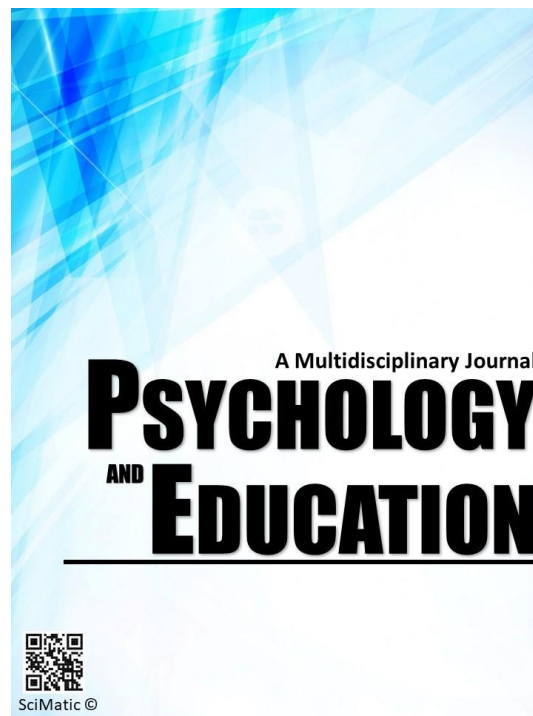


**FACTORS INFLUENCING ACADEMIC
PERFORMANCE IN ENGLISH OF GRADE 11
STUDENTS TVL TRACK IN THE SCHOOLS DIVISION
OF QUEZON: BASIS FOR POLICY INTERVENTION**



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Factors Influencing Academic Performance in English of Grade 11 Students TVL Track in the Schools Division of Quezon: Basis for Policy Intervention

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Abstract

This study aimed to determine the factors influencing academic performance in English of Grade 11 TVL students in the Schools Division of Quezon. It described the important numerical data through the use of tables. The respondents profile and the factors influencing academic performance in English were statistically treated using percentage, mean and Kruskal –Wallis H test. This study used descriptive method of research. This investigation found out that Grade 11 students TVL track are in the “very satisfactory” level in terms of Academic Performance in Reading and Writing. Consequently, the level of influence in student-related factors got a mean of 3.27 which is “Influential”. The level of influence of teacher-related factors got a mean of 3.72 which is “More Influential”. There is a strong relationship between the level of influence of the student-related factors, teacher-related factors and the academic performance of Grade 11 students TVL track in Reading and Writing. As a result, there shall be a policy intervention that will provide differentiated instruction and apply appropriate teachers’ personality traits in teaching and learning process. It must be responsive to the level and needs of the learners along with the development of student attitude towards learning English as a global language and a means of communication.

Keywords: English, Communication, Academic Performance, Reading and Writing, Senior High School

Introduction

The K to 12 Program includes Kindergarten and 12 years of basic education, six years of primary education, four years of junior high school, and two years of senior high school (SHS) to better enable for mastery of concepts and skills, the development of lifelong learners, and the preparation of graduates for tertiary education, middle-level skill development, employment, and entrepreneurship.

Considering the importance of English as *lingua franca*, many countries including Philippines has chosen English as their second language. English subject has been required by the Department of Education to be taught in all school.

In today’s globalized world, the language used often is English. English has become the *lingua franca* for communication, business, education and opportunity in general. English occupies a place of prestige in our country. Even after decades of colonial rule, no indigenous language has come up to replace English, either as a medium of communication or as an official language (Latha & Ramesh, 2012). The students’ ability to express their feelings using the English language is hardly done because it is often hindered by several factors which the researcher wanted to find out.

English language is essential to communication in our

current time. That is why everyone needs to learn the language to get in touch on internationally. Speaking and writing will help us communicate with people from countries all over the world. English language is also essential to information dissemination. On the internet, majority of the websites use English as a medium. It is the primary language of the press as authors prefer using English than any other language in writing books and newspapers.

Along with, language learning is a complex task that involves several essential processes. For decades, these processes have been investigated through observations, surveys, and experiments in the attempt to give a concrete description of the language learning phenomenon and assist the learners in achieving specific goals. Previous research that focused on the teacher, the teaching methods, and second language acquisition provided evidence that variations of learner’s success in language learning exist. Such discovery led to a shift in focus and more emphasis on the concept of language learning strategies (Cabaysa & Baetiong, 2010).

Students are the school's most valuable asset. The performance of students is critical in producing high-quality graduates who will serve as outstanding leaders and personnel for the country, contributing to its economic and social progress. Academic achievement is one of the most important elements that employers examine when employing new graduates. As a result, students must put the greatest effort in their studies in

order to achieve good grades and to prepare themselves for future opportunities in their careers while also meeting the employer's requirements.

