

English Performance of Grade 3 Learners of Tandang Sora Elementary School

Daisy B. Silapan

Master of Arts in Education, major in Educational Management. Graduate School.
Ilocos Sur Polytechnic State College, Tagudin, Ilocos Sur.

Adviser: ERNEST D. PADIWAN, EdD

Abstract

The study aimed to identify the English performance of Grade 3 learners in Tandang Sora Elementary School for the school year 2021 – 2022. Descriptive statistics were used to analyze the quantitative data. In determining the relationship between and among variables correlational statistics, correlation analysis and multiple regression analysis using Statistics Package for Social Science (SPSS) was used. There were 420 learner – respondents the study.

The study showed that majority of the Grade 3 learners were male with 217 out of 420 learners. Majority of them were composed of two siblings. In terms of the ordinal position, majority were first child. Majority of their fathers were privately employed, while majority of their mothers were unemployed. The majority of their fathers were high school graduates, while majority of their mothers were college undergraduates. The study habits of the learners toward learning English were rated “highly”. The level of teaching performance of Grade 3 teachers during the School Year 2021-2022 was rated “high”.

The Grade 3 learner’s level of English performance was rated “satisfactory”. There is no significant relationship between the profile of the learners and their level of performance, the level of study habits and their level of performance, level of teaching performance and their level of performance, and level of performance and extent of factors affecting performance.

It is recommended that learners should develop their sense of responsibility, study their lessons, and exert more effort in their studies especially towards learning the English subject. The Grade 3 English teachers should be updated with the new trends and techniques in teaching to further enhance their teaching performance in English. They should be encouraged to attend training courses and seminars. Finish their graduate studies so that they will become more efficient and effective to teach the English subject. A similar study can be conducted in all English subjects from Grade 1 to Grade 6 to find out factors which may influence the performance of the learners.

Keywords: English performance, learners’ profile, study habits, teaching performance, factors affecting performance

Chapter I

INTRODUCTION

Background of the Study

Developing nations recognize the importance of learning English to keep up with scientific and technological advancements worldwide. They aim to establish systems that assess the human resources within their countries, giving those with strong foreign language skills a significant advantage. Rao (2019) underscore English plays a pivotal role as a global language, fostering international relationships in science, technology, business, education, travel, and tourism. It serves as a common language, facilitating effective communication and collaboration globally, particularly among scientists, business entities, and on the internet. Its widespread usage in higher education and the tourism industry further highlights its pervasive influence.

In a global colloquium held in 2012, it was emphasized that education, employment, and empowerment for young people are crucial for global progress. Mastery of the English language is vital for effective communication in today's globalized world. English is taught from elementary to tertiary levels in schools and serves as the medium of instruction, except in primary levels where the mother tongue is used. However, Filipino learners face challenges in developing their English proficiency, particularly in oral skills, which can impact their performance in higher education and job applications.

The proficiency of Filipinos in English has been deteriorating despite increased access to technological devices for learning. This decline in English proficiency may negatively affect the competitiveness of Filipinos in foreign trade and communication, as well as their recognition as skilled English speakers in Southeast Asia. The Department of Education has implemented reforms, including standardized tests like the National Achievement Test (NAT), to improve the quality of instruction and academic performance.

Education First (EF), underscores a decline in the English Proficiency Index of the Philippines. Based on a 2020 report, the country has dropped seven spots and now holds the 27th position. The decline follows a trend of decreasing rankings in previous years, with the Philippines dropping from 13th place in 2016 to 15th in 2017, 14th in 2018, and 20th in 2019 (<https://news.abs-cbn.com/news/11/27/20/dep-ed-commits-to-address-filipinos-declining-english-proficiency>)

In addition, among 79 countries, Filipino learners rank lowest in reading comprehension and second lowest in math and science, according to the Program for International Student Assessment (PISA). In 2018, the national mean percentage score among Grade 6 pupils was only 37.44, the lowest in NAT history. This was far from the 70.88 score in 2015, which then plummeted to 42.03 in 2016 and 39.95 in 2017. Grade 10 scores suffered a similar downward trend, from 53.77 in 2014 to 44.08 in 2017, only minimally inching upward to 44.59 in 2018. Both grade levels are now in the “low mastery” category due to their latest NAT scores (<https://opinion.inquirer.net/125707/what-happened-to-our-basic-education>)

The National Achievement Test (NAT) results have shown a decline in the achievement level of Filipino learners. English proficiency plays a role in students' performance in the NAT, but various internal and external factors also affect their academic performance. These factors include class schedules, class size, learning materials, teachers' role, technology, extracurricular activities, family problems, work and financial issues, and social factors.

Technological advancements, such as mobile phones and computers, have influenced communication but may hinder vocabulary development compared to traditional methods like letter

writing. Online gaming and social networking sites also impact the younger generation's English proficiency. Age and parental education are additional factors associated with English proficiency.

Creating the right learning environment are important for effective learning. Teachers play a vital role in students' academic and non-academic performance, and their education, training, and work attributes are key factors. Regular monitoring of students' progress and individualized feedback are essential for improvement. Schools should create a comfortable and caring environment to enhance academic performance and focus on effective teaching and learning processes.

Meanwhile, Grade 3 learners in Tandang Sora Elementary School were observed with difficulties in learning English under the blended learning modality due to the current health situation. Several factors hinder learning among Grade 3 learners. Language barriers posed challenges for learners whose first language is not English, which is the primary language of instruction. In addition, insufficient resources, including learning materials and technology, limited effective learning opportunities. Overcrowded classrooms hindered individual attention and learners' engagement. Inadequate teacher training in instructional strategies and classroom management affected their ability to facilitate learning.

Moreover, the researcher observed lower assessment results in both modular and online classes, requiring the teacher to provide additional explanations and activities. Thus, factors affecting English performance should be identified early on in the elementary level to address learners' challenges.

Considering these circumstances, the researcher aimed to assess the English performance of Grade 3 learners in Tandang Sora Elementary School to contribute to the advancement of English teaching in the academe.

Framework of the Study

This study is influenced by four theories: Progressivism, Equilibrium Theory, Bruner's Cognitive Learning Theory and Role Theory.

Progressivism, based on John Dewey's philosophy of education, emphasizes that children learn better through hands-on experiences and trial-and-error. Dewey believed that children must try and fail in order to learn and develop an understanding of the world around them. Progressivism focuses on "learning by doing" and believes that education should prioritize the child's interests and needs rather than the subject matter.

The theory of progressivism impacts learning through its student-centered approach, emphasizing personalized education tailored to individual students' needs and interests. It values experiential learning, where students engage in practical activities, problem-solving, and critical thinking. Progressivism also emphasizes collaborative learning, encouraging group work and discussions for students to learn from each other and develop social skills.

Additionally, progressivism focuses on connecting learning to real-life experiences, making it relevant and applicable to students' lives. It places a strong emphasis on developing students' critical thinking skills, enabling them to analyse information, think independently, and solve problems creatively. Ultimately, progressivism aims to foster student engagement and effective learning experiences.

Incorporating learner-centered activities such as hands-on tasks, collaborative projects, and problem-solving exercises, teachers facilitate the development of critical thinking skills in students. Furthermore, when real-world experiences are integrated into the learning process, it enhances the educational experience, making it more comprehensive and applicable to learners' development.

Schell and Janicki (2013) explained that interactive learning materials are beneficial because they align with the learner's way of constructing knowledge. Additionally, offering online packages such as video presentations, audio lessons, enrichment activities, and worksheets can help learners develop mastery in various subjects.

The equilibrium theory of education emphasizes the importance of balancing old and new learning in schools. Teachers play a role in creating a positive learning climate, providing resources, and stimulating students to explore, investigate, and become lifelong learners.

This theory supports active learning and inquiry, encouraging pupils to engage, question, and explore. It aligns with the Zone of Proximal Development and scaffolding, highlighting the crucial role of teachers in providing support. Additionally, it aligns with constructivist learning, acknowledging the importance of prior knowledge and personal experiences. Ultimately, addressing cognitive conflicts fosters a supportive learning environment that promotes active engagement and critical thinking.

The theory of cognitive equilibrium has a significant impact on how pupils learn. It involves cognitive conflict that arises when new information challenges existing understanding, motivating learners to seek resolution. Through accommodation and assimilation, learners adjust their mental frameworks to integrate new concepts with their existing knowledge.

Despite the challenges posed by the country's health situation, teachers can still enhance the learning experience by designing and initiating activities that supplement learning while students are at home. Teachers' creativity includes crafting supplemental learning materials, developing audio-aided presentations and video lessons, utilizing radio-based technology in teaching, and procuring walkie-talkies to support the teaching-learning process.

This study is based on Bruner's Cognitive Learning Theory, which posits that learning is an active process where learners construct and interpret new ideas based on their current and previous knowledge. Teachers should present lessons in a simple and understandable form, tailored to the understanding of the child.

The use of instructional materials provides a structure for learning, it provides a framework that helps students learn more effectively. By having a specific plan and set of materials to follow, students can stay on track and avoid getting overwhelmed or lost in the materials.

Moreover, effective instructional materials are essential tools that teachers utilize to actively engage students in the learning process. These materials encompass a wide range of resources such as textbooks, workbooks, software, apps, games, and videos. By harnessing the power of these materials, teachers enable students to efficiently grasp and master content and essential skills. Schell and Janicki (2013) highlighted the benefits of interactive learning materials that align with the learner's way of constructing knowledge.

Role theory is of paramount importance in the teaching and learning process, particularly for teachers. It clarifies their roles and responsibilities, allowing for effective management and clear expectations. Furthermore, role theory guides teachers in selecting appropriate instructional strategies that align with their roles, fostering a conducive learning environment. It emphasizes the significance of effective communication, enabling teachers to communicate instructions clearly and promote open dialogue with students.

Regarding the role of the teacher, they are expected to oversee the learning process to meet the individual needs of each learner in the class. The teacher takes responsibility for monitoring the progress of the learners, which includes promoting quality learning, providing supplemental activities, responding

to queries, coordinating, and collaborating with co-teachers to improve the teaching-learning process, and using varied teaching techniques to address differences among learners. The teacher conducts supervision and monitoring of learners' progress and provides remediation and enhancement when needed and possible. Learners can seek assistance from the teacher through various means such as e-mail, telephone, or instant messaging. If feasible, the teacher may also conduct home visits to provide remediation or assistance to learners (Llego, 2021).

Gabriel (2017) pointed out that teachers, as professionals, are expected to adapt to curriculum changes to make teaching and learning dynamic and effective. As the curriculum evolves, instructional materials require innovation because the teaching-learning process is a matter of response. Reotutar (2016) stressed the need for good, effective, successful, and idealistic teachers who can deliver instructional objectives and desired learning outcomes to students.

Teachers play a crucial role in the education system as they are responsible for making the teaching-learning process enjoyable and meaningful. Their dedication and efforts contribute significantly to creating an effective and impactful educational experience.

Based on the different theories, concepts and models of instruction material preparations, the study was conceptualized and reflected in its paradigm in Figure 1.

