

## Factors Affecting Academic Performance in English of Intermediate Learners

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### Abstract

Filipino students must study English to stay current with scientific and technological developments around the world and to be able to compete more successfully as workers in industrialized countries. In this context, this study aimed to determine the factors that affect the academic performance in English of intermediate pupils in Tanglad Elementary School for the School Year 2019-2020. This descriptive research study collected data using a self-developed instrument for gathering data from 71 intermediate learners, and it was subjected to testing validity and reliability. The following analysis found that factors such as learners' interest, teacher influence, oral reading abilities, and comprehension all greatly impacted the academic performance of intermediate learners. However, low means scores indicated areas of concern, such as students are unconvinced that absenteeism can affect learning, and some suggested that they are not receiving the necessary parental help on reading at home. The level of learners' academic performance was very satisfactory, indicating a relatively higher level of performance. When grouped across all variables, there was no significant difference in the extent of factors affecting learners' performance. There was no significant difference in the extent of factors affecting learners' academic performance and their level of academic performance. The results suggest future studies that will tackle absenteeism, lack of parental support for reading, and specific interventions for improving academic performance among intermediate learners.

**Keywords:** English language, academic performance, intermediate learners, reading comprehension skills

### Bio-profile

**Giefred Steph L. Galas** is a native of Negros Oriental, and his career as an educator started early, right after earning his Bachelor's Degree. At a very young age, he was promoted to the Teacher 3 position because of his dedication and passion for educating young learners. He serves as Teacher-in-Charge of Tanglad Elementary School and has moved the school forward from various academic challenges with innovative strategies.

**Nilda Tubil** holds a teacher 3 position at San Isidro Elementary School. Her passion for teaching using effective and strategic pedagogies led to this collaborative study. She consistently



adhered to her advocacy to provide quality education for every child. She has endeavored some school programs to address literacy and reading issues.

## Introduction

### Rationale

For those involved in education, the importance of the English language to non-native learners' academic achievement and education in places like the Philippines cannot be overstated. Filipinos must learn English to stay up to date with global scientific and technical advancements and compete more effectively as workers in nations with sizable economies (Solis et al., 2015).

Learning English as a second language is tricky since many variables are usually involved. The teaching and learning of the English language are influenced by a multitude of elements and characteristics, primarily socioeconomic, extracurricular, and attitudinal, according to El-Omari (2015). Children who live in their own homes have a sense of stability and social security that helps them learn better in the long run. It is also commonly believed that children from first-born families receive more attention and care from their parents; children whose parents speak or understand English well are typically good English learners.

Academic institutions have always been concerned about students' academic performance, and there is no denying that better communication via the use of the English language helps raise educational attainment. If a student struggles with the primary language of instruction, English, classroom engagement will be challenging, and learning may not occur. According to Narad and Abdullah (2016), academic performance is the knowledge acquired that is evaluated by a teacher using marks established by students and teachers to be attained over a predetermined amount of time.

Learning English as a second language is intricate and influenced by numerous variables. Since the researcher teaches English to students in Grades 4, 5, and 6, he knows firsthand how the Mean Percentage Score (MPS) of English language learners appeared. The MPS in English for students in Grades 4 and 5 during the first three quarters of the 2018–2019 school year was 78% and 79%, respectively, generally satisfactory; for students in Grade 6, it was 81%, at the lower end of the satisfactory bracket. These findings show a great deal of room for learners to progress, which inspired the researcher to carry out this investigation.

### Literature Review

Since the latter half of the 20th century, sociolinguists and educationists have been interested in the variables that affect schoolchildren's proficiency in language acquisition. Regarding communication, kids at the rural school did worse than those at the urban school. Additionally, more speech acts and descriptions were produced by students in urban schools. Interest in the subject has grown since the turn of the twenty-first century (Genc & Aydin, 2015).

Students with fear and low self-esteem have trouble studying and may experience persistent, lifelong reading challenges. Many ELs, like Phat, feel caught in a never-ending loop.