When studying English, students may encounter a variety of obstacles and issues. When it comes to English pronunciation, grammar, orthography, and vocabulary, they can make a variety of mistakes. There is a link between a learner's native language and special obstacles in learning and using English because native language interference occurs when learning and using English, as well as the kind of mistakes a learner often makes in English pronunciation, grammar, and vocabulary.

When learning a new language, language learners commonly experience worry, trepidation, and nervousness. Language anxiety can stem from a learner's sense of self, self-related cognitions, language acquisition challenges, variations in learner and target language cultures, differences in speaker and interlocutors' social position, and the fear of losing one's self-identity. A language teacher's consideration of a language learner's anxiety reactions is thought critical in assisting them in achieving the planned performance goals in the target language. (Tanveer, 2007). Language anxiety can be both a symptom and a cause of poor command of the target language. (Sparks & Ganschow; cited by Horwitz, 2001). It could be caused by the linguistic challenges that L2/FL learners have when learning and utilizing the target language. Language anxiety can occur in social situations as a result of extrinsic motivators. (Schwartz, 1972; cited by Scovel, 1991), such as many social and cultural contexts, especially those in which L1 and L2/FL learning occurs.

Indeed, low language proficiency has been considered a barrier to learning and academic success at the post-secondary level, where students seeking admission are often required to obtain a score on English language proficiency tests indicating that they have enough English proficiency to be academically successful. Several studies have looked at the impact of English language examinations on future academic success in college. However, students are excluded from the K–12 school system because of their level of English ability. Rather, they are faced with the task of accomplishing "twice the job." While learning English, pupils must acquire academic subject and take achievement examinations on that material. The level of English language proficiency needed to be able to demonstrate content knowledge on academic assessments

Students deal with a variety of challenges in their lives, and it can be difficult to focus on studying due to all of the conflicting demands on your time. Even yet, if they are in school, they must do some studying in order to advance from year to year. If they want better grades, it is needed to have more effective study habits. The key to effective studying are not cramming or studying longer, but studying smarter. It can begin studying smarter with proven and effective study habits. Also, to increase the ability to retain reading content, effective study habits, or studying smarter, can be acquired. Studying with the proper mindset, choosing the correct surroundings, eliminating distractions, creating a realistic schedule, and using memory games are just a few of these habits.

The issue of the learner's mindset was also mentioned as one of the aspects that influences language learning. The pupils stated that they do not speak English well and are concerned about making mistakes when speaking English, as well as the possibility of being criticized if they do so. The students also believe that they need to study English speaking because it will be useful in their future jobs, and that practicing it will help them become better English speakers.

The teacher's attitude toward each student helps to create a positive and healthy environment. A good teacher should be sympathetic and treat each student fairly, because the teacher's expectations and confidence in his students may motivate them to work harder and achieve greater success, whereas the teacher's ignorance, whether consciously or unconsciously displayed, may harm students' self-image. So, the teacher should not simply focus on students with outstanding grades and exhibit favoritism toward them. Instead, he should see the potential of low-achieving students and encourage and assist them in their studies. In fact, students with low self-esteem are the most sensitive and in urgent need of assistance. Encouragement in the form of words or even a smile can help people overcome their low self-esteem. The teacher's expectation reveals a lot about the teacher's attitude toward the students. Students can feel their teachers' trust and respect for them when they have active teachers. It promotes in the development of a positive relationship between teachers and students.

Improved English communication skills can lead to a better social life as well as better job opportunities in the future. Communication skills are important in all aspects of life, from job interviews to the workplace, and being fluent in English means being able to communicate clearly and effectively. A lot of

interviewers conduct job interviews in English. If you don't speak the language well, you'll have a harder time finding work. Being fluent in the language, on the other hand, can help you make a good first impression, which means you'll have a better chance of getting the job you're applying for. In the business world, English is the most widely spoken language. Most job interviews are conducted in English. Most corporate agreements are drafted in English. Managing international business transactions necessitates strong English abilities. Because it is a precise language, English is the favored business language. It enables a person to say exactly what he or she wants without having to debate the meaning. Using wrong tenses, prepositions, and other such errors, on the other hand, will make one's assertion less accurate. So in order to be more competent in the professional world, one must have a strong command of the English language.

The researcher personally experienced and observed the TVL students' problems and wanted to reduce the obstacles and difficulties in learning English. One of these is lack of confidence to use English because they are afraid of mistakes and shy feeling. Another thing is, the students do not practice speaking English with English native speakers.

To sum it up, English is a life changer in every individual and it would be impossible for our civilization to progress and stabilize without it. So, in order to attain the goal of the department, the researcher aims to enhance the English proficiency to prepare senior high school students to their chosen curriculum exits through enhancement program.

Research Questions

This study aimed to find out the factors influencing academic performance in English of Grade 11 students TVL Track in the Schools Division of Quezon as a basis for policy intervention. Specifically, it intended to answer the following questions:

1. What is the academic performance in English of Grade 11 students TVL track in Reading and Writing?
2. What is the level of influence of the following factors on academic performance in English of Grade 11 students TVL track in Reading and Writing?

