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Determinants of Grade 9 Students' Academic Performance in English

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ABSTRACTS

Academic performance in English is essential for every graduate to respond to the needs of global trends. Thus, every school is being challenged to produce globally competitive individuals. This study determined the relationship between students' academic performance in English and; language literacy, study habits, parental support, and teachers' teaching ability of Grade 9 students of Sto. Tomas College-Danao City, Cebu. The study utilized Descriptive Correlational Design and Pearson Product Moment Correlation Coefficient. The standardized tests were used in conducting the survey. The result revealed that academic performance was highly affected by study habits. Study habits had a great impact on the success of students' academic performance in English. Among all the variables of the study, the students' study habits got the lowest percentage mean score. This implied that though how well the students were being supported by the parents, how good were they in language literacy, and how good their teachers' performance in teaching but they lack study habits still; it would lead to low academic performance. However, the other predictors still contributed to students' performance with the support of good study habits. Therefore; it needs an intervention on how to improve the students' study habits to develop good academic performance in English. Administrators, teachers, and parents should work hand in hand for students' study habits enhancement and good academic performance.

1. INTRODUCTION

The world needs quality education and it requires ideal graduates who can compete in the world of excellence. This exists to answer the problems of ignorance and illiteracy of society. Hence, the school is being challenged to respond to the demands of global education, which is to produce a globally competitive individual who can cope with the challenges of society (Malik, 2018). As the *DepEd Order No. 8s 2015 Policy Guidelines on Classroom Assessment for The K to 12 Basic Education Act* stated that this curriculum which is recently implemented in the Philippines, aims to promote quality education and aspires to excellence to every graduate. Francisco and Madrazo, (2019) emphasized that the high academic performance of students is dependent on gaining the appropriate quantity of knowledge about the various concepts addressed and learned. Pointed out that one of the current global trends in advanced education is to foster students' creative thinking (Van de Oudeweetering, & Voogt, 2018; Richardson & Mishra, 2018). Further, perseverance will improve students' study habits, as well as their academic performance (Glomo-Narzoles & Glomo-Palermo, 2020). The new curriculum has the goal of acquiring "highly-developed skills that enable them to understand that the English Language is the most widely used medium of communication. Bulger *et al,* (2002) indicated that the primary responsibility of a teacher is to facilitate learning. Moreover, Credé and Kuncel, (2008) stated that good study habits as a strategy of studying have shown a great relationship in improving and achieving good academic performance in school.

Henceforth, this study would like to find out as to what would be the determinants of students' academic performance and the relationship between the students' academic performance and; language literacy, study habits, parental support, and the teachers teaching ability, and what intervention plan can be proposed to improve their academic performance.

2. METHODS

The study utilized a descriptive correlational design and Pearson product-moment correlation coefficient with a complete enumeration sampling technique. Also, standardized survey questionnaires were used to gather the needed data at Sto. Tomas College, Danao City, Cebu.

3. RESULTS AND DISCUSSION

Table 1 shows the academic performance of the students in English. It is shown that the standard deviation of the student's academic performance in the English final rating is 4.69 which has a value of 85.44 as a weighted mean. It presents that majority of the students have 80-84 grades or performance grades in English which is 35.62% is the highest percentage that belongs to this. This signifies that the status of grade 9 students on academic performance in English is only satisfactory. This could indicate that students we're not really paying attention to their academic studies. Thus, Study habits could help them to have better performance.

Table 2 displays on the level of students' study habits were only an average of 2.04 which is sometimes. This explained that students require to study further for the lesson because, among all the components of the study habits, studying has the lowest weighted mean. Therefore, students had sort of problems in studying. This implied that the students need to give attention to their study habits specifically in studying. Hence, it is interpreted that good

studying forms good study habits, and good study habits result in good academic performance.

Table 3 presents the status of students' language literacy which has an average of 3.03 and the descriptive equivalent is the most. This signified that most of them have good language literacy. Thus, can be understood that they can understand people who speak English and they can be understood by the persons whom they were talking with and easily understand movies. This could simply be understood that these students do not have problems with their language literacy as revealed in this study.

Table 4 reveals the level of parental support of the students. These three indicators had a sub-average of 2.39 which is three or more times. This could be concluded that the students have high parental support in terms of their studies. The status of the students' parental support had an average of 2.83 with the descriptive equivalent of sometimes. As revealed in the result, the parental support of the students was good. This implied based on the result that the poor academic performance has no connection with parental support since they have a good level of parental support.

