacter & Thum, 2004; Starr 2002). One study suggests that effective teaching is a significant predictor of students' academic achievement. Therefore, effective teachers should produce students of higher academic proficiency.

On the other hand, Harb and El-Shaarawi (2006) found that one of the most key factors with positive influence on students' success is learner's competence in English. If the students have reliable communication skills and have strong grip on English, it intensifies the

performance of the students. The performance of the student is associated by communication skills; it is possible to see communication as a determinant which may be certainly related to performance of the student in open learning. A chief peculiarity of this study from pass studies is that it emphasizes on open learning (AL-Mutairi, 2011). Though, Parsons, Hinson and Brown (2001) added that motivation is also an imperative features in the learning process. Learning and motivation have the same importance in order to accomplish something. Learning makes students increase new knowledge, and skills and motivation pushes or inspire them to go through the learning process.

To add another situation, family factor matters. Just like the idea about students who are suitably directed by their parents has shown that they have achieved well in the exams. The guidance from the teacher also influences the student success. The guidance from the parents and the teachers indirectly contributes to the performance of the students (Hussain, 2006). Besides, Noble (2006) claimed that students' academic accomplishments and activities, perceptions of their coping strategies and positive attributions, and background characteristics (i.e., family income, parents' level of education, guidance from parents, and number of negative conditions in the home) were indirectly attributed to their composite scores, through academic achievement in high school.

In Philippine setting, there are few parents speak the English as a means of communication with their children even they have not yet formally attending classes in school. While to some middle-to-upper class citizens of society, when they are on phone they accustomed to speak in English as well as in e-mail and doing cyber chat regularly. This plainly evidence that every individual necessitate to become skilled communicator in English language not only here in the country, but as well as abroad. This proficiency and competent scholastic level of aptitude linked to communicative competence, speakers of the second language are confronted with the challenges inducing them to ponder on whether they are expert user of the English language compare to other adjacent nations (Amaro, 2012). In the same scenario, this issue is manifested in the result of the Students Aptitude among first year students conducted by the Center of Educational Measurement (CEM) last August 26, 2000 which showed that in verbal English, among 866 examinees, only 3% of the takers were able to perform above average; 8.2% got average; and the 766 examinees or 88.45% were found to be below average (GSTC, 2000 as cited by Orbeta, 2012).

Moreover, poor language performance of students in the recent National Achievement Test (NAT) exam continues a serious problem of teachers of English, curriculum designers, parents and the academe in general. The result of the test is disclosed yearly for discussion in

formulating mechanism for the improvement of this academic performance for the years to come. NAT measures the student's understanding of the lessons and mastery on the competencies in the five learning areas (i.e. Mathematics, Filipino, Araling Panlipunan, Science and English). It is conducted to evaluate the quality of learning gained by the students, and it is also one of the indicators used in the computation of the DepED's performance-based bonus (DepED Order 3, s. 2015). It indicates that when students in a particular school obtain high results in the NAT, there is a greater possibility that the teachers of the same school will receive a greater amount of the performance-based bonus.

Hence, it is evident that high school students in public school in Panabo City have troubles in the academic subjects, especially, those subjects which use English language as medium of instruction. Thus, Panabo National High School obtained only an overall mean rating of 65.02% which considered to be a failing mark in national passing identified to be 75% and above. To sum it up, the overall MPS of Panabo City Division is 64.32 which is less than the division target of MPS 72.66 in SY 2014-2015. This means that the Panabo City Division has still so much to be done to improve its performance.

Consequently, these scenarios have prompted the researcher to embark on this study. The results of this investigation will definitely provide greater understanding to the accurate utilization and application of the spiral progression in the language instruction of the teachers of English. Likewise, it will improve the school academic performance of Panabo National High school as well as the DepEd Panabo City Division in general.

2. Purpose of the Study

The intent of this two-phase, sequential mixed methods study was to seek factors associated to the performance in English of Grade 10 students using the Spiral Progression. The first phase was a qualitative exploration of a lived experience by collecting primary data from teachers of English at Panabo National High School. Findings from this qualitative phase was used to test a hypotheses that compare the language pedagogy, learners' attribute, family factor and linguistic environment with students performance in English subject for 300 respondents at the same school. The reason for collecting qualitative data initially is that instrument is inadequate or not available. Specifically, it sought to:

1. Explore the factors that are associated with the performance of Grade 10 students in English;
2. Describe the factors that link to the language performance of Grade 10 students in English;
3. Determine the performance of students in English in terms of their Performance in English;

4. Ascertain the extent of relationship among factors and language performance of Grade 10 students in English subject;
5. Identify which factors singly or in combination significantly influence the Language performance of Grade 10 students in English subjects; and
6. Develop a regression model relating performance of students in English to the significant factors.

3. Methodology

3.1 Research Design

This study used a sequential exploratory strategy of a mixed-method research design. This exploratory research initially employed a qualitative design which is the most appropriate approach in describing the lived experiences of English teachers in utilizing the spiral progression in basic education. In qualitative research, Creswell (2009) emphasized that the pursuit to knowing the quality of the study by “exploring the field of experiences of the informants, eliciting the way they perceived, live, experience and portray the phenomenon, and drawing out the meaningful experience from the participants. Similarly, the design of this study is called sequential exploratory mixed method to corroborate the quantitative and qualitative techniques in data analysis.

3.2 Locale of the Study

This study was conducted in the Divisions of Panabo City, specifically the largest school in the division—the Panabo National High School. This school is located at New Site, Brgy. Gredu, Panabo City. This has more or less 4,800 enrollees from Grade 7 to Grade 10. Presently, the school has 116 members of the faculty in which 40% of the teachers are considered to be seasoned-teachers since they are in the service for more than 10 years. The school is recognized as top performing school in the Region XI in both curricular and extra-curricular programs. The said school has been implementing the K to 12 Enhanced Basic Education Curriculum since the Republic Act 10533 is mandated.