2.1 Student-related factors

- 2.1.1. Interest
- 2.1.2. Study habits
- 2.1.3. Attitude

2.2. Teacher-related factors

- 2.2.1. Instructional materials
- 2.2.2. Teaching skills

2.2.3. Personality traits

2.2.4. Motivational skills

3. Is there a significant relationship between the level of influence of these factors and academic performance in Reading and Writing?

Methodology

Research Design

This study used descriptive method. Since the main thrust of this study is to describe the specific behavior as it occurs in the environment. There are a variety of descriptive research methods available, and once again, the nature of the question that needs to be answered drives which method is used. Traditionally, descriptive research involves three main categories: observation, case studies, and surveys.

This study aimed to determine the factors influencing academic performance in English subject of Grade 11 students TVL track in the Schools Division of Quezon. It described the important numerical data through the use of graphs and tables. The respondents profile revealed by measuring the percentage and the factors influencing academic performance in English by measuring the central tendency which is the mean.

Research Population and Sample

The respondents of this research were limited to the Grade 11 TVL students in the Division of Quezon. The researcher used convenience and purposive sampling in this study to which selected or subjects that are more readily accessible. Thus, opportunity to participate is not equal for all qualified individuals in the target population and study results are not necessarily generalized to the population.

Meanwhile, purposive sampling is based on the study's goals, with the hope that each participant will contribute unique and valuable information. When using purposive sampling, the statistical power of the convenience sample grows as the sample size grows. Data saturation, not statistical power analysis, determines sample size.

Research Instrument

The data for this were gathered by employing a survey-questionnaire to the respondents. The questionnaire consists of two parts. First part answered the general average of students in Reading and Writing. Second part is the factors influencing academic performance in English. In order to validate

the instrument, the researcher went to the respective person to check its content and appropriateness. One school head and two Master teachers in English validated the instrument.

Data Gathering Procedures

Before the researcher conducts the administration of the research instrument, she went to the Schools Division Superintendent to seek for approval to administer the questionnaire. The researcher prepared online survey and sent the link to all Senior High Schools Coordinator of Schools Division of Quezon. After having all the responses, the researcher and statistician computed the data using statistical tools.

Results and Discussion

This section presents the data gathered including the analysis and interpretation.

Academic Performance in English of Grade 11 Students TVL Track in Reading and Writing

Table 1. *Frequency Distribution of the Respondents in terms of the Academic Performance in English of Grade 11 Students TVL track in Reading and Writing*

Rating in Percentage	Frequency	Percentage	Adjectival Rating
90-100	102	15.20	Outstanding
85-89	237	35.32	Very Satisfactory
80-84	196	29.21	Satisfactory
75-79	136	20.27	Fairly Satisfactory
Below 75	0	0.00	Did not Meet Expectation
Total	671	100.00	Total

Table 1 shows the frequency distribution of the respondents in terms of academic performance in English particularly in Reading and Writing of Grade 11. It can be noted that the respondents who got 90-100% of rating considered as outstanding has the least number of respondents with only 15.20% or 102 out of total number of students. Meanwhile, students with a very satisfactory rating of 85-89 has a 237 frequency which is 35.32% has greatest number of

in Reading and Writing class. Thus, students perform on the average basis due to the following reasons; according to mastery learning approaches, the time necessary for different students to acquire the same content and achieve the same level of mastery should be the emphasis of instruction. This is in contrast to traditional teaching techniques, which emphasize disparities in students' abilities and provide all students roughly the same amount of time to learn and the same set of instructions. (Bloom, as cited by Guskey, 2010).

Similarly, Bloom (1968) according to mastery learning approaches, the time necessary for different students to acquire the same content and achieve the same level of mastery should be the emphasis of instruction. This is in contrast to traditional teaching techniques, which emphasize disparities in students' abilities and provide all students roughly the same amount of time to learn and the same set of instructions.

Moreover, Kampen (2019) mentioned that mastery learning ensures students obtain mastery in a given topic before moving on to the next unit. It assumes any student can reach high levels of achievement given sufficient instruction, time and perseverance.

Mahbub (2018) mentioned that 93.75% of students claimed that they suffered from low English proficiency. Teachers and curriculum designers may completely understand their learners' wants, weaknesses, and goals by identifying their needs. This allows them to bridge the gap between their current proficiency and their target proficiency.

It is also anchored with Jean Piaget's theory of cognitive development. A child's mental development is divided into four stages. His concept is concerned with not only how children gain knowledge, but also with the nature of intelligence.

