

**LANGUAGE PROFICIENCY AND ACADEMIC PERFORMANCE OF  
GRADE 5 STUDENTS**

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**A Thesis**

Presented to  
the Faculty of the College of Graduate Studies  
**SAMAR COLLEGE**  
City of Catbalogan

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In Partial Fulfillment  
of the Requirements for the Degree  
**MASTER OF ARTS IN EDUCATION**  
(Educational Management)

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May 2022

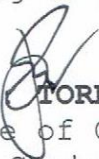
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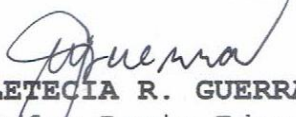
In partial fulfillment of the requirements for the degree, Master of Arts in Education, major in Educational Management, this thesis entitled, "**LANGUAGE PROFICIENCY AND ACADEMIC PERFORMANCE OF GRADE 5 STUDENTS**", has been prepared and submitted by **LORAFE MINA-DOLOREL** who, having passed the comprehensive examination, is hereby recommended for oral defense.


  
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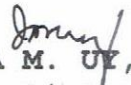
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## A C K N O W L E D G M E N T S

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**L. M. D.**

## DEDICATION

I dedicate my thesis work to my **family** and **friends**. A feeling of gratefulness to my supportive and loving husband, **Mr. Anthony T. Dolorel**, and my son, **Lorenz Dolorel**, and daughter, **Lee Anne Dolorel**, whose love is unconditional and whose utmost efforts and prayers are always with me. Their support is what has made me who I am.

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And most of all, I dedicate this to our **Almighty God** who made all things possible.

“For with God, nothing shall be impossible! Luke 1:37”

*Lorafe*

## **A B S T R A C T**

Language proficiency refers to the measurement of how well an individual has mastered the language (<https://csb.uncw.edu/cen/docs>, 2 January 2020). It is the mastery of the Grade 5 students with the use of language, particularly English and Filipino. The respondents evaluated five areas in this study, namely: basic knowledge, conversant, fluency, native language speaking, and bilingualism which were associated with the academic performance of the students. To ensure confidence in the results, appropriate descriptive and inferential tools were utilized. The study revealed that the evaluations of the two groups of respondents on the level of language proficiency of student-respondents were: along basic knowledge, the students considered themselves "moderately proficient" while the teachers considered them "highly proficient"; along conversant, fluency, and bilingualism, the students assessed themselves "slightly proficient" while the teachers considered them "highly proficient"; and along native language speaking and bilingualism, the students considered themselves "moderately proficient" while the teachers assessed them as "highly proficient". In associating relationship between the level of language proficiency of the teacher-respondents and their academic performance during the

previous grade level, it was significant along Filipino while it was not significant along English.

**Key Words:** Language Proficiency, English, Filipino, Mother Tongue, MTB-MLE, Conversant, Fluency, Bilingualism, Basic Knowledge

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## **Chapter 1**

### **THE PROBLEM AND ITS BACKGROUND**

#### **Introduction**

Basically, academic performance of the students could be associated to their language proficiency. The students can give their best performance and endeavor through it. By this, they can hone their talents and skills in order to achieve excellence in their academic endeavor.

Language proficiency is the ability of an individual to use language with a level of accuracy that transfers meaning in production and comprehension (Owens, 2016:2-5). There is no singular definition of language proficiency; however, and this has implications for its application in other language domains such as literacy, testing, endangered languages, language impairment, and the like.

Developing proficiency in any language begins with word learning. By the time they are 12 months old, children learn their first words and by the time they are 36 months old, they may know well over 900 words (Bloom & Markson, 1998:16) with their utterances intelligible to the people who interact with them the most. Developing language proficiency improves an individual's capacity to communicate. Over time through interaction and through exposure to new forms of language in use, an individual learns new words, sentence structures, and

meanings, thereby increasing their command of using accurate forms of the target language.

Furthermore, languages that are considered endangered are undergoing efforts to revitalize them. Some of these languages have few speakers, while some have none. The learners of these languages are engaged in using documented resources such as: word lists, hymnals, and bibles to relearn their languages. Language proficiency in these cases of endangerment is being determined by how much language is learned in these communities through these efforts; proficient speakers are being determined by these communities (Leonard, 2018:19).

The bottom line is that language proficiency is the ability to use a language spontaneously for real-world purposes (<https://languages.wisc.edu/proficiency>, 12 June 2019). In the Philippines, language can either be in the mother tongue, in Tagalog or in English.

The term mother tongue or mother language is used for the language that a person learned as a child at home usually from their parents. Children growing up in bilingual homes can have more than one Mother Tongue or native language. Mother Tongue also refers to a person's native language, that is, a language learned from birth (<https://www.thoughtco.com/mother-tongue-language>, 12 June 2019).



Moreover, the Republic Act Number 10533 also known as the "Enhanced Basic Education Act of 2013," particularly in Section 4 states that, basic education shall be delivered in languages understood by the learners as the language plays a strategic role in shaping the formative years of learners. From Kindergarten to Grade 3, instruction, teaching materials, and assessment shall be in the regional or native language of the learners. The Department of Education (DepEd) shall formulate a mother language transition program from Grades 4 to 6 so that Filipino and English shall be gradually introduced as languages of instruction until such time when these two languages can become the primary languages of instruction at the secondary level (<https://www.officialgazette.gov.ph>, 20 June 2019).

In addition, DepEd Order Number 74, Series of 2009 also known as the "Institutionalizing Mother Tongue-Based Multilingual Education (MTB-MLE)," Paragraph 3.1 states that, first, learners learn to read more quickly when in their first language ( $L_1$ ); second, pupils who have learned to read and write in their first language learn to speak, read, and write in a second language ( $L_2$ ) more quickly than those who are taught in a second or third language first; and third, in terms of cognitive development and its effects in other academic areas, pupil taught to read and write in their first language acquire such competencies more quickly.

Likewise, in the Philippines, English is highly valued not only because it is functional and practical but more importantly, the better one is its ability to understand and use it, and chances of career development. English has always been one of the official languages of the Philippines. It is the language of commerce and law, and the primary medium of instruction in education. The English language is well entrenched in Philippine formal education (Regala, 2017:2).

Concomitantly, English language has four main skills and each skill is basic and very important. These are called macro skills. Macro skills refer to the primary, key, main, and largest skill set relative to a particular context. The four macro skills are listening, reading, writing, and speaking. Listening and speaking are brain input skills, but reading and writing are brain support skills (www.bchmsg.yolasite.com, 20 July 2019).

In relating English and Mother Tongue in the educational system, there were a lot of issues. Because of the Mother Tongue program, most Grade 4 students in Baguio City could not understand simple English phrases such as, "You put your things on the table," and for lack of English vocabulary would speak in the vernacular and stare blankly the moment they hear lectures in straight English, making translations necessary. Aside from the marked weakness in the English

language, many of the pupils also could not read in English (Albano, 2018:5).

However, according to Montemayor (PNA, 2018:1), an official of the DepEd said the use of Mother Tongue as medium of instruction in schools is not a reason for Filipino students to be less proficient in the English language. Students need to develop a strong foundation in their mother language before effectively learning additional languages (Umali, 2018:1).

Although there were issues of whether English was the best language for education in the Philippines, local languages were not used as media of instruction. In the first place, teachers were trained to teach in English, and there was a dearth of materials in the local language. English was pushed as the primary language of literacy with local languages as auxiliary languages to teach character education, good manners, and right conduct (Martin, 1999:133).

In the District of Catbalogan VI, the Mean Percentage Score (MPS) of Grade 5 students in English as a subject was posted at 78.70 during the School Year 2019-2020. Although the posted MPS is higher than the 75 percent passing level but still it is far below the mastery level of 85 percent as set by the DepEd which probably can be attributed to the

language proficiency of the students that needs to be explored.

Premised on the foregoing exposition, the researcher was prompted to conduct this study and determined the language proficiency and its influence to the academic performance of Grade 5 students in the District of Catbalogan VI, Schools Division of Catbalogan City. It is hoped therefore, that findings of the study would provide inputs for an intervention that would be provided for the aforementioned students.

### **Statement of the Problem**

This study determined the language proficiency and academic performance of Grade 5 students in the District of Catbalogan VI, Schools Division of Catbalogan City during the School Year 2021-2022.

This study sought answers to the following questions:

1. What is the profile of the student-respondents in terms of the following personal characteristics, namely:

1.1 age and sex;

1.2 mean grade during the previous grade level in the following subject areas, viz:

1.2.1 English and

1.2.2 Filipino;

1.3 parents' highest educational attainment;

1.4 parents' occupation;

1.5 gross monthly family income; and

1.6 attitude toward schooling?

2. What is the profile of teacher-respondents in terms of the following personal characteristics, namely:

2.1 age and sex;

2.2 civil status;

2.3 highest educational attainment;

2.4 teaching position;

2.5 gross monthly family income;

2.6 number of years in teaching;

2.7 performance rating based on the latest IPCRF;

2.8 relevant in-service trainings; and

2.9 attitude toward teaching?

3. What is the level of language proficiency of the student-respondents as evaluated by the two groups of respondents in terms of the following areas, namely:

3.1 basic knowledge;

3.2 conversant;

3.3 fluency;

3.4 native language speaking; and

3.5 bilingualism?

4. Is there a significant difference in the evaluation between the two groups of respondents on the level of language proficiency of the student-respondents in terms of the foregoing areas?

5. What is the academic performance of the student-respondents based on the mean grade during the first and second quarters in terms of the following subject areas:

5.1 English; and

5.2 Filipino?

6. Is there a significant relationship between the level of proficiency of the student-respondents in terms of the identified areas and the following, namely:

6.1 student-related factors;

6.2 teacher-related factors; and

6.3 academic performance in terms of the following subject areas:

6.3.1 English; and

6.3.2 Filipino?

7. What intervention may be evolved based on the findings of the study?

### **Hypotheses**

From the afore-listed specific questions, the following hypotheses were formulated and tested:

1. There is no significant difference in the evaluation between the two groups of respondents on the level of language proficiency of the student-respondents in terms of the identified areas.

2. There is no significant relationship between the level of proficiency of the student-respondents in terms of the identified areas and the following, namely:

2.1 student-related factors;

2.2 teacher-related factors; and

2.3 academic performance in the following subject areas:

2.3.1 English; and

2.3.2 Filipino.

### **Theoretical Framework**

This study was anchored on the following theories, namely: Second Language Acquisition Theory by Cummin, Behaviorism Theory by Skinner, Cognitivism Learning Theory by Piaget, and Constructivism Theory by Vygotsky.

The Second Language Acquisition Theory by Cummins (<https://www.latinoliteracy.com/> 3 April 2022) have directly influenced classroom instruction. Cummins distinguishes between two types of language, Basic Interpersonal Communications skills (BICS) and Cognitive Academic Language Proficiency (CALP) have directly influenced classroom instruction. This distinction had led teachers to a better understanding of language ability and expectations. Research has shown that the average student can develop conversational fluency within two to five years. Developing fluency in more

technical, academic language can take from four to seven years depending on many variables such as language proficiency level, age and time of arrival at school, level of academic proficiency in the native language, and the degree of support provided. Later, Cummins expanded the concept of conversational and academic language to include two distinct types of communication, depending on the context in which it occurs, context-embedded communication and context-reduced communication. Context-embedded communication provides several communicative supports to the listener or reader, such as objects, gestures, or vocal inflections, which help make the information comprehensible.

Furthermore, the Behaviorism Theory by Skinner (1974:23) assumes a learner is essentially passive, and will be shaped through positive or negative reinforcement so that learning is defined as a change in behavior. Furthermore, Skinner believed that behavior is a function of its consequences. For example, learners will repeat the desired behavior should not be repeated if negative feedback is given. Giving immediate feedback, whether positive or negative, should enable the learners to behave in a certain way. Positive reinforcement or rewards can include verbal feedback.

The Cognitivism by Piaget ([www.jeanpiaget.cognitivism](http://www.jeanpiaget.cognitivism), 13 February 2020) focuses on what happens in the mind such as thinking and problem-solving. How knowledge is built upon



prior knowledge and learner's need active participation in order to learn. Changes in behavior are observed, but only as an indication of what is taking place in the learner's mind. Cognitivism comes in, is processed, and learning takes place. It proposes that prior knowledge enhances the language proficiency of the learner.

The Constructivism Theory by Vygotsky (1978:51-57) is about learning being in active, contextualized process of constructing knowledge rather than acquiring it. The learner brings past experiences and cultural factors to a current situation and each person has a different interpretation and construction of the knowledge process. Vygotsky's theory is one of the foundations of constructivism. It asserts three major themes. Firstly, social interaction plays a fundamental role in the process of cognitive development. He felt social learning precedes development and stated that every function in the child's cultural development appears twice: 1) on the social level, and later, on the individual level; and 2) between people or inter-psychological and then inside the child which is referred to as intra-psychological.

Secondly is the More Knowledgeable Other (MKO) which refers to anyone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept. The MKO could also be a peer, a younger person, or even information from the internet. And

thirdly, is the Zone of Proximal Development (ZPD) which is the distance between a learner's ability to perform a task under adult guidance and, or with peer collaboration and their ability to solve the problem independently. Accordingly, learning occurs in this place.

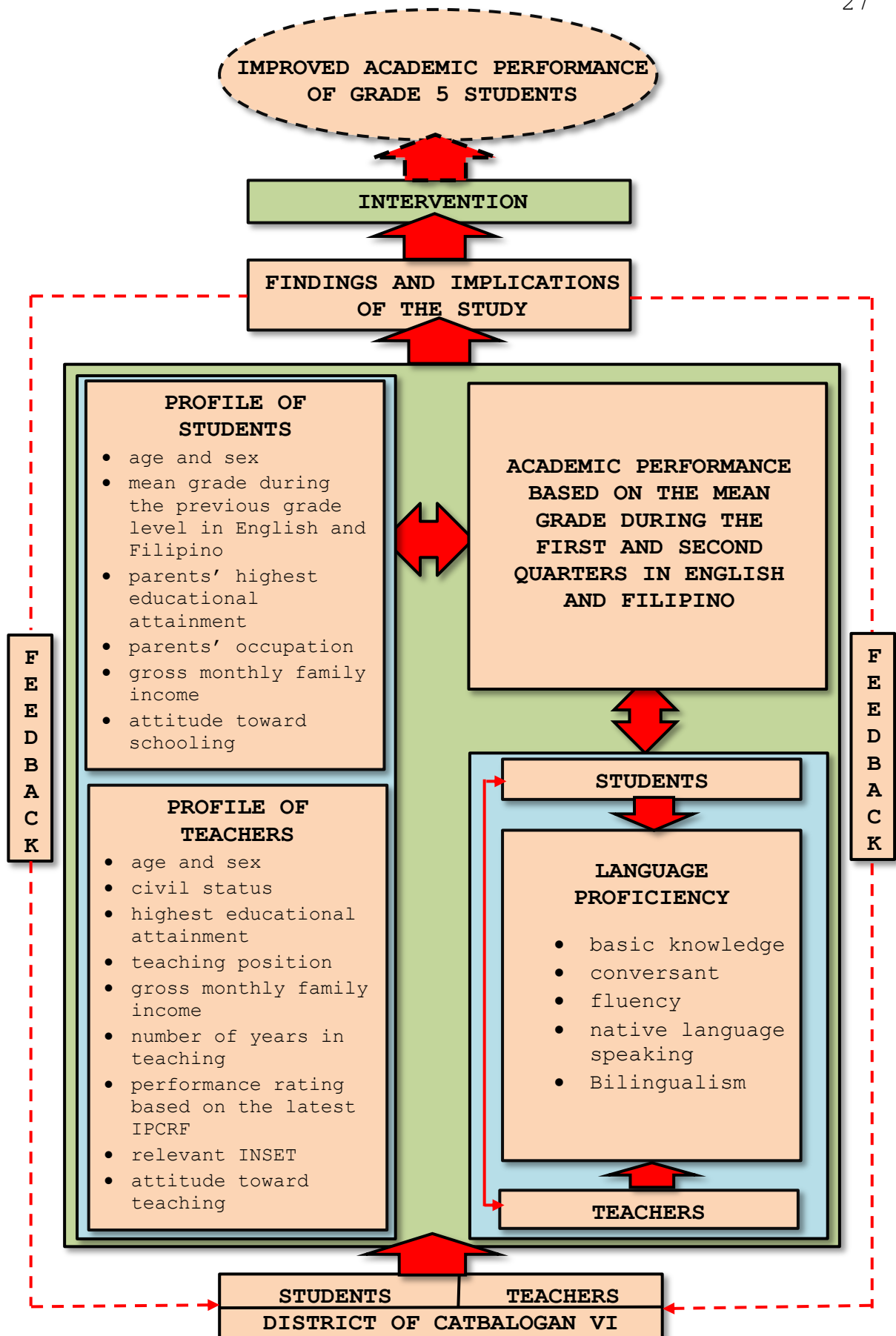
The three theories impliedly outline the development of the language proficiency of the students which started from the basic information he learned and develop as he learned other information until he develops proficiency such as language proficiency.

### **Conceptual Framework**

Figure 1 presents the conceptual framework of the study which is an adaptation of the Independent-Dependent Variables (IDV) Model (Salkind, 2010).

The base depicts the locale of the study, which is the District of Catbalogan VI, Schools Division of Catbalogan City involving the two groups of respondents, namely: Grade 5 students and teachers. The progress of the study is represented by the upward arrow. The next bigger frame enclosing smaller frames depicts the independent and independent variables of the study.

The top frame at the right side inside the bigger box, contains the profile of student-respondents in terms of age



**Figure 1.** The Conceptual Framework of the Study

and sex, mean grade during the previous grade level in the following subject areas, viz: English and Filipino, parents' highest educational attainment, parents' occupation, gross monthly family income, and attitude toward schooling while the lower box reflects the profile of the teacher-respondents in terms of age and sex, civil status, highest educational attainment, teaching position, gross monthly family income, number of years in teaching, performance rating based on the latest IPCRF, relevant service training attended, and attitude toward teaching.

Meanwhile, the top frame on the left side of the bigger box represents the academic performance of the students based on the mean grade during the first and second quarters in English and Filipino. The bottom frame in the bigger box reflects the language proficiency of the students in terms of the following areas: basic knowledge, conversant, proficiency, fluency, native language speaking, and bilingualism as evaluated by the two groups of respondents, the students and the teachers, which were compared for any significant difference.

Furthermore, the academic performance of the student-respondents was associated with the student-related factors, teacher-related factors and the evaluated language proficiency of the students for any significant linear relationship, which is depicted by the two-headed arrows.

The end process provided findings and implications of the study that gave feedback mechanism to the locale and respondents of the study. Likewise, the findings and implications provided inputs for the intervention that would be proposed that would lead to the ultimate goal of the study which is improved academic performance of Grade 5 students.