Table 5 unveils that teachers' teaching ability had an average of 4.24 which was always. This could be interpreted that the teacher had a high performance in terms of teaching teacher's style and ability. It is explained that the teaching ability of the teachers had no bearing on the academic result of the students since it got the highest weighted mean with the descriptive equivalent of always. It would be interpreted that the level of teachers' teaching ability was very good.

Table 6 indicates the relationship of the variables. The academic performance of the students is associated with their study habits, language literacy, parental support, and teachers' teaching ability. It had been seen that only study habits had a significant relationship between academic performance and study habits since the p-value of 0.004 is less than the alpha level of significance at 0.05. This implied that the students who have good study habits tend to perform well in their academic performance. On the other hand, language literacy, parental support, and teachers' teaching ability statistically showed no bearing on the students' academic performance. For their p-values (0.486, 0.616, 0.703) respectively are larger than the alpha level of significance at 0.05. This explained that though how good the teacher is if the students do not have an interest in their studies, their academic performance still poor. This also implied that even the students have good language literacy but no study habits, their academic performance would be affected. Though the students were provided with parental supports but do not have study habits and a lack of interest in their studies, this still affected their academic performance. This would only prove that lack of study habits results in poor academic performance.

Table 1. Students' academic performance in English.

Grades	Frequency	Percentage	Description
90-100	19	26.03%	Outstanding
85-89	20	27.40%	Very Satisfactory
80-84	26	35.62%	Satisfactory
75-79	8	10.96%	Fairly Satisfactory
Below 75	0	0%	Did not Meet
Total	**73**	**100%**	**Expectations**
Mean	**85.44**		**Very Satisfactory**

Table 2. Respondents' level of study habits.

Indicators	WM	DE
Reading Textbooks	2.12	Sometimes
Taking Notes	1.96	Sometimes
Studying	1.94	Sometimes
Memorizing	2.12	Sometimes
Preparing for test	2.11	Sometimes
Managing time	1.96	Sometimes
Average	**2.04**	**Sometimes**

Table 3. Respondents' level of language literacy.

Indicators	WM	DE
Understand when people speak English	2.96	Most
People understand when she/he speaks English	2.81	Most
He/she understands English movies.	3.33	Everything
Average	**3.03**	**Most**

Table 4. Status on level of parental support.

Indicators	WM	DE
Talking to parents about planning high school programs	2.41	Three or More Times
Discussing to Parents about Selecting Courses or Programs at school	2.48	Three or More Times
Discussing to Parents about School Activities or School events which they are Interested with	2.29	Three or More Times
Sub-average	**2.39**	**Three or More Times**
Parents or Guardians check whether they have done their homework/assignments	2.38	Rarely
Parents are at home when they return home from school	3.27	Often
Average	**2.83**	**Sometimes**

Table 5. Level of teachers' teaching ability.

Indicators	WM	DE
Use discussion as a teaching strategy for the subject that the teacher teaches	4.01	Usually
Encourage independence and creativity from the students	4.26	Always
Support student-centered learning	4.25	Always
Use strategies to encourage active learning interaction, participation, collaboration among students	4.34	Always
Use effective strategies and techniques that actively engage students in the learning process	4.33	Always
Average	**4.24**	**Always**

Table 6. Relationship of the variables.

Variables	r	p-value	Decision	Interpretation
Academic Performance and Study Habits	0.333	0.004	Reject Ho	Significant
Academic Performance and Language Literacy	0.083	0.486	Accept Ho	Not Significant
Academic Performance and Parental Support	-0.060	0.616	Accept Ho	Not Significant
Academic Performance and Teachers' Teaching Ability	0.046	0.703	Accept Ho	Not Significant

4. CONCLUSION

Based on the results of the study, it came up with the following conclusions: The students have low academic performance in English. Language literacy, parental support, and teacher's teaching ability were not significant predictors of academic performance. Rather, students' study habits were the most significant determinants of students' academic performance in English. Therefore, study habits are relevant to academic performance in English. Students have to improve their study habits to yield good academic performance. Regardless of good students' language literacy, high parental support, and excellent teachers' teaching ability if the students are not motivated to study, leads to poor academic performance. Therefore, Academic performance in English requires good study habits.

5. ACKNOWLEDGMENT

6. AUTHORS' NOTE

The author proclaimed that there is no conflict of interest regarding the publication of this article. The author confirmed that the paper was free of plagiarism.

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