3.3 Informants Selection and Sampling Procedure

In qualitative phase, the Purposive sampling was utilized in choosing the participants who are information-rich (Patton, 1990). It also presents multiple perspectives of individuals to represent and display different dimensions (Creswell, 2009). The Key Informants consisted of twelve teachers of English. Thus, these identified teachers have the knowledge and experience teaching the Basic Education Curriculum as well as the new curriculum mandated by the RA 10533 also known as Enhanced Basic Education Curriculum. While in quantitative phase, the



researcher used random sampling. The respondents of this study were the students in Grade 10 with a large number of samples approximately 300 students. These respondents are the beneficiaries of the K to 12 Spiral progression since its implementation.

3.4 Research Instruments

Following the standard procedure in instrumentation, an interview guide and questionnaire were used in this study. Hence, an interview guide was comprised of open-ended questions to explore the factors that are associated with the performance of students in the English subject. The instrument was modified, critiqued and enhanced by three (3) expert validators and was then administered as dry-run to three (3) teachers of English who were not part of the qualitative participants. Conversely, the main instrument was used in the data collection in the qualitative aspect was the researcher-made interview guide containing initial questions about the topic of this investigation. The interview guide was utilized to collect qualitative data on the teachers of English of Panabo National High School, through in-depth interviews.

3.5 Mixed Methods Data Collection Procedures

The approval was sought from Schools Division Superintendent to conduct the study in Panabo National High School and to interview some of their teachers as key informants. A time and day was scheduled for the interview. On the agreed date, the face-to-face was personally facilitated by the researcher. The guide question was given to the key informants few minutes before the actual interview. An interview guide consisting of open-ended questions was used in conducting the face-to-face interview to gather data on their direct experiences in the said factors associated with students' performance in English. Takenoter was assigned to take the responses of the informants. The interviewer was assigned to ask an open-ended questions while the recorder encoded the information given by the informants using field notes/diaries and tape recorders. In gathering the data for this study, the researcher-made questionnaire was used. Moreover, the data source for the quantitative phase was collected from the students' grades in English subject.

3.6 Data Analysis Procedures

In this study, the exploratory design is most useful when the researcher wants to simplify, evaluate, or test qualitative exploratory results to generalize a sample and a population of subjects.

In the qualitative phase of the study, in order to answer the main objective which is to explore the experiences of teachers of English in Panabo National High School regarding the factors associated to the language performance of students in English, which was generated

through the Key Informant Interviews (KIIs), data were coded and analyzed using Creswell data analysis (2009) procedure. Basically, the qualitative research intended to demonstrate trustworthiness in providing rigor and strength to the study validity and reliability in all stages including data collection, data analysis and descriptions. Using practical cluster analysis, the researcher grouped the significant statements collected from the informants, then after which drew out the cluster themes and generated the emerging from them.