### **Significance of the Study**

The result of this study would be very useful to the Grade 5 students, teachers, school administrators, reading coordinators, education program supervisors in English, Filipino, and MTB-MLE, DepEd key officials, parents, and future researchers.

**To the Grade 5 Students.** The findings of this study would be beneficial to the Grade 5 students as their language proficiency would be improved particularly in communicating hence they would be exposed to varied intervention and teaching-learning activities that would make their schooling meaningful.

**To the Teachers.** This study would be beneficial to the teachers especially those teaching Grade 5 students for they would be provided with a baseline information on what appropriate intervention and teaching-learning activities would be implemented in their classes to improve the students' language proficiency.

**To the School Administrators.** The findings of this study would help the school administrators in providing technical assistance to the teachers in order to improve the language proficiency of their students.

**To the Reading Coordinators.** The findings of this study would serve as input for the district and school reading coordinators input for their monitoring and supervision on the language performance of the students and provide intervention program to enhance their language proficiency.

**To the Education Program Supervisors in English, Filipino, and MTB-MLE.** The findings of this study would serve as inputs for education program supervisors in English, Filipino, and MTB-MLE to the intervention activities that they would develop for the students to enhance their language proficiency and to provide technical assistance.

**To the DepEd Key Officials.** The results of this study would serve as the basis for the DepEd key officials in providing technical assistance to the school heads and teachers and for policy recommendation to improve the teaching-learning processes and thereby improve the language proficiency of the students.

**To the Parents.** The parents would, likewise, benefit from this study for their children would be provided with enjoyable and meaningful teaching-learning activities, thus, improve their students' language proficiency.

**To the Future Researchers.** The future researchers would find this study invaluable as a rich reference material for related studies for similar or sequel study they would undertake in the future.

### **Scope and Delimitation**

This study determined the language proficiency and academic performance of Grade 5 students in terms of the following areas, namely: basic knowledge, conversant, proficiency, fluency, native language speaking, and bilingualism. This involved the Grade 5 students and teachers in the District of Catbalogan VI, Schools Division of Catbalogan City, who provided group evaluation regarding the foregoing area which was triangulated for any significant difference and eventually was associated with the academic performance of the Grade 5 students to ascertain any significant linear relationship.

Corollarily, the profile of student-respondents was identified in terms of the following personal characteristics, namely: age and sex, mean grade during the previous grade level in the following subject areas, viz: English and Filipino, parents' highest educational attainment, parents' occupation, gross monthly family income and attitude toward schooling. Likewise, the profile of the teacher-respondents was also determined in terms of age and

sex, civil status, highest educational attainment, teaching position, gross monthly family income, number of years in teaching, performance rating based on the latest IPCRF, relevant service training attended, and attitude toward teaching. These were used to associate linear association with their academic performance.

The study was conducted during the School Year 2021-2022.

### **Definition of Terms**

The following terms used in this study are defined conceptually and operationally to offer better understanding with the readers.

**Academic Performance.** This term refers to the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates and results from standardized tests (<https://www.google.com/search?q=academic+performance&oq=academic>. 5 March 2022). In this study, it refers to the mean grade of the Grade 5 students during the first and second quarters in English and Filipino.

**Basic Knowledge.** This term refers to the fundamental acquaintance with facts, truths, or principles (<https://www.google.com/search?q=basic+knowledge+meaning/> 5



March 2022). In this study, it refers to the basic know-how of the students with their language which they developed for proficiency.

**Bilingualism**. This term refers to the use of two languages in teaching, especially to foster learning in students trying to learn a new language. Advocates of bilingual education argue that it speeds learning in all subjects for children who speak a native language at home and prevents them from being marginalized in English-language in schools (<https://www.britannica.com/topic/bilingualism/> 5 March 2022). In this study, it refers to the use of both Filipino and English languages in teaching to convey better learning to the students.

**Conversant**. This term refers to the ability to be familiar with and to have knowledge or experience of the facts or rules of something (<https://dictionary.cambridge.org/dictionary/english/conversant/> 5 March 2022). In this study, it refers to the familiarity of the students on the English language as used as medium of instruction in school.

**English**. This is a learning area in the K to 12 Curriculum usually referred to as a second Language which is the basis of all communication and the primary instrument of thought. The ultimate goal of the Language Arts and Multiliteracies Curriculum is to produce graduates who apply

the language conventions, principles, strategies and skills in 1) interacting with others, 2) understanding and learning other content areas, and 3) finding for themselves whatever field of endeavor they may engage in (K to 12 Curriculum Guide). In this study, this refers to the subject taught in Grade 5 focusing in the three (3) macro skills, namely: reading, writing, and speaking which lead to their language proficiency.

**Filipino**. This is a learning area in the K to 12 Curriculum usually referred to as a first Language which is the basis of all communication and the primary instrument of thought that aims to produce graduates who apply the Filipino language conventions, principles, strategies and skills in 1) interacting with others, 2) understanding and learning other content areas, and 3) finding for themselves whatever field of endeavor they may engage in (K to 12 Curriculum Guide). In this study, this refers to the subject taught in Grade 5 focusing in the three macro skills, namely: reading, writing, and speaking in Filipino language which lead to their language proficiency also.

**Fluency**. This term refers to the ability to speak or write a language easily, well, and quickly (<https://dictionary.cambridge.org/dictionary/english/fluency/> 5 Mach 2022). In this study, it refers to the ability of the Grade 5 students to speak the English language.

**Intervention Program.** This term refers to the treatment method used and utilized in a number of ways to improve the situation of individuals who have become dependent on various activities (<https://www.google.com/search?q=interventionprogram/> 5 March 2022). In this study, it specifically refers to the program of activities that would be developed to improve the language proficiency of Grade 5 students.

**Language Proficiency.** This term refers to the measurement of how well an individual has mastered the language (<https://csb.uncw.edu/cen/docs>, 2 January 2020). As used in this study, this term refers to the mastery of the Grade 5 students with the use of language, particularly English and Filipino in the District of Catbalogan VI, Schools Division of Catbalogan City.

**Macro Skill.** This term refers to the primary, key, main, and largest set of skill relative to a particular context. It is commonly referred to in English language (<https://www.google.com/search>, 2 January 2020). In this study, it refers to the skills in reading, listening, writing, and speaking that help in enhancing the language proficiency of the students.

**Mother Tongue-Based Multilingual Education (MTB-MLE).** Mother tongue-based multilingual education (MTB MLE) is an education programme for children who do not understand or

speak the official school language when they begin school. MTB MLE students learn to read and write first in their mother tongue (<https://www.google.com/search?q=mtb+mle+meaning/> 5 March 2022).

**Native Language Speaking.** This term refers to the first language, native tongue, native language, or mother/father/parent tongue (also known as arterial language or L1) as a language or dialect that a person has been exposed to from birth or within the critical period (<https://www.google.com/search?q=native+language+speaking/> 5 March 2022). In this study, it refers to the Waray language spoken by the students which they were born and grown up as their first language.

**Proficiency Level.** This term is referred to as the advancement or progress in knowledge or skill ([www.merriam-webster.com/dictionary](http://www.merriam-webster.com/dictionary), 2 June 2020). As used in this study, it is referred to as the mean grade obtained by the students in English and Filipino during the School Year 2020-2021.

**Reading.** This term refers to the process of looking at a series of written symbols and getting meaning from them or to utter aloud the printed or written words ([www.google.com](http://www.google.com), 12 June 2020). In this study, it refers to the proficiency of the Grade 5 students in English to recognize and interpret written materials.

**Speaking.** This term refers to the skill that gives a person the ability to communicate effectively. This skill allows the speaker to convey his message in a passionate, thoughtful, and convincing manner ([www.google.com](http://www.google.com), 12 June 2020). As used in this study, it is referred to the proficiency of the Grade 5 students to convey ideas through the utterance of language.

**Writing.** This term refers to the act or process of forming visible letters or characters that serve as visible signs of ideas, words, or symbols ([www.merriam-webster.com/dictionary](http://www.merriam-webster.com/dictionary), 12 June 2020). In this study, it is referred to the proficiency of the Grade 5 students to convey ideas by writing ideas, words, or symbols.

## **Chapter 2**

### **REVIEW OF RELATED LITERATURE AND STUDIES**

This chapter presents discussions of ideas from books, journals, magazines, newspapers, and other published materials. In addition, this chapter also presents excerpts from master's theses and dissertations which are found related to the present study.

#### **Related Literature**

The following citations are related to language proficiency in the subjects taught in the K to 12 Curriculum.

The world has witnessed a great decline in literacy rate and a steady rise of the number of out-of-school children. These children either did not have access to formal education, or attended school only to leave later because they did not understand the language of instruction. In addition, the number of indigenous languages becoming extinct is rising because the newer generations speak English and Filipino or a foreign language more than they speak their own language (UNESCO, 2015).

The issue of mother tongue education has been fiercely but sporadically debated in South Africa since 1994. Proponents of Mother Tongue education tend to argue that children should be taught in the language they first learned

and spoke at home. Those who oppose this approach argue that English and Filipino is a global language and should be the main language of instruction throughout the school system and into higher education spaces (<https://theconversation.com/its-time-to-rethink>, 25 July 2020).

Likewise, educating dual language learners (DLLs) and English and Filipino learners (ELs) effectively is a national challenge with consequences both for individuals and for American society. Despite their linguistic, cognitive, and social potential, many ELs who account for more than nine percent of enrollment in Grades K to 12 in the U. S. schools are struggling to meet the requirements for academic success, and their prospects for success in post-secondary education in the workforce are jeopardized as a result.

Moreover, a defining characteristic of DLLs or ELs is their demographic diversity. They are members of every major racial or ethnic group and include both US- and foreign-born youth. Most come from Latin America and Asia, with Mexico being their leading country of origin. They speak a wide range of languages, including Chinese, French Creole, Fulani, Korean, and Spanish, and other languages spoken in Europe, Asia, and other parts of the world. Relative to the other US children, DLLs and ELs are far more likely to live in poverty and in two-parent families with low levels of education. At the same time, DLLs and ELs have assets that may serve them

well in their education and future careers. Those who become proficient in both a home or primary language (L<sub>1</sub>) and English and Filipino (L<sub>2</sub>) are likely to reap benefits in cognitive, social, and emotional development and may also be protected from brain decline at old ages. In addition, the cultures, languages, and experiences of English and Filipino learners are highly diverse and constitute assets for their development, and for the nation (<https://www.nap.edu/download/24677>, 15 June 2020).

Mother Tongue-Based Multilingual Education (MTB-MLE), however, may cause adverse effects on people's English and Filipino literacy (Alberto et al., 2010:163) consequently affecting their lifelong learning and competitiveness. MTB-MLE reduces individuals' amount of exposure to the English and Filipino language, thus adversely affecting their language proficiency (Li & Majhanovich, 2010:164).

Yet, English and Filipino is the language of the academic world. Many scholars write in English and Filipino. Most books and other sources of knowledge are written in the English and Filipino language (Hillman, 2015:55).

Furthermore, Kirkpatrick ([www.researchgate.net](http://www.researchgate.net), 30 July 2020) has noted that the needs and aspirations of people cannot be ignored by the rulers of the country which should be inseparable from language policy and planning at the national level, a sentiment mirrored in an observation that



institutionalizing an inclusive model of language planning and policy necessitates a careful analysis of the needs of the whole community.

Spolsky (2009:175) suggests that to determine the language policy planning of a nation-state, four major factors need to be taken into consideration, namely: the sociolinguistic ecology or language ideology, globalization or the pull toward international languages, especially English and Filipino, and pressure for attention to the rights of indigenous or migrant linguistic minorities.

The importance of pronunciation in communication cannot be denied. In fact, it is as important as grammar and vocabulary. Yet, the evidence of Mother Tongue's influence on English and Filipino is very obvious. This manifests in the form of incorrect pronunciation (<http://www.wordsworthelt.com>, 5 August 2020).

In addition, pronunciation error may be due to many issues. Guesswork or vagueness of the correct form of a word or sentence, or a general ineptness of the language could be the reason of mispronunciation. The most common reason is transfer or interference from the mother tongue. Generally, errors made in pronunciation are due to difference in the sound system and spelling symbols between the Mother Tongue, English and Filipino.

It is very common that many foreign language learners

have problems in teaching and learning process. In this case, many of English foreign learners have difficulties in pronunciation teaching process because of some factors. There are six factors that influence learners' pronunciation, namely: mother tongue, age, amount of exposure, phonetic ability, personality, and motivation (Gick et al., 1987:33).

According to Llaneta (2018:10), in 2009, the Department of Education (DepEd) recognized the benefits of teaching children using their mother tongue or first language. Local and international research has found that children learn to speak, read, and write more quickly in their first language, and can pick up a second language and third language more easily if taught in their first language. In the same way, they acquire other academic competencies more quickly, particularly in Science and Mathematics.

The reviewed literature enhanced the researcher's knowledge and understanding on the topic and uses it for conceptualization and organization of the study at hand.

### **Related Studies**

A review of related studies, both local and foreign are undertaken by the researcher on language proficiency which gained an insight and understanding into the development of the study at hand.

From the study of Cole et al. (2019) entitled,

"Language Proficiency for High School Students in US Schools and their Academic Performance," it was disclosed that multilingual high school students are key to the development of their language proficiency. Many students adopt technologies to enhance their communication across culture and foreign speaking peers which reduce their verbal communication needs.

The previous study posted similarity for the reason that the two studies delved on language. However, the two studies differed in the area of the study. The previous study focused on the communication strategies in language for high school students in US schools while the present study focused on the language proficiency of the Grade 5 students in English and Filipino.

In the study of Namanya (2017) entitled, "The Effects of Language Proficiency on the English Literacy of Children in Silang, Philippines," it revealed that children taught in the mother tongue demonstrated a decline in English proficiency level, confirming certain language acquisition theories and fears of some scholars.

The foregoing study had resemblance with the present study. Both studies delved on language. Considering that the previous study delved on the mother tongue and English and the study at hand focused on the language proficiency of students in English and Filipino, the two studies differed.

In the study of Khan et al. (2017) entitled, "Impact of Language Proficiency on English Language on Secondary School Level Students," showed that the language proficiency has no particular influence in the process of learning English language which impliedly state that learning of the two different languages is seemingly independent. Furthermore, in enhancing the proficiency of the two languages require regular practice in the three macro skills, namely: reading, listening, and speaking.

The study of Khan et al. had similarity with the study at hand for the reason that the bottom line of the study was on language. However, the two studies differed in the angle to which the study was conducted. The previous study considered the language proficiency of the secondary students in English by looking into the influence of the Mother Tongue while the present study looked into the language proficiency of Grade 5 students in English and Filipino.

From the study of Alja'arat et al. (2017) entitled, "The Influence of Language Proficiency on Learning English Language by Arab Learners," it was revealed that there were differences between Arabic and English and how these differences make Arab learners to commit mistakes at different linguistic levels. The syntactic, lexical, and morphological errors were made by the Arab learners of English, likewise, forming tenses, relative clauses,

adverbs, adjectives, nouns, and articles were also identified.

The afore-cited study was similar to the present study for both deal with language. However, they differed in the focus of the study. While the previous study focused on the language proficiency and English language among Arab students, the present study focused on the language proficiency of Grade 5 students in English and Filipino.

Sabec (2017), in his study entitled, "The Role of Language Proficiency of Slovene Canadians: A Case Study," revealed that substantial intergenerational variation in terms of the immigrants' language use and language attitudes and point in the direction of a relatively rapid shift from Slovene to English, but not to the weakening of their sense of ethnic identity. The focus then shifts to the linguistic aspects of Slovene-English language contact themselves. In addition to interference phenomena in the immigrants' language such as borrowing from English and Slovene-English code switching, special attention in their mother tongue. Lexis in particular is interesting as it shows traces of other languages.

The study of Sabec posed resemblance to the present study for both studies dealt with language. However, the two studies differed in the focus of the study. The previous study focused on the language proficiency and Slovene-English languages.

The present study focused on the language proficiency of the Grade 5 students in English and Filipino.

Another study that posed parallelism with the present study is that of Takanishi and Mnestrel (2017) entitled, "Proficiency of Children and Youth in Learning the English Language." The study showed that there was no evidence to indicate that the use of two languages in the home or the use of one in the home and another in the early care and education setting confusion to DLLs or puts the development of the language proficiency of both languages at risk. Given adequate exposure to two languages, young children have the capacity to develop competence in vocabulary, morphology, syntax, and pragmatics.

The previous study was related to the present study for both delved on language proficiency. However, the two studies differed in the area of the study. The previous study delved on the English proficiency among DLLs children and youth, the present study looked into the language proficiency of Grade 5 students in English and Filipino.

In the study of Yadav (2014) entitled, "Role of Proficiency in Second Language Learning," disclosed that the Mother Tongue proved to positively influence the language proficiency of the students in English. The learners' first language was an important determinant of second language acquisition. The first language is a resource which students

use both consciously and subconsciously to help them arrange and rearrange the first or the second language data in the input and perform as best as they can proficiently. The cultural features connected with the first language use can be put to good effect when teaching the second language. Second language acquisition then can be a contributing factor to it.

The study of Yadav had resemblance to the present study for the obvious reason that both studies talked language as the subject of the study. However, the two studies differed in the area of the study. The previous study tackled the first and the second languages and the influence of the former to the latter toward language proficiency. The present study tackled the language proficiency of the students in English and Filipino.

In the study conducted by Hakuta et al. (2012) entitled, "Testing English-Language Proficiency of learners in US Schools," revealed that English-language learners' academic needs are complex and variable. They need to develop not only mastery of conversational English, but also mastery of the academic spoken and written English necessary to do the academic work for which they are ready. Accomplishing the latter takes four to seven years, on average. Moreover, while their English skills are developing, they also need to continue to make challenging instruction that prepares them.

The study of Hakuta et al. was related to the present study considering that they both delved on language. However, they differed in the process the study was conducted. The previous study considered the testing English-language proficiency of learners in US schools while the present study considered the language proficiency of the Grade 5 students in English and Filipino.

The study of Abad (2012) entitled, "The Language Proficiency as a Factor in Language Acquisition," disclosed that the learners' language proficiency has an impact on the learning of the students in Filipino language. Pure English speakers, regardless of grade level, encountered difficulty in acquiring competencies in learning the Filipino language, while pure Filipino or combined Filipino-English speakers are more certain about their views of the Filipino language, while pure Filipino or combined Filipino-English speakers are more certain about their views of the Filipino language and the quality of learning experiences. Findings also highlighted the notion that bilinguals have an edge in the pursuit of language development as against English monolinguals.

The previous study was related to the present study in the sense that both studies delved on language. However, the two studies differed in the focus of the study. The previous study focused on the language acquisition while the present study focused on the language proficiency.