**INDEPENDENT
VARIABLE**

**DEPENDENT
VARIABLE**

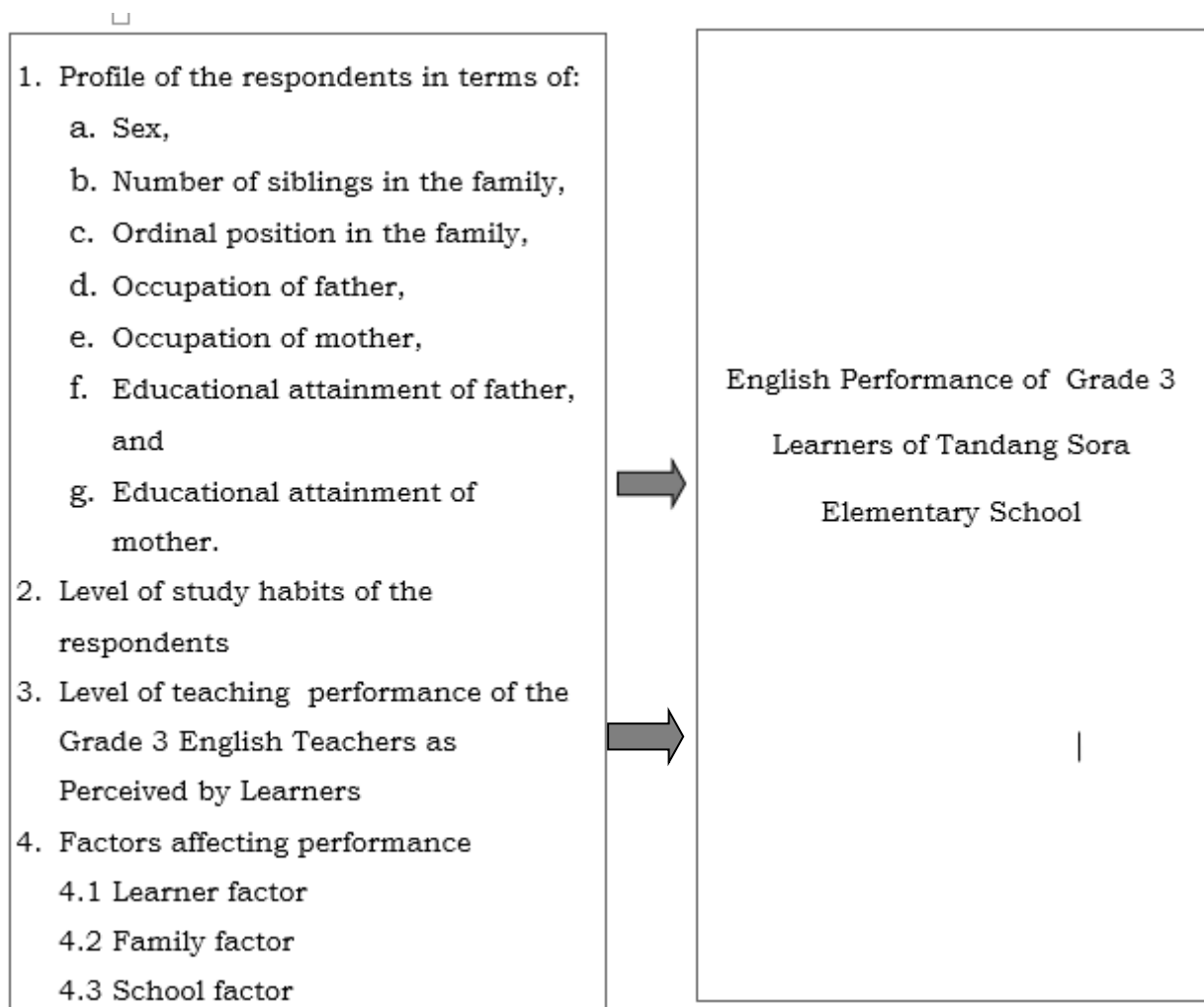


Figure 1. The Research Paradigm

Statement of the Problem

The study was conducted to determine the English Performance of Grade 3 Learners of Tandang Sora Elementary School, Quezon City, school year 2022 – 2023.

More specifically, it aims to answer the following questions:

1. What is the personal profile of the respondents in terms of:
 - a. sex;
 - b. number of siblings in the family;
 - c. ordinal position in the family;
 - d. occupation of father;
 - e. occupation of mother;
 - f. educational attainment of father; and
 - g. educational attainment of mother?
2. What is the level of the study habits of Grade 3 learners in Tandang Sora Elementary School?
3. What is the level of teaching performance of the Grade 3 teachers as perceived by the learners?
4. Based on the learner's perception what is the extent of the factors affecting the performance of the Grade 3 learners in English along:
 - a. learner factor;

- b. family factor; and
 - c. school factor?
5. What is the level of performance of the Grade 3 learners in English?
 6. Is there a significant relationship between the profile of the learners and their level of performance?
 7. Is there a significant relationship between the performance of the respondents and their level of study habits?
 8. Is there a significant relationship between the level of performance of the Grade 3 learners and the level of teaching performance of the Grade 3 teachers?
 9. Is there a significant relationship between the performance of the Grade 3 learners and the extent of the factors affecting their performance?

Hypotheses

This study affirms the significant propositions which are the following:

1. There is no significant relationship between the performance of the respondents and their profile.
2. There is no significant relationship between the performance of the respondents and their level of study habits.
3. There is no significant relationship between the level of performance of the Grade 3 learners and the level of teaching performance of the Grade 3 teachers.
4. There is no significant relationship between the performance of the Grade 3 learners and the extent of factors affecting their performance.

Scope and Limitations of the Study

This study aimed to identify the factors that affect the English Performance of Grade 3 Learners in Tandang Sora Elementary School, Quezon City during the School Year 2022 – 2023. This study was limited to 420 Grade 3 learners of Tandang Sora Elementary School, Quezon City.

This research used the descriptive – correlation research design, it tried to describe the profile of the respondents, the level of the study habits, the level of teaching performance of Grade 3 teachers, extent of the factors affecting the performance of the Grade 3 learners and their level of English performance.

Importance of the Study

The findings of this study will be of great value to the following:

Grade 3 learners, being the research subjects, may benefit from this study because their concerns are addressed accordingly. This study will serve as the basis for making English learning more interesting and enjoyable.

Teachers could benefit from this study as it can help them improve their management and instructional skills, emphasizing the significance of learning regardless of student status. It will aid in establishing better rapport with the learners, ultimately leading to better performance, love, and appreciation for their studies. Additionally, this study will provide teachers with necessary information that they can adopt to meet the demands of a new and improved teaching-learning process, teacher-learner relationships, and the delivery of quality science instruction.

School administrators or educational planners would be guided in adopting policies and programs to address student and family problems, aiming for success in academic programs. It would also assist in planning appropriate interventions to meet student needs, especially for those with learning difficulties, and provide necessary instructional aides to enhance the quality of education in public schools.

The **researcher** would be effectively guided in imparting knowledge to the learners and uplifting the quality of education. The researcher will be inspired to improve English instruction through continued innovation in teaching, selecting, and constructing relevant and meaningful instructional materials for the learners.

Through the findings of this study, parents and the community could be informed about the facts regarding the K to 12 Basic Education Curriculum. They may accept the changes in the educational curriculum and support their children in achieving better grades. The research results will help parents extend positive support to their children, enlightening them about the benefits they can receive from the program.

Future researchers would have a basis for similar studies and will be provided with vital information. They may use the results of this study as a reference for their own research endeavors.

Definition of Terms

For better clarification and understanding of the terms related to this study, the following terms are conceptually and operationally defined:

Learner's Profile refers to the following characteristics of the learner: sex, number of siblings in the family, ordinal position in the family, occupation of the father, occupation of the mother, educational attainment of father, and educational attainment of mother.

Sex pertains to the physiological classification of a person as male, female.

Number of Siblings in the Family indicates the actual number of siblings the respondent has in the family.

Ordinal Position in the Family describes the actual birth order of the child within the family.

Occupation of Father represents the father's occupation categorized as public employee, private employee, Overseas Filipino Worker, businessman/woman, self – employed, unemployed.

Occupation of Mother pertains to the mother's occupation categorized as public employee, private employee, Overseas Filipino Worker (OFW), businessman/woman, self – employed, unemployed.

Educational Attainment of Father represents the father's educational accomplishment categorized as no formal schooling, elementary undergraduate, elementary graduate, high school undergraduate, high school graduate, college undergraduate, college degree, college degree with masteral unit, master's degree, MA with doctoral units, doctoral degree.

Educational Attainment of Mother depicts the mother's educational accomplishment categorized as no formal schooling, elementary undergraduate, elementary graduate, high school undergraduate, high school graduate, college undergraduate, college degree, college degree with masteral unit, master's degree, MA with doctoral units, doctoral degree.

Level of the Study Habits refers to the different individual behaviors related to studying, including study methods and skills that can increase motivation, make the study process more effective, and ultimately enhance learning. Categorized as very high, high, moderate, fair, and poor.

Level of the Teaching Performance encompasses the set of actions, attitudes, and behaviors exhibited by the teacher classified as in the teaching-learning environment that contribute to achieving educational goals for learners. Categorized as very high, high, moderate, fair, and poor.

Extent of the Factors Affecting the Performance of the Respondents refers to the different factors that affect the performance of Grade 3 learners. Such as learner factor, family factor, and school factor. Categorized as very high, high, moderate, fair, and poor.

Learner Factor refers to the individual personal attributes, aptitudes, and social interactions of a learner that impact their learning development.

Family Factor describes the conditions and features of the family environment that influence the holistic development of a learner.

School Factor represents the availability of physical facilities in Tandang Sora Elementary School, including health facilities, home economics facilities, industrial arts/agriculture facilities, library/School Learning Resource Center (SLRC) facilities, athletic facilities, laboratory facilities, and guidance office facilities.

Level of Performance of Learners refers to the degree of proficiency, competence, or achievement demonstrated by the learners in a particular subject or skill area. Categorized as outstanding, very satisfactory, satisfactory, fair, poor.

Review of Literature

This chapter presents the highlight of related literature and studies, both on foreign and local sources, which are found to have strong relationship to the present study.

The review of related literature is an essential aspect of investigation. This helps the researcher to gather up to date information about what has been done in the area on which she intended to study.

Learner's Profile

Learners are at the core of educational institutions, serving as the primary beneficiaries and purpose of the school. The school's objective is to meet learners' educational needs through tailored programs, diverse curriculum, well-maintained facilities, and comprehensive support services. Santos et al. (2021) mentioned that for individuals to experience growth in terms of acquiring desirable degrees and types of concepts. Individuals need to continuously develop and expand their knowledge and understanding of various concepts in order to adapt and thrive in their personal and professional lives.

Arce (2016) underscore the influence of various factors on learners performance was examined. The findings indicated that factors such as age, sex, and place of residence did not have a significant impact on learners' performance. However, qualification in quantitative subjects was found to be associated with better performance. Moreover, proximity to the school was found to be a contributing factor, as learners who lived near the university tended to perform better compared to their counterparts.

Likewise, Barrientos (2016) mentioned that the performance of students was not correlated with socio-economic factors such as sex, age, birth order, size of family, occupation of mother, family monthly income, and type of high school graduated. These variables did not show any significant relationship with the students' academic performance.

Moreover, Feng (2021) highlighted that there is no significant difference in the learning performance between boys and girls when considering sex and age as factors. This finding suggests that the academic achievement of students, regardless of their gender, is not influenced by their sex. In other words, boys and girls have an equal potential to excel in their learning outcomes.

Recognizing and addressing the unique needs and strengths of each learner, regardless of their gender, is of paramount importance in ensuring equitable educational opportunities and outcomes. By taking a student-centered approach, educators can tailor their instruction and support to meet the individual needs of every student. It includes considering diverse learning styles, interests, and abilities, as well as providing a safe and inclusive learning environment. By valuing and affirming the diverse experiences

and perspectives of all learners, educators can foster a sense of belonging and empowerment, allowing each learner to thrive academically and personally.

Learner's Study Habits

Arieta et al. (2017) underscored that good study habits play a vital role in facilitating critical reflection and enhancing skills outcomes such as selecting, analysing, critical thinking, and synthesizing. When students develop effective study habits, they engage in thoughtful and deliberate processes that go beyond mere memorization. They learn to select relevant information from various sources, discerning what is essential and valuable for their learning objectives.

Furthermore, through disciplined study practices, students are able to analyse and evaluate information critically, identifying strengths, weaknesses, and gaps in their understanding. This cultivates their ability to think critically, examine different perspectives, and draw well-informed conclusions.

Cruz et al. (2018) presents a simpler categorization of intelligence into three types: academic problem solving, practical intelligence, and creative intelligence. Each of these types has a distinct impact on performance. Success in academic endeavours is not solely dependent on inherent ability and hard work, but also on effective study methods.

Individual students adopt personalized approaches to studying, and possessing good study habits entails the ability to effectively comprehend and utilize the information being studied. Properly developing study skills allows students to understand their own potential for learning and personal growth, fostering a sense of self-direction. Therefore, it is crucial to prioritize the implementation of effective study habits among students.

Moreover, Garcia et al. (2019) revealed that effective study habits, such as goal setting, time management, active engagement, and self-regulated learning, had a significant positive impact on learners' academic performance. Students who demonstrated strong study habits showed higher levels of academic achievement, improved problem-solving skills, and increased retention of learned material. The study highlights the importance of cultivating and promoting effective study habits among learners to optimize their learning outcomes.

Good study habits are essential for learners due to several reasons. It helps improve time management skills, allowing students to allocate sufficient time to different subjects and tasks, leading to a more balanced and effective learning experience. It promotes better retention and understanding of the material, enabling learners to grasp concepts more easily and apply them accurately. Moreover, study habits instil discipline and self-motivation, fostering a sense of responsibility and dedication towards academic pursuits.