Level of Influence of Factors to the Academic Performance in English of Grade 11 Students

Table 2. *Weighted Mean of the Level of Influence of Student-Related Factor (Interest) to the Academic Performance in English of Grade 11 Students*

No.	Statements	Weighted Mean	Verbal Interpretation	Rank
1	Answering review questions before discussing the new lesson.	3.70	More Influential	3
2	Listening attentively to the lecture of the English teacher.	3.77	More Influential	1
3	Participating in the discussion, answering exercises and/or clarifying things I did not understand.	3.75	More Influential	2
4	Getting good grades on test, quizzes, assignments and projects.	3.64	More Influential	4
5	Interrupted class discussion.	2.48	Less Influential	9
6	Sleepy English class.	1.97	Less Influential	10
7	Recitation during class discussion.	3.31	Influential	5
8	Speaking English in daily discussion.	3.03	Influential	6
9	Written outputs like one- page essay with a minimum of 300-350 words.	3.00	Influential	7
10	Writing an essay with minimal errors.	2.90	Influential	8
General Weighted Mean		3.16	Influential	

Table 2 shows the level of influence of student-related factors to the academic performance in English of Grade 11 TVL students in terms of interest. Indicator “Listening attentively to the lecture of the English teacher” which is 3.77%. Meanwhile, the lowest score among the indicators is “sleepy English class” which is 1.97%.

The result implies that TVL students find studying English as boring which makes them feel sleepy or fall asleep in class. Evidently, learners may find a class boring when inappropriate methods are used or strategies are ineffective. Also, teachers might be using the same strategy or instruction over and over which may result to loss of interest.

Students fall asleep in class owing to a variety of circumstances that may begin in the classroom or elsewhere. In most cases, sleeping in class is interpreted as a lack of interest in the subject or teacher. However, other external aspects that are frequently disregarded may hold the key to the truth.

Whatever the case, poor sleeping patterns of students deprives them from getting good grades. It also leads to the loss of self-confidence on the part of students who feel left behind. Imagine waking up from sleep to a question from the teacher you cannot provide an answer to (Fractions4kids.com).

Table 3. *Weighted Mean of the Level of Influence of Student-Related Factor (Study Habits) to the Academic Performance in English of Grade 11 Students*

No.	Statements	Weighted Mean	Verbal Interpretation	Rank
1	I do my assignments regularly.	3.87	More Influential	1
2	I produce reflection, position and reaction paper.	3.48	Influential	4
3	I spend my time in my cellphone and sign in to Facebook account	2.79	Influential	9
4	I study the lesson regularly.	3.50	More Influential	3
5	I can still recall the previous lesson.	3.36	Influential	6
6	I pass outputs on time.	3.56	More Influential	2
7	I spend more time with my friends during school days or vacant hours.	3.01	Influential	8
8	I am talking with my seatmate during discussion.	2.54	Influential	10
9	I am interested in extracurricular activities.	3.39	Influential	5
10	I read books and other printed materials regularly.	3.24	Influential	7
General Weighted Mean		3.27	Influential	

Table 3 shows the level of influence of student-related factors to the academic performance in English of Grade 11 TVL students in terms of study habits. Indicator “I do my assignments regularly” scored 3.87 which is the highest while indicator “I am talking with my seatmate during discussion” scored a mean of 2.54.

It can be gleaned from the result that there are underlying reasons why a student keeps on talking to his seatmate as argued by authors of several studies Rogers (2020) on his study about the effects of classroom layouts argues that the horseshoe pattern was the most popular arrangement when students were questioned directly during the student interview what the greatest layout was at the end of the study. Overall, the horseshoe layout had the most favorable results. Thus, the highest percentage increase from pre- to post-test scores, was chosen as the most liked for participating and learning in class based on the student interview.

This further implies that study habits are mainly external factors that facilitate the study process such as sound study routines that include how often a student engages in studying sessions, review the material, self-evaluate, rehears explaining the material, and studying in a conducive environment (Credé, 2008). Osa-Edoh and Alutu (2012) argues that usefulness of such creates student’s study habit, towards enhancing their academic performance.

Moreover, moving students to the front and center of a classroom gives them the potential for higher performance on assessments that test newly learned material. This information can help teachers design classroom seating plans that maximize student potential and minimize student distraction. It can also help teachers who are having difficulty with student behavior or performance. This gives teachers yet another tool to help students receive a more thorough,

effective and meaningful education (Minchen, 2007). It can be concluded that talking to a seatmate might be distracted, loss of interest to the subject, and most of all it can be concluded that the love of learners to talk to their seatmates are affected by the seating arrangement in class.