The study of David et al. (2012) entitled, "The Impact of Language Proficiency on Students' Achievement in English Language in Junior Secondary Certificate Examination in Western Nigeria," revealed that language proficiency influences the students' poor performance in English language in junior school certificate examination and that there were other factors contributing to students' poor performance in English language. The other factors were poor method of teaching, lack of textbooks, language background, and lack of professional growth and development of teachers. These factors pulled down the language proficiency of junior secondary students.

The study of David et al. was in parallel with the present study in the sense that the two studies delved on language. However, the two studies differed in the area of the study. The previous study focused on the influence of the language proficiency to the students' academic performance while the present study focused on the language proficiency of students.

The foregoing related studies provided insights into the possible variables that were considered in the study and would identify the co-variates of the language proficiency of the Grade 5 students in English and Filipino.

## **Chapter 3**

### **METHODOLOGY**

This chapter presents the procedures undertaken in this study which included the research design, locale of the study, instrumentation, validation of instrument, sampling procedure, data gathering procedure, and the statistical treatment of data.

#### **Research Design**

This study was a quantitative research method which employed the descriptive-correlation research design with comparative analysis. Descriptive since the study identified the personal characteristics of student-respondents in terms of the following personal characteristics, namely: age and sex, mean grade during the previous grade level in the following subject areas, viz: English and Filipino, parents' highest educational attainment, parents' occupation, gross monthly family income, and attitude toward schooling; and the personal characteristics of the teacher-respondents in terms of age and sex, civil status, highest educational attainment, teaching position, gross monthly family income, number of years in teaching, performance rating based on the latest IPCRF, relevant in-service training attended, and attitude toward teaching.

Likewise, the level of language proficiency of the student-respondents was determined as evaluated by the two groups of respondents in terms of the following learning areas, namely: English; and Filipino, which were compared for any significant difference. Furthermore, the academic performance of the student-respondents based on the mean grade during the first and second quarters in terms of the identified learning areas was determined also.

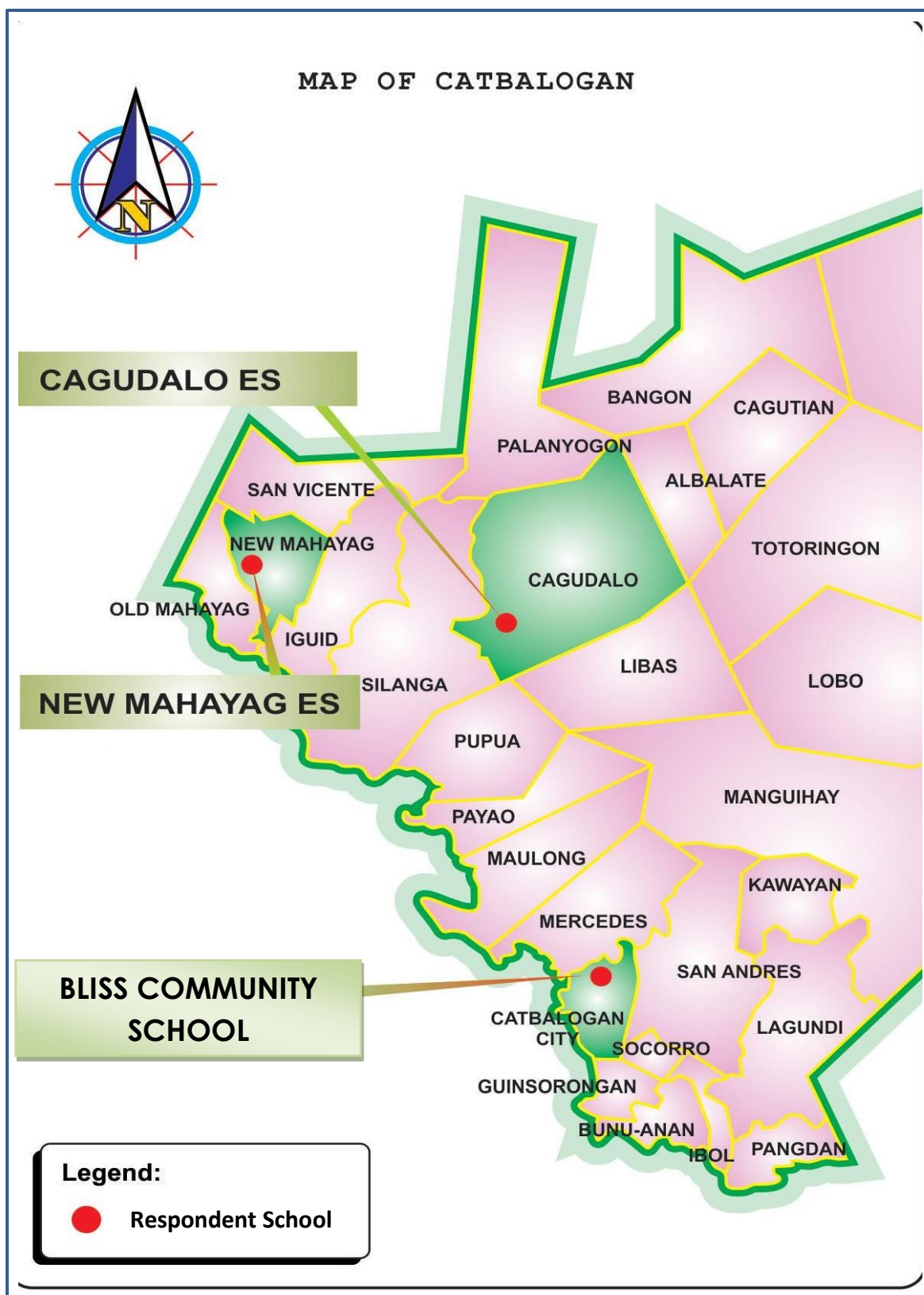
The study was a correlation one considering that academic performance of the student-respondents based on the mean grade during the first and second quarters in terms of the identified learning areas was associated with the student-related factors, teacher-related factors, and level of language proficiency.

Descriptive and inferential statistical tools were utilized in the analysis of data, which included the Frequency Count, Percentage, Arithmetic Mean, Standard Deviation, Median, Mean Absolute Deviation, Weighted Mean, Mann-Whitney or the U-Test for Independent Samples, Pearson's Product-Moment Coefficient of Correlation, Spearman's Rank Coefficient of Correlation, and the Fisher's t-Test.

### **Locale of the Study**

Figure 2 shows the map of the locale of the study.

The study was conducted in the District of Catbalogan



**Figure 2.** The Map Showing the Locale of the Study

VI, Schools Division of Catbalogan City involving the following schools, namely: Bliss Community School, New Mahayag Elementary School, and Cagudalo Elementary School.

Catbalogan VI District is situated at the Eastern part of Barangay Canlapwas. It is composed of three complete elementary schools and one secondary school, the Samar National School. Bliss Community School was formerly a complete elementary school under The District of Catbalogan III but due to the re-districting scheme of the Schools Division of Catbalogan City under the leadership of Schools Division Superintendent, it evolved as a separate district known as the District of Catbalogan VI and Bliss Community School became the central school of the district whereby the seat of the district supervisor was also located with it.

In consonance with Article XIV section 1 of the 1987 Philippine Constitution which states that "the state shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all." The Division of Catbalogan City expressed their desire through the Schools Division Superintendent to reorganize their school districts by establishing and districts by establishing and creating additional school districts in order to ensure the delivery of accessible, quality and meaningful education.

As a medium size Division, there are 10 existing approved plantilla items for Public Schools District Supervisor, however only five Public Schools District Supervisors are given 1,089 teachers in the entire division excluding the private schools, the educational leaders of Catbalogan City Division office made it wise to maximize the remaining five Public Schools District Supervisors who are currently detailed in the division office. This endeavor is to ensure the efficiency and effectiveness in the conduct of monitoring, supervision and provision of technical assistance.

With the current statistics of Catbalogan City Division as to the number of public and private schools, number of teachers and enrolment for both elementary and secondary schools, the division, through the Schools Division Superintendent, strongly expressed his full support and profound desire to establish additional school districts to intensify the delivery of instructional supervisions and support to the implementation of School-Based Management which will pave the way toward continuous improvement of the schools of the entire division.

Furthermore, the Local School Board of Catbalogan City Division expressed their enthusiasm thru a Resolution No. 2018-002 dated March 14, 2018 entitled, "A Resolution Requesting for Redistricting and Creation of New District of

DepEd-Division of Catbalogan City from five districts into 10 districts" The said resolution was approved by the City Mayor and Chairman of the Local School Board duly attested by the Schools Division Superintendent.

From the empirical analysis it was found out that 1) there are 10 approved plantilla items for Public Schools District Supervisor; 2) schools in the 10 districts are geographically located in three different areas, to wit: Center/Central Schools of the five current existing schools districts are located in the city proper of Catbalogan City, three of the five identified proposed centers/central school is located in the city proper of Catbalogan City, however some of the schools are situated in the mountains, proposed Catbalogan IX District is located in the coastal barangay where some of the schools are located in the different island while other schools are located in the interior barangays, proposed Catbalogan X District is located in Sierra Islands which is composed of eight schools, identified schools for the District In-Charge to hold office where the proposed district are appropriate and strategically located at the center of its clustered schools except Catbalogan IX and X Districts where the identified District Center is situated in the coastal barangay and Sierra Islands, respectively, some identified central schools or centers are manned by Head Teacher and Teacher-In-charge.

In view of the foregoing evaluation and findings, the Quality Assurance Division (QAD) respectfully recommends the following: reorganize the five existing districts by creating another five new districts in Catbalogan City to maximize the services of the five Public Schools District Supervisors and to intensify the delivery of instructional and curricular supervision in the provision of professional and technical assistance to the school heads and teachers or facilitators of schools and learning centers, decongest the existing districts that handle more number of schools and teachers and establish five (5) new districts to effect quality delivery of instructional and curricular supervision, cluster the schools which are geographically adjacent or contiguous to constitute a district which shall be composed of both public and private elementary and secondary schools (K to 12) to facilitate accessibility in the provision of instructional supervision.

Moreover, identify a full-pledged school principal to lead the central school, private schools which are geographically situated in a particular district shall be made part in the provision of instructional and curricular supervision by the assigned PSDS, the Planning Officer shall facilitate the updating of Division and school profiles in the EBEIS or LIS, the Schools Division Superintendent is advised to deploy office staff for program promotion in



every schools district pursuant to the mandates as stipulated in Section 7 Item D Of R. A. 9155 {Powers, Duties and Functions~ Schools District Level}, the schools Division superintendent shall likewise monitor the implementation of the newly established districts in the division (DepEd Regional Memorandum No. 302, s. 2018, 22 June 2018).

### **Instrumentation**

In order to gather the needed data of this study, the researcher used a questionnaire and the school forms.

**Questionnaire.** The questionnaire captured the descriptive part of the study. Two sets of questionnaires were crafted by the researcher. Set 1 was intended for the student-respondents while set 2 was for the teacher-respondents.

Set 1 was composed of three parts. Part 1 determined the personal characteristics of the student-respondents in terms of age and sex, mean grade during the previous grade level in the following subject areas, viz: English and Filipino, parents' highest educational attainment, parents' occupation, gross monthly family income, and academic performance during the first and second quarters.

Part II appraised the attitude of the student-respondents toward schooling. This was composed of 10 attitude statements responded by the student-respondents

using the five-point Likert scale as follows: 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Uncertain (U), 2 for Disagree (D), and 1 for Strongly Disagree (SD).

Part III elicited the language proficiency of the student-respondents. This was composed of 26 indicators grouped into five areas, namely: basic knowledge, conversant, fluency, native language speaking, and bilingualism, which were appraised by the student-respondents using the following five-point Thurstone scale, viz: 5 for Extremely Proficient (EP), 4 for Highly Proficient (HP), 3 for Moderately Proficient (MP), 2 for Slightly Proficient (SL), and 1 for Not Proficient (NP).

Set 2 of the questionnaire, in contrast, was composed of three parts, also. Part I captured the personal characteristics of the teacher-respondents in terms of age and sex, civil status, highest educational attainment, teaching position, gross monthly family income, number of years in teaching, performance rating based on the latest IPCRF and relevant in-service training attended.

Part II appraised the attitude of the teacher-respondents toward teaching. This was composed of 10 attitude statements responded by the teacher-respondents using the five-point Likert scale as follows: 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Uncertain (U), 2 for Disagree (D), and 1 for Strongly Disagree (SD).

Part III elicited the language proficiency of the student-respondents. This was composed of 26 indicators grouped into five areas, namely: basic knowledge, conversant, fluency, native language speaking, and bilingualism, which were appraised by the teacher-respondents using the following five-point Thurstone scale, viz: 5 for Extremely Proficient (EP), 4 for Highly Proficient (HP), 3 for Moderately Proficient (MP), 2 for Slightly (SP), and 1 for Not Proficient (NP).

**School Forms.** The school forms were composed of the IPCRF and permanent record. The IPCRF was the source of the performance rating of the teacher-respondents while the permanent record was the source of the academic performance of the student-respondents during the first and second quarters.

### **Validation of Instrument**

Since the questionnaire was a researcher-made, except for the Part III of the two sets of questionnaires which was adapted from the Language Fluency Checklist of the DepEd, it still underwent validation procedures. The questionnaire was submitted for expert validation through the members of the panel of oral examiners focusing on the following areas, namely: face, content, construct, pragmatic and convergent-discriminant validity with consideration on the cognitive and

situational perspectives of the respondents. Their comments and suggestions for improvement were considered in the revision of the questionnaire.

Furthermore, the revised form was subjected to pilot testing which was conducted in Silanga Elementary School among Grade 5 students and teachers. This process looked into the wordings of questions, physical setting, respondent's mood, nature of interaction and the regression effect of the respondents.

In the calculation of the Coefficient of Reliability, the Cronbach's Alpha Analysis was employed using the following formula (Raagas, 2010:68):

$$C_{\alpha} = \left[ \frac{K}{K - 1} \right] \left[ 1 - \frac{\sum S_i^2}{S^2} \right]$$

where:  $C_{\alpha}$  refers to the reliability coefficient using the Cronbach's Alpha Analysis;  
 $K$  refers to the number of respondents;  
 $S_i^2$  refers to the variance of the a single questionnaire item; and  
 $S^2$  refers to the variance of the scores of the questionnaire.

To interpret the reliability of the instrument, Table 1, The Table of Reliability suggested by George and Mallery (2003:25) was used as guide. If and when the Coefficient of

Reliability turned 0.70 and above, the questionnaire was deemed reliable and was finalized for data gathering otherwise some items were revised and were again subjected to the same process. Consequently, the coefficient of reliability was posted at 0.956 which denoted that the questionnaire possessed excellent reliability. Hence, it was finalized for field data collection.

### **Sampling Procedure**

The researcher employed a universal sampling procedure. That is, all students enrolled in the Grade 5 for the current school year were considered respondents of the study. Likewise, all the teachers in the Grade 5 level were also

**Table 1**

**The Table of Reliability**

<b>Reliability Coefficient (<math>\alpha</math>)</b>	<b>Interpretation</b>
$\alpha \geq 0.90$	Excellent
$0.80 \leq \alpha < 0.89$	Very Good
$0.70 \leq \alpha < 0.79$	Good (There are probably a few items which could be improved.)
$0.60 \leq \alpha < 0.69$	Acceptable (There are probably some items which could be improved.)
$0.50 \leq \alpha < 0.59$	Poor (Suggests need for revision of the research instrument.)
$\alpha \leq 0.49$	Questionable/Unacceptable (This research instrument should not contribute heavily to the research, and it needs revision.)

taken as respondents to validate the language proficiency of the students.

Table 2 provides the number of respondents by category and by school whereby a total of 127 students and five teachers were involved in this study.

### **Data Gathering Procedure**

As a protocol, the researchers sought permission from the Schools Division Superintendent to conduct the pilot-testing at the Silanga Elementary School and to conduct the study at the District of Catbalogan VI. Once approved, the researcher replicated the request to the district supervisors and school administrators of the Districts of Catbalogan VII, Silanga Elementary School and Catbalogan VI to conduct pilot testing and to collate information essential to this study,

**Table 2**

**The Number of Respondents by Category and  
by School**

<b>School</b>	<b>Students</b>	<b>Teachers</b>
BLISS Central Elementary School	90	3
New Mahayag Elementary School	30	1
Cagudalo Elementary School	7	1
<b>Total</b>	<b>127</b>	<b>5</b>
<b>Response Rate</b>	<b>100.00%</b>	<b>100.00%</b>

respectively.

The researcher personally fielded the instrument to the student-respondents in the different schools under the District of Catbalogan VI to generate 100 percent retrieval. A person-to-person interview was employed in order to conduct verification and probing with vague responses to ensure that all items in the questionnaire were answered. While at the presence of the student-respondents, the researcher browsed the questionnaire for consistency and completeness before going to the next respondent.

Data gathering was done through face-to-face following strictly the restriction protocol set by the local Inter-Agency Task Force (IATF) for the Management of Emerging Infectious Diseases. If and when face-to-face interview was possible due to lock down, a telephone interview was employed by coordinating with the barangay officials to secure for the contact numbers of the respondents residing in a locked down area.

### **Statistical Treatment of Data**

Right after gathering the relevant information in the study, data analysis immediately followed using appropriate parametric and non-parametric descriptive and inferential statistical tools, which included the following, namely: Frequency Count, Percentage, Arithmetic Mean, Standard

Deviation, Median, Mean Absolute Deviation, Weighted Mean, Mann-Whitney or the U-Test for Independent Samples, Pearson's Product-Moment Coefficient of Correlation, Spearman's Rank Coefficient of Correlation, and the Fisher's t-Test.

**Frequency Count.** This tool determined the personal characteristics of the student- and teacher-respondents in terms of its magnitude of occurrence.

**Percentage.** This measure converted the magnitude of occurrence of each variable with respect to the total respondents using the following formula (Sevilla et al., 1992:200):

$$P = [f/N] \times 100$$

where: P refers to the percentage;

f refers to the number of occurrences; and

N refers to the total number of samples.

**Arithmetic Mean.** This was used to express the average of some of the identified characteristics of the respondents specifically on the data that were in ratio and interval scales. The following formula (Freud & Simon, 1992:35) was used:

$$\mu = \frac{\sum fX}{N}$$

where:  $\mu$  refers to the arithmetic mean or average;

f refers to the frequency of occurrence;

X refers to the identified variable; and



n refers to the sample size.

**Standard Deviation.** This statistic was used to support the calculation of the Arithmetic Mean by calculating the deviation of the observations from calculated averages. The following formula (Freud & Simon, 1992:52) was used:

$$s = \sqrt{\frac{\sum f (X - \mu)^2}{n - 1}}$$

where: s refers to the standard deviation;  
f refers to the frequency of occurrence;  
X refers to the identified variable; and  
 $\mu$  refers to the arithmetic mean.