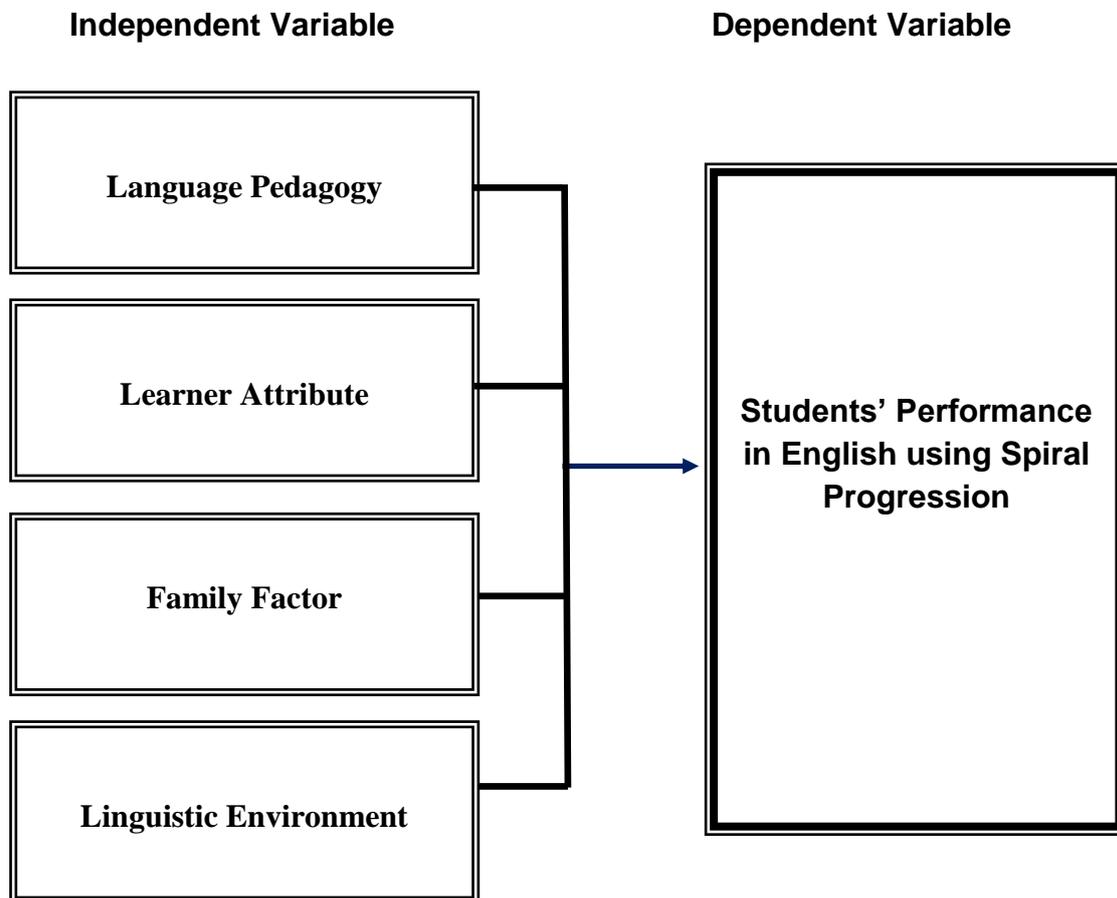


Figure 1: *Conceptual Framework of the Quantitative Study*

Also, to determine the academic performance of respondents in English, the DepED Order No. 8 series of 2015 entitled Policy Guidelines on Classroom Assessment for the K to 12 Basic Education program was adapted to interpret the grades obtained by the students and its description and meaning.

To achieve the objective number 6 of this study, which was to identify which of the factors of performance affect the Grades of students in English in Panabo National High School, correlation was utilized for its statistical treatment of the data as shown in Figure 1. From the

results of the statistical analysis of the correlation, a regression model relating the academic performance of students in English to the significant factors of performance was derived.

Table 1: Likert-Five Scale used to describe the Level of Agreement of the Respondents in the Identified Factors of Performance in English

<i>Range of Means</i>	<i>Descriptive Equivalent</i>	<i>Interpretations</i>
4.50-5.00	Strongly Agree	This means that the factor in English performance is always true.
3.50-4.49	Agree	This means that the factor in English performance is oftentimes true.
2.50-3.49	Moderately Agree	This means that the factor in English performance is sometimes true.
1.50-2.49	Disagree	This means that the factor in English performance is rarely true.
1.00-1,49	Strongly Disagree	This means that the factor in English performance is not true at all.

4. Results and Discussion

This chapter presents the results of the data gathered from the field through in-depth interview with the key informants. It includes teacher's responses given during IDI and it discloses factors of performance associated to Grade 10 students' academic standing in the English subject. There are four emerging themes as factors namely: Language pedagogy, learner attributes, family factor and linguistic environment. Each of the themes has also clustered themes. For instance, in the first emerging theme, there are three (3) identified clustered themes namely *Teaching Methodology*, *Teaching Technique* and *Instructional assessment*. While, in the second theme, there are five (5) clustered themes, these are *Language Foundation*, *Language Proficiency*, *Self-confidence*, *Mother Tongue*, *Students' Interest and Motivation*. There are three (3) clustered themes for the third emerging theme, viz: *Parental Support*, *Family Stress* and *Parent's Educational Orientation*. And for the fourth emerging theme, there are four (4) clustered themes such as *Social Climate*, *Instructional Technology* and *Instructional Materials*.

4.1 Various Factors that are associated in the Performance of Grade 10 Students in English Using Spiral Progression

In this study, Grade 10 students' performance is attributed to language pedagogy, family factor, learner attributes and linguistics environment. The informants perceive a critical stage in the first theme that emerged from their responses. It is critical in the sense that they are the key persons who are responsible to this aspect in educative process. Nonetheless, they are also challenged because teachers serve to be the catalyst for students' development.

4.2 Language Pedagogy

Language pedagogy is the instructional procedures employed by the teachers of English to achieve desired outcomes in the classroom setting. In the exploration of the study from the field of actual setting, it is discovered that language pedagogy is one of the factors contributed to the performance of students in Grade 10 English using the spiral progression approach. Language teachers have perceived that teaching methodology, teaching techniques and instructional assessments link to how students perform in the class. Thus, it focuses on the cognitive, affective, psychomotor aspects in language educative process.

4.3 Teaching Methodology

Research shows that teacher experience teaching methodology as related predictor of the learner's linguistic success. As to the deliberation of the spiral progression in teaching-learning process, the data elicited from the informants reveal that there are reasonable features that teaching method has contributed to the students' learning and understanding the lessons in English subject. The teachers find ways to catch the attention, present the lesson from simple to complex manner, encourage the students to get maximum participation from them and if necessary go back to the basic in order to follow the intention of spiral progression in the new curriculum.

4.4 Teaching Techniques

The activities, class exercises and drills as part of teaching techniques are backing the claim for language pedagogy as associated to the students' academic standing in English. Informants revealed that teaching techniques like task-based activities and board works are considered in the implementation of spiral progression in the classroom setting. Thus, strategies like activating prior knowledge, practical use of the language, expression of oneself applying the English, enjoyable and communicative-based activities to fully maximize the effectively of this new approach.

4.5 Instructional Assessment

The part of measuring and evaluating the students' performance is a must in every teaching-learning engagement. Some students excel differently in various ways in task-based assessment in the class. Instructional assessment means the mode of evaluating the learning outcome acquired by the students in the teaching-learning process. The results manifest that the style of evaluating the students' leaning outcome has contributed to the students' academic performance in English. Task-based assessment, rubrics, performance-based test are frequently expressed by the informants which show the bearing of instructional assessment to the academic success of the students in English subject.

4.6 Learner Attribute

Considering that learner is the center of the educative process, this learner attributes play a key important factor which supports significantly to the whole academic success of any individual in the teaching-learning process. One cannot deny the fact that without the learner, the whole educational system is pointless. Hence, here lies the idea of having student-centeredness in all of the teacher's endeavors in enhancing the quality of one's education. Learner Attributes consider the students' mother tongue, language foundation, language proficiency, self-confidence, student's interest, and motivation.