Additionally, good study habits contribute to reduced stress levels as students feel more prepared and confident in their abilities, leading to enhanced overall well-being. These habits lay a strong foundation for lifelong learning, equipping students with the tools and strategies necessary for continuous growth and success in their educational journey and beyond.

English Teaching Performance

When learning and teaching styles align, student performance can improve. Meeting students' learning needs can be achieved through the application of instructional materials. Ghamrawi (2014) emphasizes that varied instructional materials and different instructional groups lead to enhanced learning. Additionally, tailoring learning activities based on students' multiple intelligence can result in higher

retention. Implementing tiered/layered activities challenges students at different levels of complexity and abstractness, allowing them to apply literacy strategies independently.

Engagement is a critical factor in the learning and academic achievement of students. When teachers actively involve students in class activities and equip them with the necessary knowledge and skills, it significantly contributes to their success. It is important for teachers to recognize and understand students' individual learning styles to effectively utilize appropriate educational materials and instructional strategies that cater to their diverse needs. By promoting active engagement and personalized learning experiences, teachers can create a supportive and effective learning environment that enhances students' learning outcomes and overall academic achievement.

El-omari (2016) highlighted that teachers' implementation of differentiation practices has a significant impact on students' academic outcomes. In a differentiated classroom, instructional strategies are tailored and adjusted to accommodate the diverse learning interests and needs of students. By recognizing and addressing individual variations, teachers can create an inclusive and engaging learning environment that promotes student achievement. Differentiation allows for personalized instruction, providing students with opportunities to learn and succeed at their own pace, while fostering a sense of belonging and motivation. Ultimately, effective differentiation practices contribute to improved student outcomes and a more inclusive and effective educational experience.

Ghaffarian et al. (2021) revealed that a noteworthy correlation between teachers' discipline strategies and their social intelligence. The study indicated that teachers with higher social intelligence tended to employ less punitive strategies and more discussion, recognition, involvement, and hinting strategies when managing student behavior. This suggests that teachers' ability to understand and navigate social interactions positively influences their approach to discipline, fostering a more supportive and engaging classroom.

Active student engagement in the learning environment is crucial for academic achievement and learning outcomes. Teachers play a pivotal role in fostering this engagement by involving students in class activities and equipping them with the required knowledge and skills. Additionally, recognizing students' unique learning styles enables teachers to effectively select and utilize appropriate educational materials, enhancing the overall learning experience.

In addition, Ghaffarian et al. (2021) underscore the importance of achieving the ultimate goal of student learning is emphasized through the assertion that a combination of teaching methods and an engaging, interactive classroom environment is critical. Given the diversity of learning preferences among students, including visual, auditory, and kinesthetic, it is essential for teachers to integrate activities that cater to each learning style into their curriculum. By accommodating these various preferences, teachers can effectively facilitate learning for all students, ensuring their success and academic growth.

In real-life situations, teachers are expected to guide learners, develop instructional materials that enhance mental abilities, and provide appropriate learning experiences where students can discover relationships between elements.

Moreover, teachers play a crucial role in creating meaningful learning experiences that allow students to explore and uncover connections between different elements of knowledge. By engaging students in these dynamic learning experiences, teachers foster a deeper understanding of concepts and encourage the development of lifelong learning skills. Ultimately, teachers have the opportunity to inspire and empower students to become active participants in their own educational growth and success.

As teachers have direct impact on the learning and development of every learner, it necessary that they have developed mastery of content and pedagogy, use varied technology in enriching the learning experience of every learner, and exhibit deep commitment and dedication towards improving the teaching-learning process that would eventually spell excellence in education.

Factors Affecting English Performance

Teachers are essential to the educational system, as their education, training, and work attributes directly impact students' performance. Their role as primary instruments extends beyond academic achievements, encompassing non-academic aspects as well. Effective teachers possess the knowledge and skills to facilitate a positive learning environment, motivate students, and provide guidance and support.

Meanwhile, English is a crucial subject taught in schools and is widely recognized as an essential language. It serves as the primary medium of instruction for various subjects and is commonly taught as a second or foreign language. English plays a vital role in our daily lives as it serves as the main means of communication. It is commonly used as the working language for business, trade, and global interactions among people worldwide.

Leonen (2018) in his news article in the *Inquirer*, the English proficiency study conducted by Hopkins International Partners over two years has drawn the attention of the Senate. In response, Senator Grace Poe issued Senate Resolution No. 622, calling for an assessment of the current curricula in elementary and high schools due to reports of Filipino graduates losing their advantage in the global language. Wyk et al. (2016) argue that a strong foundation in the English language is crucial for better academic performance.

Andaya (2014) found that student performance is a critical aspect of education, with the government, educators, parents, and society at large taking a keen interest in it. It has been proven that teachers play a significant role in students' academic achievement.

Ali Shoukat et al. (2013) identified various factors influencing academic performance, including gender, age, schooling, father/guardian's socioeconomic status, residential area, medium of schooling, tuition trends, daily study hours, and accommodation trends.

Meanwhile, El-omari (2016) underscore the effectiveness of massive multiplayer online role-playing game (MMORPG)-based (massive multiplayer online role-playing game) instruction in elementary English education. The results indicated that students studying English utilizing online role-playing games showed higher scores in areas of listening, reading, and writing than those who attended face-to-face instruction classes. It was also found that prior knowledge, motivation for learning, and network speed were factors affecting achievement in English learning.

Sison (2012) listed teacher characteristics that can positively impact students' performance, such as developing student interest in the subject, having genuine interest in the subject, showing personal respect for each student, being patient, explaining points clearly at the students' level, possessing a thorough knowledge of the subject, delivering interesting lessons, maintaining a friendly relationship with students, demonstrating confidence and ease when teaching, using questions to foster understanding, encouraging self-initiated work, working towards planned objectives, knowing how to address serious problems or disciplinary issues, using praise to motivate students, employing various methods to evaluate performance, relating new learning to students' own experiences, displaying a sense of humor, conveying warmth in interactions with students, maintaining firmness in enforcing rules, and being imaginative in the use of teaching materials.

Teachers assume a vital role in the educational journey by facilitating learning and creating an environment conducive to student success. They understand the significance of tailoring teaching approaches to meet the diverse needs and learning styles of students, which ultimately impacts their performance.

Moreover, social adjustment, which is influenced by various factors including environmental conditions, economic circumstances, personal limitations, and conflicting needs, plays a crucial role in students' ability to actively participate in the learning process.

Recognizing and addressing these external factors is essential for educators as they aim to support learners in overcoming challenges and maximizing their educational potential. By understanding and responding to the diverse needs of students, educators can create a conducive learning environment that promotes social adjustment and fosters students' overall development. This holistic approach ensures that learners receive the necessary support and resources to thrive academically, emotionally, and socially.

Chapter II

METHODOLOGY

This chapter presents the research design, population and locale of the study, procedure, research instrument and treatment of data or data analysis.

Research Design

This study employed a descriptive research design to gather data on the factors that affect learners' performance in learning the English subject. Descriptive research aims to describe the existing conditions and analyse the relationships among the variables under consideration, as stated by Leonen (2007).

Further, correlational research design examines whether there is a significant relationship between two or more quantitative variables based on their similarity rather than focusing on differences in means. The study used correlational research design to determine whether there is a significant relationship between the following variables profile of the learners, level of study habits, teaching performance of the Grade 3 teachers, and the extent of the factors affecting performance to the level of English performance of Grade 3 learners.

Population and Locale of the Study

The researcher selected Tandang Sora Elementary School in Quezon City as the study's locale due to its practicality and accessibility. Moreover, the researcher is currently teaching at this school and holds the position of Teacher-I as appointed by the Department of Education (DepEd). The study included a total of 420 Grade 3 learners from Tandang Sora Elementary School as respondents.

The findings of this study relied on the information provided by the respondents, making the validity of the information dependent on them. Approval and consent letters were requested to the approving authorities before the data collection. To ensure accurate data, the researcher took certain measures. Permission was obtained from the Schools Division Superintendent through the School Heads of the respondents.

The researcher conducted a brief discussion with the respondents to explain the purpose of the study and its significance in enhancing education and improving the learners' performance in English subjects, particularly in public elementary schools.

Furthermore, the cooperation of the respondents was sought, and measures were taken to ensure the confidentiality of the information they provided and maintain their anonymity throughout the data collection process.

It was emphasized to the participants that their answers were voluntary. The data that was disclosed throughout the study was kept confidential and the anonymity of the respondents were ensured.

Moreover, the researcher closely supervised the administration of the questionnaire to promptly address any queries that may arise during the study.

Research Instrument

A questionnaire was employed to gather information from the respondents, facilitating the efficient analysis and organization of data. The questionnaire consisted of two main parts. Part I focused on gathering the personal profiles of the respondents, while Part II aimed to identify the factors influencing the performance of Grade 3 learners in English. The questionnaire was lifted with minor modifications to suite the current study from the work of (Montenegro, 2021). As the validity was already established the researcher opted not to subject it for further validation.

Treatment of Data

Descriptive statistics were employed to analyse the quantitative data, including frequency count, weight, rank, and mean. Additionally, correlational statistics was used to determine the relationships between variables. The analysis involved conducting correlation analysis using the statistical software Statistical Package for Social Sciences (SPSS).

Categorization of Data

The Five Likert Scale was employed by the researcher to interpret and analyse the data gathered from the respondents, aiming to identify the various factors that impact the learners' performance. In addition, the following statistical tools were utilized:

For the study habits, the following rating was used:

Point Value	Statistical Range	Descriptive Equivalent Rating
5	4.21 – 5.00	Very High (VH)
4	3.41 – 4.20	High (H)
3	2.61 – 3.40	Moderate (Mo)
2	1.81 – 2.60	Fair (F)
1	1.00 – 1.80	Poor (P)

For the teaching performance, the following rating was used:

Point Value	Statistical Range	Descriptive Equivalent Rating
5	4.21 – 5.00	Very High (VH)
4	3.41 – 4.20	High (H)
3	2.61 – 3.40	Moderate (Mo)
2	1.81 – 2.60	Fair (F)
1	1.00 – 1.80	Poor (P)

For the factors affecting performance, the following rating was used:

Point Value	Statistical Range	Descriptive Equivalent Rating
-------------	-------------------	-------------------------------

5	4.21 – 5.00	Very High (VH)
4	3.41 – 4.20	High (H)
3	2.61 – 3.40	Moderate (Mo)
2	1.81 – 2.60	Fair (F)
1	1.00 – 1.80	Poor (P)

To describe the level of performance of the respondents in English, the scale below was utilized:

Statistical Range	Descriptive Equivalent Rating
32.01 – 40.0	Outstanding (O)
24.01 – 32.0	Very Satisfactory (VS)
16.01 – 24.0	Satisfactory (S)
8.01 – 16.0	Fair (F)
1.0 – 8.0	Poor (P)

For the correlation analysis the researcher used the Pearson r to (Pearson Product Moment Coefficient Correlation) to gauge the relationship of the studied variables.

Chapter III RESULTS AND DISCUSSIONS

This chapter presents, analyses, and interprets the data gathered in the study.

Profile of the Learners

Table 1 summarizes the profile of the learners, profile along sex, number of siblings in the family, ordinal position in the family, occupation of father, occupation of mother, educational attainment of father, and educational attainment of mother.

Sex

When taken as a whole, out of 420 learner - respondents majority were male respondents with a total of 217 or 51.67 percent while 203 or 48.33 percent were females.

Based on the data in the table, the learner’s population is fairly balanced in terms of sex, with a slightly higher percentage of males compared to females.

Number of Siblings in the Family

Based on the table, it was observed that the majority of learners (30.48%) had 2 siblings, followed by 3 siblings (21.19%). The number of siblings decreases as we move towards higher numbers, with the lowest percentage for learners with 6 siblings (7.62%).

Table 1 presents the profile of the respondents in terms of personal/social factors.