They become frightened when they have to read aloud from a new text. Their anxiety causes them to perform poorly. Pupils know that if they read too slowly or mispronounce a word, their peers will make fun of them. They are likewise concerned about their teacher's opinion of them. It is common for students who hate reading to do poorly in school. Requiring students to read aloud without adequate preparation is risky because, although some will succeed, a sizable percentage will not (Dresser, 2017).

The Philippines is regarded as one of the most English-speaking countries in the world, with the majority of its citizens speaking the language fluently (Cabago, 2015). More than 14 million Filipinos speak English, which has long been one of the country's official languages. Key stakeholders from the government, academia, private, and non-government sectors acknowledged in a recent roundtable discussion hosted by the British Council that although the Philippines is doing well in English competency, questions were raised about how much of a competitive advantage it still is for the nation. English is the language of commerce, law, and education. The stakeholders concurred that the nation must increase its efforts to enhance English instruction and learning to make it a critical labor skill. With the impending ASEAN economic union, this program has the potential to bolster the Philippines' unique advantage in this region of the world.

According to Pooja (2016), there has been a substantial change in English language training. When the subject was made mandatory, English language teachers encountered a challenge because they were teaching English as a "Knowledge" subject rather than a "Skill" one. The teachers used the "Grammar-Translation Method," which involved explaining each term to the class in their native tongue, to assist the children in comprehending and learning English. Many other methods were also used, such as the direct technique, the bilingual approach, the structural approach, situational instruction, communicative language education, etc. However, no method was deemed perfect.

Vocabulary is often associated with oral language as its main component, according to Dr. Brooke (2018). Conversely, oral language often includes discourse, pragmatics, phonology, syntax, morphology, and lexicon. These skills are often acquired early before children focus on print-based concepts such as decoding and matching between sounds and symbols. Since oral language abilities typically develop early in childhood, children who are not proficient in it when they enter kindergarten are typically at a serious disadvantage.

According to Dr. Hazaji (2017), learning English is crucial since it is the universal language of communication. It is vital to our lives since it is linked to chances for a better quality of life. Learning English indicates that we are making the best choices for the present and the future since it is a language everyone needs to stay current in the information age. Fully functional communication requires mastery of the four primary language acquisition skills: speaking, listening, reading, and writing. The mystery surrounding such basic academic skills affects the performance of foreign language learners in schools and institutions.

## Theoretical Underpinnings





This study anchored on Jean Piaget's (1936) Cognitive Learning Theory and Walberg's (1978) Theory of Academic Achievement in light of the two primary components of the research: learning English language and academic achievement.

Piaget's theory of cognitive development explains how a youngster creates a mental model of the world. He rejected that intelligence was a fixed attribute and believed biological maturation and environmental interaction are the leading causes of cognitive development. In the 1920s, Piaget worked at the Binet Institute, where his responsibility was to translate English intelligence test questions into French. He grew interested in the explanations kids had for why they did not get the correct answers to the logical thinking questions. He thought the wrong responses highlighted significant distinctions between adult and juvenile thought processes.

Piaget's goal was not to grade children's intelligence quotient (I.Q.) by counting, spelling, or problem-solving skills. More intriguing to him was the process by which basic ideas such as time, quantity, causality, justice, and so forth developed. Before Piaget's research, psychology generally believed that children were just less capable thinkers than adults. Piaget demonstrated how young children's thinking differs remarkably from that of adults. Piaget argued that all subsequent learning and knowledge is founded on a fundamental mental structure children have from birth, which is genetically inherited and evolved.

## Objectives

This study aimed to determine the factors that affect the academic performance in English of intermediate pupils (Grades 4, 5, and 6) in one of the schools of a big-sized division in Central Philippines for the School Year 2019-2020. Furthermore, the study sought to determine the following: 1) the extent of factors affecting intermediate learners' performance in English in terms of learners' interest, teacher factor, oral reading abilities, and comprehension level; 2) if there is a significant difference in the extent of factors affecting intermediate learners' performance in English when grouped according to the aforementioned variables.