4.7 Language Foundation

Language foundation means the stored knowledge of an individual acquired on his existence. This is gained through experiences, exposed to vast reading materials, watching English movies, listening to English music and the like. The responses of the informants revealed that language foundation has contributed to how students learned and performed in the English class. Also, the spiral progression deals with the presentation and introduction of the lesson in progressive and developmental manner. This simply means that if the basic and foundation learning of the students is not well-founded in previous grade level, their achievement and understanding of the same lessons, but varies in complexity, will greatly be affected.

4.8 Language Proficiency

Language proficiency contributed also to the student's academic success in English class. This refers to learner's intelligence quotients, expertise of the language use, mastery of the grammar rules, and language vocabulary of the students. The evidences disclose the notion that the higher the students' intelligence is, the better they will perform in the class. The spiral progression is somehow an efficient approach in today's type of learner, but no matter what the kind of learner a generation has if the students is really intellectually advanced, he/she will really excel and outdo every academic challenge he/she may encounter the natural way. As such, advance students can easily catch up to the lessons like having grammar competence, good educational background and can adapt to the materials easily.

4.9 Self-Confidence

The student's self-confidence can also emotionally affect the learner's performance in the language class. Self-confidence is, indeed, a matter of self-control. However, if one cannot deal with it, disturbances can really affect their performance. Indeed, it is really manifested in the series of quotations that student's low self-esteem hampered their academic performance in the class, but in the opposing view, students can still perform well in the class despite of their low IQ. As long as they are confident, they can still have good grades. As such, they cannot show up

in the class, anxious of committing mistakes, speaking with intimidations and inferiority complex can hinder them to perform well in the language class.

4.10 Student's Interest

Student's interest plays an important role in the performance of the learners. It is presented in the evidences below that the student's interest in the lesson or the subject, in general, contributed to their academic success in English. Most especially, if the students are already advanced and good in the language, they tend not to pay much focus and attention anymore to the English subject because they are already good at it. Hence, some students find English as a joke, repetitive in nature since they keep on tackling the basics and activities given by the teachers are so complex.

Conversely, the motivation, learning retention, learning styles, study habits and mother tongue are added to the aspects that associate to the language achievement of the students. Motivation refers to the student's drive to learn the English language; it could be integrative of instrumental motivation or both in learning the English. While, learning retention is attributed to how students remember and retain the learning and understanding of the concept of the lessons into their schema. Thus, learning styles deal with the learner's preference on how they easily and effectively learn well either they are visual, auditory or kinesthetic type of learner.

Hence, informants revealed that motivation, learning retention, learning styles, study habits and mother tongue claimed to be the reasons why student performs well or not in the English class. In motivation, the learners have an inner desire and drive for them to learn the English language for their future endeavor as well as good retention of the learning to easily grasp the concept of the lesson in varying complexity as the spiral progression goes on the lesson. Nonetheless, learning styles are said to be the contributing elements so that the language teachers find appropriate activities for the students to maximize their learning acquisition of the lessons. Study habits of the students must be stressed out for them to know its implication to one's learning. Lastly, the mother tongue is to be taken into consideration because the students are not accustomed to the manner of how the teachers deliberate the lesson to them in which English language is used as a medium of instruction.

4.11 Family Factor

Knowing the idea that family is the first agent that nurtures the holistic development and well-being of a person, it is of great necessity to look at family where lies that factor contributing to the whole education of the child. The attitudes and cognitive domain of an individual are initially honed by this unit of the society. Family builds self-belongingness to some individual and this is affirmed by psychology to be the first school to every child where one started to

acquire the knowledge, skills and attitudes. In this study, family factors are ascribed to parental support, family stress and parent's educational orientation.

4.12 Family Stress

Family stress is viewed as a disturbed emotional feeling of one's situation; an anxiety to the dilemma encountered in daily bases; and a distress psychological state among family members that bothers one's ability to perform an action. Certainly, the informants' ideas are concededly appeared to be unified that one of the indicators of family factors is stress where the stability of the learners learning would probably be disturbed and will surely give an altercation of some emotional disparity that will perhaps make the students learning incompetent. Psychological disorders like anxiety, depression, and stress significantly exacerbate the pressure on students to perform better. The factors collectively hamper their performance leading to low academic achievement. Furthermore, stress and academic achievement are found to be in significant positive association with each other.

4.13 Parental Support

Parental support is considered to be as one of the key ingredients to make a family bond stronger not just in societal aspects but also in financial, spiritual, emotional and educational support. This makes the aspirations and ambitions of students more attainable and realistic on that perspective because their parents can assist and aid their schooling not just in basic education but as well as in the attainment of their higher education. Parents on this matter should be supportive and sensitive to the needs of their children so that their students will also strive harder and be serious on their studies. As such, parents have to prioritize the education of their children, attending to some school activities, giving financial support to their school projects and requirements, and discouraging their children to not be absent on their school in order to elevate their academic performance in school.

In addition, student learning and engagement in the area of educational field build up a fully developed character that will make the student to never hesitate in participating the world's challenges due to the modeling participation of the parents that encourages the potentials of the student's learning ability and will surely have an excellent outcome in school.

4.14 Parent's Educational Orientation

Parent Educational Orientation is an ascribed predictor to the family factor as it adds reasons to how students view their schooling and the importance of education. Parent's educational orientation as to the evidences presented above, the informants revealed that most of the parents perceived education less valuable. They tend to see it as pointless endeavor to help them get away from their present situation. They do not even envision higher education as

attributing element to elevate their socio-economic status in life. Somehow they do not see it as the way professionals perceive the idea that education is essential to uplift one's stability, lifestyle and way of life in the future. Hence, most of the students' parents are not professionals, they see education to be useless and they overgeneralize that even college graduates have no stable job so why still go to college then.