PROFILE	F	%
A. Sex		
Male	217	51.67
Female	203	48.33
Total	420	100.00
B. Number of Siblings in the Family		
1	55	13.10
2	128	30.48
3	89	21.19
4	61	14.52
5	55	13.10

6	32	7.62
Total	420	100.00
C. Ordinal Position in the Family		
First	120	28.57
Second	111	26.43
Third	96	22.86
Fourth	47	11.19
Fifth	27	6.43
Sixth	19	4.52
Total	420	100.00
D. Occupation of Father		
Public employee	85	20.24
Private employee	90	21.43
OFW	37	8.81
Businessman	67	15.95
Self- employed	76	18.10
Unemployed	65	15.48
Total	420	100.00
E. Occupation of Mother		
Public employee	61	14.52
Private employee	70	16.67
OFW	40	9.52
Businessman	48	11.43
Self- employed	85	20.24
Unemployed	116	27.62
Total	420	100.00
F. Educational Attainment of Father		
No Formal Schooling	13	3.10
Elementary Undergraduate	38	9.05
Elementary Graduate	51	12.14
High School Undergraduate	47	11.19
High School Graduate	116	27.62
College Undergraduate	77	18.33
College Degree	70	16.67
College Degree with Masteral Units	8	1.90
Master's Degree	0	0.00
M.A. with Doctoral Units	0	0.00
Doctoral Degree	0	0.00
Total	420	100.00

G. Educational Attainment of Mother		
No Formal Schooling	7	1.67
Elementary Undergraduate	37	8.81
Elementary Graduate	54	12.86
High School Undergraduate	61	14.52
High School Graduate	54	12.86
College Undergraduate	113	26.90
College Degree	88	20.95
College Degree with Masteral Units	5	1.19
Masters Degree	1	0.24
M.A. with Doctoral Units	0	0.00
Doctoral Degree	0	0.00
Total	420	100.00
Legend: F- Frequency, % - Percentage		

Blaabæk et al. (2019) mentioned that families of larger size often experience a higher level of comfort and have the financial means to enjoy luxuries in life. Moreover, parents with two to three children are more likely to have sufficient time to nurture their children's academic abilities since they are dividing their attention among fewer offspring.

Feng (2021) underscore the effects of large family size include limited resources, as the division of financial means, time, and attention among more children can result in fewer resources available for each child's educational needs. Parental involvement may also be reduced, as parents with more children may find it challenging to actively engage in their education.

Ordinal Position in the Family

In terms of ordinal position in the family, the table shows that most of them were first child with 120 or 28.57 percent, followed by second child with 111 or 26.43 percent, third child 96 or 22.86 percent, fourth child with 47 or 11.19 percent, fifth child with 27 or 6.43 percent, and sixth child with 19 or 4.52 percent.

Based on the data, it was observed that the largest group of learners (28.57%) holds the first ordinal position in their families. The percentages gradually decrease as we move towards higher ordinal positions, with the smallest group (4.52%) being learners in the sixth ordinal position.

It is evident on the table that most of the Grade 3 respondents were first child in the family and that their parents can provide sufficient time in their learning studies and provide more resources essential to their learning.

Laosa and Brophy (2016) conducted a study of kindergarten kids and found firstborns tended to do better on creative assessments and to have somewhat greater levels of popularity among their peers. The effects were often more noticeable in females, which is consistent with other studies demonstrating that girls are more susceptible to environmental variables than boys during the preschool years.

Occupation of Father

Based on the data, it can be observed that the following distribution of fathers' occupations among the learners: Private employees and public employees are the two largest categories, each accounting for roughly one-fifth of the learners. Businessmen and self-employed fathers make up a significant portion of the learners' fathers. OFWs, unemployed fathers, and self-employed fathers have relatively lower percentages among the learners.

This finding is hardly surprising given the fact that Quezon City is one of the ten most developed cities in the country. The kind of occupation a parent engages in determines his income as well as his social status. It is seen that difference in the occupation of parents is often manifest in different styles of child rearing, different ways of disciplining children and different ways of reacting to their children.

Feng (2021) highlighted that the family plays a central role in shaping the lives and outcomes of students. One influential factor is the educational level of parents, which significantly impacts children's academic success. Further, the study confirms a strong association between parental education and the educational achievements of their children. It is recognized that higher parental education is closely linked to higher levels of educational attainment in children.

Parents with high occupational class or prestigious occupations tend to provide a source of security to their children by their ability to meet emergencies, absorb economic shocks and offer the means to live comfortably.

Occupation of Mother

On the occupation of the mother, the table shows that most of them were unemployed with 116 or 27.62 percent, followed by self-employed with 85 or 20.84 percent, private employee with 70 or 16.67 percent, public employee with 61 or 14.52 percent, businessman with 48 or 11.43 percent, OFW with 40 or 9.52 percent.

It is observed that the following distribution of mothers' occupations among the learners: The largest category is unemployed mothers, accounting for more than one-fourth of the learners. Self-employed mothers and private employees make up significant portions of the learners' mothers. Public employees, businesswomen, and OFWs have relatively lower percentages among the learners. This is due to the fact that their top priority is the welfare of their children and the family. As the result reveal that most of their children were first child it is but proper that the mother stays at home and take care of the family.

Ella et al. (2015) mentioned that occupational status is closely linked to an individual's educational achievements, as it significantly influences their ability to secure better employment opportunities and maintain higher positions. It serves as an indicator and measure of social standing in society, encompassing factors such as job characteristics, decision-making skills, emotional regulation, and the psychological demands associated with the job.

When parents hold higher occupational positions, they are more likely to provide sufficient financial resources for their children's education. This includes covering the costs of tuition, books, and educational materials. Additionally, parents in higher occupations tend to have better access to social networks and resources, which can further support their children's educational journey.

Furthermore, parents in better occupations are often able to offer emotional and psychological support to their children, creating a conducive environment for academic success. The combination of

economic stability, social connections, and emotional support contributes to a positive educational environment that enhances children's educational attainment.

On the Educational Attainment of Father

On the educational attainment of father, the table shows that most of them were high school graduates with 116 or 27.62 percent, followed by college undergraduate 77 or 18.33 percent, college degree with 70 or 16.67 percent, elementary graduate 51 or 12.14 percent, high school undergraduate 47 or 11.19 percent, elementary undergraduate 38 or 9.05 percent, no formal schooling 13 or 3.10, and college degree with masteral units 8 or 1.90 percent.

Based on the table, it can be gleaned the following distribution of educational attainment among the fathers of the learners: The largest category is high school graduates, accounting for more than one-fourth of the fathers. College undergraduates and college degree holders make up a significant portion of the fathers' educational attainment. The percentages gradually decrease for fathers with incomplete education, elementary education, and no formal schooling. There are no fathers reported to have a master's degree or higher educational attainment.

Rana (2015) mentioned that fathers with higher levels of education tend to have higher expectations for their children's academic success and are more likely to be involved in their children's education, providing valuable support and encouragement. The educational attainment of a father plays a crucial role in determining socio-economic factors and the accessibility of educational resources, ultimately shaping a child's educational opportunities and outcomes all of which significantly impact the child's educational trajectory.

Educational Attainment of Mother

On the educational attainment of mother, the table shows that most of them were college undergraduate with 113 or 26.90 percent, followed by college degree holder with 88 or 20.95 percent, high school undergraduate with 61 or 14.52 percent, elementary and high school graduates both with 54 or 12.86 percent, elementary undergraduate with 37 or 8.81 percent, and college degree with masteral units with 5 or 1.19 percent.

Based on the data, it can be observed the following distribution of educational attainment among the mothers of the learners. The largest category is college undergraduates, accounting for more than one-fourth of the mothers. College degree holders and high school graduates make up a significant portion of the mothers' educational attainment. The percentages gradually decrease for mothers with incomplete education, elementary education, and no formal schooling. There is a small percentage of mothers who have completed master's level coursework or have a master's degree. There are no reported mothers with doctoral degrees.

Mother tongue of child is learnt at home through the informal teaching of mother and nonformal interactions of other family members. All the four languages get started at home with his/her mother's love, kindness, and teaching. Rana (2015) mentioned that learners' whose parents are well educated get higher positions than those whose parents are not educated. Educated parents help their children in schoolwork activities.

Educated parents play a vital role in providing foundational education, serving as a cornerstone for the child's growth and development. The education and guidance offered by educated parents can have a profound impact on a child's cognitive, social, and emotional development, laying the groundwork for

future learning experiences. By fostering a nurturing and supportive learning environment at home, educated parents empower children to explore their curiosities, develop essential skills, and cultivate a lifelong love for learning.

Level of Study Habits

Table 2 presents the study habits of the learners toward their academic subjects. As based on the table, most of the learner's study habits were rated as "High" followed by "Moderate".

Table 2. Level of Study Habits

No.	Indicators	Mean	Descriptive Equivalent Rating
1.	I study every day.	3.32	Mo
2.	I do my homework daily.	4.56	VH
3.	I study at a particular time of the day.	3.00	Mo
4.	I have all the required books and other relevant materials of study with me.	4.36	VH
5.	I develop an automatic interest in the subject as soon as I start studying it.	4.12	H
6.	I realize the importance of the subjects for my future career.	3.72	H
7.	I read the main points before I read the chapter.	3.36	Mo
8.	I continue my reading despite the difficulties in understanding the meaning of some words.	3.52	H
9.	I read very carefully to understand every point.	3.92	H
10.	I study in the library regularly.	3.36	Mo
11.	I take down notes while reading.	2.56	F
12.	During the classroom teaching, I take down notes very sincerely.	3.80	H
13.	At home, I compare my class notes with the notes from the textbooks.	3.44	H
14.	I take the help of anybody if I do not follow anything.	3.16	Mo
15.	I study the subject matter at home thoroughly before it is taught in the classroom	3.20	Mo
16.	I attend my classes regularly on time.	3.36	Mo
17.	I frequently remain absent from class.	3.88	H
18.	If a matter is to be learned by heart, I read and memorize it part by part.	3.56	H
19.	I try to recall the matter after reading it.	3.72	H
20.	I cram certain things without understanding.	2.96	Mo
21.	I usually lose points on my exams because of careless mistakes.	4.36	VH

22.	I get sleepy when I study.	4.08	H
23.	I study only when I feel like it.	3.28	Mo
24.	I give up if an assignment is difficult.	2.68	Mo
25.	I enjoy learning.	3.80	H
Over-all Mean		3.56	H

Legend: VH – Very High, H – High, Mo – Moderate, F- Fair

Among the indicators, the highest mean score was obtained for the item "I do my homework daily" with a mean of 4.56, indicating a very high level of commitment to completing homework assignments (Descriptive Equivalent Rating: VH). This finding suggests that the learners at Tandang Sora Elementary School demonstrate a strong sense of responsibility and dedication in completing their homework regularly, which can positively impact their academic performance and knowledge retention.

On the other hand, the lowest mean score was observed for the item "I take down notes while reading" with a mean of 2.56, which received a rating of F (Fail). This indicates that the learners struggle with the habit of taking notes while reading, potentially hindering their ability to effectively understand and remember the material. Addressing this area of weakness is crucial to help learners improve their comprehension and retention of the subject matter. Encouraging them to develop note-taking strategies and providing guidance on how to extract key information from texts can be beneficial.

Overall, the data suggests that the learners at Tandang Sora Elementary School demonstrate strong study habits in certain areas, particularly in completing homework assignments consistently and recognizing the importance of subjects for their future careers. These habits reflect their commitment to learning and academic success. However, there is a need to focus on improving note-taking skills, as this is a vital study habit that can enhance their overall understanding and recall of the material. By providing support and strategies to develop effective note-taking techniques, educators can help learners strengthen their study habits and maximize their learning potential.

The findings of this study corroborate with that of Macgalo (2017) who found out that the study habits of Grade 8 learners among the four integrated schools of Tagudin District showed “frequently” as result.

This is also parallel to the study of Aquino (2022) of the second-year students at San Juan National High School that displayed “general” as their study habits towards learning English.

Johnson et al. (2019) highlights that good study habits are crucial for learners as they directly impact their academic performance. By developing effective study skills, students can optimize their learning process, manage their time efficiently, and retain information effectively. These enable students to become more self-directed learners, leading to improved academic outcomes and long-term success in their educational journey.

Further, Wilson et al. (2020) underscores the significance of adopting and maintaining effective study habits, such as time management, active learning strategies, and self-regulation techniques.

Cultivating good study habits not only improves academic performance but also enhance learner’s overall learning experience. By developing effective study habits, learners become more organized, focused, and efficient in their learning process. These habits enable them to manage their time effectively, set realistic goals, and maintain a disciplined approach to their studies. Moreover, these skills are transferable, empowering learners to excel not only in their current academic pursuits but also in their

future educational endeavours, where self-regulated learning and independent study skills are essential for success.