## Methodology

This chapter presents a discussion of the research methodology used, the subject-respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, ethical considerations, and the statistical tools and procedures for data analysis.

## Research Design

This study employed a descriptive research design to determine the factors affecting intermediate pupils' English academic performance. According to Bueno (2016), the design is a scientific process that entails monitoring and characterizing a subject's behavior without exerting any influence.

## Respondents



The study's respondents were 71 intermediate learners (Grades 4, 5, and 6) from the school, with total enumeration employed to include all eligible participants, ensuring a comprehensive representation of the student population.

### **Instrument**

To determine the extent of factors affecting intermediate learners' performance in English, the study will use a self-made instrument to gather all the necessary data. The instrument was validated by three (3) experts in education and research, and the validation score was 4.89. The instrument was also tested for reliability, and the reliability index was 0.733. The questionnaire consisted of two parts: Part 1 gathered the respondents' socio-economic information, such as sex, parents' highest educational attainment, Family Income, and grade level. Part 2 consisted of 30-line-item questionnaires to measure the factors affecting intermediate learners' performance in English.

### **Procedure for Data Collection**

After completing the validity and reliability tests for the instrument, the researcher sought permission from the School Division Superintendent to conduct the study. The approved letter was then submitted to the school head for some arrangements. The printed copy of the data-gathering instrument was given to target respondents outside school hours not to distract the students and the school from its routine. The respondents were given three to four days to fill out and return the instrument. Finally, the accomplished data-gathering instrument was encoded and tallied to the pre-formatted Excel file for an orderly tabulation.

### **Data Analysis and Statistical Treatment**

Objective No. 1 used a descriptive-analytical scheme and mean as statistical tools to determine the extent of factors affecting intermediate learners' performance in English in terms of learners' interest, teacher factor, oral reading abilities, and comprehension level. Objective No. 2 used a comparative analytical scheme and the Mann-Whitney U Test to determine the significant difference in the extent of factors affecting intermediate learners' performance in English when grouped according to the aforementioned variables.

### **Ethical Considerations**

The researcher made sure that no personal information that could compromise the identity of the respondents was stored on any device per the Data Privacy Act of 2012, particularly regarding the researcher's and analyst's access to the data. All of the collected data was solely accessible to the researcher. As a result, participants were fully informed about the methods used throughout the research and were urged to sign a consent form to participate. Participants were also assured that no one, including the public, would learn of the information they disclosed. Furthermore, all materials gathered were disposed of properly. Lastly, participants can voluntarily withdraw from this research study at any time during its duration. A study report would guarantee anonymity.



## Results and Discussions

### Factors Affecting Intermediate Learners' Performance in English

**Table 1**

*Extent of Learners' Interest as Factors Affecting Intermediate Learners' Performance in English*

ITEMS	MEAN	INTERPRETATION
<b>A. LEARNERS' INTEREST</b>		
1. I love studying English ( <i>Ganahan ko mo study ug English subject</i> ).	3.83	Great Extent
2. I always practice and study my lessons on my own ( <i>Sigi ko naga practice sa akong lessons sa Englis bisag ako ra</i> )	3.89	Great Extent
3. I encourage my close friends to spend time as a group so we can study our English together ( <i>Usahay akong saboton akong mga suod nga amiga/amigo mag tapok para mka group study sa English</i> )	3.85	Great Extent
4. I believe that practice makes perfect especially in English ( <i>Mitoo ko nga kun mag sigig practice, ma perfect gyud nako ang English</i> )	3.86	Great Extent
5. I am determined in absorbing all of our English lessons ( <i>Daku kaayog determinasyon mahiba-an tanang leksyon sa English</i> )	4.07	Great Extent
6. If there is something that I can't understand, I will ask the teacher back ( <i>Kung naay dili nako masabtan, mangutana ko balik sa teacher</i> ).	3.92	Great Extent
7. I always prepare myself for the class ( <i>Permanente gyud ko mag ready para sa klase</i> ).	4.14	Great Extent
8. I always read books ( <i>Mag sigi kog basa ug libro</i> ).	3.85	Great Extent
9. I am always present in class so I could understand our lessons ( <i>Dili ko ganahan mag absent aron masabtan nako ang leksyon</i> ).	3.76	Great Extent
10. I have my own study time ( <i>Naa koy kaugalingon nga study time</i> ).	3.87	Great Extent
<b>Overall Mean</b>	<b>3.90</b>	<b>Great Extent</b>