4.15 Linguistic Environment

Learning oftentimes depends on how conducive and favorable the milieu is. Many language learners struggle in mastering, learning, and acquiring the proficiency of the English language because of their extent exposure to the linguistic environment. Immersion to the linguistic environment requires student to practice and become receptive to the proper language use. Classroom climate, technology and learning materials are some essential components in boosting the favorable school learning environment for the students. Hence, lack of those supportive environments hampers the optimum exposure of the students to the ideal learning atmosphere. On this scenario, they can just easily produce, master, and speak the language in a natural way. Social climate, instructional materials, and instructional technology are attributed in this linguistic environment.

4.16 Social Climate

Social climate is one of the considerations the researcher finds it practical to note in this study. Inclusions of social climate are peer influences; proximity of the place to where the students expose themselves, oftentimes to the linguistic environments; and their language model in speaking the speaking the English as to their usually conversation or as medium of instruction. Social climate usually is defined as the insights of social environs that tend to be collectively shared by a group of people with the same inclination and attributes.

4.17 Instructional Materials

Instructional materials as predictor refers to the educational aids and tools utilized by the teacher in the teaching-learning delivery in spiral progression approach. The explicated responses by the informants imply that those instructional materials must be constructively made and accessible to student's understanding. This surely makes learners capable in manipulating and operating instructional materials as a support for learners' learning according to the ladder of comprehension. In addition, it is exactly depicted to learning by the use of spiral progression approach in connection to the collaboration of the instructional materials' availability.

4.18 Instructional Technology

Instructional technology is the innovative mechanism utilized in the educative process to maximize learning outcome and to ease the delivery of the instruction but with quality result.



This instructional technology could be concrete or abstract as long as there is dynamics and something new in the delivery of the instruction. Thus, as it is entreated in the following responses by the informants, instructional technology is quite arduous in terms of making it more meaningful for the 21st century learners, especially when the teacher is not acquainted with such as mentioned in the latter.

4.19 Factors that are linked to the Performance in English of Grade 10 students using Spiral Progression

The questionnaire was developed from the qualitative phase of this study. The items in the questionnaire were constructed from the themes that emerged from the the in-depth interviews. These items were categorized into four themes, namely: language pedagogy, learners attribute, family factor and linguistic environment. The questionnaire was made and subjected to factor analysis to confirm if the categorization for each item was performed correctly. In the factor analysis, to determine whether the item is part of any of the four factors, the factor loading was set at 0.3 as the inclusion criteria. The items that are lesser than 0.3 were removed in the pole of items of the survey questionnaire. In the item that has more than one factor loading higher than 0.3, the hhighest value in the factor loading was chosen as the part of the factors. This means that all items should have the factor loading of 0.3 or higher. In case of more than two items that have 0.3 value or higher, the bigger value is preferable to be selected as final item in the survey questionnaire. This means that items which have 0.3 value or higher were selected as final items in the category in the survey questionnaire. In this factor analysis, 51 items were included in the questionnaire and 9 items were removed.

Before the factor analysis was done, Kaiser-Meyer-Olkin (1974) Measure of Sampling Adequacy and Bartlett's Test of Sphericity was performed. The result showed .758 value which is greater than 0.5. This means that the sample is adequate enough to execute factor analysis and there is no issue in terms of sample size for this particular matter. Scree plot was likewise performed to find out the most ideal number of category or factor the items belong. Moreover, it revealed that since other categories are so closed with each other it was no longer formed as another factor. Therefore, the confirmatory factors for this study were set only into four.

Meanwhile, the factors of performance in English involved in this study are described in terms of language pedagogy, learners' factor, family factor and linguistic environment. The result showed that the respondents moderately agree that learners' attributes, family factor and linguistic environment are sometimes true. These relate to Grade 10 students perception and experiences towards the English subject and these possibly have important influence on students' performance in the subject. The data of each factor of the performance are discussed, and it could

be noted that the standard deviation in all tables should be less than 1.0 which is a typical standard deviation for a 5-point Likert scale which according to Wittink and Bayer (1994), the means that the ratings attained in this study are very closed to the mean, indicating consistency of responses.

The data presented in the table 2 that the respondents have an overall *moderately agree* as a qualitative description. They have acquired and provided sufficient degree of language pedagogy, enough level of learner's language proficiency, motivation, foundations. And also, it further suggests that the respondents have satisfactory family supports and parental involvement in their studies and, of course, acceptable exposure to linguistic environment where they can learn well.

Table 2: Summary of the Factors related to English Performance

Factors	Mean	Std. Deviation	Qualitative Description
Language Pedagogy	3.75	0.46	Agree
Learner Attributes	3.04	0.56	Moderately Agree
Family Factor	2.64	0.53	Moderately Agree
Linguistic Environment	3.27	0.32	Moderately Agree
Overall	3.46	0.30	Moderately Agree

4.20 Language Pedagogy

Language pedagogy includes teaching methodology, teaching techniques, and instructional assessment. The data for this factor of performance in Grade 10 English are presented in Table 2. As shown in the table, the overall mean is 3.74 that means *agree*. It means that the respondents' performance in English subjects with regards to this factor is *oftentimes true*. The overall mean determines that the level of students agreement to this factor is perceived to be associated with the performance of Grade 10 students in English class since the result showed as it was.