**Median.** This statistical tool was used to express the middle most point of some of the identified characteristics of the respondents specifically on the not normally distributed ratio and interval scale data. The following formula (Freud & Simon, 1992:35) was used:

$$M_d = \left( \frac{[1/2N - F]}{F} \right) i$$

where:  $M_d$  refers to the middle most point of an array of observations;  
N refers to the total observations;  
F refers to the accumulated frequencies equal or less than 1/2 of the total observations; and  
f refers to the number of occurrences

in the assumed midpoint step  
distribution.

**Mean Absolute Deviation.** This tool was used to describe the extent to which not normally distributed data varied. The following formula (Freud & Simon, 1992:35) was used:

$$MAD = \frac{\sum /X_i - \mu/}{n}$$

where: MAD refers to the mean average  
deviation;

$/X_i - \mu/$  refers to the absolute  
difference between the  
observation and the mean;  
and

n refers to the number of  
observations.

**Weighted Mean.** This statistic was employed to determine the collective appraisal of the student-respondents regarding their attitude toward studying and the level of language proficiency of the student-respondents in terms of the following learning areas, namely: English and Filipino, and the attitude of the teacher-respondents toward teaching and the level of language proficiency of the student-respondents in terms of the following learning areas, namely: English and Filipino.

The formula (Pagoso, 1997:111) employed was as follows:

$$\mu_w = \frac{\sum f_i X_i W_i}{n}$$

where:  $\mu_w$  refers to the weighted mean;

$f_i$  refers to the frequency of a  
category of variable;

$X_i$  refers to the identified category of  
a variable;

$W_i$  refers to the weights which are  
expressed in a five-point scale;  
and

$n$  refers to the sample size.

In interpreting the weighted mean, the following set of  
five-point scales was used:

<u>Range</u>	<u>Interpretation</u>	
4.50-5.00	Strongly Agree	(SA)
	Extremely Proficient	(EP)
3.50-4.49	Agree	(A)
	Highly Proficient	(HP)
2.50-3.49	Uncertain	(U)
	Moderately Proficient	(MP)
1.50-2.49	Disagree	(D)
	Slightly Proficient	(SP)
1.00-1.49	Strongly Disagree	(SD)
	Not Proficient	(NP)

**Mann-Whitney Test or U-Test for Independent Samples.**

This tool was used to compare two independent groups of variables which were in not normal distribution (Walpole, 1989). The formula was as follows:

U = the smaller value between  $u_1$  and  $u_2$

where:

$$u_1 = w_1 - \frac{n_1 (n_1 + 1)}{2};$$

$w_1$  = sum of ranks of the smaller groups;

$$u_2 = w_2 - \frac{n_2 (n_2 + 1)}{2}; \text{ and}$$

$$w_2 = \frac{(n_1 + n_2) (n_1 + n_2 + 1)}{2} - w_1$$

**Chi-Square Test.** This was used to determine the relationship between nominal dependent variables using the following formula (Walpole, 1989:389):

$$X^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

where: O refers to the observed frequency; and

E refers to the expected frequency.

**Pearson's Product-Moment Correlation Coefficient.** This was used to determine the linear association between the academic performance of the student-respondents and the student-related factors, teacher-related factors, and their level of language proficiency.

The formula (Walpole, 1997:289) utilized was as follows:

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

where:

$r_{xy}$  refers to the Pearson's r value;

$\sum X$  refers to the sum of the X scores;

$\sum Y$  refers to the sum of the Y scores;

$\sum X^2$  refers to the sum of the squared X scores;

$\sum Y^2$  refers to the sum of the squared Y scores;

$\sum XY$  refers to the sum of the paired X and Y scores; and

n refers to the number of paired scores.

**Spearman's Rank Coefficient of Correlation.** The

Spearman's Rho was employed to associate linear relationship between two variables which were in a not normal distribution using the following formula (Walpole, 1997:460):

$$\rho = 1 - \frac{6\sum D^2}{N^3 - N}$$

where:  $\rho$  refers to the coefficient of linear association between paired ranks assigned to individual scores on two variables;

D refers to the deviation between  
paired ranks; and

N refers to the total number of paired  
observations.

Table 3, guided in interpreting the degree of linear  
association (SRTC, 2013:98).

**Fisher's t-Test.** This statistical tool was used to test  
the significance of the coefficient of linear association  
(Pearson's r) between a set of paired variables. The formula  
(Best & Khan, 1998:402-403) applied in this case was as  
follows:

$$t_f = r_{xy} \sqrt{\frac{N - 2}{1 - r_{xy}^2}}$$

where:  $t_f$  refers to the Fisher's t-test value;  
 $r_{xy}$  refers to the value of the Pearson r;  
n-2 refers to the degree of freedom; and  
n refers to the sample population.

To test the normality of the distribution in a parametric  
test, the Shapiro Wilk test (Goss-Sampson, 2020:30) was  
employed using the following formula:

$$\omega = \frac{(\sum_{i=1}^n \alpha_i x_{(i)})^2}{\sum_{i=1}^n (x_i - \mu)^2},$$

where the  $x_{(1)}$  was the smallest ordered sample value and  $\alpha_1$   
Was the constant value generated from the mean, variance, and

**Table 3****Table of Linear Association**

<b>Correlation Coefficient</b>	<b>Interpretation</b>
0	No linear association
$0 < p < +0.2$	Very weak linear association
$+0.2 \leq p < +0.4$	Weak linear association
$+0.4 \leq p < +0.6$	Moderate linear association
$+0.6 \leq p < +0.8$	Strong linear association
$+0.8 \leq p < +1.0$	Very strong linear association
$+1.0$	Perfect linear association

covariance of the order statistics of a sample size  $n$  from a normal distribution. The higher the value of  $\omega$  than the chosen alpha level, the normal the distribution was.

Furthermore, in all cases in the testing the hypotheses, the decision whether the null hypothesis was accepted or rejected, the following decision rule served as guide: accept the null hypothesis if and when the computed value turned lesser than the critical or tabular value or the p-value turned greater than the  $\alpha$ ; in contrast, reject the null hypothesis if and when the computed value turned equal or greater than the critical or tabular value or the p-value turned equal or lesser than the  $\alpha$ .

However, the decision rule for the U-test deviated from the foregoing decision rule for approximately normally distributed observations. In this case, the hypothesis would be rejected if and when the computed u-value turned lesser

than or equal to the critical u-value and the hypothesis would be accepted if it turned otherwise.

Finally, the hypotheses testing assumed the level of significance equals to  $\alpha=0.05$  in a two-tailed test. A free-ware statistical software known as Jeffrey's Amazing Statistical Package (JASP) version 0.16.01 was utilized as an aid in the data processing.



## Chapter 4

### **PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA**

This chapter presents the findings of the study with the corresponding analysis and interpretation of the data. Included in this chapter are: profile of the student-respondents, profile of teacher-respondents, level of language proficiency of the student-respondents as evaluated by the two groups of respondents, comparison of the evaluation between the two groups of respondents on the level of language proficiency of the student-respondents, academic performance of the student-respondents based on the mean grade during the first and second quarters, relationship between the level of proficiency of the student-respondents, and the identified factors.

#### **Profile of Student-Respondents**

This part presents the profile of student-respondents in terms of age and sex, mean grade during the previous grade level in the following subject areas, viz: English and Filipino, parents' highest educational attainment, parents' occupation, gross monthly family income, and attitude toward schooling.

**Age and Sex.** Table 4 reflects the age and sex distribution of age and sex of student-respondents.

**Table 4****Age and Sex Distribution of Student-Respondents**

<b>Age</b>	<b>Sex</b>		<b>Total</b>	<b>%</b>
	<b>Male</b>	<b>Female</b>		
12	16	24	40	31.50
11	26	48	74	58.27
10	11	2	13	10.23
<b>Total</b>	<b>53</b>	<b>74</b>	<b>127</b>	<b>100.00</b>
<b>%</b>	<b>41.73</b>	<b>58.27</b>	<b>100.00</b>	
<b>Median</b>	<b>11 years old</b>			
<b>MAD</b>	<b>0 year</b>			

$\omega = p < .001 < .05$  not normally distributed

Table 4 shows that the student-respondents ranged from 10 to 12 years old whereby majority of them were aged 11 years old accounting for 74 or 58.27 percent while 40 or 31.50 percent were aged 12 years old, and 13 or 10.23 percent were aged 10 years old.

The median age of the student-respondents was posted at 11 years old with a mean average deviation of 0 year. The data signified that the student-respondents were on their right age fitted with the grade level they were enrolled in. More or less they were of similar ages which denoted that they have the same interest and level of understanding.

Moreover, majority of the student-respondents belonged to the female sex accounting for 74 or 58.27 percent with the

male counterpart composed of 53 or 41.73 percent. The data signified that female dominance existed among the student-respondents which indicated that more of this sex group were available at the time of data collection.

**Mean Grade During the Previous Grade Level.** Table 5 presents the mean grade of student-respondents during their previous grade level in English and Filipino.

The table shows that a number of the student-respondents, that is, 63 or 49.61 percent obtained a grade of 79-82 in English during their previous grade level while 32 or 25.20 percent obtained 75-88, and the rest were distributed to the other identified mean grade ranges. Consequently, the

**Table 5**

**Mean Grade During the Previous Grade Level of  
Student-Respondents**

Mean Grade Range	English*		Filipino**	
	f	%	f	%
93-95	0	0.00	1	0.79
89-92	0	0.00	0	0.00
86-88	14	11.02	9	7.09
83-85	18	14.17	51	40.16
79-82	63	49.61	53	41.73
75-88	32	25.20	13	10.23
<b>Total</b>	<b>127</b>	<b>100.00</b>	<b>127</b>	<b>100.00</b>
<b>Median</b>	<b>80</b>		<b>82</b>	
<b>MAD</b>	<b>2</b>		<b>2</b>	

\* $\omega = p = <.001 <.05$  not normally distributed

\*\*  $\omega = p = .009 <.05$  not normally distributed

median mean grade of the student-respondents in English during the previous grade level was posted at 80 with a MAD of 2.

The same table shows that a number of the student-respondents, that is, 53 or 41.73 percent obtained a mean grade of 79-82 in Filipino during the previous grade level while 51 or 40.16 percent got a mean grade of 83-85, and the rest were distributed to the other identified mean grade ranges. Eventually, the mean grade of the student-respondents in Filipino during the previous grade level was posted at 82 with a MAD of 2.

The foregoing data signified that the student-respondents manifested exemplary performance during the previous grade level in English and Filipino with a grade higher than the required passing mark of the DepEd.

**Parents' Highest Educational Attainment.** Table 6 contains the parents' highest educational attainment of the student-respondents.

Table 6 presents that out of 102 fathers of the student-respondents, a number of them, that is, 39 or 30.71 percent were high school graduates while 33 or 25.98 percent reached the college level, and the rest were distributed to the other identified educational levels.

The same table shows that a number of the mothers of the student-respondents, that is, 41 or 32.28 percent were high

Table 6

**Parents' Highest Educational Attainment  
of Student-Respondents**

Educational Level	Father		Mother	
	f	%	f	%
Master's Units	1	0.79	2	1.58
College Graduate	15	11.81	13	10.24
College Level	33	25.98	33	25.98
Vocational Course	10	7.87	6	4.72
Graduate	39	30.71	41	32.28
High School Graduate	15	11.81	17	13.39
High School Level	6	4.73	6	4.72
Elementary Graduate	2	1.58	2	1.58
Elementary Level	6	4.72	7	5.51
Not Stated				
<b>Total</b>	<b>127</b>	<b>100.00</b>	<b>127</b>	<b>100.00</b>

school graduates while 33 or 25.98 percent reached the college level, and the rest were slimly distributed to the other identified educational levels.

The foregoing data signified that the parents of the student-respondents were able to attend formal schooling that made them computer literates, that is, they have the ability to read, write, comprehend simple messages and calculate simple Mathematics. This was an advantage to the student-respondents as learning facilitators during the modular distance learning in the new normal education.

**Parents' Occupation.** Table 7 reveals the parents' occupation of student-respondents.

The table shows that a number of the fathers of the

Table 7

**Parents' Occupation of Student-  
Respondents**

Occupation	Father		Mother	
	f	%	f	%
Carpenter	3	2.36	0	0.00
Construction Worker	8	6.30	0	0.00
Deliveryman	2	1.57	0	0.00
Driver	29	22.84	0	0.00
Electrician	3	2.36	0	0.00
Private Firm Employee	11	8.66	2	1.57
Farmer	21	16.54	1	0.79
Fisherman	8	6.30	0	0.00
Government Employee	3	2.36	1	0.79
Laborer	8	6.30	0	0.00
Merchandizer	2	1.57	0	0.00
Policeman	2	1.57	0	0.00
Salesman	9	7.10	0	0.00
Security Guard	2	1.57	0	0.00
Self-Employed	5	3.94	4	3.15
Soldier	2	1.57	0	0.00
Technician	1	0.79	0	0.00
Vendor	3	2.36	17	13.39
Welder	1	0.79	0	0.00
Clerk	0	0.00	0	0.00
Health Worker	0	0.00	0	0.00
Housemaid	0	0.00	0	0.00
Saleslady	0	0.00	6	4.72
Sewer	0	0.00	1	0.79
Teacher	0	0.00	2	1.57
Housewife	0	0.00	82	64.57
None	2	1.57	6	4.72
Deceased	1	0.79	0	0.00
Not Stated	1	0.79	5	3.94
<b>Total</b>	<b>127</b>	<b>100.00</b>	<b>127</b>	<b>100.00</b>

student-respondents, that is, 29 or 22.84 percent were engaged as drivers while 21 or 16.54 percent were farmers, and the rest were distributed to the other identified

occupations.

Furthermore, the same table shows that majority of the mothers of student-respondents were housewives accounting for 82 or 64.57 percent while 17 or 13.39 percent were vendors, and the rest were thinly distributed to the other identified occupations.

The foregoing data suggested that the parents of the student-respondents, mostly the fathers, were gainfully employed which served as the source of their living. The mothers were not gainfully employed however, they served as the support system of the family who took good care of the needs of every family member.

**Gross Monthly Family Income.** Table 8 reflects the gross monthly family income of the student-respondents.

It can be gleaned from the table that a number of the student-respondents, that is, 63 or 49.60 percent revealed a gross monthly family income of ₱2,000-₱5,499 while 28 or 22.05 percent earned ₱5,500-₱8,999 in gross amount monthly, 27 or 21.26 percent earned ₱9,000-₱12,499. The rest were thinly distributed to the other identified income brackets.

The median gross monthly family income of the student-respondents was posted at ₱6,000.00 with a MAD of ₱2,000.00. The data signified that the family of the student-respondents belonged to the low-income families with income lower than the poverty threshold. This indicated that the family of the

**Table 8**

**Gross Monthly Family Income of  
Student-Respondents**

<b>Income Bracket</b>	<b>f</b>	<b>%</b>
P19,500-P22,499	4	3.15
P16,000-P19,499	0	0.00
P12,500-P15,999	5	3.94
P 9,000-P12,499	27	21.26
P 5,500-P 8,999	28	22.05
P 2,000-P 5,499	63	49.60
<b>Total</b>	<b>127</b>	<b>100.00</b>
<b>Median</b>	<b>P6,000.00</b>	
<b>MAD</b>	<b>P2,000.00</b>	

$\omega=p=<.001<.05$  not normally distributed

student-respondents could hardly make both ends meet due to the rising prices of prime commodities. Furthermore, there was a relative disparity in the distribution of the income of the families where most was place in the first decile of income group.

**Attitude Toward Schooling.** Table 9 appraises the attitude toward schooling of student-respondents. There were 10 attitude statements considered in this area whereby the respondents signified their agreement or disagreement on each statement.

From Table 9, it can be noted that the student-respondents "agreed" all attitude statements with weighted



**Table 9**

**Attitude Toward Schooling of Student-  
Respondents**

<b>Attitude Statement</b>	<b>WM</b>	<b>I</b>
1. I love going to school.	4.23	A
2. I feel satisfied when I am inside the classroom.	4.17	A
3. I am eager to learn my lessons.	3.92	A
4. I like having assignments and I love reciting inside the classroom.	3.91	A
5. I am enthusiastic in going to school every day.	3.89	A
6. I like my subjects and the way my teachers teach.	3.96	A
7. I desire to pass all my subjects every school year.	4.31	A
8. I look forward to be promoted to the next grade level every end of the school year.	4.19	A
9. I wish to know more so that I listen carefully to class instructions.	4.06	A
10. I am proud to be in school and I actively participate in class discussions.	4.09	A
<b>Grand Weighted Mean</b>	<b>4.07</b>	
<b>Interpretation</b>	<b>Agree</b>	

**Legend:**

4.50-5.00	Strongly Agree	(SA)
3.50-4.49	Agree	(A)
2.50-3.49	Uncertain	(U)
1.50-2.49	Disagree	(D)
1.00-1.49	Strongly Agree	(SA)

means ranging from 3.89 to 4.23. Of these statements, "I love going to school" and "I am enthusiastic in going to school every day" were rated with the highest and the least weighted means, respectively.

Taken as a whole, the student-respondents “agreed” their attitude toward schooling being supported by the grand weighted mean of 4.07. This signified that the student-respondents manifested highly favorable attitude toward schooling during the new normal education. This meant that despite the new modality in learning, they showed interest in learning.

### **Profile of Teacher-Respondents**

This part contains the profile of the teacher-respondents in terms of age and sex, civil status, highest educational attainment, teaching position, gross monthly family income, number of years in teaching, performance rating based on the latest IPCRF, relevant in-service training attended, and attitude toward teaching.

**Age and Sex.** Table 10 presents the age and sex of teacher-respondents.

From the table, it can be gleaned that the teacher-respondents ranged from 28 to 58 years old where one each or 20.00 percent were aged 58, 57, 42, 35, and 28 years old.

Eventually, the mean age of the teacher-respondents was posted at 44.00 years old with a standard deviation (SD) of 13.29 years. The data denoted that the teacher-respondents were relatively young at their early 40s far from retirement age and at the prime of their age enjoying the best of their

Table 10

**Age and Sex Distribution of Teacher-  
Respondents**

Age	Sex		Total	%
	Male	Female		
58	0	1	1	20.00
57	0	1	1	20.00
42	1	0	1	20.00
35	0	1	1	20.00
28	0	1	1	20.00
<b>Total</b>	<b>1</b>	<b>4</b>	<b>5</b>	<b>100.00</b>
<b>%</b>	<b>20.00</b>	<b>80.00</b>	<b>100.00</b>	
<b>Mean</b>	<b>44.00 years old</b>			
<b>SD</b>	<b>13.29 years old</b>			

$\omega=p=.427>.05$  approximately normally distributed

health.

Moreover, majority of the teacher-respondents belonged to the female sex accounting for four or 80.00 percent and only one or 20.00 percent was a male teacher. The data signified female dominance among the teacher-respondents which indicated that more of this sex group embraced teaching as their profession of choice.