Table 1 shows extent of factors affecting intermediate learners' performance in English in the area of learners' interest.

Item No. 7 got the highest mean score of 4.14 which states "I always prepare myself for the class (*Permanente gyud ko mag ready para sa klase*)" while Item No. 9 got the lowest mean score of 3.76 which states "I am always present in class so I could understand our lessons (*Dili ko ganahan mag absent aron masabtan nako ang leksyon*)," both were interpreted as "great extent." The overall mean score is 3.90, interpreted as "Great extent."

The result of the study indicated that some learners are less concerned that their absence in school may cause them harm academically, as it will affect their ability to learn their lessons



well. This further implies that there are learners who may not have realized yet the impact of their attitude towards absenteeism and learning.

According to Genc and Aydin (2015), sociolinguists and educationists have been interested in the factors influencing schoolchildren's language learning achievement since the latter part of the 20th century. Students in rural schools had poorer communication skills than those in metropolitan schools. Additionally, pupils in urban schools generated more speech acts and descriptions. Since the turn of the twenty-first century, the topic has attracted increased attention.

**Table 2**

*Extent of Teacher Factor as Factors Affecting Intermediate Learners' Performance in English*

ITEMS	MEAN	INTERPRETATION
<b>B. TEACHER FACTOR</b>		
1. My teacher inspires me to study well in English ( <i>Na inspire ko mag study sa English bangud sa akong titser</i> ).	3.83	Great Extent
2. I am not afraid to study English because of the support I am getting from my teacher ( <i>Di ko mahadlok mag study ug English subject kay naa nag suporta akong titser</i> ).	3.89	Great Extent
3. Our English teacher is very polite and accommodating towards his/her pupils ( <i>Buotan nya kahibalo mutabang sa estudyante among English teachers</i> ).	3.80	Great Extent
4. The teacher is always willing to explain back the lessons if we don't understand it ( <i>Kung naay dili masabtan sa leksyon, iyang e explain balik ang topic</i> ).	4.06	Great Extent
5. The teacher provides more examples for us to understand the lessons very well ( <i>Para masabtan namo ang lecture, nagahatag ug daghang examples si titser</i> ).	3.51	Great Extent
6. The teacher always asks back what part of the exam is difficult if we scored low ( <i>Kung mubo ang score sa exam, mangutana si titser namo unsay lisod nga bahin nga di namo masabtan</i> ).	3.45	Moderate Extent
7. The teacher always discusses the exams to ensure we understand the correct answers afterwards ( <i>Pirmi e discuss ni titser ang exam pagkahuman arong masabtan sa tanan ang mga tubag</i> ).	3.21	Moderate Extent
8. Bottom performers are being coached by our teacher ( <i>Kung naay estudyante nga nagproblema sa exam results, iyang syang tabangan sa titser</i> ).	3.28	Moderate Extent
9. The teacher provides exam hints and pointers ( <i>Naghatag si titser ug pointers para sa exam</i> ).	3.25	Moderate Extent





10. The teacher provides a clear and understandable delivery of our lessons ( <i>Klaro ug masabtan ang pag lecture ni titser</i> ).	3.39	Moderate Extent
<b>Overall Mean</b>	<b>3.57</b>	<b>Great Extent</b>

Table 2 shows extent of factors affecting intermediate learners’ performance in English in terms of teacher factor.