4.21 Learner Attribute

Learner attributes include mother tongue, students' language foundation, language proficiency, interest, and motivation. The Table 3 presents the level of agreement of students on learners' attributes that is perceived to be contributing to the performance of Grade 10 students in English subject. It shows that all the statements have an average mean of 3.03, which is equivalent to *moderately agree*. It means that all of these statements are *sometimes true* for the respondents on the average scale.

4.22 Family Factor

The family factor as shown in Table 3 presents the respondents level of agreement for the following: family stress, family support, and parents educations. It shows here that as perceived by the respondents to be linked to their performance in English obtained an overall average mean of 2.64 or *moderately agree* as qualitative description. It gives meaning that the statements under this emerging theme are *sometimes true* for the respondents.

4.23 Linguistic Environment

The data reveal the respondents' level of agreement in linguistics environment as factor associated to the performance of students in English. This factor includes social climate, exposure to instructional materials and instructional technology. The level of agreement of the respondents on Linguistic environment that is perceived to be associated with the performance of the Grade 10 students in English subject is 3.66 or *agree*. In this manner, it plainly means that the statements under this emerging theme are *oftentimes true* for the respondents.

4.24 Students Performance in English in terms of Grades

The respondents' overall academic performance in English is 81.94% with the standard deviation of 5.85. This simply implies, according to the DepED Order No. 8 series of 2015 entitled “*Policy Guidelines on Classroom Assessment for the K to 12 Basic Education*” program, that respondents obtain a *satisfactory* rating as for qualitative description. Further, such result suggests that the respondents at this level have developed the fundamental knowledge and skills and core understandings in the English language with little guidance from the teacher and/or with some assistance from peers. Finally, it stresses out that they can transfer these understandings through authentic performance tasks in listening, speaking, reading, and writing activities.

Table 3: Performance of Students in English in terms of Grades

Variable	Mean	SD	Qualitative Description
Grade	81.94	5.85	Satisfactory

4.25 Significance of the Relationship between the Identified Factors and Performance in English of the Grade 10 Students

One principal purpose of this research study is to investigate the relationship and correlation between the identified factors and the academic performance in Grade 10 English among the Grade 10 students of Panabo National High School. The data analysis on Table 4 exemplifies that the overall computed r-value of identified factors of performance versus grades of English is -0.240 with the probability value of 0.000 which is greater than 0.05 level of

significance. The result rejects the null hypothesis that there is a significant relationship between the identified factors of performance and students' academic performance in English.

In consonance, examining the relationship between and among the identified factors of performance and students' Grades in English, there is also a correlation between language pedagogy, learner attributes, and family factor because the language pedagogy has a computed r-value of 0.213 with the p-value of 0.000 while the learner attributes has an r-value of - 0.367 with the probability value of 0.000. The family factor has a p-value of 0.000 and a critical value of -0.418 which is lesser than the 0.05 level of significance. With this computation, the result simply implies that if the student has a notable degree of language pedagogy, family and learner attributes, his/her performance in the English subject will improve and become better.

Table 4: Relationship between the Identified Factors and Performance in English

Factors	Academic Performance		Decision over Ho
	r-value	p-value	
Language Pedagogy	0.213	0.000	Rejected
Learner Attributes	-0.367	0.000	Rejected
Family Factors	-0.418	0.000	Rejected
Linguistic Environment	0.125	0.031	Rejected
Overall	-0.240	0.000	Rejected

4.26 Regression Analysis of Identified Factors of Performance on Grades of Students in English

The data presents multiple regressions linear regressions analysis of the factors of performance towards students' grades in the English subject. The regression model shows that the computed F-value was 23.531 and correspondingly to p-value < 0.000.

This implies that the model can significantly account for the variability in the responses of the factors of performance towards the variance of grades of students in English. This model can be statistically expressed as y (grades in English) = 1.954 x_1 (Language Pedagogy) – 2.211 x_2 (Learner Attributes) - 2.604 x_3 (Family Factor) – 0.724 x_4 (Linguistic Environment) +85.572.

Furthermore, the three factors of performance are observed to predict significantly the performance of students in English subject which is reflected by Beta = 0.155 for language pedagogy, Beta = -.212 for learner attributes, and Beta = -0.293 for family factor and $p < 0.05$ but except the linguistic environment which has Beta = -0.275 and its p-value is greater than 5% margin of error. This indicates that a unit of increase or decrease in the ratings of language

pedagogy, learner attributes and linguistic environment correspondingly increase or decrease the performance in English subject by -0.35 of Grade 10 students.

4.27 The Regression Model of the Study

The regression model of this study presents that language pedagogy, learner attributes, family factor, and linguistic environment predict the students' performance in English subject. The regression analysis reveals a model as follows:

$$\text{Performance in English} = 1.954 \times 1 (\text{Language Pedagogy}) - 2.211 \times 2 (\text{Learner Attributes}) - 2.604 \times 3 (\text{Family Factor}) - 0.724 \times 4 (\text{Linguistic Environment}) + 85.572.$$

5. Discussion

5.1 Factors that are Associated with Performance in English of G10 Students in Panabo National High School

The language pedagogy, learner attributes, family factor, and linguistic environment were the themes that emerged as predictors associated to the performance of G10 students in the English subject in the qualitative part of this sequential exploratory mixed method research design.

Additionally, these factors of performance were also tested in the quantitative phase whether these predict the performance in English of the students using multiple regression analysis. Thus, language pedagogy, learner attributes, family factor and linguistic environment were also statistically considered whether each factor significantly correlated to the linguistic performance of the respondents to their grades in English. As a result, the findings revealed two (2) emerging themes which were learner attributes and linguistic environment as factors of performance generated from the qualitative phase confirmed in the quantitative analysis as predictors of students' performance in English. However, in terms of significant relationship, all the four (4) factors of performance that emerged were correlated to students' academic success in English subject.