**Civil Status.** Table 11 shows the civil status of the teacher-respondents.

The table shows that majority of the teacher-respondents were married accounting for four or 80.00 percent. The remaining one or 20.00 percent was still single.

**Table 11****Civil Status of Teacher-Respondents**

<b>Civil Status</b>	<b>f</b>	<b>%</b>
Married	4	80.00
Widowed	1	20.00
<b>Total</b>	<b>5</b>	<b>100.00</b>

The foregoing data indicated that the teacher-respondents being at their right age, they entered into a marital state with a nuclear family they maintained by the income they earned from their profession.

**Highest Educational Attainment.** Table 12 contains the highest educational attainment of the teacher-respondents.

The table shows that majority of the teacher-respondents reached the master's level accounting for four or 80.00 percent and only one or 20.00 percent was a baccalaureate degree holder.

The foregoing data signified that the teacher-respondents were qualified for the teaching position having earned a Teacher Education degree. However, most of them did not settle as baccalaureate degree holder only but they pursued advance education by enrolling in a Master's Degree Program for professional development and in preparation for future promotion.

**Table 12**

**Highest Educational Attainment of  
Teacher-Respondents**

<b>Educational Level</b>	<b>f</b>	<b>%</b>
Master's Level	4	80.00
Baccalaureate Degree	1	20.00
<b>Total</b>	<b>5</b>	<b>100.00</b>

**Teaching Position.** Table 13 reflects the teaching position of teacher-respondents.

The table shows that majority of the teacher-respondents had been appointed to the position of Teacher II accounting for three or 60.00 percent while one each or 20.00 percent had been appointed as Teacher III and Teacher II.

The data signified that the teacher-respondents were distributed to the different teaching position based on the hierarchical structure of the DepEd. Furthermore, the data suggested that the teacher-respondents had advanced already to the next higher position due to their merit and fitness. One factor to which was their units in the master's level couple with their performance and seniority.

**Gross Monthly Family Income.** Table 14 reflects the gross monthly family income of the teacher-respondents.

From the table, it can be noted that a number of the teacher-respondents, that is, two or 40.00 percent earned a

**Table 13****Teaching Position of Teacher-  
Respondents**

<b>Position</b>	<b>f</b>	<b>%</b>
Teacher III	1	20.00
Teacher II	3	60.00
Teacher I	1	20.00
<b>Total</b>	<b>5</b>	<b>100.00</b>

gross monthly family income of ₱20,000 while one or 20.00 percent each earned ₱35,000, ₱30,000, and ₱25,000.

Corollarily, the mean gross monthly family income was posted at ₱26,000.00 with a SD of ₱6,519.20. The data signified that the teacher-respondents earned sufficient income to defray the financial obligations of the family. However, a relative disparity between the income distribution of the teacher-respondents. This could be attributed to the difference in the salary between positions and the step increment they earned due to length of service.

**Number of Years in Teaching**. Table 15 presents the number of years in teaching of the teacher-respondents.

The table shows that the teacher-respondents were distributed to the different years in service whereby one or 20.00 percent each had been in the service for 28, 27, 15, six, and four years.

The mean number of years in service of the teacher-

**Table 14**

**Gross Monthly Family Income of  
Teacher-Respondents**

<b>Income Bracket</b>	<b>f</b>	<b>%</b>
₱35,000	1	20.00
₱30,000	1	20.00
₱25,000	1	20.00
₱20,000	2	40.00
<b>Total</b>	<b>5</b>	<b>100.00</b>
<b>Mean</b>	<b>₱26,000.00</b>	
<b>SD</b>	<b>₱6,519.20</b>	

$\omega = p = .421 > .05$  not normally distributed

respondents was posted at 16 years with a SD of 11.29 years. This signified that except for the few teacher-respondents, they had been in the service for a longer number of years which can be deduced that they were already honed their teaching skills and specialized their craft as effective catalyst of change among their students.

**Performance Rating Based on the Latest IPCRF.** Table 16 reveals the performance rating of the teacher-respondents based on the latest IPCRF.

The table shows that all the teacher-respondents or 100.00 percent were rated with an adjectival rating of "very satisfactory" which signified that they manifested exemplary performance during the school year. This meant that all their

**Table 15**

**Number of Years in Teaching of  
Teacher-Respondents**

<b>Years in Service</b>	<b>f</b>	<b>%</b>
28	1	20.00
27	1	20.00
15	1	20.00
6	1	20.00
4	1	20.00
<b>Total</b>	<b>5</b>	<b>100.00</b>
<b>Mean</b>	<b>16 years</b>	
<b>SD</b>	<b>11.29 years</b>	

$\omega=p=.252>.05$  not normally distributed

targets which they committed at the beginning of the school year were successfully accomplish which can be construed that they discharged their duties and responsibilities to the best of their ability.

**Relevant In-Service Trainings.** Table 17 reflects the relevant in-service trainings of the teacher-respondents in the different level, namely: international, national, regional, division, and district.

The table shows that the teacher-respondents averred that they “never” attended international level training with a weighted mean of 1.00 while they expressed that they “sometimes” attended national and regional level trainings with weighted means of 1.80 and 2.20, respectively, they



**Table 16**

**Performance Rating Based on the Latest  
IPCRF of Teacher-Respondents**

<b>Rating</b>	<b>f</b>	<b>%</b>
Very Satisfactory	5	100.00
<b>Total</b>	<b>5</b>	<b>100.00</b>

further said that they “oftentimes” attended division and district level trainings with weighted means of 2.60 and 3.20, respectively.

In the overall, the teacher-respondents averred that they “sometimes” attended relevant in-service trainings with an overall mean of 2.16. The data suggested that the teacher-respondents were wanting to attend more relevant in-service trainings. Their expressed contentment was for other level trainings, that is, international, national, and regional inasmuch as most trainings were conducted virtually during the new normal. Their desire was to update themselves with the trends and development of educational curricula aside from enhancing their teaching skills and abilities.

**Attitude Toward Teaching.** Table 18 appraises the attitude of the teacher-respondents toward teaching. Ten attitude statements were considered in this area whereby the respondents signified their agreement or disagreement.

**Table 17**

**Relevant In-Service Trainings of  
Teacher-Respondents**

<b>Level</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
International	1.00	Never
National	1.80	Sometimes
Regional	2.20	Sometimes
Division	2.60	Oftentimes
District	3.20	Oftentimes
<b>Overall</b>	<b>2.16</b>	<b>Sometimes</b>

**Legend:**

3.50-4.00	Always
2.50-4.49	Oftentimes
1.50-2.49	Sometimes
1.00-1.49	Never

The table shows that the teacher-respondents “strongly agreed” six attitude statements with weighted means ranging from 4.60 to 5.00. Of these statements, “I love teaching” obtained the highest weighted mean while the statements stating: “I look forward to promote my students to the next grade level prepared and well-developed” and “I am proud of my students who developed their unique potential through my teaching” equally obtained the least weighted mean. The remaining four statements were “agreed” by the same group of respondents with the same weighted means of 4.40.

Taken as a whole, the teacher-respondents “strongly agreed” their attitude toward teaching being shown by the grand weighted mean of 4.62. This signified that the teacher-

**Table 18**

**Attitude Toward Teaching of Teacher-  
Respondents**

<b>Attitude Statement</b>	<b>WM</b>	<b>I</b>
1. I love teaching.	5.00	SA
2. I feel satisfied when I teach.	4.80	SA
3. I usually teach to cater my students who differed in skills and pace in learning.	4.80	SA
4. I like teaching to develop the unique skills of my students.	4.80	SA
5. I use differentiated instruction to be effective in teaching.	4.40	A
6. I like the way my students respond to my teaching styles.	4.40	A
7. I desire to develop fully my students so that I use differentiated instruction.	4.40	A
8. I look forward to promote my students to the next grade level prepared and well-developed.	4.60	SA
9. I always explore more teaching strategies for effective teaching.	4.40	A
10. I am proud of my students who developed their unique potential through my teaching.	4.60	SA
<b>Grand Weighted Mean</b>	<b>4.62</b>	
<b>Interpretation</b>	<b>Strongly Agree</b>	

**Legend:**

4.50-5.00	Strongly Agree	(SA)
3.50-4.49	Agree	(A)
2.50-3.49	Uncertain	(U)
1.50-2.49	Disagree	(D)
1.00-1.49	Strongly Agree	(SA)
	Weighted Mean	(WM)
	Interpretation	(I)

respondents manifested extremely favorable attitude toward teaching despite the new modality in the delivery of education

was adopted during the new normal. This could be the reason they manifested exemplary performance.

### **Level of Language Proficiency of Student-Respondents**

This part contains the evaluations of the two groups of respondents on the level of language proficiency of student-respondents in terms of basic knowledge, conversant, fluency, native language speaking, and bilingualism.

**Basic Knowledge.** Table 19 presents the evaluations of the two groups of respondents on the level of language

**Table 19**

#### **Level of Language Proficiency of Student-Respondents along Basic Knowledge**

Indicator	Students		Teacher	
	WM	I	WM	I
1.Knowledge of vocabulary words	2.76	MP	4.60	EP
2.Ability to speak simple phrases or sentences	2.69	MP	4.60	EP
3.Understanding native speakers	2.65	MP	4.40	HP
4.Elementary reading	2.59	MP	4.40	HP
5.Writing skills	2.55	MP	4.40	HP
<b>Grand Weighted Mean</b>	<b>2.65</b>		<b>4.48</b>	
<b>Interpretation</b>	<b>Moderately Proficient</b>		<b>Highly Proficient</b>	

<b>Legend:</b>	4.50-5.00	Extremely Proficient	(EP)
	3.50-4.49	Highly Proficient	(HP)
	2.50-3.49	Moderately Proficient	(MP)
	1.50-2.49	Slightly Proficient	(SP)
	1.00-1.49	Not Proficient	(NP)
		Weighted Mean	(WM)
		Interpretation	(I)

proficiency of student-respondents in terms of basic knowledge. Five indicators were included in this area whereby the respondents evaluated the extent of the proficiency of the students.

Table 19 shows that the student-respondents evaluated themselves in all indicators along language proficiency of student-respondents in terms of basic knowledge as "moderately proficient" with weighted means ranging from 2.55 to 2.76. Of these indicators, the statements stating: "Knowledge of vocabulary words" and "writing skills" were appraised by the student-respondents with the highest and the least weighted means.

Taken as a whole, the student-respondents assessed their language proficiency in terms of basic knowledge as "moderately proficient" being supported by the grand weighted mean of 2.65. This signified that the students felt that they have a moderate competency regarding their basic knowledge on language.

Furthermore, Table 19 shows that the teacher-respondents evaluated the students in two indicators along language proficiency of student-respondents in terms of basic knowledge as "extremely proficient". These indicators were: "knowledge of vocabulary words" and "ability to speak simple phrases or sentences" with the same weighted mean of 4.60. The remaining three indicators were equally evaluated by the

same group of respondents as "highly proficient".

Taken as a whole, the teacher-respondents considered the students as "highly proficient" being shown by the grand weighted mean of 4.48. This signified that the teachers believed that the students possessed highly adequate on language in terms of its basic knowledge.

In summary, the two groups of respondents came up with a despaired evaluation on the level of language proficiency of students in terms of basic knowledge both numerical and adjectival. The student-respondents gave a numerical evaluation of 2.65 (moderately proficient), the teacher-respondents gave 4.48 (highly proficient).

**Conversant.** Table 20 presents the evaluations of the two groups of respondents on the level of language proficiency of student-respondents in terms of conversant. Nine indicators were included in this area whereby the respondents evaluated the extent of the proficiency of the students.

The table shows that the student-respondents assessed themselves as "slightly proficient" with weighted means ranging from 1.91 to 2.43. From these indicators, the statements that equally obtained the highest weighted mean corresponded to: "ability to talk simply about himself and family members" and "ability to ask and answer questions". The indicator that obtained the least weighted mean was "Having a well-advanced skill level".

**Table 20**

**Level of Language Proficiency of Student-  
Respondents along Conversant**

<b>Indicator</b>	<b>Students</b>		<b>Teacher</b>	
	<b>WM</b>	<b>I</b>	<b>WM</b>	<b>I</b>
1.Ability to handle a variety of uncomplicated, basic and communicative tasks and social situations.	2.25	SP	4.00	HP
2.Ability to talk simply about himself and family members.	2.43	SP	4.20	HP
3.Ability to ask and answer questions.	2.43	SP	4.20	HP
4.Participate in simple conversations on topics beyond the most immediate need.	2.35	SP	4.00	HP
5.Reading and writing skill that may or may not at the same level.	2.24	SP	4.20	HP
6.Having a well-advanced skill level.	1.91	SP	4.00	HP
7.Having the skill to use the language.	2.17	SP	4.20	HP
8.Using the language less easily and at less-advanced level than a native or fluent speaker.	2.26	SP	4.40	HP
9.Using language to define his true level of ability.	2.15	SP	3.40	MP
<b>Grand Weighted Mean</b>	<b>2.24</b>		<b>4.07</b>	
<b>Interpretation</b>	<b>Slightly Proficient</b>	<b>Highly Proficient</b>		
<b>Legend:</b>	4.50-5.00	Extremely Proficient (EP)		
	3.50-4.49	Highly Proficient (HP)		
	2.50-3.49	Moderately Proficient (MP)		
	1.50-2.49	Slightly Proficient (SP)		
	1.00-1.49	Not Proficient (NP)		
		Weighted Mean (WM)		
		Interpretation (I)		

Taken as a whole, the student-respondents considered their language proficiency in terms of conversant as

"slightly proficient" with a weighted mean of 2.24. This meant that the students felt deficient in expressing ideas in a conversation.

The same table shows that the teacher-respondents evaluated the students as "highly proficient" in their language proficiency in terms of conversant in eight indicators with weighted means ranging from 4.00 to 4.40. Of these indicators, the statement stating "having the skill to use the language" obtained the highest weighted mean and the indicators stating: "ability to handle a variety of uncomplicated, basic and communicative tasks and social situations", "participate in simple conversations on topics beyond the most immediate need", and "having a well-advanced skill level" equally obtained the least weighted mean. The remaining indicator was considered by this same group as "moderately proficient".

Taken as a whole, the teacher-respondents considered the students as "highly proficient" in their language proficiency in terms of conversant being indicated by the grand weighted mean of 4.07. This signified that the teachers observed the students with highly favorable skill in their conversation with others.

In summary, the two groups of respondents came up with despaired evaluations on the level of language proficiency of student along conversant, both adjectival and numerical. The



student-respondents gave a grand weighted mean of 2.24 (slightly proficient) while the teacher-respondents gave 4.07 (highly proficient).

**Fluency.** Table 21 presents the evaluations of the two groups of respondents on the level of language proficiency of

**Table 21**

**Level of Language Proficiency of Student-  
Respondents along Fluency**

Indicator	Students		Teacher	
	WM	I	WM	I
1. Having the high level of language proficiency.	2.12	SP	3.80	HP
2. Proficiency of a foreign language or another learned language.	2.13	SP	3.80	HP
3. Having a fluid of speech.	1.33	NP	3.80	HP
4. Ability to read and understand texts written in the language.	2.06	SP	4.20	HP
5. Ability to formulate written texts in the language.	2.05	SP	4.20	HP
6. Ability to follow and understand speech in the language.	2.11	SP	4.00	HP
7. Ability to produce speech in the language and be understood by its speakers.	2.18	SP	4.00	HP
<b>Grand Weighted Mean</b>	<b>2.00</b>		<b>3.97</b>	
<b>Interpretation</b>	<b>Slightly Proficient</b>		<b>Highly Proficient</b>	

<b>Legend:</b>	4.50-5.00	Extremely Proficient (EP)
	3.50-4.49	Highly Proficient (HP)
	2.50-3.49	Moderately Proficient (MP)
	1.50-2.49	Slightly Proficient (SP)
	1.00-1.49	Not Proficient (NP)
		Weighted Mean (WM)
		Interpretation (I)

student-respondents in terms of fluency. Seven indicators were included in this area whereby the respondents evaluated the extent of the proficiency of the students.

From the table, it can be gleaned that the student-respondents considered themselves "slightly proficient" in the seven indicators along this area with weighted means ranging from 2.05 to 2.18. Of these indicators, the statements stating: "ability to produce speech in the language and be understood by its speakers" and "ability to formulate written texts in the language" were rated by the same group of respondents with the highest and the least weighted means, respectively. In the remaining indicator they considered themselves as "not proficient" which corresponded to the statement "having a fluid of speech" with a weighted mean of 1.33.

Taken as a whole, the student-respondents considered themselves "slightly proficient" on their level of language proficiency along fluency being shown by the grand weighted mean of 2.00. This signified that the student-respondents felt that they the possessed slight fluency in language meaning, they could slightly express their ideas in their classes.

The same table shows that teacher-respondents assessed the language proficiency of the students along fluency as "highly proficient" in all indicators in this area with

weighted means ranging from 3.80 to 4.20. Corollarily, the indicators stating: "ability to read and understand texts written in the language" and "ability to formulate written texts in the language" equally obtained the highest weighted mean.

Taken as a whole, the teacher-respondents appraised the language proficiency of the students along fluency as "highly proficient" with a grand weighted mean of 3.97. In contrast to the assessment of the students, the teachers believed that the students possessed highly favorable competence in language which signified that based on their observations, the student-respondents have the capability of expression of ideas.

In summary, the two groups of respondents arrived at despaired evaluations on the level of language proficiency of the students along fluency, both adjectival and numerical evaluations. The students gave a grand weighted mean of 2.00 being interpreted as "slightly proficient" while the teachers gave 3.97 with an adjectival interpretation of "highly proficient".

**Native Language Speaking.** Table 22 provides the appraisal of the two groups of respondents on the level of language proficiency of the student-respondents along native language speaking. Three indicators were identified in this area whereby the respondents assessed the proficiency of the

**Table 22**

**Level of Language Proficiency of Student-Respondents  
along Native Language Speaking**

Indicator	Students		Teacher	
	WM	I	WM	I
1. Learning native language during childhood and consider as mother tongue.	3.12	MP	4.60	EP
2. Correctly and easily use the first language.	3.09	MP	4.60	EP
3. Understanding and using colloquialisms, idioms, and slang.	1.97	SP	3.80	HP
<b>Grand Weighted Mean</b>	<b>2.73</b>		<b>4.33</b>	
<b>Interpretation</b>	<b>Moderately Proficient</b>		<b>Highly Proficient</b>	
<b>Legend:</b>	4.50-5.00	Extremely Proficient (EP)		
	3.50-4.49	Highly Proficient (HP)		
	2.50-3.49	Moderately Proficient (MP)		
	1.50-2.49	Slightly Proficient (SP)		
	1.00-1.49	Not Proficient (NP)		
		Weighted Mean (WM)		
		Interpretation (I)		

students in each indicator.