Level of Teaching Performance as Perceived by the Learners

Table 3 presents the level of teaching performance of Grade 3 teachers as perceived by the learners. As based on the table, most of the teachers’ levels of teaching performance were rated as “Moderate” followed by “High”.

The data on the teaching performance of Grade 3 teachers provides insights into their instructional practices and effectiveness in facilitating learning. Among the indicators, the highest mean score was obtained for the item "Promotes independent and lifelong learning" with a mean of 5.00, indicating a very high level of performance in fostering independent and lifelong learning among students (DER: VH). This finding suggests that Grade 3 teachers excel in creating an environment where students are encouraged to take ownership of their learning, develop critical thinking skills, and cultivate a lifelong love for learning.

Table 3. Level of Teaching Performance as Perceived by the Learners

No.	Indicator	Mean	DER
1.	The teacher teaches the lesson without opening the books all the time.	3.40	M
2.	The teacher accomplishes the objectives and scope of the subject as contained in the course guide.	4.60	VH
3.	The teacher explains the lesson well.	3.64	H
4.	The teacher does not rely on the textbooks alone but utilizes other relevant up-to-date materials	3.04	Mo
5.	The teacher encourages student to think, ask questions, and express their own opinions.	3.16	Mo
6.	The teacher develops learners’ ability to consider ideas.	3.08	Mo
7.	The teacher engages learners in individual or group experiential learning.	3.88	H
8.	The teacher guides the learning in the simplest way.	3.76	H
9.	The teacher promotes independent and lifelong learning.	5.00	VH
10.	The teacher helps learner learn from others.	4.32	VH
11.	The teacher has a good command of the language of instruction and conveys’ thoughts and ideas on the level of understanding of his learners	3.36	Mo
12.	The teacher applies theories and principles to practical situations.	3.40	Mo
13.	The teacher integrates desirable Filipino values in the daily lesson.	3.48	H
14.	The teacher promotes independent and lifelong learning.	3.28	Mo
15.	The teacher provides complex project.	2.80	Mo
16.	The teacher demonstrates an activity, or a process of a given topic.	3.36	Mo
17.	The teacher asks questions and make comment	3.88	H

18.	The teacher gives an idea of what the learners did and did not get from an activity or experiment	3.48	H
19.	The teacher posts questions to get ideas or opportunities in an area that needs to be improved or developed.	3.16	Mo
20.	The teacher recognizes and accepts strength and weaknesses and exerts efforts to improve them.	3.84	H
Over-all Mean		3.60	H

Legend: VH – Very High, H – High, Mo – Moderate

By promoting independent learning, teachers are equipping students with the necessary skills and mindset to become self-directed learners. On the other hand, the lowest mean score was observed for the item "Provides complex project" with a mean of 2.80, which received a rating of Mo (Moderate). This indicates that there is room for improvement in terms of providing complex projects to students. Complex projects are valuable opportunities for students to engage in higher-order thinking, problem-solving, and collaborative work.

By designing and assigning complex projects, teachers can challenge students to apply their knowledge and skills in meaningful ways, fostering deeper understanding and creativity.

Overall, the data suggests that Grade 3 teachers demonstrate strong teaching performance in various aspects, such as accomplishing the objectives and scope of the subject, engaging students in experiential learning, and recognizing students' strengths and weaknesses to support their improvement. However, there is a need to enhance the provision of complex projects, which can enrich students' learning experiences and promote higher-level thinking skills. By incorporating more complex projects into their instructional practices, teachers can further enhance student engagement, critical thinking, and problem-solving abilities. This will contribute to a more comprehensive and effective learning environment in Grade 3 classrooms.

Teaching performance encompasses the actions and practices exhibited by teachers inside the classroom, an indicator of their competence and preparedness. It serves as a valuable tool for evaluating teachers' effectiveness and identifying areas that require improvement in teacher education. Assessing teachers based on their performance in the classroom provides meaningful insights and supports the implementation of necessary changes to enhance their skills and abilities.

Turner et al. (2019) highlights the significant influence that teachers' teaching performance can have on students' learning and academic outcomes. The study emphasized the importance of effective teaching practices and insights into the specific strategies and approaches that are associated with improved student performance. Moreover, the implications for teacher training, professional development, and the evaluation of teaching effectiveness are imperative.

Effective teacher plays a vital role in creating a conducive learning environment, motivating students, and delivering engaging lessons. Their ability to explain complex concepts, provide individualized support, and foster a positive classroom atmosphere greatly influences learners' comprehension, retention, and overall academic achievement.

Burroughs et al. (2019) emphasizes the importance of effective teachers who possess the necessary professional and personal skills to inspire and motivate students to achieve their maximum potential in the learning process. Teacher's instructional efforts is to empower and inspire young individuals, ensuring that they not only gain knowledge during their student years but also possess the skills to continue learning

throughout their lives. In addition to delivering lessons effectively and efficiently, teachers also possess the ability to engage students and capture their attention, creating a conducive learning environment.

The quality of a good teacher plays a crucial role in shaping students' learning experiences and their acquisition of knowledge. A good competency of a teacher goes linear with the achievements of his/her pupils. When teachers possess strong skills and knowledge, students are more likely to excel academically. Additionally, teachers who exude confidence and create a comfortable and inclusive classroom climate foster an environment that encourages student engagement and participation. The ability of teachers to be confident, create a comfortable climate for his/her pupils, maintains good interaction that would spell increase student participation in learning and eventually success in education.

Factors Affecting Performance

The factors affecting performance of the learners toward learning English during the school year 2021 – 2022 is reflected on table 4.

Along learner factor indicators, the learner study well had 3.88 mean and the learner is active in the class had 4.06 mean rating. The learner comes to school regularly has the highest mean rating of 4.19 described as High.

Table 4. Level of the Factors Affecting Learners' Performance

Learner Factor	Mean	DER
1. I study well.	3.88	H
2. I come to school regularly.	4.19	H
3. I am active in the class.	4.06	H
4. I got high scores during examination	3.56	H
5. I answer my homework everyday	3.69	H
Sub-Mean	3.88	H
Family Factor		
1. My parents supervise me when I study.	3.56	H
2. My parents check the results of my quizzes at home.	3.63	H
3. My parents remind me of my assignment every day.	3.56	H
4. My parents give me a lot of work at home.	3.25	Mo
5. My parents provide my needs in school.	4.44	VH
Sub-Mean	3.69	H
School Factor		
1. The school provides enough material to supply my needs.	4.13	H
2. The library opens regularly.	4.50	VH
3. There is enough room for pupils.	4.38	VH
4. The school is conducive for learning.	4.44	VH
5. The school implements its rules and regulations strictly.	4.63	VH
Sub-Mean	4.41	VH
Over-all Mean	3.99	H

Legend: VH – Very High, H – High, Mo – Moderate

The learner answers his/her homework everyday had 3.69 mean and the learners gets high scores during examination had 3.56 mean rating described as High. The sub-mean was 3.88 High. The results imply that the learners are studying well, active in the class, and come to school regularly. The finding further implies that the learners enjoy learning as it is fun, and exciting to be as they are supported well by their family and the school as well.

Abbasi and Mir (2012) posited that learners themselves play critical roles in getting good grades and must therefore explore all opportunities available within their academic environment. The finding of this study was parallel to that of Ismael et al. (2019) that learner factor influences student learning in Malaysian Southern Region Vocational Colleges.

The data presented highlights the factors that affect learner performance, specifically focusing on learner factors, family factors, and school factors. Among the learner factors, the highest mean score was obtained for the item "The learner comes to school regularly" with a mean of 4.19, indicating a high level of performance. This suggests that learners who consistently attend school have better overall performance. Regular attendance is crucial for students to fully engage in classroom activities, receive instruction, and interact with teachers and peers. It is an essential factor in ensuring continuous learning and academic progress.

On the other hand, the lowest mean score among the learner factors was observed for the item "The learner gets high scores during examination" with a mean of 3.56 categorized as high. Although this score indicates a high level of performance, it is relatively lower compared to other learner factors. It suggests that while learners are generally performing well, there is still room for improvement in terms of achieving higher scores in examinations. This could imply that learners might need further support in exam preparation strategies, test-taking skills, and understanding the assessment requirements to optimize their performance.

Among the family factors, the highest mean score was obtained for the item "Their parents provide their needs in school" with a mean of 4.44, indicating a very high level of performance. This suggests that when parents fulfill their children's school-related needs, such as providing necessary materials, resources, and support, it positively impacts the learners' performance. The active involvement and support of parents in their children's education play a crucial role in creating a conducive learning environment.

Within the school factors, the highest mean score was obtained for the item "The school implements its rules and regulations strictly" with a mean of 4.63, indicating a very high level of performance. This implies that when schools enforce their rules and regulations effectively, it contributes to a disciplined and structured learning environment. Clear and consistent implementation of rules fosters a sense of order, respect, and responsibility among learners, which positively influences their performance.

Overall, the data suggests that learner factors, such as regular attendance and active participation, significantly impact performance. Additionally, family factors, particularly parental support and provision of needs, and school factors, including the availability of materials, conducive learning environment, and strict implementation of rules, also contribute to learner performance. To further enhance learner performance, efforts can be focused on strategies to improve examination scores and promote a closer collaboration between parents, learners, and schools. By addressing these factors holistically, a supportive and enriching learning environment can be established to maximize learner potential and success.

Garbacz (2017) underscored the involvement of parents in their children's education starts within the home, where they create a safe and nurturing environment, offer suitable learning opportunities,

provide support, and foster a positive attitude towards school. Numerous studies have shown a positive correlation between parental involvement and enhanced academic achievement in students.

Catalano and Catalano (2014) underscore a positive correlation between parental involvement and students' academic performance. When parents or guardians provide consistent and effective support, students tend to excel academically. In addition, creating a supportive learning environment at home is crucial. Parents can establish a designated study area, provide necessary learning resources, and maintain a quiet and organized space conducive to learning. By emphasizing the importance of education and maintaining a positive attitude about school, parents inspire their children to approach their studies with enthusiasm and dedication that spells quality in education.

Developing and fostering a partnership between schools, families, and the community serves multiple purposes, with the primary goal being to enhance students' success in their educational journey. This collaboration between various stakeholders in education offers numerous benefits, such as improving the overall school climate and enhancing school programs to better meet the needs of students.

In addition, partnership helps families connect with others within the school and the broader community. Building these connections fosters a sense of belonging, encourages community involvement, and provides families with a support network to navigate educational challenges.

Along school factor indicators the majority of the learners agree that “The library opens regularly with a mean of 4.50 mean or VH, followed by “The school is conducive for learning with a mean rating of 4.44 or VH, and “There is enough room for pupils with a mean rating of 4.38 or VH. This implies that the school was able to provide the basic needs of learners which are essential in the progression of learning. While the indicator "The school provides enough material to supply your needs has the lowest mean with 4.13 or H. The sub mean was 4.41 or described as VH. The result implies that the school is able to provide needed school facilities in which enjoyed by the learners. The abundance of school facilities can improve learners' academic performance at it has direct effect on their learning. In the study of Ogbogu, (2011) he identified that poor funding, poor infrastructure, and inadequate teaching and research facilities as factors that could affect students' performance.

Functional educational facilities equipped with adequate materials are crucial for effective learning. These materials, such as textbooks, workbooks, reference books, laboratory equipment, computers, and subject-specific resources, support the learning process of students. The availability and sufficiency of these resources play a vital role in enhancing students' cognitive abilities and overall intellectual development. In addition, access to libraries, up-to-date instructional materials, and well-maintained school facilities creates an environment that fosters learning and facilitates academic success. By ensuring the adequacy of educational resources, schools provide students with the necessary tools to nurture their intellectual growth and achieve their full potential.

Cruz et al. (2022) underscores the significance of well-designed and well-equipped learning environments in shaping the educational learning outcomes. By emphasizing the importance of educational facilities, the research highlights how a conducive and supportive learning environment can positively enhance the academic performance of every learner.

This was supported by the study of Moreno (2014) when he found out that the availability of school facilities in Sta. Cruz District have direct correlation to the learner's academic performance. He further stressed that institutional environment and facilities have significant impact on learners' performance, stressing that school facilities should always be ready to be use whenever needed by the learners.

Level of Performance of Learners

Table 5 shows the level of performance of the Grade 3 learners in Tandang Sora Elementary School, Quezon City.