This research study entitled "Factors associated to the performance of students in English in the implementation of spiral progression" utilized the sequential exploratory mixed method research design. Its research design was exceptional and uncommon compared to other researches since most of the related studies with the same subject like this are typically quantitative method in design. Research such that of Mushtaq & Khan (2012) studied the various factors affecting students' performance. It aimed to investigate student's performance in intermediate examination which was linked to students' outline consisted of the approach towards communication, learning facilities, proper guidance, and family stress. The result of the

said research was used as basis in enhancing curriculum design and implement new policies to develop the students' performance and the quality of education by changing the attitude of students towards learning, facilitating students, and refining the teaching methodology.

Moreover, this study also asserts Martin Ford's Motivational System theory (MST) which focuses on the individual as the unit of analysis, but embeds the individual in the biological, social, and environmental context that are crucial to development. The motivational system theory constructs are self-efficacy beliefs, the role of expectancy, and goal orientation. The formula suggests that in any behavior episode, there are four major prerequisites for effective functioning: *motivation, skill, biological structure and responsive environment*.

Furthermore, the result of this study affirms Hart and Risley (2017) speculations which emphasizes that linguistic environment makes an important contribution to students' language development and academic success that would enable them to compensate for their language classes, enhance interaction, in the target language and eventually develop communicative competence. The amount of exposure that students observe and experience from the environment is particularly critical.

5.2 Language Pedagogy as Factor of Students' Performance in English

In the qualitative study, language pedagogy is a predictor that is linked to the performance of the student in G10 English in Panabo National High School. These particularly include teaching methodology, teaching technique, and instructional assessment. In quantitative phase, language pedagogy is regarded to be *oftentimes true* (mean of 3.74) or *agree* in the level of agreement among the respondents and its qualitative description that associated to the students' performance in English. Only the item number 12 which states *my teacher used ICT integration in the delivery of the lesson like projector for PowerPoint presentation* obtained the lowest average which does not affect greatly the overall mean. In terms of educational supervision of the language pedagogy, Shantz and Ward (2000) observed that for language teachers to develop instructional delivery, feedbacking for teachers is of great importance because teachers rely on feedback given by supervisors in order for them to perform better in language teaching. Constructive criticism and guidance given by supervising teachers are vital in helping teachers develop their teaching proficiency, and thus attaining effective learning and performance on the part of the language learners.

However in the context of human resource management for the language teachers, the theory known as Hawthorne effect highlights that teachers as employees are more productive when they know their work is being measured and studied. In addition to this idea, Lui (2007) realized that employees were more productive when provided with feedback related to the

studies and allowed to provide input into the work process. Workers need recognition for a job well done and reassurance that their opinion matters in the workplace to be motivated to perform.

Finally, instructional assessment is perceived to be a mediating agent to attest if the language goals are achieved in the deliberation of the teaching methodology and technique. Numerous studies provide the ideas that performance-based or task-based assessment is to be employed in evaluation stage. As for the school principal, teachers have to be monitored, given class observation and feedback regularly in order for them to perform well in their work. Constant feedbacking and coaching to the teachers will always remind them with the organizational goal of the Department. Hence, this simply implies to educational management that based on the notion of Hawtrone stipulated above that performance of the teachers has to be monitored and given proper and immediate feedback through constructive criticism in order for the teachers to acknowledge if what they are doing is correct and align with the organizational goals.

5.3 Learner Attributes as Factor of Students' Performance in English

This factor correspondingly emerged during in-depth interview (IDI) as contributor that were connected to the performance of the student in G10 English in Panabo National High School. This learner attributes refers to student's language foundation, language proficiency, self-confidence, mother tongue, student's interest and motivation.

In the context of management and planning, the Subject Model theory is best fit to the findings of this study. According to Bush (2011), this model stresses the aims and perceptions of individual members in the organization rather than subgroups, units or the whole organization and thus the concept of organizational objectives is rejected based on this perspective. Hence, organizations are depicted as complicated entities reflecting interpretations and understandings of its members derived from their backgrounds, beliefs, values, and experiences and are formed based on the interaction of perceptions of these organizational members rather than something unchanging, stable or preset.

Hence, learner attributes varies in findings to some studies, however, to this exploration of this topic, it is undeniable that language foundation, proficiency, self-confidence, student's interest and motivation fuel the students in striving hard for academic success. With this, student-centeredness plays a significant role for making the students constantly and totally engage in the language learning process and to perform well in their academic undertakings. As to the school heads, students profiling has to be undertaken in order for the school to know better their students such as their Learning style and multiple intelligences. Knowing this background of

their students, the school heads can design programs and activities that will intensify students' participations, learning outcomes and expected performance in the academics

5.4 Family Factor as Factor of Students' Performance in English

Family is the first key agent of student's learning acquisition and of the perception of how education is important to one's survival in the future. By this, family is where the child realizes the value of linguistic success. Consequently, this will basically form the perception in the mind of an individual of how their family affects their judgment in the education. The interview with the informants disclosed that some of the parents of their students were not fully supportive to the needs of their children not just in their schooling but as well to their basic needs every day. In the survey, the family factor obtains an overall mean of 2.64 which means *moderately agree* in qualitative description. This plainly means that the idea when in talks about family affects the students' performance in English is *sometimes true* to the respondents.

This is supported by the studies of McClelland (2000) who claimed that family poverty and low socio-economic status is consistently related to poorer school performance and low school retention rates. Young people from low socio-economic backgrounds are early school leavers. Those with low performance at school are more likely to be unemployed, out of the labor market, or in part-time employment. Likewise, students should be expected to show respect for self and others and meet behavioral and linguistic expectations. However, students are neither complete nor well-developed because they are mostly affected by some external factors, primarily with the instructional assessment and family stresses—both of which affect the students' performance (Metzger, 2015).