The table shows that the student-respondents appraised themselves as "moderately proficient" along three indicators. These indicators corresponded to the statements stating: "learning native language during childhood and consider as mother tongue" and "correctly and easily use the first language" with weighted means of 3.12 and 3.09, respectively. In the remaining indicator, the same group considered themselves "slightly proficient" corresponding to the

statement stating, "understanding and using colloquialisms, idioms, and slang" with a weighted mean of 1.97.

Taken as a whole, the student-respondents considered their level of language proficiency along native language speaking as "moderately proficient" being indicated by the grand weighted mean of 2.73. This signified that the students believed that they have moderate level of competency on native language speaking.

The same table shows that the teacher-respondents assessed the level of language proficiency along native language speaking as "extremely proficient" in two indicators along this area which corresponded to the statements stating: "learning native language during childhood and consider as mother tongue" and "correctly and easily use the first language" with the same weighted mean of 4.60. In the remaining indicator stating, "understanding and using colloquialisms, idioms, and slang", the same group of respondents considered the students as "highly proficient" with weighted mean of 3.80.

Taken as a whole, the teacher-respondents assessed the level of language proficiency of the students along native language speaking as "highly proficient" with a grand weighted mean of 4.33. This signified that the teachers observed the students that they possessed highly favorable competence in speaking the native language having born and

grown with it.

In summary, the two groups of respondents came up with differed evaluations on the level of language proficiency of the students along native language speaking, both adjectival and numerical. The students gave a grand weighted mean of 2.73 with an adjectival interpretation of "moderately proficient" while the teachers gave 4.33 being interpreted as "highly proficient".

**Bilingualism.** Table 23 presents the appraisal of the two groups of respondents on the level of language proficiency of the student-respondents along bilingualism. Two indicators were identified in this area where the respondents gave their assessment in each indicator.

Table 23 reveals that the student-respondents considered their level of language proficiency along bilingualism as "slightly proficient" in all indicators. These indicators were: "ability to use two languages with equal fluency" and "speaking languages with equal strength" with weighted means of 2.37 and 2.31, respectively.

Taken as a whole, the student-respondents considered their level of language proficiency along bilingualism as "slightly proficient" being shown by the grand weighted mean of 2.34. This denoted that the students believed that they were less proficient in the use of foreign language in combination to the native language they speak.

**Table 23**

**Level of Language Proficiency of Student-Respondents  
along Bilingualism**

Indicator	Students		Teacher	
	WM	I	WM	I
1.Ability to use two languages with equal fluency.	2.37	SP	4.20	HP
2.Speaking languages with equal strength.	2.31	SP	4.20	HP
<b>Grand Weighted Mean</b>	<b>2.34</b>		<b>4.20</b>	
Interpretation	Slightly Proficient		Highly Proficient	
<b>Legend:</b>	4.50-5.00	Extremely Proficient (EP)		
	3.50-4.49	Highly Proficient (HP)		
	2.50-3.49	Moderately Proficient (MP)		
	1.50-2.49	Slightly Proficient (SP)		
	1.00-1.49	Not Proficient (NP)		
		Weighted Mean (WM)		
		Interpretation (I)		

Table 23 also presents that the teacher-respondents considered the level of language proficiency along bilingualism as "highly proficient" in the two identified indicators with the same weighted mean of 4.20.

Taken as a whole, the teacher-respondents assessed the level of language proficiency of the students along bilingualism as "highly proficient" with a grand weighted mean of 4.20. This signified that the teachers observed that the students possessed the capability to speak both the native language and a foreign language which is English.

In summary, the two groups of respondents arrived at

despaired assessments on the level of language proficiency of the students along bilingualism, both adjectival and numerical. While the student-respondents gave a grand weighted mean of 2.34 being interpreted as "slightly proficient", the teachers gave a grand weighted mean of 4.20 with an interpretation of "highly proficient".

**Comparison of the Evaluations of the Two Groups of Respondents on the Level of Language Proficiency of Student-Respondents**

Table 24 reflects the comparison of the evaluations of the two groups of respondents on the level of language proficiency of student-respondents along basic knowledge, conversant, fluency, native language speaking, and bilingualism.

**Basic Knowledge.** It can be recalled that the two groups of respondents came up with a despaired evaluation on the level of language proficiency of students in terms of basic knowledge both numerical and adjectival. The student-respondents gave a numerical evaluation of 2.65 (moderately proficient), the teacher-respondents gave 4.48 (highly proficient). This resulted to a mean difference of -1.83. In comparing the appraisal between the two groups of respondents on the level of language proficiency of the students along basic knowledge, the difference was significant ( $U=30.500$ ,  $p=0.000$ ,  $\omega=<.001$ ). This meant that the teachers being the



Table 24

**Comparison of the Evaluations of the Two Groups of  
Respondents on the Level of Language Proficiency  
of Student-Respondents**

Level of Profi- ciency	n	Mean	S <sup>2</sup>	U-value	p- value	Evalu- ation/ Decision
<b>Basic Knowledge</b>						
Students	127	2.65	0.71	30.500	0.000	S / Reject Ho.
Teachers	5	4.48	0.30			
<b>Conversant</b>						
Students	127	2.24	0.48	4.000	0.000	S / Reject Ho.
Teachers	5	4.07	0.20			
<b>Fluency</b>						
Students	127	2.00	0.50	8.000	0.000	S / Reject Ho.
Teachers	5	3.97	0.00			
<b>Native Language Speaking</b>						
Students	127	2.73	0.84	62.500	0.001	S / Reject Ho.
Teachers	5	4.33	0.20			
<b>Bilingualism</b>						
Students	127	2.34	0.86	33.500	0.000	S / Reject Ho.
Teachers	5	4.20	0.20			
*ω=p=<.001<.05 normality of at least one group deviated the normal curve						

mentor of the students in language, viewed the students as proficient in their basic knowledge than the students themselves.

**Conversant**. It can be noted that the two groups of respondents came up with despaired evaluations on the level of language proficiency of student along conversant, both adjectival and numerical. The student-respondents gave a

grand weighted mean of 2.24 (slightly proficient) while the teacher-respondents gave 4.07 (highly proficient). This resulted to a mean difference of 1.83. In comparing the appraisal between the two groups of respondents on the level of language proficiency of the students along conversant, the difference was significant ( $U=4.000$ ,  $p=0.000$ ,  $\omega=<.001$ ). This meant that the teachers being the mentor of the students in language, viewed the students were conversant in expressing their ideas.

**Fluency.** It can be recalled that the two groups of respondents arrived at despaired evaluations on the level of language proficiency of the students along fluency, both adjectival and numerical evaluations. The students gave a grand weighted mean of 2.00 being interpreted as "slightly proficient" while the teachers gave 3.97 with an adjectival interpretation of "highly proficient" which resulted a mean difference of 1.97. In comparing the appraisal between the two groups of respondents on the level of language proficiency of the students along fluency, the difference was significant ( $U=8.000$ ,  $p=0.000$ ,  $\omega=<.001$ ). This meant that the teachers being the mentor of the students in language, viewed the students were fluent in their language.

**Native Language Speaking.** It can be noted that the two groups of respondents came up with differed evaluations on the level of language proficiency of the students along native

language speaking, both adjectival and numerical. The students gave a grand weighted mean of 2.73 with an adjectival interpretation of "moderately proficient" while the teachers gave 4.33 being interpreted as "highly proficient" with a mean difference of 1.60. In comparing the appraisal between the two groups of respondents on the level of language proficiency of the students along native language speaking, the difference was significant ( $U=62.500$ ,  $p=0.001$ ,  $\omega=<.001$ ). This meant that the teachers being the mentor of the students in language, observed the students as proficient in their native language which they were born and grown up.

**Bilingualism**. It may be recalled that the two groups of respondents arrived at despaired assessments on the level of language proficiency of the students along bilingualism, both adjectival and numerical. While the student-respondents gave a grand weighted mean of 2.34 being interpreted as "slightly proficient", the teachers gave a grand weighted mean of 4.20 with an interpretation of "highly proficient" which resulted to a mean difference of 1.86. In comparing the appraisal between the two groups of respondents on the level of language proficiency of the students along bilingualism, the difference was significant ( $U=33.500$ ,  $p=0.000$ ,  $\omega=<.001$ ). This meant that the teachers being the mentor of the students in language, observed the students as good in using foreign language with their native language in expressing their

ideas.

**Academic Performance of the Student-  
Respondents**

Table 25 reveals the academic performance of the student-respondents mean grade during the first and second quarters in terms of the following subject areas, namely: English and Filipino.

**English.** Table 25 shows that a number of the student-respondents, that is, 44 or 34.65 percent garnered an academic performance in English of 86-88 while 41 or 32.28 percent obtained an academic rating of 83-85, 27 or 21.26 percent got 80-82, and the rest were thinly distributed to the other

**Table 25**

**Academic Performance of the Student-  
Respondents**

<b>Grade Range</b>	<b>English*</b>		<b>Filipino**</b>	
	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
92-94	4	3.15	1	0.79
89-91	7	5.51	27	21.26
86-88	44	34.65	37	29.13
83-85	41	32.28	49	38.58
80-82	27	21.26	9	7.09
77-79	4	3.15	4	3.15
<b>Total</b>	<b>127</b>	<b>100.00</b>	<b>127</b>	<b>100.00</b>
<b>Median</b>	<b>85.00</b>		<b>86.00</b>	
<b>MAD</b>	<b>2.00</b>		<b>2.00</b>	

\* $\omega = p = .016 < .05$  not normally distributed

\*\* $\omega = p = .003 < .05$  not normally distributed

identified grade ranges.

Consequently, the median academic grade of the student-respondents in English was posted at 85 with a MAD of two points. This signified that the student-respondents manifested favorable academic performance in English with grades higher than the require passing grade.

**Filipino**. Table 25, likewise, revealed that a number of the student-respondents, that is, 49 or 38.58 percent obtained an academic performance in Filipino of 83-85 while 37 or 29.13 percent got a rating of 86-88, 27 or 21.26 percent got an academic rating of 89-91, and the rest were slimly distributed to the other identified grade ranges.

The median academic performance of the student-respondents in Filipino was posted at 86 with a MAD of two points. The data showed that the student-respondents were favorably performing in Filipino based on the mean grades during the first and second quarters with grades higher than the required passing grade of 75.

In summary, during the first and second quarters, the student-respondents fared well in English and Filipino which could be construed that they also fared well in their language skills in the two languages.

**Relationship Between the Level of Language Proficiency of the Student-Respondents and the Identified Variates**

This part reflects the relationship between the level of language proficiency of the student-respondents and the identified factors, namely: student-related variates, teacher-related variates, and academic performance.

**Student-Related Variates.** Table 26 contains the relationship between the level of language proficiency of the student-respondents and their profile variates in terms of age, sex, mean grade during the previous grade level, parents' highest educational attainment, parents' occupation, gross monthly family income, and attitude toward schooling.

**Age.** In looking into the linear association between the level of language proficiency of the student-respondents and their age, it can be noted that the correlation between the two variables was very weak ( $\rho=0.035$ ). The Fisher's  $t$  showed that the age of the students did not influence significantly their level of language proficiency ( $F(125)=0.392$ ,  $p=0.697$ ,  $\omega=<.001$ ).

**Sex.** In associating between the level of language proficiency of the student-respondents and their sex, the Chi-Square showed that sex did not influence significantly the level of language proficiency of the student-respondents ( $X^2(3)=2.549$ ,  $p=0.697$ ).

**Grade in English.** In looking into the linear association

Table 26

**Relationship Between the Level of Language Proficiency of  
the Student-Respondents and Their Personal Factors**

Variates	Association		Fisher's t-Value	p- Value @ $\alpha=.05$	Evaluation/ Decision
	Coeffi-cient	Degree			
Age*	$\rho = 0.035$	Very Weak	0.392	0.697	NS / Accept Ho.
Sex	$\chi^2 = 2.549$ (df = 3)	---	---	0.466	NS / Accept Ho.
Grade in English**	$\rho = 0.479$	Mode- rate	6.101	0.000	S / Reject Ho.
Grade in Fili- pino***	$r = 0.449$	Mode- rate	5.618	0.000	S / Reject Ho.
Parents' Highest Educatio- nal attain- ment*	$\rho = 0.386$	Weak	4.678	0.000	S / Reject Ho.
Parents' Occupation	$\chi^2 = 73.745$ (df = 57)	---	---	0.067	NS / Accept Ho.
Gross Monthly Family Income*	$\rho = 0.467$	Mode- rate	5.905	0.000	S / Reject Ho.
Attitude Toward Schooling*	$\rho = 0.440$	Mode- rate	5.478	0.000	S / Reject Ho.

\* $\omega = p = .001 < .05$  pairwise normality deviated from the norm

\*\* $\omega = p = .026 < .05$  pairwise normality deviated from the norm

\*\*\* $\omega = p = .144 < .05$  pairwise normality acceded to the norm

Fisher's t-Critical = +1.979, df = 125                      S = Significant

NS = Not Significant

between the level of language proficiency of the student-respondents and their previous grade level in English, it can be noted that the correlation between the two variables was moderate ( $\rho=0.479$ ). The Fisher's t showed that the previous grade level in English of the students influenced significantly their level of language proficiency ( $F(125)=6.101$ ,  $p=0.000$ ,  $\omega=.026$ ). This signified that the

students with higher grades in English during their previous grade level manifested higher level of language proficiency.

**Grade in Filipino.** In looking into the linear association between the level of language proficiency of the student-respondents and their previous grade level in Filipino, it can be noted that the correlation between the two variables was moderate ( $r=0.449$ ). The Fisher's  $t$  showed that the previous grade level in Filipino of the students influenced significantly their level of language proficiency ( $F(125)=5.618$ ,  $p=0.000$ ,  $\omega=.144$ ). This signified that the students with higher grades in Filipino during their previous grade level manifested higher level of language proficiency also.

**Parents' Highest Educational Attainment.** In looking into the linear association between the level of language proficiency of the student-respondents and their parents' highest educational attainment, it can be noted that the correlation between the two variables was weak ( $\rho=0.386$ ). The Fisher's  $t$  showed that the parents' highest educational attainment of the students influenced significantly their level of language proficiency ( $F(125)=4.678$ ,  $p=0.000$ ,  $\omega<.001$ ). This signified that the students whose parents attained higher educational level manifested higher level of language proficiency.



**Parents' Occupation.** In associating between the level of language proficiency of the student-respondents and their parents' occupation, the Chi-Square showed that the parents' occupation of the students did not influence significantly the level of language proficiency of the student-respondents ( $X^2(57)=73.745$ ,  $p=0.067$ ).

**Gross Monthly Family Income.** In looking into the linear association between the level of language proficiency of the student-respondents and their gross monthly family income, it can be noted that the correlation between the two variables was moderate ( $\rho=0.467$ ). The Fisher's t showed that the gross monthly family income of the family of the students influenced significantly their level of language proficiency ( $F(125)=5.905$ ,  $p=0.000$ ,  $\omega<.001$ ). This signified that the students whose family earned higher gross monthly family income manifested higher level of language proficiency.

**Attitude Toward Schooling.** In looking into the linear association between the level of language proficiency of the student-respondents and their attitude toward schooling, it can be noted that the correlation between the two variables was moderate ( $\rho=0.440$ ). The Fisher's t showed that the attitude of the students toward schooling influenced significantly their level of language proficiency ( $F(125)=5.478$ ,  $p=0.000$ ,  $\omega<.001$ ). This signified that the students with highly favorable attitude toward schooling

manifested higher level of language proficiency than the students who were apathetic to it.

In summary, of the student-related variates, grade in English and grade in Filipino during the previous grade level, parents' highest educational attainment, gross monthly family income, and attitude toward schooling proved to have significant influence to their level of language proficiency. The other variates did not show evidence to have influence with it.

**Teacher-Related Variates.** Table 27 reflects the relationship between the level of language proficiency of the teacher-respondents and their profile variates in terms of age, sex, civil status, highest educational attainment, teaching position, gross monthly family income, number of years in teaching, performance rating based on the latest IPCRF, relevant in-service training attended, and attitude toward teaching.

**Age.** In looking into the linear association between the level of language proficiency of the student-respondents and the age of the teachers, it can be noted that the correlation between the two variables was weak ( $\rho=0.354$ ). The Fisher's  $t$  showed that the age of the teachers did not influence significantly the level of language proficiency of the students ( $F(3)=0.656$ ,  $p=0.559$ ,  $\omega<.001$ ).

Table 27

**Relationship Between the Level of Language Proficiency of  
the Student-Respondents and the Teacher-Related Factors**

Variates	Association		Fisher's t-Value	p- Value @ $\alpha=.05$	Evaluation/ Decision
	Coeffi-cient	Degree			
Age*	$\rho = 0.354$	Weak	0.656	0.559	NS / Accept Ho.
Sex	$\chi^2 = 0.313$ (df = 1)	---	---	0.576	NS / Accept Ho.
Civil Status	$\chi^2 = 5.000$ (df = 1)	---	---	0.025	S / Reject Ho.
Highest Educatio- nal Attain- ment	$\rho = 0.250$	Weak	0.447	0.685	NS / Accept Ho.
Teaching Position	$\rho = 0.791$	Strong	2.239	0.111	NS / Accept Ho.
Gross Monthly Family Income	$\rho = 0.725$	Strong	1.823	0.165	NS / Accept Ho.
Number of Years in Teaching	$\rho = 0.707$	Strong	1.732	0.182	NS / Accept Ho.
Performance Rating Based on the Latest IPCRF	No Linear Correlation				
Relevant In- Service Trainings	$\rho = 1.000$	Per- fect	12.155	0.000	S / Reject Ho.
Attitude Toward Teaching	$\rho = 0.408$	Mode- rate	0.774	0.495	NS / Accept Ho.

$\omega=p<.001<.05$  pairwise normality deviated from the norm

Fisher's t-Critical = +3.182, df = 3

S = Significant

NS = Not Significant

**Sex.** In associating between the level of language proficiency of the student-respondents and the sex of the teachers, the Chi-Square showed that the sex of the teachers did not influence significantly the level of language

proficiency of the student-respondents ( $X^2(1)=0.313$ ,  $p=0.576$ ).

**Civil Status.** In associating between the level of language proficiency of the student-respondents and the civil status of the teachers, the Chi-Square showed that the civil status of the teachers influenced significantly the level of language proficiency of the student-respondents ( $X^2(1)=5.000$ ,  $p=0.025$ ). This signified that married teachers influenced significantly the language proficiency of the students by their persistence to teach them despite the new normal condition.

**Highest Educational Attainment.** In looking into the linear association between the level of language proficiency of the student-respondents and the highest educational attainment of the teachers, it can be noted that the correlation between the two variables was weak ( $\rho=0.250$ ). The Fisher's t showed that the highest educational attainment of the teachers did not influence significantly the level of language proficiency of the students ( $F(3)=0.447$ ,  $p=0.685$ ,  $\omega<.001$ ).