Table 4. *Weighted Mean of the Level of Influence of Teacher-Related Factor (Attitude) to the Academic Performance in English of Grade 11 Students*

No.	Statements	Weighted Mean	Verbal Interpretation	Rank
1	I like studying reading and writing compared to other subjects.	3.42	Influential	7
2	I show interested to use English as my second language.	3.48	Influential	4
3	I show interest with the topics in reading and writing.	3.46	Influential	5.5
4	I feel superior if I can communicate in class using English.	3.14	Influential	9
5	I make effort to do reading and writing activities.	3.52	More Influential	2
6	I spend more time in listening to the discussion.	3.55	More Influential	1
7	I am interested in reading and writing subject.	3.37	Influential	8
8	I analyze every discussion.	3.46	Influential	5.5
9	I habitually do my assignments.	3.49	Influential	3
10	I speak English consistently.	3.02	Influential	10
General Weighted Mean		3.39	Influential	

Table 4 shows the level of influence of teacher-related factors to the academic performance in English of TVL Grade 11 students in terms of attitude. The highest indicator “I spend more time in listening to the discussion” obtained a mean of 3.55, while the lowest indicator was “I speak English consistently” has the lowest mean of 3.02.

This implies that English as a second language is not the language spoken by Filipinos on a daily basis basically because it is not a native language. Hence, TVL students do not speak English consistently.

The Research Paper Factory (2021) cited that people are simply afraid to talk since we have a culture of mocking those who are attempting to learn and speak English. Rather than respecting folks who are learning a language other than their own, they make a mockery of them. When it comes to studying and speaking English, it is truly a backward culture.

However, the only way to learn the language is to speak the language, why attitude is the problem because of the fact that; when learners cannot make changes and get use to their comfort zones, sudden changes like speaking a new language may be stressful to learners specially that it is not their mother tongue and culturally it is not a practice. Students could listen and understand but does not actually use it regularly.

Table 5. *Weighted Mean of the Level of Influence of Teacher-Related Factor (Instructional Materials) to the Academic Performance in English of Grade 11 Students*

No.	Statements	Weighted Mean	Verbal Interpretation	Rank
1	Explains lessons using the chalkboard.	3.65	More Influential	2.5
2	Uses workbooks/textbook as their instructional materials.	3.61	More Influential	6
3	Presents PowerPoint presentation as audio visual presentation.	3.74	More Influential	1
4	Integrates grammar and literature in teaching reading and writing.	3.62	More Influential	5
5	Gives handouts related to the topic.	3.65	More Influential	2.5
6	Creates worksheets.	3.64	More Influential	4
7	Uses flash cards and graphic organizer during discussion.	3.40	Influential	10
8	Provides free and inexpensive materials.	3.51	More Influential	9
9	Allows student to use computers in making outputs.	3.53	More Influential	8
10	Creates motivational bulletin boards.	3.56	More Influential	7
General Weighted Mean		3.59	More Influential	

Table 5 reveals the level of influence of teacher-related factors to the academic performance in English of Grade 11 TVL students in terms of instructional materials. Indicator “Presents PowerPoint presentation as audio visual presentation” obtained the highest mean of 3.74, while indicator “Uses flash cards and graphic organizer during discussion” obtained the lowest mean of 3.40. According to do2Learn (2021), it is important to implement strategies that cater the needs of the individual. It is recommended that strategies across home, school, and community contexts will be used such as; Detect underlying skill deficits, such as difficulty with directions, reduce quantity of problems in Math for an instance of in English subjects, grammar lessons might be reduced and focus on the spontaneity of writing which is culture-based or close to learners’ experience, avoid asking for oral reading, and provide quiet place to read, use context clues for decoding and / or vocabulary, encourage use of tape recorders for both note-taking and listening comprehension, use recorded textbooks, movies, or videos and be particular in providing external representations (e.g. graphic organizers, story maps)

Multani (2021), discussed educational environments, particularly big groups and courses focused more toward information interchange than skill development, have been embedded with slide presentation software such as PowerPoint. Presentation graphics may boost visual impact, audience focus, emphasize key points, evaluate complexity, expand curriculum, and boost student participation.

Consequently, Isola (2010) conducted a research on the effects of instructional resources on students’ performance in West Africa School Certificate

Examinations (WASCE) in Kwara State. He correlated material resources with academic achievements of students in ten subjects. Data were collected from the subject teachers in relation to the resources employed in the teaching. The achievements of students in WASCE for the past five years were related to the resources available for teaching each of the subjects. He concluded that material resources have a significant effect on student's achievement in each of the subjects.

Table 6. *Weighted Mean of the Level of Influence of Teacher-Related Factor (Teaching Skills) to the Academic Performance in English of Grade 11 Students*

No.	Statements	Weighted Mean	Verbal Interpretation	Rank
1	Explains the objectives of the lesson clearly at the start of each lesson.	4.01	More Influential	1
2	Uses various teaching aids in presenting the lessons.	3.75	More Influential	5
3	Is organized in presenting subject matters by systematically following course outline/competency/learning outcomes.	3.72	More Influential	6
4	Is updated with present trends, relevant to the subject matter.	3.66	More Influential	10
5	Was good in public speaking.	3.70	More Influential	7
6	Make sure that many the students pass the formative assessment before proceeding to the next topic.	3.79	More Influential	4
7	Uses various techniques in presenting the lessons.	3.69	More Influential	8
8	Shows good time management.	3.84	More Influential	2
9	Displays good motivation and encouragement to his students in teaching of English.	3.82	More Influential	3
10	Uses the students' Filipino (first language L1) in the classroom when there is a gap of communication or total misunderstanding.	3.67	More Influential	9
General Weighted Mean		3.77	More Influential	

Table 6 displays the level of influence of teacher-related factors to the academic performance in English of TVL Grade 11 students in terms of teaching skills. Indicator "Explains the objectives of the lesson clearly at the start of each lesson" which obtained the highest mean of 4.01 while indicator "Is updated with present trends, relevant to the subject matter" obtained the lowest mean of 3.66.