Item No. 4 got the highest mean score of 4.06 which states “The teacher is always willing to explain back the lessons if we don’t understand it (*Kung naay dili masabtan sa leksyon, iyang e explain balik ang topic*)” interpreted as “great extent,” while Item No. 7 got the lowest mean score of 3.21 which states “The teacher always discusses the exams to ensure that we understand the correct answers afterwards (*Pirmi e discuss ni titser ang exam pagkahuman arong masabtan sa tanan ang mga tubag*),” interpreted as “moderate extent.” The overall mean score is 3.57, interpreted as “Great extent.”

The study revealed that there are teachers who never discuss exam results with their learners; neither do they discuss the exam itself and walk through the answers. This can be considered as a failure of judgement on the part of some teachers because the time they spent in reviewing the answers after the exam will certainly be a strong motivation for learners to make good in their English subject. But in all fairness to teachers who are walking a thin line of freedom from the bondage of massive loads of work, activities such as this one may be up to individual teachers' available time. After all, this depends on teachers' teaching strategies.

Each student's aptitude for learning a second language is unique. Some people pick it up quickly and grow sympathetic to it, while others find it tough, which might make them lose interest and get demotivated. This raises the question of what an English instructor must and can do to instruct students effectively. These days, educators are expected to provide a conducive learning environment in addition to instruction (Keller, 2015).

**Table 3**

*Extent of Oral Reading Abilities as Factors Affecting Intermediate Learners’ Performance in English*

ITEMS	MEAN	INTERPRETATION
<b>C. ORAL READING ABILITIES</b>		
1. I can read all of our reading selections on my own ( <i>Kaantigo ra ko mubasa sa tanang reading selections nga ako ra</i> ).	3.32	Moderate
2. I know how to read because I keep on practicing ( <i>Kahibalo ko mubasa kay ga sigi kog practice</i> ).	3.42	Moderate
3. My parents and elder siblings are always willing to help and teach me how to read ( <i>Akong Mama, Papa ug mga igsoon naa ra nagatabang nako para kahibalo ko mubasa</i> ).	3.30	Moderate





4. Even when alone, I love reading books, magazines and others ( <i>Bisan ako ra usa, ganahan ko mag basa ug mga libro, magazines, ug uban pa</i> ).	3.35	Moderate
5. If I find it difficult to read, I will ask for my teachers' help ( <i>Kung naay lisod nga basahunon, magpatabang ko sa teacher</i> ).	3.49	Moderate
6. It's not challenging to read assigned reading selections as long as someone is willing to help me ( <i>Dili lisod magbasa ug reading selections basta naay nagatabang nako</i> ).	3.42	Moderate
7. To avoid committing punctual mistakes, I practice reading at home at night ( <i>Aron di masayop sa mga punctuations, mag practice kog basa sa among balay inig mag gabi-e</i> ).	3.45	Moderate
8. The library has helped me a lot in having good oral reading fluency ( <i>Daku kaayo ang natabang sa library sa akong oral reading fluency</i> ).	3.48	Moderate
9. I use Youtube videos as help perfect my pronunciation and diction in English ( <i>Mugamit kog video guide gikan sa Youtube arong matarong akong pronunciation ug diction</i> ).	3.38	Moderate
10. At home, we are required to read and practice by our parents ( <i>Sa among balay, adlaw adlaw mi ginapabasa sa among ginikanan</i> ).	3.54	Great
<b>Overall Mean</b>	3.42	Moderate Extent

Table 3 shows factors affecting intermediate learners' performance in English in the area of oral reading abilities.

Item No. 10 got the highest mean score of 3.54 which states “At home, we are required to read and practice by our parents (*Sa among balay, adlaw adlaw mi ginapabasa sa among ginikanan*) interpreted as “Great extent,” while Item No. 3 got the lowest mean score of 3.30 which states “My parents and elder siblings are always willing to help and teach me how to read (*Akong Mama, Papa ug mga igsoon naa ra nagatabang nako para kahibalo ko mubasa*),” interpreted as “moderate extent.” The overall mean score is 3.42, interpreted as “moderate extent.”