**Teaching Position.** In looking into the linear association between the level of language proficiency of the student-respondents and the teaching position of the teachers, it can be noted that the correlation between the two variables was strong ( $\rho=0.791$ ). The Fisher's t showed

that the teaching position of the teachers did not influence significantly the level of language proficiency of the students ( $F(3)=2.239$ ,  $p=0.111$ ,  $\omega<.001$ ).

**Gross Monthly Family Income**. In looking into the linear association between the level of language proficiency of the student-respondents and the gross monthly family income of the teachers, it can be noted that the correlation between the two variables was strong ( $\rho=0.725$ ). The Fisher's t showed that the gross monthly family income of the teachers did not influence significantly the level of language proficiency of the students ( $F(3)=1.823$ ,  $p=0.165$ ,  $\omega<.001$ ).

**Number of Years in Teaching**. In looking into the linear association between the level of language proficiency of the student-respondents and the number of years in teaching of the teachers, it can be noted that the correlation between the two variables was strong ( $\rho=0.707$ ). The Fisher's t showed that the number of years in teaching of the teachers did not influence significantly the level of language proficiency of the students ( $F(3)=1.732$ ,  $p=0.182$ ,  $\omega<.001$ ).

**Performance Rating Based on the Latest IPCRF**. In looking into the linear association between the level of language proficiency of the student-respondents and the performance of the teachers based on the latest IPCRF, no linear association was noted considering that all the teachers obtained similar very satisfactory performance.

**Relevant In-Service Trainings.** In looking into the linear association between the level of language proficiency of the student-respondents and the relevant in-service trainings of the teachers, it can be noted that the correlation between the two variables was perfect ( $\rho=1.000$ ). The Fisher's t showed that the relevant in-service trainings of the teachers influenced significantly the level of language proficiency of the students ( $F(3)=12.155$ ,  $p=0.000$ ,  $\omega<.001$ ). This signified that the teachers who regularly attended relevant in-service trainings in the different levels significant influenced the students' level of language proficiency due to their enhanced pedagogies in teaching.

**Attitude Toward Teaching.** In looking into the linear association between the level of language proficiency of the student-respondents and the attitude toward teaching of the teachers, it can be noted that the correlation between the two variables was moderate ( $\rho=0.408$ ). The Fisher's t showed that the attitude of the teachers toward schooling did not influence significantly the level of language proficiency of the students ( $F(3)=0.774$ ,  $p=0.495$ ,  $\omega<.001$ ).

In summary, of the teacher-related variates, only civil status and relevant in-service trainings were proven to have significant influence to the level of language proficiency of the students. The other variates did not show any influence to it.

**Academic Performance During the Previous Grade Level.**

Table 28 presents the relationship between the level of language proficiency of the teacher-respondents and their academic performance during the previous grade level in the following subject areas, namely: English and Filipino.

**English.** In looking into the linear association between the level of language proficiency of the student-respondents and their academic performance during the previous grade level in English, it can be noted that the correlation between the two variables was very weak ( $\rho=0.138$ ). The Fisher's t showed that their academic performance in English during the previous grade level, did not influence significantly their level of language proficiency of the students ( $F(125)=1.558$ ,

**Table 28**

**Relationship Between the Level of Language Proficiency of the Student-Respondents and Their Academic Performance**

Subject Area	Association		Fisher's t-Value	p-Value @ $\alpha=.05$	Evaluation/ Decision
	Coeffi-cient	Degree			
English*	$\rho = 0.138$	Very Weak	1.558	0.123	NS / Accept Ho.
Filipino**	$\rho = 0.846$	Very Strong	17.740	0.000	S / Reject Ho.

\* $\omega=p=.044<.05$  pairwise normality deviated from the norm

\*\* $\omega=p=<.001<.05$  pairwise normality deviated from the norm

Fisher's t-Critical = ±1.979, df = 125

S = Significant

NS = Not Significant

$p=0.123$ ,  $\omega=.044$ ).

**Filipino**. In looking into the linear association between the level of language proficiency of the student-respondents and their academic performance during the previous grade level in Filipino, it can be noted that the correlation between the two variables was very strong ( $\rho=0.846$ ). The Fisher's t showed that their academic performance in Filipino during the previous grade level, influenced significantly their level of language proficiency of the students ( $F(125)=17.740$ ,  $p=0.000$ ,  $\omega=<.001$ ). This signified that the students who were good in Filipino have higher level of language proficiency especially with the use of the Filipino as a language.

Of the academic performance of the student-respondents during the previous grade level, performance in Filipino posed significant influence to their language proficiency while performance in English did not show any evidence to influence it.



## Chapter 5

### SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings with the corresponding conclusions drawn from them and the recommendations based on the conclusions drawn from the findings of the study.

#### Summary of Findings

The following were the salient findings of the study:

1. The student-respondents ranged from 10 to 12 years old whereby the median age of the student-respondents was posted at 11 years old with a mean average deviation of 0 year. Moreover, majority of the student-respondents belonged to the female sex accounting for 74 or 58.27 percent.

2. The median mean grade of the student-respondents in English during the previous grade level was posted at 80 with a MAD of 2 while in Filipino it was posted at 82 with a MAD of 2.

3. Out of 102 fathers of the student-respondents, a number of them, that is, 39 or 30.71 percent were high school graduates while 41 or 32.28 percent of the mothers were high school graduates also.

4. A number of the fathers of the student-respondents, that is, 29 or 22.84 percent were engaged as drivers while

majority of the mothers were housewives accounting for 82 or 64.57 percent.

5. The median gross monthly family income of the student-respondents was posted at ₱6,000.00 with a MAD of ₱2,000.00.

6. The student-respondents "agreed" their attitude toward schooling being supported by the grand weighted mean of 4.07.

7. The teacher-respondents ranged from 28 to 58 years old whereby the mean age of the teacher-respondents was posted at 44.00 years old with a standard deviation (SD) of 13.29 years. Moreover, majority of the teacher-respondents belonged to the female sex accounting for four or 80.00 percent.

8. Majority of the teacher-respondents were married accounting for four or 80.00 percent.

9. Majority of the teacher-respondents reached the master's level accounting for four or 80.00 percent.

10. Majority of the teacher-respondents had been appointed to the position of Teacher II accounting for three or 60.00 percent.

11. The mean gross monthly family income was posted at ₱26,000.00 with a SD of ₱6,519.20.

12. The mean number of years in service of the teacher-respondents was posted at 16 years with a SD of 11.29 years.

13. All the teacher-respondents or 100.00 percent were

rated with an adjectival rating of "very satisfactory".

14. The teacher-respondents averred that they "sometimes" attended relevant in-service trainings with an overall mean of 2.16.

15. The teacher-respondents "strongly agreed" their attitude toward teaching being shown by the grand weighted mean of 4.62.

16. The evaluations of the two groups of respondents on the level of language proficiency of student-respondents were: along basic knowledge, the students considered themselves "moderately proficient" while the teachers considered them "highly proficient"; along conversant, fluency, and bilingualism, the students assessed themselves "slightly proficient" while the teachers considered them "highly proficient"; and along native language speaking and bilingualism, the students considered themselves "moderately proficient" while the teachers assessed them as "highly proficient".

17. In the comparison of the evaluations of the two groups of respondents on the level of language proficiency of student-respondents, significant evaluations were noted along basic knowledge, conversant, fluency, native language speaking, and bilingualism.

18. The median academic grade of the student-respondents in English based on the mean grade during the

first and second quarters was posted at 85 with a MAD of two points while in Filipino, the median was posted at 86 with a MAD of two.

19. In associating relationship between the level of language proficiency of the student-respondents, it was found significant in terms of their mean grade during the previous grade level, parents' highest educational attainment, gross monthly family income, and attitude toward schooling while it was not significant in terms of age, sex, and parents' occupation.

20. In associating relationship between the level of language proficiency of the teacher-respondents and their profile variates, it was significant in terms of civil status and relevant in-service training attended while it was not significant in terms of age, sex, highest educational attainment, teaching position, gross monthly family income, number of years in teaching, performance rating based on the latest IPCRF, and attitude toward teaching.

21. In associating relationship between the level of language proficiency of the teacher-respondents and their academic performance during the previous grade level, it was significant along Filipino while it was not significant along English.

## **Conclusions**

The following conclusions were drawn from the findings of the study:

1. The student-respondents were on their right age fitted with the grade level they were enrolled in. More or less they were of similar ages which denoted that they have the same interest and level of understanding whereby female dominance existed among them which indicated that more of this sex group were available at the time of data collection.

2. The student-respondents manifested exemplary performance during the previous grade level in English and Filipino with a grade higher than the required passing mark of the DepEd.

3. The parents of the student-respondents were able to attend formal schooling that made them computer literates, that is, they have the ability to read, write, comprehend simple messages and calculate simple Mathematics. This was an advantage to the student-respondents as learning facilitators during the modular distance learning in the new normal education.

4. The parents of the student-respondents, mostly the fathers, were gainfully employed which served as the source of their living. The mothers were not gainfully employed however, they served as the support system of the family who took good care of the needs of every family member.

5. The family of the student-respondents belonged to the low-income families with income lower than the poverty threshold. This indicated that the family of the student-respondents could hardly make both ends meet due to the rising prices of prime commodities. Furthermore, there was a relative disparity in the distribution of the income of the families where most was placed in the first decile of income group.

6. The student-respondents manifested highly favorable attitude toward schooling during the new normal education. This meant that despite the new modality in learning, they showed interest in learning.

7. The teacher-respondents were relatively young at their early 40s far from retirement age and at the prime of their age enjoying the best of their health whereby female dominance existed among them which indicated that more of this sex group embraced teaching as their profession of choice.

8. The teacher-respondents being at their right age, they entered into a marital state with a nuclear family they maintained by the income they earned from their profession.

9. The teacher-respondents were qualified for the teaching position having earned a Teacher Education degree. However, most of them did not settle as baccalaureate degree holder only but they pursued advance education by enrolling

in a Master's Degree Program for professional development and in preparation for future promotion.

10. The teacher-respondents were distributed to the different teaching position based on the hierarchical structure of the DepEd. Furthermore, the data suggested that the teacher-respondents had advanced already to the next higher position due to their merit and fitness. One factor to which was their units in the master's level couple with their performance and seniority.

11. The teacher-respondents earned sufficient income to defray the financial obligations of the family. However, a relative disparity between the income distribution of the teacher-respondents. This could be attributed to the difference in the salary between positions and the step increment they earned due to length of service.

12. The teacher-respondents had been in the service for a longer number of years which can be deduced that they were already honed their teaching skills and specialized their craft as effective catalyst of change among their students.

13. The teacher-respondents manifested exemplary performance during the school year. This meant that all their targets which they committed at the beginning of the school year were successfully accomplish which can be construed that they discharged their duties and responsibilities to the best of their ability.

14. The teacher-respondents were wanting to attend more relevant in-service trainings. Their expressed contentment was for other level trainings, that is, international, national, and regional inasmuch as most trainings were conducted virtually during the new normal. Their desire was to update themselves with the trends and development of educational curricula aside from enhancing their teaching skills and abilities.

15. The teacher-respondents manifested extremely favorable attitude toward teaching despite the new modality in the delivery of education was adopted during the new normal. This could be the reason they manifested exemplary performance.

16. In the level of language proficiency, the students modestly assessed themselves lesser than the assessment of their teachers who were their mentors and observed their capability with the proper support from them.

17. It was evident that the disparity in the evaluations of the two groups of respondents on the level of language proficiency of the students along the identified areas. The disparity could be attributed in the difference in the measures used in the evaluations. The students evaluated based on what they believed while the teachers based them on their observations and performance of the students.

18. During the first and second quarters, the student-



respondents fared well in English and Filipino which could be construed that they also fared well in their language skills in the two languages.

19. Of the student-related variates, grade in English and grade in Filipino during the previous grade level, parents' highest educational attainment, gross monthly family income, and attitude toward schooling proved to have significant influence to their level of language proficiency. The other variates did not show evidence to have influence with it.

20. Of the teacher-related variates, only civil status and relevant in-service trainings were proven to have significant influence to the level of language proficiency of the students. The other variates did not show any influence to it.

21. Of the academic performance of the student-respondents during the previous grade level, performance in Filipino posed significant influence to their language proficiency while performance in English did not show any evidence to influence it.

### **Recommendations**

Based on the conclusions drawn from the findings of the study, the following are recommended:

1. Inasmuch as that the students felt less proficient

in their level of language proficiency of the students, although the teachers assessed the otherwise, the need to enhance the confidence of the students is imperative. This can be done by providing them interventions to boost their confidence during the new normal education.

2. The performance of the students in English should be geared toward enhancing their language proficiency. An intervention is necessary.

3. Close monitoring by the school administrator and teacher should be done to enhance the level of proficiency of the students through home visitation.

4. Modules that will be prepared and distributed should be facilitative toward enhancing the level of language proficiency of the students. Activities should be minimized and instructions should be simple and comprehensive.

5. English and Filipino Education Supervisors should have extended responsive conversation on the trainings geared toward literary infusion by giving favorite play areas to the students and encourage them to make their own book stories.

6. Another study may be conducted to validate the findings of the study considering other areas on language proficiency.

## **Chapter 6**

### **INTERVENTION PROGRAM**

This chapter presents the intervention to enhance the level of language proficiency of the students and eventually improve the academic performance of Grade 5 students.

#### **Rationale**

Language proficiency is the measurement of how well an individual has mastered the language (<https://csb.uncw.edu/cen/docs>, 2 January 2020). It is the mastery of the Grade 5 students with the use of language, particularly English and Filipino in the District of Catbalogan VI, Schools Division of Catbalogan City. As it came out from the study that the students felt less proficient in their level of language proficiency of the students, although the teachers assessed the otherwise, the need to enhance the confidence of the students is evident. Thus, interventions are imperative to boost their confidence during the new normal education.

#### **Objectives**

These intervention activity aims to enhance the language proficiency of the Grade 5 students in the District of Catbalogan VI, particularly in English and Filipino.

Specifically, it is expected to:

1. Enhance the language proficiency of the students;
2. Boost their confidence in expressing their ideas through an enhanced language proficiency; and

3. Ensure quality education through improved learning outcomes of the Grade 5 students in language, particularly English and Filipino.

### **Features of the Intervention**

The content of the Intervention covers the following areas, namely: 1) objective; 2) activities; 3) methods/strategies; 4) time frame; and 5) success indicator.

### **The Intervention Program**

<b>Objective</b>	<b>Activities</b>	<b>Methods/ Strategies</b>	<b>Time Frame</b>	<b>Success Indicator</b>
1. To improve language skills of the students	<p>Simplification of Instruction</p> <p>Give written copies of directions and examples</p> <p>Provide frequent breaks and additional time</p>	<p>Students with receptive language challenges may need directions broken down into their simplest form. They may also benefit from a comic book-type illustration of steps to take for the completion of a task.</p>	Whole-Year Round	Instructions clearly understood and language expression through published materials encouraged from among the students

2. To gain more content knowledge and skills in language expression	Sit Close	A student may want to sit close to the teacher so he can watch the facial expression of the teacher when s/he is talking. This may also help to diminish interference from other auditory distractions.	Whole-Year Round	Enhanced language expression of the students
	Allow voluntary participation	Students with language processing challenges should not be put on the spot by being required to answer questions during class discussions , especially without being forewarned. Rather, their participati		

		on should be on a voluntary basis.		
3. To acquire knowledge and skills in providing learning activities that respond to demands of the community	Teaching summarizing and paraphrasing	Reading comprehension is often enhanced by summarizing and paraphrasing. This helps students to identify the main idea and supporting details. It may be helpful to provide key words such as who, what, when, where and why to orient attention to the appropriate details.	Whole-Year Round	Enhanced language expression of the students

	Teaching a staging procedure	Most students find a staging procedure beneficial when writing paragraphs, essays, poems, reports and research papers. First they should generate ideas, and then they should organize them. Next, they should attend to spelling and grammatical rules. They may also list their most frequently occurring errors in a notebook and refer to this list when self correcting	Whole-Year Round	
To acquire knowledge and skills in providing	See, say, hear and touch	Multisensory strategies are helpful for	Whole-Year Round	Enhanced language expression of the students

learning active- ties that respond to de-mands of the commu-nity		learning letter names. Examples include: 1) spreading shaving cream on a table top and having the child write letters in the shaving cream while saying the letter name out loud; and 2) cutting out letters from sandpaper and having the child "trace" the sandpaper letter with his or her finger while saying the name of the letter.		
	A picture is worth a thousand words	The expression, "A picture is worth a thousand words," may become especially important for the visual	Whole- Year Round	Enhanced language expression of the students



		<p>person who has difficulty expressing himself verbally. For example, a student may make diagrams, charts, or drawings to help him remember what he has read. If he is good at art, the student may draw or paint pictures to explain his ideas.</p>		
	Teach active reading	<p>To help with comprehension, it may be helpful to underline key words and phrases with a pencil or highlighter and to paraphrase them in the margins, thereby making reading more</p>	Whole-Year Round	Enhanced language expression of the students

		active. If the student is not allowed to write in the book, he can write the main words or ideas on Post-It notes.		
	Guide students to read between the lines	When first teaching students to infer while reading, the teacher should first guide the thinking by using a whole class activity. After the class as a whole has identified a logical inference, the teacher should facilitate the examination of the process by which they arrived at their inference. Leading questions may be,	Whole-Year Round	Enhanced language expression of the students

		<p>"What is the author saying to us? How do we know the author meant this?"</p> <p>Remind students that authors provide clues (imply) so readers can infer.</p>		
	<p>Provide individual evaluation and intervention</p>	<p>Many students with language challenges benefit from individual evaluation and remediation by highly qualified professionals. It is critical to use assessment tools designed to pinpoint specific</p>	<p>Whole-Year Round</p>	<p>Enhanced language expression of the students</p>

		skill deficits and to provide individual or small group remediation /intervention using explicit, evidence-based strategies and methods that directly address each student's individual needs.		
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### **Strategy of Implementation**

There are many things that need to be done before the Intervention can be implemented, which include: 1) ask the help from the district supervisor in seeking the approval from the schools division superintendent for the implementation of the program; 2) once approved, request from the schools division superintendent in issuing a memorandum for the implementation of the Intervention Program in the district and inviting support from the school administrators for its

effective implementation; 3) the district supervisor, school administrators and general PTCA officers should invite cooperation among elementary school teachers for the participation in the activities of the program; and 4) seek alliance from the local government unit (LGU) or non-government organizations (NGO's) in the implementation of the program specially if budget is required.

### **Monitoring and Evaluation**

This is the most important part of the Intervention because the persons involved in the implementation of the program can determine whether the goals and objectives are carried out or not. They can also ascertain what other things are needed to be done to accomplish the goals and objectives. In monitoring and evaluation, the following can be used as tools: 1) monthly progress report; 2) monthly accomplishment report of activities; and 3) regular strategic assessment and planning among school administrators and elementary school teachers as well as parents and stakeholders.