The result implies that as teachers it is necessary to be miles ahead than learners. Being an intellectual provider. Thus, teachers must keep up to date on a regular basis because, in a sense, they are students throughout their lives. When they stop thinking of themselves as students, they cease being teachers. In order to keep up with the changing world, they must continue to acquire and update knowledge about what they teach in the classroom on a regular basis.

Winds of change, which blow from one decade to the next, from one era to the next, bring new ideas and conceptions to old theories. To provide new or modified teaching-learning methods that match the

needs of the day, the teaching community must keep up with the pace of change. This is one way for teachers to develop or refresh their knowledge. There are three types of professional development for teachers: personal (self-centered), professional (student-centered), and social.

Biaban (2020) said that students must understand what is expected of them in the classroom in order to achieve smooth transitions throughout the day and to consider the routines thoroughly. Prior to the class, it is vital to highlight the importance of meeting the objectives. Discuss the logic for various aims during the conversation.

Table 7. *Weighted Mean of the Level of Influence of Teacher-Related Factor (Personality Traits) to the Academic Performance in English of Grade 11 Students*

No.	Statements	Weighted Mean	Verbal Interpretation	Rank
1	Has harmonious relationship with the student.	3.74	More Influential	7
2	Shows smartness, confidence and firmness in making decisions.	3.85	More Influential	1
3	Is approachable.	3.81	More Influential	4.5
4	Has an appealing personality with good sense of humor.	3.83	More Influential	2
5	Is open to suggestion and opinions and is worthy of praise.	3.81	More Influential	4.5
6	Has the knowledge about the learners.	3.73	More Influential	8
7	Is dedicated in teaching.	3.80	More Influential	6
8	Has high expectation for all.	3.42	Influential	10
9	Provides students with positive information feedback.	3.72	More Influential	9
10	Deals students with patience and care.	3.82	More Influential	3
General Weighted Mean		3.75	More Influential	

Table 7 shows the level of influence of teacher-related factors to the academic performance in English of TVL Grade 11 students in terms of personality traits. Indicator "Shows smartness, confidence and firmness in making decisions" obtained the highest mean of 3.85 while indicator "Has high expectation for all" has a mean of 3.42 which is the lowest mean.

It can be gleaned from the results that teachers are naturally and by profession smart, confident and has firm decisions in class. However, because of their smart and confident qualities, teachers oftentimes forget that such qualities turn them to have high expectations towards learners or students in the high school forgetting that they are only students who needs guidance.

High expectations for students are one of the "defining" characteristics of all comprehensive school reform programs. When teachers have high expectations for students and provide tasks that are engaging and of high interest, students build self-

esteem, increase confidence and improve academic performance (Brophy, 2008; 2010). Student confidence is critical because it is linked to student's willingness to tackle challenging learning activities.

In fact, individual learners' affective factors are very important. Learning mainly happens in classroom and teachers are the organizers and carriers of classes, thus they inevitably influence the students' academic performance. The teachers need to show smartness, confidence and firmness in making decisions.

Students' development in other studies offered data that bolstered the impact of instructor confidence. Students who had teachers who were more self-assured received higher grades than students who had professors who were less self-assured. This suggests that the more the teacher's confidence, the greater the student's accomplishment. (Mojavezi 2012).

One specific factor that has received attention from (Ulug 2011) is the teacher's attitude towards the student at hand. The authors have argued that a student's motivation, attitude towards school, their willingness to do homework and confidence in their learning behavior are all a factor of the teacher's attitude of teaching towards the students. These instrumental factors collect together to shape a pupil's personality over time, therefore, argue the authors that teacher's attitude has long lasting impact on the student, well beyond his or her academic career.

In their research, the authors have strongly recommended teachers to offer support to their students in their learning, and for this, they have advised teachers to create an environment of positive expectations.

Ahmed (2015) suggested that students who felt most warmly about a language and who wanted to integrate into the culture of its speakers are more highly motivated and learnt more successfully than those who were learning language as a means to an end. However, the attitude towards teaching English is more on the teacher methods of conveying and encouraging the students to learn the language. By leaving memorable marks on his students, a teacher, through his teaching methods, attitudes, and behaviors, provides opportunity for them to develop a mentally healthy personality and a new world view (Ulug , 2011). The students' attitudes towards the learning and teaching of English are important factors for them to understand the relationship between their competences and academic surroundings. Likewise, motivation is the key to have a great impact and one of the most appealing concepts which has been recognized all over

by the scholars and learners who face challenges. Motivation of learners makes a great difference to student's willingness to take part in the process of learning.