The result indicated that some parents are not assisting their children at home with how to read. Adults at home have a responsibility to help their children not only to read but also for other reasons. The said adults may be the older siblings, other responsible household members, and so much more with the parents. Teaching learners at home to read could increase reading comprehension levels; this also improves their vocabulary and helps develop their passion for learning English.

One of the fundamental life skills is reading. It is a fundamental learning aid for all disciplines. It is a talent that encourages one to find the solutions to life's questions. It is the foundation for one's prosperity and personal development. Due to the advent of industrialization,



a potent force in human affairs, reading comprehension is vital in this generation (Cristobal, 2015).

### Comparative Analysis in the Extent of Factors Affecting Intermediate Learners' Performance in English When Grouped According to Demographics

**Table 4**

*Significant Difference in the Extent of Learners' Interest as Factors Affecting Intermediate Learners' Performance English when grouped according to Variables*

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Sex	Male	28	36.68	583.00	0.822		Not Significant
	Female	43	35.56				
Parents' Educational Background	Lower (Elementary Level/Graduate)	23	32.28	466.50	0.289	0.05	Not Significant
	Higher (High School Level/Graduate)	48	37.78				
Family Income	Lower (Below Php 7,800)	36	36.90	597.50	0.706		Not Significant
	Higher (Php 7,800 and above)	35	35.07				

  

Variable	Category	N	Mean Rank	Kruskal Wallis H-test	p-value	Sig. level	Interpretation
Grade Level	Grade 5	24	37.04	0.279	0.870	0.05	Not Significant
	Grade 6	28	35.89				
	Grade 7	19	37.97				

When grouped according to sex, the male group has a mean rank score of 36.68 and 35.56 for the female group, the computed Mann-Whitney U test was 583.00, and the *p*-value was 0.822, interpreted as “not significant.” When grouped according to parents' highest educational attainment, the lower group has a mean rank score of 32.28 and 37.78 for the female group; the computed Mann-Whitney U test was 466.50 and the *p*-value was 0.289, interpreted as “not significant.” When grouped according to Family Income, the lower group has a mean rank score of 36.90 and 35.07 for the female group; the computed Mann-Whitney U test was 597.50, and the *p*-value was 0.706, interpreted as “not significant.” When grouped according to Grade level, the Grade 4 group has a mean rank score of 37.04, 35.89 for Grade 5, and 37.97 for the Grade 6



group; the computed Kruskal Wallis H test was 0.279, and the *p*-value was 0.870, interpreted as “not significant.”

Thus, the hypothesis that states “there is no significant difference in the extent of factors affecting intermediate learners’ performance in English in the area of learners’ interest when grouped and compared according to sex, parents’ highest educational attainment, Family Income and Grade level” was therefore “accepted.”

The result implies that sex, parents' highest educational attainment, family income, and grade level do not affect the respondents' perception regarding the factors affecting intermediate learners' performance in English in the area of learners' interest. This further shows that the respondents' opinion when assessing their performance is not affected by age, sex, income, or grade level.

This could be attributed to the fact that the learners have equal experiences in school and at home, being in a rural place. It can be recalled that the income bracket of the respondents has a thin gap between higher and lower groups; the same is true with parents' educational backgrounds.

The findings of this study contradict those of Siddiquah's (2019) investigation into the effects of learners' gender, age, and grade level. According to his study, female students had substantially higher external social and other locus of control than male students. Students in the younger age group (12–14 years old) and lower grade level (9th) had a substantially larger external locus of control than students in the older age groups (16–17 and 18–19 years old) and higher grade level (10th). Students in the arts group had much higher internality and other externalities than those in the scientific group. The external social locus of control was found to be significantly impacted by family income. The social externality of kids in a single low-income group was substantially higher than that of students in a high-family income group. Therefore, the effect was not definitive.