Table 5. Level of Performance of Grade 3 Learners

Range of Scores	F	%	DER
33-40	15	3.57	O
25-32	100	23.81	VS
17-24	218	51.90	S
9-16	87	20.71	F
1-8	0	0.00	P
Total	420	100.00	Over-all Mean:21.09 Satisfactory

Legend: O – Outstanding, VS – Very Satisfactory, S- Satisfactory, F – Fair, P - Poor

The data presented represents the level of performance of Grade 3 learners in Tandang Sora Elementary School, Quezon City, based on the range of scores obtained. The highest percentage of learners, 51.90 percent or 218 students, fell within the range of 17-24, which is categorized as "Satisfactory". This suggests that a majority of Grade 3 learners achieved a satisfactory level of performance in their academic assessments.

On the other hand, the lowest percentage of learners, 0.00 percent or 0 students, obtained scores within the range of 1-8, which is classified as "Poor. It is positive to note that there were no learners who scored in this range, indicating that none of the Grade 3 learners performed at a poor level.

The over-all mean score of the Grade 3 learners was 21.09, which aligns with the "Satisfactory" category. This mean score corroborates the distribution of scores within the different ranges and reinforces the notion that the majority of learners performed at a satisfactory level.

The data implies that the Grade 3 learners in Tandang Sora Elementary School, Quezon City, generally demonstrated a satisfactory level of performance in their academic assessments. This indicates that the learners are meeting the expected standards and achieving the required competencies for their grade level. However, there is still room for improvement to strive for higher levels of performance, such as the "Outstanding" category, which was achieved by 15 learners or 3.57 percent who obtained scores in the range of 33-40.

Overall, the data suggests that the Grade 3 learners have attained a satisfactory level of performance, which is a positive indication of their academic progress. The results can serve as a basis for further evaluation and instructional planning to provide targeted support and interventions to enhance the learners' performance and help them reach their full potential.

Jamillah (2018) mentioned that students' performance (academic achievement) plays an important role in producing the best quality graduates who will become great leader and manpower for the country thus responsible for the country's economic and social development.

In contrary, Mosha (2014) mentioned that students' performance was affected by shortage of English teachers and absence of teaching and learning materials. Moreover, her findings showed that, the presence of untrained, under-qualified and trained teachers who are incompetent resulted to skip teaching some difficult topics in the syllabus and students' infrequent use of English language at school and home, large class size, teachers' responsibilities, poor conducive teaching and learning environment in the

classrooms, limited home support environment and poverty are among the factors that affecting students' academic performance in English Language

Meanwhile, the positive outcomes of good student performance extend beyond academics, as it nurtures self-confidence, self-esteem, and personal growth, fostering a sense of accomplishment and motivation to excel in various aspects of life. Ultimately, the significance of good student performance transcends individual success, contributing to societal progress and the overall cultivation of a highly educated and skilled workforce.

Relationship Between the Profile of the Learners and their Level of Performance

Table 6 reveals the relationship between the profile of the learners and their level of performance.

Table 6. Relationship between the Profile of the Learners and their level of Performance

Profile	r-value	p-value	Interpretation	Decision
Sex	.012	.805	NS	Accept Ho
Number of Siblings	.020	.687	NS	Accept Ho
Ordinal Position in the Family	-.005	.925	NS	Accept Ho
Occupation of the Father	.058	.232	NS	Accept Ho
Occupation of the mother	-.022	.659	NS	Accept Ho
Educational Attainment of Father	-.048	.327	NS	Accept Ho
Educational Attainment of Mother	.089	.067	NS	Accept Ho

Legend: * significant at 0.05

The data presented represents the relationship between the profile of the learners and their level of performance. The statistical analysis shows the r-value, p-value, interpretation, and decision for each profile variable.

In this case, the r-value represents the correlation coefficient, which measures the strength and direction of the relationship between the profile variable and the level of performance. The p-value indicates the statistical significance of the relationship, with a lower p-value suggesting stronger evidence against the null hypothesis (Ho).

Analysing the results, it is observed that all profile variables have p-values greater than the significance level of 0.05, indicating that the relationships between the profile variables and the level of performance are not statistically significant. Therefore, the null hypothesis (Ho) is accepted for all profile variables, implying that there is no significant relationship between these variables and the level of performance.

Specifically, for the variables of sex, number of siblings, ordinal position in the family, occupation of the father, occupation of the mother, educational attainment of the father, and educational attainment of the mother, the r-values are close to zero, suggesting very weak or no correlation with the level of performance.

The lack of statistically significant relationships between the profile variables and the level of performance indicates that factors such as sex, family size, birth order, parental occupations, and educational attainment of the parents may not have a direct influence on the academic performance of the learners in this context. Other factors not considered in this study could have a more substantial impact on the learners' level of performance.

In conclusion, based on the data analysis, there is no significant relationship between the profile variables of the learners and their level of performance. These findings suggest that other factors beyond the examined profile variables may contribute more significantly to the learners' academic performance. Further research or exploration of additional factors could be necessary to gain a more comprehensive understanding of the factors influencing learners' performance in this context.

Ismail et al. (2018) mentioned students' characteristics including gender, age, status, and ethnicity are among the most significant factors influencing academic performance.

Nortvig et al. (2018) identified factors affecting students' academic performance in distance learning and blended learning. The dominant factors included the presence of an instructor, interactions, content, and connections between online and offline as well as practice-related activities can have an influence on the academic performance of students.

Relationship Between the Level of Study Habits and their Level of Performance

Table 7 reveals the relationship between the level of study habits and their level of performance.

Table 7. Relationship between the level of Study Habits and their level of performance.

Legend: * significant at 0.05

In this case, the r-value represents the correlation coefficient, which measures the strength and

	r-value	p-value	Interpretation	Decision
Study habits	-.004	.940	NS	Accept Ho

direction of the relationship between the level of study habits and the level of performance. The p-value indicates the statistical significance of the relationship, with a lower p-value suggesting stronger evidence against the null hypothesis (Ho).

Based on the results, the r-value is very close to zero (-0.004), indicating an extremely weak or negligible correlation between the level of study habits and the level of performance. Additionally, the p-value is greater than the significance level of 0.05, indicating that the relationship is not statistically significant.

Therefore, the null hypothesis (Ho) is accepted, suggesting that there is no significant relationship between the level of study habits and the level of performance. These findings imply that the study habits of learners, as measured by the provided indicators, do not have a direct influence on their academic performance.

It is important to note that other factors not considered in this study may have a more significant impact on the learners' performance. These could include external factors such as teaching quality, motivation, personal factors, or environmental factors that were not included in the analysis. Further investigation or exploration of additional factors may be necessary to gain a more comprehensive understanding of the factors that contribute to the learners' level of performance.

In conclusion, the data suggests that there is no significant relationship between the level of study habits and the level of performance. However, it is essential to consider other factors and conduct further research to fully understand the complex dynamics that influence academic performance.

Rabia et al. (2017) showed that there is a significant relationship between study habits and academic performance of the students. This study indicates that study habits identify a person how much he would be able to learn. Moreover, the result indicated a significant relationship between study habits and the students' academic performance.

Arieta et al. (2017) highlighted that study habits play a significant role in students' life. The success or failure of each student depends on their study habits. The study also says that study is an art and requires practice and effort. The success of each student depends on the ability, intelligence, and actions of the students. Thus, many effective study habits can help a student to improve.

Fouche (2017), described good study habits like doing homework, actively participating in class, managing time, staying focused, and working hard showed a significant positive correlation on their academic performance. Further, students need to develop study habits because these are study strategies that are applied in learning. Without developing study habits, students cannot perform and improve their academic performance (Ebele & Olofu, 2017).

Relationship Between the Level of Teaching Performance and the Level of Performance of Learners

Table 8 reveals the relationship between the level of teaching performance and the level of performance of learners.

Table 8. Relationship between the level of Teaching Performance and the level of performance of learner

	r-value	p-value	Interpretation	Decision
Teaching Performance	-.053	.275	NS	Accept Ho

Legend: * significant at 0.05

In this case, the r-value represents the correlation coefficient, which indicates the strength and direction of the relationship between the level of teaching performance and the level of learner performance. The p-value, on the other hand, determines the statistical significance of this relationship, with a lower p-value suggesting stronger evidence against the null hypothesis (Ho).

Based on the results, the r-value is -0.053, indicating a weak negative correlation between the level of teaching performance and the level of learner performance. However, the p-value is 0.275, which is greater than the significance level of 0.05. This suggests that the relationship is not statistically significant.

Consequently, the null hypothesis (Ho) is accepted, implying that there is no significant relationship between the level of teaching performance and the level of learner performance. These findings indicate that the teaching performance of the Grade 3 teachers, as measured by the provided indicators, does not have a direct impact on the academic performance of the learners.

It is crucial to acknowledge that there might be other factors not considered in this study that could influence the performance of learners. These factors could include individual student characteristics, home environment, peer interactions, or external factors beyond the control of the teachers. Further investigation and exploration of these factors may be necessary to gain a more comprehensive understanding of the complex dynamics that contribute to learner performance.

The data suggests that there is no significant relationship between the level of teaching performance and the level of learner performance. However, it is important to consider other factors and conduct additional research to fully comprehend the various elements that influence learner performance in the context of the Grade 3 classroom.

The result of this study negates the study of Rothstein (2014) when he utilized a diverse range of instructional strategies aimed at fostering conceptual understanding and skill acquisition, it resulted in notable improvements in the performance of his students. Further, he mentioned that good teaching performance promotes a supportive and inclusive classroom environment. Teachers who demonstrate empathy, respect, and sensitivity to student needs and diversity foster a safe and inclusive space for learning. This encourages students to feel valued, motivated, and comfortable in expressing their ideas and engaging in collaborative learning.

Relationship Between the Level of Performance and Extent of Factors Affecting Performance

Table 9 reveals the relationship between the level of performance and extent of factors affecting performance.

The data provided examines the relationship between the level of performance and the extent of factors affecting performance. The analysis includes the r-value, p-value, interpretation, and decision for each factor: learners, family, school, and overall.

For the factor of learners, the r-value is 0.028, suggesting a very weak positive correlation between the level of performance and the extent of learner-related factors. However, the p-value of 0.564 is greater than the significance level of 0.05, indicating that this relationship is not statistically significant.

Table 9. Reveals relationship between the level of performance and Extent of Factors Affecting Performance.

Factors	r-value	p-value	Interpretation	Decision
Learners	.028	.564	NS	Accept Ho
Family	.047	.337	NS	Accept Ho
School	-.061	.212	NS	Accept Ho
Over-all	.005	.920	NS	Accept Ho

Legend: * significant at 0.05

Therefore, the null hypothesis (Ho) is accepted, suggesting that there is no significant relationship between learner-related factors and performance.

Similarly, for the factor of family, the r-value is 0.047, indicating a weak positive correlation between the level of performance and the extent of family-related factors. However, the p-value of 0.337 exceeds the significance level, leading to the acceptance of the null hypothesis. This implies that there is no statistically significant relationship between family-related factors and performance.

Regarding the factor of school, the r-value is -0.061, suggesting a weak negative correlation between the level of performance and the extent of school-related factors. Again, the p-value of 0.212 is greater than the significance level, leading to the acceptance of the null hypothesis. This indicates that there is no significant relationship between school-related factors and performance.

Lastly, for the overall factor, the r-value is 0.005, indicating a very weak positive correlation between the level of performance and the combined extent of all factors. The p-value of 0.920 is higher than the significance level, resulting in the acceptance of the null hypothesis. Therefore, there is no

statistically significant relationship between the overall factors affecting performance and performance itself.

In summary, the data suggests that there is no significant relationship between the level of performance and the extent of factors affecting performance, including learners, family, school, and the overall combined factors. It is important to note that while the data does not show a statistically significant relationship, there may still be practical or contextual implications that warrant further investigation. Future studies could explore additional factors or refine the measurement of these factors to gain a more comprehensive understanding of their impact on performance.

This implies that the different factors identified have no impact with the learner's level of performance. This finding is parallel to the study of Moreno (2012) that the school facility such as laboratory facility was not significantly related to the performance of the pupil –respondents of Sta. Cruz District.