Be Thuy Linh (Linda) (2012) determined the problems met in teaching speaking. The problems met in teaching speaking relate to the teaching manners and the adaptation of the speaking task, student's own personality and characteristics, teachers' lack the skill of organizing different patterns of interaction, students' limited vocabulary and structures resorting to the use mother tongue. It is also anchored in the constructivism theory. It is important to understand hoe teachers can apply constructivism inside their classroom to create a unique learning environments for students. The teacher has a role to create a collaborative environment where students are actively involved in their own learning.

In conclusion, the researcher views that in teaching situations, students usually keep quiet in speaking lessons; they are anxious in speaking English. There are many students who have good grasp of grammar which works wonderfully in reading and writing exercises but they cannot express themselves in English. More so, in real- life situations, students find it hard to communicate with English speaking people. It is difficult for them to respond naturally and spontaneously. Certainly, there are variety of reasons for this. If those difficulties are not found out and no solutions can be given, the speaking classes cannot be successful and students will be fed up with learning English if they find it worthless to study the subject.

Therefore, teachers must respond accordingly to the needs of the learners, for others are not at the same pace and time in terms of learning or mastery specifically in English. These students may need more support if they are still struggling or on the process of gaining confidence in learning English within the Reading and Writing class. TVL students have excellent skills compared to having excellent language skills.

Table 8. *Weighted Mean of the Level of Influence of Teacher-Related Factor (Motivational Skills) to the Academic Performance in English of Grade 11 Students*

No.	Statements	Weighted Mean	Verbal Interpretation	Rank
1	Praises the good performances and outputs.	3.97	More Influential	1
2	Provides feedback to every student.	3.82	More Influential	3
3	Smile, nod and thumbs up as a sign of approval.	3.91	More Influential	2
4	Lists the students as active task participants.	3.74	More Influential	5.5
5	Builds learners' confidence by providing regular encouragement.	3.79	More Influential	4
6	Gives certificates to outstanding students.	3.73	More Influential	7
7	Writes comments on good outputs and performances.	3.71	More Influential	8
8	Displays good outputs.	3.74	More Influential	5.5
9	Posts the names of outstanding students.	3.70	More Influential	9
10	Gives additional points.	3.59	More Influential	10
General Weighted Mean		3.77	More Influential	

Table 8 reveals the level of influence of teacher-related factors to the academic performance in English of TVL Grade 11 students in terms of motivational skills. Indicator "Praises the good performances and outputs" obtained the highest mean of 3.97 while indicator "Gives additional points" obtained the lowest mean of 3.59. The result implies that teachers' motivational skills are more influential or motivating because praises reinforce learning. But, at the same time, teachers need to balance such praises with additional points to serve as positive reinforcement for learners to learn better. The teacher is the authority in the classroom and whatever they say and do affects the totality of the results or learning among learners in the classroom.

Hawkins & Heflin, (2011) point out that a behavioral description must accompany a praise statement so that students can receive feedback that will help them learn and perform better. They claim that a generalized compliment like "Good job!" is insufficient since it lacks a behavioral description. However, when the statement is expanded to include a behavioral component, it becomes acceptable: "For your essay, you found eight excellent sources. You did an excellent job!". They also believe that praise should be directed at specific examples of student effort or achievement. (For example, "It's clear from your grade that you put in a lot of effort to prepare for this quiz. Excellent work! ")

Motivation, which is related to success in second language learning. It plays an important role in any language skills, especially speaking one. However, the students are lack of motivation. This can have a negative impact on students' speaking skill, since they have to make an effort with their speaking lesson in order to be able to get anything out of it.

They just zone out every time their teacher speaks and expect to be able to complete their class work effectively. If students lack motivation; they probably do not try very hard to participate in class discussion. Same with the result above, Thi Thuy (2011) unfolded

the factors that affect the success of the language learner such as: age, schema, interest, motivation or cognition level. Among these factors: the level of cognition is critical. It has a significant impact on the success or failure of language learners.

The researcher found out that motivation by teacher through various language strategies can motivate the students and help them adapt with tasks leading to comprehension and boost student interest. Moreover, producing an environment that is conducive to learning will make a lot of difference to motivate learners.

Relationship on the Level of Influence of the Factors to the Academic Performance in Reading And Writing

Table 9. *Result of Spearman Rank: Significant Relationship between the Level of Influence of Student-Related Factors to the Academic Performance in Reading and Writing*

Academic Performance in Reading and Writing					
Student Related Factors	Correlation Coefficient	Interpretation	p-value	Decision	Remarks
Interest	0.439	Strong Relationship	0.00	Reject Ho	Significant
Study Habits	0.432	Strong Relationship	0.00	Reject Ho	Significant
Attitude	0.496	Strong Relationship	0.00	Reject Ho	Significant

Table 9 shows the comparison of the significant relationship on the level of influence of the student-related factors to the academic performance in Reading and Writing wherein both the student-related factors have an effect on student learning.