**Table 5**

*Significant Difference in the Extent of Factors Affecting Intermediate Learners’ Performance English in the Area of Teacher Factor When Grouped according to Variables*

Variable	Category	N	Mean Rank	Mann-Whitney U	<i>p</i> -value	Sig. level	Interpretation
Sex	Male	28	25.59	582.00	0.812		Not Significant
	Female	43	36.47				
Parents’ Educational Background	Lower (Elementary Level/Graduate)	23	34.83	525.00	0.738	0.05	Not Significant
	Higher (High School Level/Graduate)	48	36.56				
Family Income	Lower (Below Php 7,800)	36	34.71	583.50	0.590		Not Significant



Higher  
(Php 7,800 and  
above)                      35      37.33

Variable	Category	N	Mean Rank	Kruskal-Wallis H-test	p-value	Sig. level	Interpretation
Grade Level	Grade 5	24	35.88	0.124	0.940	0.05	Not Significant
	Grade 6	28	34.77				
	Grade 7	19	36.71				

Table 5 shows the comparative analysis of factors affecting intermediate learners' performance in English regarding teacher factors when grouped and compared according to the aforementioned variables.

When grouped according to sex, the male group has a mean rank score of 25.59 and 36.47 for the female group; the computed Mann-Whitney U test was 582.00, and the *p*-value was 0.812, interpreted as “not significant.” When grouped according to parents' highest educational attainment, the lower group has a mean rank score of 34.83 and 36.56 for the female group, the computed Mann-Whitney U test was 525.00, and the *p*-value was 0.738, interpreted as “not significant.” When grouped according to Family Income, the lower group has a mean rank score of 34.71 and 37.33 for the female group; the computed Mann-Whitney U test was 583.50, and the *p*-value was 0.590, interpreted as “not significant.” When grouped according to Grade level, the Grade 4 group has a mean rank score of 35.88, 34.77 for Grade 5, and 36.71 for the Grade 6 group; the computed Kruskal Wallis H test was 0.124, and the *p*-value was 0.940, interpreted as “not significant.”

Thus, the hypothesis states that "there is no significant difference in the extent of factors affecting intermediate learners' performance in English in the area of teacher factor when grouped and compared according to sex, parents' highest educational attainment, Family Income, and Grade level" was therefore "accepted."

The result implies that sex, parents' highest educational attainment, family income, and grade level do not affect the respondents' perception when evaluating factors affecting intermediate learners' performance in English in the area of teacher factor. This could be because almost all learners share the same level of anticipation for their teachers' steady support through exam pointers and post-exam discussions.

The current study's findings were consistent with those of Voyles' (2015) investigation into the impact of gender and age on students' performance. According to the study, children's ages significantly influenced their academic performance in the assessment's mathematics section in the first and third grades. The cohort's older students performed better academically on the mathematics evaluation than the younger ones. The assessment's reading section scores were unaffected by the student's age. The study's findings also showed that neither the reading nor math sections of the test were impacted by a student's gender.

Table 6



*Significant Difference in the Extent of Oral Reading Abilities as Factors Affecting Intermediate Learners' Performance English when grouped according to Variables*

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Sex	Male	28	35.82	597.00	0.952		Not Significant
	Female	43	36.12				
Parents' Educational Background	Lower (Elementary Level/Graduate)	23	37.24	523.50	0.723	0.05	Not Significant
	Higher (High School Level/Graduate)	48	35.41				
Family Income	Lower (below Php 7,800)	36	34.07	560.50	0.418		Not Significant
	Higher (Php 7,800 and above)	35	37.99				

  

Variable	Category	N	Mean Rank	Kruskal Wallis H-test	p-value	Sig. level	Interpretation
Grade Level	Grade 5	24	41.46	2.964	0.227	0.05	Not Significant
	Grade 6	28	34.68				
	Grade 7	19	31.05				

Table 6 shows the comparative analysis of factors affecting intermediate learners' performance in English in the area of oral reading abilities when grouped and compared according to aforementioned variables.