### **Budgetary Requirements**

This intervention falls part of the teaching-learning process conducted every after classes or done during home visitation during the new normal. As part of the process, no budgetary requirements are necessary except the teaching-learning materials that could facilitate the effective learning.

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- Alja'arat, M. et al. "The Influence of Language Proficiency on Learning English Language by Arab Learners," published doctor's dissertation, University of United Arab Emirates, KSA, 2017.
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## A P P E N D I C E S

# APPENDIX A

## REQUEST FOR APPROVAL OF RESEARCH TITLE

SAMAR COLLEGE  
COLLEGE OF GRADUATE STUDIES  
City of Catbalogan

29 July 2020

**Dr. NIMFA T. TORREMORO**  
Dean, College of Graduate Studies  
Samar College  
City of Catbalogan

**M a d a m e:**

The undersigned will enroll in thesis writing this 1<sup>st</sup> Semester, School Year 2020-2021. In this regard, she would like to present the following proposed thesis titles, preferably Number 1, for your evaluation, suggestions and recommendation.

1. Language Proficiency and Academic Performance of Grade 5 Students
2. Communication Skills of Grade 5 Students and Their Academic Performance in Language: Basis for Intervention
3. Communication and Comprehension of Grade 5 Students and Their Academic Performance: Inputs for an Enhancement Activities

**(SGD) LORAFE MINA-DOLOREL**  
Researcher

**Recommended Title No.**

- # 1 (SGD) LETECIA R. GUERRA, PhD  
Evaluator
- # 1 (SGD) PEDRITO G. PADILLA, PhD  
Evaluator
- # 1 (SGD) MICHELLE L. MUSTACISA, PhD  
Evaluator

**Approved Title No.: # 1**

**(SGD) NIMFA T. TORREMORO, PhD**  
Dean, College of Graduate Studies

**APPENDIX B**

Republic of the Philippines  
 Commission on Higher Education  
 Region VIII  
 SAMAR COLLEGE  
**COLLEGE OF GRADUATE STUDIES**  
 City of Catbalogan

**ASSIGNMENT OF ADVISER**

**NAME** : LORAFE MINA-DOLOREL

**COURSE** : Master of Arts in Education

**SPECIALIZATION** : Educational Management

**TITLE OF THESIS PROPOSAL** : Language Proficiency and  
 Academic Performance of Grade  
 5 Students

**NAME OF ADVISER** : Guillermo D. Lagbo, DPA

**(SGD) LORAFE MINA-DOLOREL**  
 Researcher

**CONFORME:**

**(SGD) GUILLERMO D. LAGBO, DPA**  
 Adviser

**APPROVED:**

**(SGD) NIMFA T. TORREMORO, PhD**  
 Dean, College of Graduate Studies

## APPENDIX C

### QUESTIONNAIRE (For Teacher-Respondent)



Republic of the Philippines  
Commission on Higher Education  
Region VIII  
SAMAR COLLEGE  
**COLLEGE OF GRADUATE STUDIES**  
City of Catbalogan

10 February 2020

**Dear Respondent,**

The undersigned is currently conducting a study entitled, "Language Proficiency and Academic Performance of Grade 5 Students," as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

As potent source of information, the undersigned requests your cooperation in answering the attached questionnaire.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation.

Very truly yours,

**(SGD) LORAFE MINA-DOLOREL**  
Researcher

#### **PART I. PROFILE OF RESPONDENT**

**Direction:** Kindly supply information asked for by writing in the space provided or by checking appropriate box.

1. Name: \_\_\_\_\_
2. Age: \_\_\_\_\_
3. Sex: ☐ Male ☐ Female
4. Civil Status: ☐ Single ☐ Widowed ☐ Annulled  
☐ Married ☐ Separated ☐ Live-in

## 5. Highest Educational Attainment:

- ☐ Doctorate Degree                      ☐ Master's Level  
☐ Doctorate Level                      ☐ Baccalaureate Degree  
☐ Master's Degree

6. Teaching Position:
 ☐ Master Teacher    ☐ Teacher II  
☐ Teacher III            ☐ Teacher I

## 7. Gross Monthly Family Income: \_\_\_\_\_

## 8. Number of Years in Teaching: \_\_\_\_\_

9. Performance Rating:    ☐ Outstanding                      Rating: \_\_\_\_\_
- ☐ Very Satisfactory                      Rating: \_\_\_\_\_
- ☐ Satisfactory                      Rating: \_\_\_\_\_
- ☐ Unsatisfactory                      Rating: \_\_\_\_\_
- ☐ Poor                      Rating: \_\_\_\_\_

## 8. Number of Relevant In-Service Training:

Training Level	Regularity of Attendance			
	4 (Always)	3 (Frequently)	2 (Sometimes)	1 (Never)
International				
National				
Regional				
Division				
District				

**PART II. ATTITUDE TOWARD TEACHING**

**Direction:** Below are statements that reflect your attitude toward teaching. Kindly signify your agreement or disagreement in each statement using the scale below:

- 5 - Strongly Agree                      (SA)  
 4 - Agree                      (A)  
 3 - Uncertain                      (U)  
 2 - Disagree                      (D)



1 - Strongly Disagree (SD)

Attitude Statement	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
1. I love teaching.					
2. I feel satisfied when I teach.					
3. I usually teach to cater my students who differed in skills and pace in learning.					
4. I like teaching to develop the unique skills of my students.					
5. I use differentiated instruction to be effective in teaching.					
6. I like the way my students respond to my teaching styles.					
7. I desire to develop fully my students so that I use differentiated instruction.					
8. I look forward to promote my students to the next grade level prepared and well-developed.					
9. I always explore more teaching strategies for effective teaching.					
10. I am proud of my students who developed their unique potential through my teaching.					

### PART III. LANGUAGE PROFICIENCY OF GRADE FIVE STUDENTS

**Direction:** Below are indicators that assess your language proficiency of the Grade 5 students. Kindly signify your assessment in each of the indicator by using the scale below:

- 5 - Extremely Proficient (EP)
- 4 - Highly Proficient (HP)
- 3 - Moderately Proficient (MP)
- 2 - Slightly Proficient (SP)

1 - Not Proficient

(NP)

Indicator	5 (EP)	4 (HP)	3 (MP)	2 (SP)	1 (NP)
<b>A. Basic Knowledge</b>					
1. Knowledge of vocabulary words.					
2. Ability to speak simple phrases or sentences.					
3. Understanding native speakers					
4. Elementary reading.					
5. Writing skills.					
<b>B. Conversant</b>					
1. Ability to handle a variety of uncomplicated, basic and communicative tasks and social situations.					
2. Ability to talk simply about himself and family members.					
3. Ability to ask and answer questions.					
4. Participate in simple conversations on topics beyond the most immediate need.					
5. Reading and writing skill that may or may not at the same level.					
<b>C. Proficiency</b>					
1. Having a well-advanced skill level.					
2. Having the skill to use the language.					
3. Using the language less easily and at less-advanced level than a native or fluent speaker.					
4. Using language to define his true level of ability.					
<b>D. Fluency</b>					
1. Having the high level of language proficiency.					

2. Proficiency of a foreign language or another learned language.					
3. Having a fluid of speech.					
4. Ability to read and understand texts written in the language.					
5. Ability to formulate written texts in the language.					
6. Ability to follow and understand speech in the language.					
7. Ability to produce speech in the language and be understood by its speakers.					
<b>E. Native Language Speaking</b>					
1. Learning native language during childhood and consider as mother tongue.					
2. Correctly and easily use the first language.					
3. Understanding and using colloquialisms, idioms, and slang.					
<b>F. Bilingualism</b>					
1. Ability to use two languages with equal fluency.					
2. Speaking languages with equal strength.					

**Source:** <https://www.education.com>

**Thank you . . .**

**The Researcher**

**APPENDIX D****QUESTIONNAIRE  
(For Student-Respondent)**

Republic of the Philippines  
Commission on Higher Education  
Region VIII  
SAMAR COLLEGE  
**COLLEGE OF GRADUATE STUDIES**  
City of Catbalogan

10 February 2020

**Dear Respondent,**

The undersigned is currently conducting a study entitled, "Language Proficiency and Academic Performance of Grade 5 Students," as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

As potent source of information, the undersigned requests your cooperation in answering the attached questionnaire.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation.

Very truly yours,

**(SGD) LORAFE MINA-DOLOREL**  
Researcher

**PART I. PROFILE OF RESPONDENT**

**Direction:** Kindly supply information asked for by writing in the space provided or by checking appropriate box.

1. Name: \_\_\_\_\_ 2. Age: \_\_\_\_\_

3. Sex: ☐ Male ☐ Female

4. Mean Grade During the Previous Grade Level:

English: \_\_\_\_\_

Filipino: \_\_\_\_\_

5. Parents' Highest Educational Attainment:

<u>Father</u>		<u>Mother</u>
<input type="checkbox"/>	Doctorate Degree Graduate	<input type="checkbox"/>
<input type="checkbox"/>	Doctorate Units	<input type="checkbox"/>
<input type="checkbox"/>	Master's Degree Graduate	<input type="checkbox"/>
<input type="checkbox"/>	Master's Units	<input type="checkbox"/>
<input type="checkbox"/>	College Graduate	<input type="checkbox"/>
<input type="checkbox"/>	College Level	<input type="checkbox"/>
<input type="checkbox"/>	Vocational Course Graduate	<input type="checkbox"/>
<input type="checkbox"/>	High School Graduate	<input type="checkbox"/>
<input type="checkbox"/>	High School Level	<input type="checkbox"/>
<input type="checkbox"/>	Elementary Graduate	<input type="checkbox"/>
<input type="checkbox"/>	Elementary Level	<input type="checkbox"/>
<input type="checkbox"/>	No Schooling	<input type="checkbox"/>

6. Parents' Occupation:

Father: \_\_\_\_\_

Mother: \_\_\_\_\_

7. Gross Monthly Family Income: \_\_\_\_\_

**PART II. ATTITUDE TOWARD SCHOOLING**

**Direction:** Below are statements that reflect your attitude toward schooling. Kindly signify your agreement or disagreement in each statement using the scale below:

- |                       |      |
|-----------------------|------|
| 5 - Strongly Agree    | (SA) |
| 4 - Agree             | (A)  |
| 3 - Uncertain         | (U)  |
| 2 - Disagree          | (D)  |
| 1 - Strongly Disagree | (SD) |

Attitude Statement	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
1. I love going to school.					
2. I feel satisfied when I am inside the classroom.					
3. I am eager to learn my lessons.					
4. I like having assignments and I love reciting inside the classroom.					
5. I am enthusiastic in going to school every day.					
6. I like my subjects and the way my teachers teach.					
7. I desire to pass all my subjects every school year.					
8. I look forward to be promoted to the next grade level every end of the school year.					
9. I wish to know more so that I listen carefully to class instructions.					
10. I am proud to be in school and I actively participate in class discussions.					

### PART III. LANGUAGE PROFICIENCY

**Direction:** Below are indicators that assess your language proficiency. Kindly signify your assessment in each of the indicator by using the scale below:

- 5 - Extremely Proficient (EP)
- 4 - Highly Proficient (HP)
- 3 - Moderately Proficient (MP)
- 2 - Slightly Proficient (SP)
- 1 - Not Proficient (NP)

Indicator	5 (EP)	4 (HP)	3 (MP)	2 (SP)	1 (NP)
<b>A. Basic Knowledge</b>					
1. Knowledge of vocabulary words.					
2. Ability to speak simple phrases or sentences.					

3. Understanding native speakers					
4. Elementary reading.					
5. Writing skills.					
<b>B. Conversant</b>					
1. Ability to handle a variety of uncomplicated, basic and communicative tasks and social situations.					
2. Ability to talk simply about himself and family members.					
3. Ability to ask and answer questions.					
4. Participate in simple conversations on topics beyond the most immediate need.					
5. Reading and writing skill that may or may not at the same level.					
<b>C. Proficiency</b>					
1. Having a well advanced skill level.					
2. Having the skill to use the language.					
3. Using the language less easily and at less-advanced level than a native or fluent speaker.					
4. Using language to define his true level of ability.					
<b>D. Fluency</b>					
1. Having the high level of language proficiency.					
2. Proficiency of a foreign language or another learned language.					
3. Having a fluid of speech.					
4. Ability to read and understand texts written in the language.					

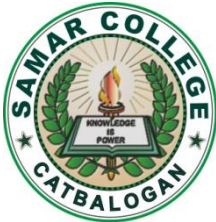
5. Ability to formulate written texts in the language.					
6. Ability to follow and understand speech in the language.					
7. Ability to produce speech in the language and be understood by its speakers.					
<b>E. Native Language Speaking</b>					
1. Learning native language during childhood and consider as mother tongue.					
2. Correctly and easily use the first language.					
3. Understanding and using colloquialisms, idioms, and slang.					
<b>F. Bilingualism</b>					
1. Ability to use two languages with equal fluency.					
2. Speaking languages with equal strength.					

**Source:** <https://www.education.com>

**Thank you . . .**

**The Researcher**



**APPENDIX E****REQUEST LETTER TO THE SCHOOLS DIVISION SUPERINTENDENT  
TO FIELD THE QUESTIONNAIRE**

Republic of the Philippines  
Commission on Higher Education  
Region VIII  
SAMAR COLLEGE  
**COLLEGE OF GRADUATE STUDIES**  
City of Catbalogan

February 15, 2020

**MARILYN B. SIAO, PhD, CESO VI**  
Schools Division Superintendent  
Schools Division of Catbalogan City

**Dear Madame,**

The undersigned is currently conducting a study entitled, "Language Proficiency and Academic Performance of Grade 5 Students," as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

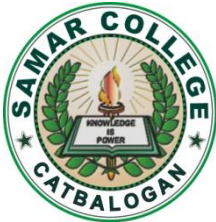
With this regard, the undersigned requests your permission to field the questionnaire at the District of Catbalogan VI.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation.

Very truly yours,

**(SGD) LORAFE MINA-DOLOREL**  
Researcher

**APPENDIX F****REQUEST LETTER TO THE PUBLIC SCHOOLS DISTRICT SUPERVISOR OF  
THE DISTRICT OF CATBALOGAN VI TO CONDUCT THE STUDY**

Republic of the Philippines  
Commission on Higher Education  
Region VIII  
SAMAR COLLEGE  
**COLLEGE OF GRADUATE STUDIES**  
City of Catbalogan

February 15, 2020

**IMELDA M. UY, EdD**  
Public Schools Division Supervisor  
District VI  
Schools Division of Catbalogan City

**Dear Madame,**

The undersigned is currently conducting a study entitled, "Language Proficiency and Academic Performance of Grade 5 Students," as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

With this regard, the undersigned requests your permission to field the questionnaire in your district among Grade 5 students and teachers.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation.

Very truly yours,

**(SGD) LORAFE MINA-DOLOREL**  
Researcher

**APPENDIX G****REQUEST LETTER TO THE PRINCIPAL OF BLISS COMMUNITY SCHOOL  
TO CONDUCT THE STUDY**

Republic of the Philippines  
Commission on Higher Education  
Region VIII  
SAMAR COLLEGE  
**COLLEGE OF GRADUATE STUDIES**  
City of Catbalogan

February 15, 2020

**MATEO M. PABUNAN**

Principal, BLISS Community School  
District VI, Schools Division of Catbalogan City

**Dear Sir,**

The undersigned is currently conducting a study entitled, "Language Proficiency and Academic Performance of Grade 5 Students," as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

With this regard, the undersigned requests your permission to field the questionnaire in your school among Grade 5 students.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation.

Very truly yours,

**(SGD) LORAFE MINA-DOLOREL**  
Researcher

C U R R I C U L U M      V I T A E

**NAME** : **LORAFE MINA-DOLOREL**  
**BIRTH DATE** : 16 September 1986  
**BIRTH PLACE** : Hinabangan, Samar  
**CIVIL STATUS** : Married  
**PRESENT POSITION** : Elementary Grade Teacher III  
**STATION** : Department of Education  
(DepEd), Schools Division of  
Catbalogan City  
**DEGREE PURSUED** : Master of Arts in Education  
(MAEd)  
**SPECIALIZATION** : Educational Management

#### **EDUCATIONAL BACKGROUND**

**ELEMENTARY** : Kitcharao Central Elementary  
School  
Kitcharao, Agusan del Norte  
1993-1999  
**SECONDARY** : Immaculate Heart of Mary  
Academy  
Kitcharao, Agusan del Norte  
1999-2003  
**TERTIARY** : Bachelor of Elementary  
Education (BEEd)  
Saint Mary's College of  
Catbalogan  
City of Catbalogan  
2010-2014  
**GRADUATE STUDIES** : Samar College  
City of Catbalogan  
2015-present

#### **ELIGIBILITY**

Licensure Examination  
for Teachers : August 17, 2014, Tacloban  
City, Rating: 78.00%

### **WORK EXPERIENCE**

Teacher I : DepEd Schools Division of  
Catbalogan City  
2015-2018

Teacher III : DepEd Schools Division of  
Catbalogan City  
2019-present

### **SEMINARS/TRAININGS/WORKSHOPS ATTENDED**

Troop Leadership Training Course conducted by Girl Scout of the Philippines Samar Council held at City of Catbalogan on 15-21 February 2016.

Brigada in Focus conducted by DepEd Schools Division of Catbalogan City held at City of Catbalogan on 4 June 2016.

Capability Building for Untrained Grades 1 to 5 in the Implementation of the K to 12 Basic Education Program (BEP) conducted by DepEd Schools Division of Catbalogan City held at City of Catbalogan on 7-12 July 2016.

Division Roll-Out on School-Based Management Wash in School (SBM-WinS) Implementation conducted by DepEd Schools Division of Catbalogan City held at City of Catbalogan on 13-15 September 2016.

Reorientation on the Administration of Phil-IRI conducted by DepEd Schools Division of Catbalogan City held at City of Catbalogan on 21-November 2016.

District Echo Seminar Workshop on MAPEH conducted by DepEd Schools Division of Catbalogan City held at City of Catbalogan on 2-14 December 2016.

Developmentally Appropriate Practices (ELLN) conducted by DepEd Regional Office No. 8 held at Tacloban City on 9 October 2017.

Division-Based Training on Coaching and Officiating School Sports conducted by DepEd Schools Division of Catbalogan City held at City of Catbalogan on 25-27 October 2018.

Division Training for Elementary and Secondary EPP/TLE Teachers on Different Pedagogies in Teaching the Four Components (Agri, HE, ICT & IA) conducted by DepEd Schools

Division of Catbalogan City held at City of Catbalogan on 4-6 September 2019.

Pansangay na Seminar-Workshop para sa mga Guro at Tagasanay ng Talento conducted by DepEd Schools Division of Catbalogan City held at City of Catbalogan on conducted by DepEd Schools Division of Catbalogan City held at City of Catbalogan on 19-20 September 2019.