Based from the results, the null hypothesis was rejected. It only meant that student-related factors contributed to the academic performance of the students. It is significantly affected how learners learn in an English Class specifically Reading and Writing. The results are therefore significant.

Factors That Affect Individual Learning (2014) discuss that students might have difficulty learning for a number of reasons, many of which have nothing to do with innate intelligence. If a teacher is cognizant of these reasons, then you will know what you can do to help your students succeed in class. Getting to know your students as individuals will help you to learn which factors might affect their learning such as

motivation, intellectual ability, attention spans and prior knowledge.

Table 10. *Result of Spearman Rank: Significant Relationship between the Level of Influence of Teacher-Related Factors and the Academic Performance in Reading and Writing*

Teacher-Related Factors	Academic Performance in Reading and Writing				
	Correlation Coefficient	Interpretation	p-value	Decision	Remarks
Instructional Materials	0.494	Strong Relationship	0.00	Reject Ho	Significant
Teaching Skills	0.513	Strong Relationship	0.00	Reject Ho	Significant
Personality Traits	0.530	Strong Relationship	0.00	Reject Ho	Significant
Motivational Skills	0.505	Strong Relationship	0.00	Reject Ho	Significant

Mondal (2021) argues that the supreme value of a teacher is not in the regular performance of routine duties, but through the influence of his moral demeanor and example, he has the ability to lead and inspire his students. Personality, strictly speaking, is made up of all the things that combine to create an individual who he is, a complex pattern of qualities that sets him apart from others of his species. Personality is the result of a complex interplay of factors. Furthermore, it has been discovered that the student's learning difficulties may be caused by a variety of circumstances within the youngster himself.

As support from other studies, teacher factors can have profound impacts on various outcome measures. For instance, gesture use by teachers can influence performance on certain academic puzzles by students with ADHD, and teachers' opinions about specific treatment options can impact student behaviour and the types of interventions implemented in the classroom. Teachers who demonstrate patience, knowledge of intervention techniques, an ability to collaborate with an interdisciplinary team, and a positive attitude towards children with special needs can have a positive impact on student success. The ways in which these results relate to clinical practice, particularly considering the influential role of teachers in diagnosis and treatment efficacy, are discussed (Sherman et.al., 2008).

Classically, Bloom (1968) argues that the issue is not with the child's ability, but rather with the teacher's instruction. As a result, a good tutor who is also a teacher tries to identify the best learning quality for each student, ensuring that the majority of students can

master a subject provided they have access to a professional tutor.

It is also anchored in family systems theory, explain human functioning that focuses on interactions between members of a family as well as the family's context(s). Psychotherapy in general and family therapy in particular (working from a systems perspective with emotional, behavioral, or relational problems in individuals, couples, and families) have both benefited from family systems theory. systems of education; problems in community.

Conclusion

Based on the findings of the current undertaking, the researcher has arrived to the following conclusions: The academic performance of Grade 11 students TVL track is very satisfactory. There is a significant relationship between the level of influence of student-related factors and teacher-related factors and the academic performance of Grade 11 TVL students in Reading and Writing. Therefore, the research hypothesis is rejected.

Based on the findings and conclusion of this current study, the researcher recommended the following: (1) Based on the result of this study, the students perform academically in English subject on average level. Therefore, it is recommended that teachers must act appropriately, improve personality traits and develop new and innovative motivational activities for the betterment of teaching and learning process. (2) The result implied that teacher-related factors affects the academic performance of students. Academic performance could be elevated through quarterly adjustment of interventions so learners will not get bored.

Furthermore, (3) it is shown that students-related factors and teacher-related factors have relationship with the English academic performance of Grade 11 TVL students. It is recommended that teachers acquire trainings in personalized approach in curriculum or delivery of instruction involvement, adapt new strategies so they would be responsive to the learners' needs. Moreover, as professionals, a teacher must realize that learning is contagious, develop new plans, innovate and truly apply what has been taught during the training. (4) It was determined that teacher personality traits influence the English academic performance of Grade 11 TVL students. It is highly suggested to utilize the *Individual Learning Plans (ILPs) Policy*. The intervention is more personalized

applying the appropriate teacher's personality traits and will verily use student assessment data to determine a student's areas of support and needs. Furthermore, after the monitoring and evaluation stage, if it is determined that an Individual Learning Plan is still required, the current Individual Learning Plan will be updated to reflect the student's current learning needs, goals and implementation strategies. Since this study is confined only the investigation of factors influencing academic performance in English, future researchers may conduct the same study but in the other subject areas like Mathematics and Science.

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