When grouped according to sex, the male group has a mean rank score of 35.82 and 36.12 for the female group; the computed Mann-Whitney U test was 597.00, and the *p*-value was 0.952, interpreted as “not significant.” When grouped according to parents' highest educational attainment, the lower group has a mean rank score of 37.24 and 35.41 for the female group; the computed Mann-Whitney U test was 523.50, and the *p*-value was 0.723, interpreted as “not significant.” When grouped according to Family Income, the lower group has a mean rank score of 34.07 and 37.99 for the female group; the computed Mann-Whitney U test was 560.50, and the *p*-value was 0.418, interpreted as “insignificant.” When grouped according to Grade level, the Grade 4 group has a mean rank score of 41.46, 34.68 for Grade 5, and 31.05 for the Grade 6 group; the computed Kruskal Wallis H test was 2.964, and the *p*-value was 0.227, interpreted as “not significant.” Thus, the hypothesis states that “there is no significant difference in the extent of factors affecting intermediate learners' performance in English in the area of oral reading abilities when grouped and compared according to sex, parents' highest educational attainment, Family Income, and Grade level” was therefore “accepted.”





The result implies that sex, parents' highest educational attainment, Family Income, and Grade level do not affect the respondents' perception of the factors affecting intermediate learners' performance in English in the area of oral reading abilities.

This further implies that all learners believed that none of them was different from the shared performance and effort to improve performance in school.

The findings of this study are consistent with those of Shah and Udkaonkar's (2018) investigation on how students' age and gender affect their academic achievement. The findings demonstrated that until a teacher is engaged and enthusiastic about teaching, pupils do not perceive age or gender as a barrier to learning, and they believe that experience has a beneficial impact on instruction. However, it has been noted that the females favored other females since they believed that interacting with them was simple. Many students believed women had a high-pitched, audible voice, were sympathetic, and worked hard enough.

### Conclusion

Analyzing factors affecting intermediate learners' performance in English reveals several reflections in different areas, particularly about the learners' interests, support from the teacher, and oral reading acts. The data indicate that learner interest strongly influences performance, especially class preparations, even though absenteeism remains a concern. While factors of teacher influence tend to be largely positive, areas of improvement include post-examination discussions, which help learners understand and motivate them further. However, when classified by sex, parents' education, family income, and grade, no significant differences were observed in the evaluation regarding performance-influencing factors, showing that the demographic variables alone cannot affect individual perceptions of the learning environment.

Interestingly, most learners have had the same experience regardless of socioeconomic status or academic level, which may account for the uniformity in responses. This is because, in such a rural setting, relatively few resources are accessible, thus making the experiences of learners more uniform. In contradiction to earlier studies such as those of Siddiquah (2019) and Voyles (2015), which put importance on gender and age as key factors, this research indicates that student's motivation and performance are instead influenced mostly on a larger scale by the similar experiences gained from home and school.

In conclusion, though teacher engagement, parental support, and other such factors may be critical, demographic variables such as the sex of the learner, the family income, or the grade level do not significantly affect what the learner perceives to be important in affecting his or her English performance. Hence an inclusive and consistent learning environment must be created for all student backgrounds.

### Acknowledgment





The completion of this study was made possible through the collaboration and encouragement of Dr. Lilybeth P. Eslabon, Dr. Dominador, and Miss Mylene A. Bautista. Thank you for your assistance.

### Authorship Contribution Statement

**Galas:** Conceived and designed the study, performed the study and analyzed the data.  
**Bersa:** Contributed to data analysis and interpretation and critically reviewed the manuscript.

### Conflict of Interest

The authors declare that they have no financial or personal conflicts of interest that could have inappropriately influenced this study's design, conduct, or reporting. All authors have completed a conflict of interest disclosure and adhered to the guidelines.

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