Conclusions

The following conclusions were formulated:

1. The Grade 3 learners of Tandang Sora Elementary School, Quezon City are blend of different profile variables in terms of sex, ordinal position in the family, occupation of father, occupation of mother, educational attainment of father, and educational attainment of mother.
2. The study habits of Grade 3 learners of Tandang Sora Elementary School was commendable, a manifestation of good learning practices and strong support from their parents on their studies in improving their performance in English.
3. The teachers are praiseworthy in their performance as a reflection of their commitment and dedication to teaching and molding Grade 3 learners toward academic excellence.
4. Along with the learner factor, the Grade 3 learners exhibited desirable learning practices in their studies. Along family factor, their parents/guardians manifest strong support to the education of their children as evidence by the supervision and dedication they provided to their children. On the school factor indicators, the school was able to provide the basic educational needs of Grade 3 learners that propel them in terms of their studies.
5. The Grade 3 learners exhibit a highly commendable performance, showcasing their aptitude for quality learning practices. Their achievements serve as a testament to their dedication and effective educational approaches.
6. The profile of Grade 3 learners has no significant correlation in terms of their level of performance.
7. Significant relationship between the level of study habits and their performance is not manifested.
8. Significant relationship between the level of performance of Grade 3 learners and the level of teaching performance of the Grade 3 teachers is not manifested.
9. Significant relationship between the performance of Grade 3 learners and the extent of factors affecting their performance is not manifested.

Recommendations

In the light of the foregoing findings and conclusions, the following recommendations are drawn.

1. Based on the respondents' profiles, it is appropriate to conduct a more in-depth examination of the personal and social factors and their potential impact on learners' academic performance and well-being. Exploring the relationship between these factors and educational outcomes will determine areas

that need targeted assistance and intervention. Moreover, given the diversity in parental occupations and educational backgrounds, it is crucial to offer inclusive resources and programs that address the distinctive needs and ambitions of students, while fostering educational equity.

2. To enhance learners' comprehension and retention of the subject matter especially in Grade 3 English, educators should offer guidance and support, utilizing strategies like highlighting key points, summarizing information, and organizing notes. By prioritizing this area of weakness, educators can ultimately improve learners' overall academic performance.
3. To enhance teaching performance, it is essential to prioritize professional development opportunities that focus on pedagogical skills and instructional strategies. Providing regular feedback and constructive evaluations helps identify areas of improvement and encourage reflective teaching practices. Additionally, fostering a supportive and collaborative environment among teachers, where they can share best practices and learn from one another, can contribute to continuous growth and enhanced teaching effectiveness.
4. To further enhance learner performance, it is recommended to provide additional support and resources to help learners improve their examination scores. This could include implementing exam preparation strategies, offering guidance on test-taking skills, and ensuring learners understand the assessment requirements.
5. Collaboration between parents, learners, and schools should be strengthened to create a cohesive support system that fosters learners' success. By addressing these factors, a more comprehensive approach to improving learner performance can be achieved, leading to enhanced academic outcomes.

REFERENCES

A. JOURNALS

1. Leonen, J. (2018, February 16). Inquiry into decline of English skill of PH students sought. INQUIRER.net. Retrieved from <https://newsinfo.inquirer.net>

B. UNPUBLISHED MATERIALS

1. Arce, Fatima R. 2016. "Mathematics Performance of Grade I Pupils in Caoayan District, Division of Ilocos Sur". Thesis. University of Northern Philippines, Vigan, Ilocos Sur.
2. Aquino, R. V. (2022). Science Performance Grade 8 Students of San Juan National High School. Thesis, Ilocos Sur Polytechnic State College, Sta. Maria, Ilocos Sur.
3. Barrientos, Kenneth D. 2015. "Factors Affecting Performance in Science of Fourth Year Students in the National Achievement Test" Thesis. University of Northern Philippines, Vigan, Ilocos Sur.
4. Macgalo, F. B. (2017). Determinants of the Science Performance of Grade 8 Learners in the Four Integrated Schools of Tagudin District. Thesis, Ilocos Sur Polytechnic State College – Tagudin, Ilocos Sur.
5. Moreno, R. S. (2014). Physical Facilities and the Performance of Grade III Pupils in Sta. Cruz District: Input for a Capability Development Plan. Thesis, Ilocos Sur Polytechnic State College, Tagudin, Ilocos Sur.
6. Reotutar, Mario R. 2016. "Performance of Students in the College of Technology, University of Northern Philippines". Thesis. University of Northern Philippines, Vigan City, Ilocos Sur.
7. Rothstein, J. (2014). Revisiting the impacts of teachers. Unpublished working paper.

C. PUBLISHED MATERIALS

1. Abbasi, A. R. and Mir. G. M. (2012). Impact of teacher's ability, students' work ethics and institutional environment on student performance at university of Gujrat. *Middle-East Journal of scientific Research*, 2(4), 572-579.
2. Ali, S., Haider, Z., Munir, F., Khan, H., & Ahmed, A. (2013). Factors Contributing to the Students' Academic Performance: A Case Study of Islamia University, Sub-Campus. *Science and Education Journal*, 1(8), 1-10.
3. Arieta, K., Gementiza, R., & Saco, C. (2017). Factors Affecting Study Habits On The Academic Performance of Senior High School Students of Davao Doctors College.
4. Blaabæk, E. H., Jæger, M. M., & Molitoris, J. (2019). Family size and educational attainment: Cousins, contexts, and compensation. *European Journal of Population*, 36(3), 575-600. doi:10.1007/s10680-019-09543-y. PMID: 32704243; PMCID: PMC7363757.
5. Burroughs N. et al. (2019) A Review of the Literature on Teacher Effectiveness and Student Outcomes. In: *Teaching for Excellence and Equity. IEA Research for Education (A Series of In-depth Analyses Based on Data of the International Association for the Evaluation of Educational Achievement (IEA))*, vol 6. Springer, Cham. <https://doi.org/10.1007/978-3-030-16151->
6. Catalano, H., and Catalano, C. (2014). The importance of the school-family relationship in the child's intellectual and social development. *Proc. Soc. Behav. Sci.* 128, 406–414. doi: 10.1016/j.sbspro.2014.03.179
7. Cruz, M. L., Santos, J. M., & Reyes, A. R. (2022). Enhancing Academic Performance: The Role of Educational Facilities in Grade 3 Pupils' Achievement. *Journal of Educational Facilities and Environment*.
8. Ella & Odok, Anthony & E., Ella. (2015). Influence of family size and family type on students' academic performance in Government in Calabar Municipality of Cross River State, Nigeria.
9. El-omari, A. (2016). Factors Affecting Students' Achievement in English Language Learning. *Journal of Educational and Social Research*. 10.5901/jesr.2016.v6n2p9.
10. Evodia, S. (2014). Evaluation of the Guidance and Counseling in Secondary School in Tanzania. Unpublished master's dissertation, Open University of Tanzania.
11. Ereje, B. R., & Ambag, S. C. (2020). Teachers' Performance and Students' Learning Outcome in the Division of Cavite Province, Philippines. *International Journal of Theory and Application in Elementary and Secondary School Education*, 2(2), 143-158. <https://doi.org/10.31098/ijtaese.v2i2.388>
12. Feng N. (2021). The Effect of Sibling Size on Children's Educational Attainment: Evidence From Indonesia. *ECNU Review of Education*, 4(4), 830–856. <https://doi.org/10.1177/2096531120921703>
13. Fouche, J.P. (2017). The reported study habits and time-management trends of post-graduate students in accountancy. Vol. 31, No. 6, 2017
14. Garbacz, S. A., Herman, K. C., Thompson, A. M., and Reinke, W. M. (2017). Family engagement in education and intervention: implementation and evaluation to maximize family, school, and student outcomes. *J. Sch. Psychol.* 62, 1–10. doi: 10.1016/j.jsp.2017.04.002
15. Garcia, L., Martinez, E., Lopez, S., & Rodriguez, C. (2019). The Impact of Study Habits on Academic Performance: A Systematic Review. *Educational Psychology Review*, 35(3), 123-145. <https://doi.org/10.1007/s10648-022-09563-8>
16. Ghaffarian asl, Solmaz & Osam, Necdet. (2021). A Study of Teacher Performance in English for Academic Purposes Course: Evaluating Efficiency. *SAGE Open*. 11. 215824402110503. 10.1177/21582440211050386.

17. Jamillah H. Maganga (2018) Factors affecting students' academic performance: a case study of public secondary schools in ilala district, dar-es-salaam, Tanzania
18. Johnson, R. A., Smith, M. D., & Thompson, E. R. (2019). Study habits and academic performance: A meta-analysis. *Educational Psychology Review*, 31(3), 617-641. doi: 10.1007/s10648-018-9437-9
19. Ismail, A. O. A., Mahmood, A. K., & Abdelmaboud, A. (2018). Factors influencing academic performance of students in blended and traditional domains. *International Journal of Emerging Technologies in Learning*, 13(2), 170-187. <https://doi.org/10.3991/ijet.v13i02.8031>
20. Laosa, T., & Brophy, P. (2016). *Management of Behavior in Schools*. New York, NY: Longman.
21. Nortvig, A.-M., Petersen, A. K., & Balle, S. H. (2018). A literature review of the factors influencing e-learning and blended learning in relation to learning outcome, student satisfaction and engagement. *The Electronic Journal of E-Learning*, 16(1), 46-55. <http://www.ejel.org/volume16/issue1>
22. Pangket, W. (2019). Oral English Proficiency: Factors Affecting the Learners' Development. *International Journal of Science and Management Studies (IJSMS)*. <http://ijsmsjournal.org/2019/volume-2%20issue-2/ijms-v2i2p112.pdf>
23. Rabia, M. et al. (2017). A Study on Study Habits and Academic Performance of Students. *International Journal of Asian Social Science, Asian Economic and Social Society*. Vol. 7(10), pp. 891-897
24. Rana, M.A. (2015) The influence of Parents Educational level on Secondary School Students Academic achievements in District Rajanpu, Faculty of Management Sciences, Ghazi University DG Khan
25. Rao, Parupalli. (2019). The role of English as a global language. 4. 65-79.
26. Santos, M. L., Ramirez, J. P., & Cruz, A. R. (2021). Factors affecting the English language learning performance of grade 3 students: A case study in the Philippines. *International Journal of Education and Development using Information and Communication Technology (IJEDICT)*, 17(1), 45-63.
27. Turner, J. A., Johnson, M. J., & Peterson, L. K. (2020). The impact of teachers' teaching performance on student learning outcomes: A systematic review. *Review of Educational Research*, 90(6), 879-916. doi: 10.3102/0034654320949185
28. Wilson, E. R., Thompson, B. A., & Davis, L. M. (2020). The Impact of Study Habits on Academic Performance: A Systematic Review. *Educational Psychology Review*.

D. ELECTRONICS

1. <https://news.abs-cbn.com/news/11/27/20/deped-commits-to-address-filipinos-declining-english-proficiency>
2. <https://news.un.org/en/story/2012/04/407842>

APPENDIX A

Letter to The Division Office



Republic of the Philippines
DEPARTMENT OF EDUCATION
National Capital Region
Schools Division Office
Quezon City

November 24, 2022

JENILYN ROSE B. CORPUZ, CESO VI
Schools Division Superintendent
Nueva Ecija St. Bago Bantay, Quezon City

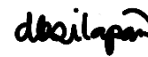
Madam:

I have the honor to request permission to float a questionnaire to the learners, Grade 3 teachers and to conduct an achievement test among the Grade 4 learners of Tandang Sora Elementary School.

This is in connection with my research entitled “**English Performance of Grade 3 Learners of Tandang Sora Elementary School**” in partial fulfillment of the requirements for the degree Master of Arts in Education major in Educational Management at the Ilocos Sur Polytechnic State College, South Cluster Campus, Tagudin, Ilocos Sur.

Your kind approval of this request would be very much appreciated.
Thank you very much.