In the context of management, stakeholders' theory declares the vital implications of the result of this study. Friedman (2006) states that the organization itself should be thought of as grouping of stakeholders and the purpose of the organization should be to manage their interests, needs and viewpoints. This theory defines as "any group or individual who can affect or is affected by the achievement of the organization's objectives".

Therefore, this study confirms that family factor is one of the considerations in performance of students in school. Given the fact that most of the students in public school belongs to middle class in the society. Also, school principal should be taken in consideration the participation of the parents and the external stakeholders in educating the students. For the school managers, parents have to be encouraged and reminded that they are part of the school improvement as stakeholders.

5.5 Linguistic Environment as Factor Associated to Students' Performance in English

Extent exposure to linguistic environment is another thing that contributes to the students' performance in English class. As elicited in the qualitative study, students are likely to manifest good performance in the classroom when they have a conducive, favorable, and supportive social environment. Moreover, they are likewise competent when the instructional materials are well-provided for them in the instructional activities especially in the new curriculum of Department of Education in which everything is new for the school administrators, teachers and, most especially, students. Books, learning modules, references, and reading materials in line with the new approach—the spiral progression—have not yet been provided by the agency. Also, if instructional technology is made available and easily be accessible for the students, surely, they will have good outputs in the classroom.

In the survey conducted, linguistic environment as perceived by the respondents obtained an overall mean of 3.27 or *moderately agree* as its qualitative description. In this manner, it plainly means that the statements under this emerging theme are sometimes true for the respondents. This particular linguistic environment includes social climate, peer influences, instructional aids and instructional technology which the students are immersed into. In the context of school administration, school must maintain and provide such authentic materials and engaging activities that would have the benefits of further preparing students for language use outside of class and increasing their performance by motivating and showing that what they are learning is relevant to the outside world (Nunan, 2009).

In the general sense, linguistic environment as one of the predictors of student's performance contributes greatly to their linguistic success. Social climate, instructional materials and instructional technology as indicators of this linguistic environment perceived to be of great influence to students linguistic competence. Thus, linguistic environment is obviously an evident that influences students' academic engagement in the class.

Hence, the researcher believes that one indicator that makes this linguistic environment favorable for the learners of the language is when there is much more availability and accessibility of the needed learning materials and technology for the new program. It is suggested that the Department of Education should take into serious consideration to procure instructional aids, books, textbooks, reference materials as well as educational technologies like computer, projector, internet accessibility and the like to motivate both students and teachers to aspire for high academic performance not just in English class but in all subject areas. An environment which is supportive not just in terms of relationships as colleague but support for

their instructional needs like teaching aids, educational technology and sound environment in the workplace.

6. Conclusions/Implications

Language pedagogy, which involves teaching methodology, teaching technique and instructional assessment, are vital factors that are associated with the performance of students in English. The quantitative phase likewise clearly reveals that the generated clustered themes for language pedagogy have significant influence to the performance of the Grade 10 students in English subject.

Learner attributes—language foundation, language proficiency, self-confidence, mother tongue, student’s interest and motivation—has emerged in the qualitative data analysis as another factor that links to the performance of the students. Likewise, in the quantitative phase, it discloses that learner attributes accompanied by its clustered themes have significant relationship also to the performance of students in English class.

Family factor which includes family stress, parental support, and parent’s educational orientation, has occurred in the qualitative exploration as one of the factors that connects to the academic standing of the students in English subject. In the qualitative analysis similarly, the family factors, in general, has significant influence to students’ performance in English discipline.

Lastly, linguistic environment which has generated three (3) clustered themes such as social climate, instructional materials and instructional technology, has emerged as factors that influence the linguistic success of the students. In the qualitative deliberation, the linguistic environment found to be significantly correlated to the students’ performance in English. This plainly suggests this factor significantly predicts the students’ performance in English. Hence, further study may be conducted to validate the results of the present study and to explore other factors that will help improve students’ performance in English.

6.1 Recommendations

On the basis of the foregoing findings and conclusions, the following recommendations are hereby offered:

1. Department of Education officials should intensify more the concurrent educational programs in the Enhanced K to 12 Basic Education Curriculum that promotes language pedagogical innovations and provisions of instructional aides to teachers of English.
2. The school administrators need to explore and acknowledge other approaches in designing numerous activities, programs and policies in the English Department which may help

students maximize their interest, motivation and self-confidence in the English class. Besides, they should be supportive and should allocate budget from school local funds or MOOE to send teachers for trainings and for the creation of instructional materials required in the implementation of the spiral progression in the new curriculum

3. The Educational system and stakeholders must be enlightened as to how effective is the implementation of spiral progression in Basic Education. In addition, they should also design an evaluation tool to assess the efficiency and effectiveness of Spiral Progression on the kind of learners the 21st century education has.
4. The English Coordinators must help their teachers in the deliberation of spiral progression through peer mentoring and strengthen the language program of the English Department in attaining the DepED's vision and mission.
5. The teachers of English should have a clearer understanding on how best this spiral progression can be deliberated in their language instructions by being resourceful, innovative and updated on the current practices in the Enhanced K to 12 Basic Education.
6. Other researchers should not just end their inquiries on the findings of this study though substantial information are provided in this paper but push on further research and study to properly widen ones' understanding about Spiral Progression in language instruction. Lastly, the result of this investigation should be used as springboard for further exploration related to the research problem and to explore other factors that will help improve academic excellence of the language learners.

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