Sincerely yours,



DAISY B. SILAPAN

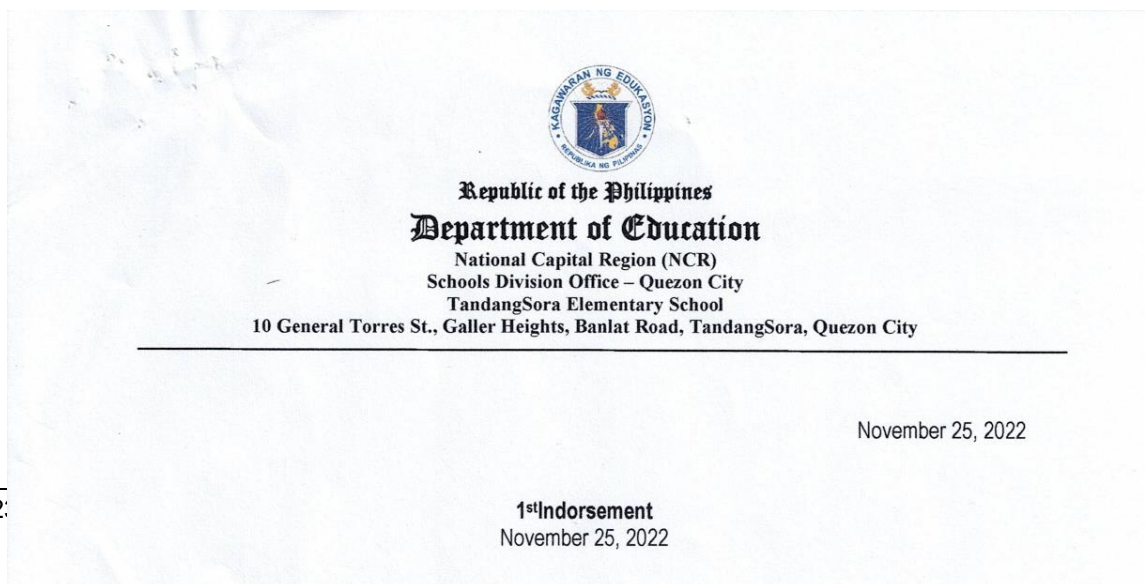
Researcher

Noted by:



ERNEST D. PADIWAN, EdD
Adviser

APPENDIX B



Republic of the Philippines
Department of Education
National Capital Region (NCR)
Schools Division Office – Quezon City
TandangSora Elementary School
10 General Torres St., Galler Heights, Banlat Road, TandangSora, Quezon City

November 25, 2022

APPENDIX C

Letter to The Respondents



Republic of the Philippines

Ilocos Sur Polytechnic State College
Graduate School
Tagudin Ilocos Sur

Dear Ma'am/ Sir:

The undersigned is conducting research entitled, “**ENGLISH PERFORMANCE OF GRADE 3 LEARNERS OF TANDANG SORA ELEMENTARY SCHOOL**”, in partial fulfilment leading to the degree Master of Arts in Education Major in Educational Management.

In this connection, the undersigned would like to solicit your precious time in answering the given questionnaire. Rest assured that all data to be gathered will be kept confidential.

Thank you very much and more power.

Very truly yours,



DAISY B. SILAPAN

Researcher

APPENDIX D

Survey Questionnaire

Part I. Learners' profile

DIRECTION: Please answer the following questions. Check some of your answer on the space provided for. Your honest answers to the items will be highly appreciated.

Name: _____ Grade Level: _____

a. Sex Male Female

b. Number of siblings in the family

1 2 3 4 5 6

- c. Ordinal position in the family
() 1st () 2nd () 3rd () 4th () 5th () 6th
- d. Occupation of Father
- a. public employee
 - b. private employee
 - c. OFW
 - d. businessman
 - e. self- employed
 - f. unemployed
- e. Occupation of Mother
- a. public employee
 - b. private employee
 - c. OFW
 - d. businesswoman
 - e. self- employed
 - f. unemployed
- f. Educational Attainment of Father
- a. () No Formal Schooling
 - b. () Elementary Undergraduate
 - c. () Elementary Graduate
 - d. () High School Undergraduate
 - e. () High School Graduate
 - f. () College Undergraduate
 - g. () College Degree
 - h. () College Degree with Masteral Units
 - i. () Masters Degree
 - j. () M.A. with Doctoral Units
 - k. () Doctoral Degree
- g. Educational Attainment of Mother
- a.() No Formal Schooling
 - b.() Elementary Undergraduate
 - c. () Elementary Graduate
 - d. () High School Undergraduate
 - e. () High School Graduate
 - f. () College Undergraduate
 - g. () College Degree
 - h. () College Degree with Masteral Units
 - i. () Masters Degree
 - j. () M.A. with Doctoral Units
 - k. () Doctoral Degree
- h. Study Habits

Please put a check to the number you feel most nearly describes the truth of the statement in your own case now. Remember that this is a survey of your practices.

Numerical Value

5
4
3
2
1

Descriptive Equivalent Value

Almost Always (AA)
General (G)
Frequently (F)
Sometimes (S)
Rarely (R)

Learners Study Habits						
No.	Indicator	5	4	3	2	1
1.	I study every day.					
2.	I do my homework daily.					
3.	I study at a particular time of the day.					
4.	I have all the required books and other relevant materials of study with me.					
5.	I develop an automatic interest in the subject as soon as I start studying it.					
6.	I realize the importance of the subjects for my future career.					
7.	I read the main points before I read the chapter.					
8.	I continue my reading despite the difficulties in understanding the meaning of some words.					
9.	I read very carefully in order to understand every point.					
10.	I study in the library regularly.					
11.	I take down notes while reading.					
12.	During the classroom teaching, I take down notes very sincerely.					
13.	At home, I compare my class notes with the notes from the textbooks.					
14.	I take the help of anybody if I do not follow anything.					
15.	I study the subject matter at home thoroughly before it is taught in the classroom					
16.	I attend my classes regularly on time.					
17.	I frequently remain absent from class.					
18.	If a matter is to be learned by heart, I read and memorize it part by part.					
19.	I try to recall the matter after reading it.					
20.	I cram certain things without understanding.					
21.	I usually lose points on my exams because of careless mistakes.					

22.	I get sleepy when I study.					
23.	I study only when I feel like it.					
24.	I give up if an assignment is difficult.					
25.	I enjoy learning.					

Part II. Teacher’s Teaching Performance as Perceived by the Learners

A. Teachers Teaching Performance

Direction: Please put a check to the number you feel most nearly describes the truth of the statement in your own case now. Remember that this is a survey of your teacher’s teaching practices.

Numerical Value	Descriptive Equivalent Value
5	Very High (VH)
4	High (H)
3	Moderate (Mo)
2	Fair (F)
1	Poor (P)

Teaching Performance		5	4	3	2	1
No.	Indicator					
1.	The teacher teaches the lesson without opening the books all the time.					
2.	The teacher accomplishes the objectives and scope of the subject as contained in the course guide.					
3.	The teacher explains the lesson well.					
4.	The teacher does not rely on the textbooks alone but utilizes other relevant up-to-date materials					
5.	The teacher encourages student to think, ask questions, and express their own opinions.					
6.	The teacher develops learners’ ability to consider ideas.					
7.	The teacher engages learners in individual or group experiential learning.					
8.	The teacher guides the learning in the simplest way.					
9.	The teacher promotes independent and lifelong learning.					
10.	The teacher helps learners learn from others.					
11.	The teacher has a good command of the language of instruction and conveys’ thoughts and ideas on the level of understanding of his learners					
12.	The teacher applies theories and principles to practical situations.					

13.	The teacher integrates desirable Filipino values in the daily lesson.					
14.	The teacher promotes independent and lifelong learning.					
15.	The teacher provides complex project.					
16.	The teacher demonstrate an activity or a process of a given topic.					
17.	The teacher asks questions and make comment					
18.	The teacher gives an idea of what the learners did and did not get from an activity or experiment					
19.	The teacher posts questions to get ideas or opportunities in an area that needs to be improved or developed.					
20.	The teacher recognizes and accepts strength and weaknesses and exerts efforts to improve them.					

B. Factors Affecting Performance

Please put a check to the number you feel most nearly describes the truth of the statement.

Numerical Value

Descriptive Equivalent Value

- | | |
|---|----------------|
| 5 | Very High (VH) |
| 4 | High (H) |
| 4 | Moderate (Mo) |
| 2 | Fair (F) |
| 1 | Poor (P) |

Learner factor						
No.	Indicators	5	4	3	2	1
1.	I study well.					
2.	I come to school regularly.					
3.	I'am active in the class.					
4.	I get high scores during examination					
5.	I answer my homework everyday					

Family factor						
No.	Indicators	5	4	3	2	1
1.	My parents supervise me them when they study.					
2.	My parents check the results of my quizzes at home.					
3.	My parents remind me of my assignment every day.					
4.	My parents give me a lot of work at home.					
5.	My parents provide my needs in school.					

School factor						

A. it tells about something. C. it makes a simple request B. it asks about something.
D. it states strong feelings

___4. What is the noun in the sentence? They read books.

A. books B. read C. they D. none

___5. The name of the province is Batangas. The underlined word is an example of _____.

A. proper noun B. common noun C. verb D. pronoun

___6. Tigers have sharp _____.

A. teeths B. tooths C. teeth D. toothes

___7. Exercise your _____ every morning.

A. bed B. lap C. legs D. lid

___8. The cat sleeps on the _____.

A. bug B. leg C. log D. mat

For item numbers 9 and 10. Read the story carefully. Write the letter of your answer on the space provided before each number.

The Greedy Snake

One day, the sun was so bright that the animal could not stand the heat. The snake was hungry and could not go out to hunt for food. He saw a salamander passed by his hole. He caught it. Thought that it was not enough for him, so he let it go. He waited for a long time, but no animal passed by his hole again. He regretted that he let the salamander go in exchange for his desire to have a bigger food.

___9. Which happened first?

A. He saw a salamander passed by his hole.
B. The snake was hungry and could not go out to hunt for food.
C. He waited for a long time, but no animal passed by his hole again.
D. He regretted that he let the salamander go in exchange for his desire to have a bigger food.

___10. Which happened last?

A. He saw a salamander passed by his hole.
B. The snake was hungry and could not go out to hunt for food.
C. He waited for a long time, but no animal passed by his hole again.
D. He regretted that he let the salamander go in exchange for his desire to have a bigger food.

___11. Are you thirsty? Yes, I _____

A. was B. were C. am D. is

___12. The movie that we watched yesterday _____ quite boring.

A. were B. is C. was D. am

___13. The children _____ their favorite toys during the toy fair last month.

A. present B. presents C. presented D. will present

___14. I _____ my grandparents every weekend.

A. visit B. visits C. visited D. will visit

- ___ 15. “My family visited my grandparents last weekend”. Identify the possessive pronoun in the sentence.
A. family B. grandparents C. my D. weekend
- ___ 16. What is the possessive pronoun in the sentence? The farmer harvested his crops.
A. farmer B. harvested C. his D. crops
- ___ 17. What is the cause in this sentence? Because it rained, I got soaked.
A. it rained B. I got soaked C. i went to sleep D. I used an umbrella
- ___ 18. There are three stars in the Philippine flag
A. fact B. opinion C. maybe D. None of the above
- ___ 19. It is a collection of short factual entries
A. book B. dictionary C. encyclopedia D. journal
- ___ 20. What is the correct abbreviation for the word Doctor?
A. Doc. B. Dctr. C. Doct. D. Dr.
- ___ 21. Harry is the _____ of Uncle Matthew.
A. sun B. son C. soon D. sons
- ___ 22. I am not feeling well today. I have a _____.
A. flew B. flow C. flu D. flue

For item numbers 23 – 25, refer your answer on the choices inside the box.

- A. bow - bending the head or body forward.
B. bow – a weapon for shooting arrows
C. minute – record of what was said in a meeting
D. minute – time composed of 60 seconds

- ___ 23. You have to do this exercise for one _____.
___ 24. The presenters will ___ before the guests during the ceremony.
___ 25. The secretary will prepare the _____ after the meeting.

For item numbers 26 – 28, read the story “The Butterfly”.

The Butterfly

A butterfly has wings with different colors and structures. Butterflies have wings which are covered with many tiny scales. They have three main body parts: the head, the thorax, and the abdomen. They have taste receptors on their feet. They get nutrients by drinking from mud puddles. They see a range of ultraviolet colors, invisible to the human eyes.

- ___ 26. What cover the wings of butterflies?
A. tiny scales B. tiny skin C. tiny holes D. tiny feet
- ___ 27. Where can the taste receptors of butterflies be found?
A. body B. feet C. head D. wings
- ___ 28. What do butterflies see that are invisible to the human eyes?

A. other butterflies B. their wings C. ultraviolet colors D. their feet

___29. It presents the problem and the possible solution/s to it.

- A. Description C. Problem and Solution
B. Comparison and Contrast D. Persuasion

___30. It convinces a person to agree or believe on certain issues or stand.

- A. Description C. Problem and Solution
B. Comparison and Contrast D. Persuasion

___31. My uncle is the _____ in our town

- A. rich B. richer C. richest D. more rich

___32. The sound of the chirping birds is _____.

- A. pleasant B. Pleasants C. more pleasant D. most pleasant

___33. We waited _____ for the bus to arrive

- A. patient B. patiently C. promptly D. punctually

___34. I tried _____, but I couldn't win the race

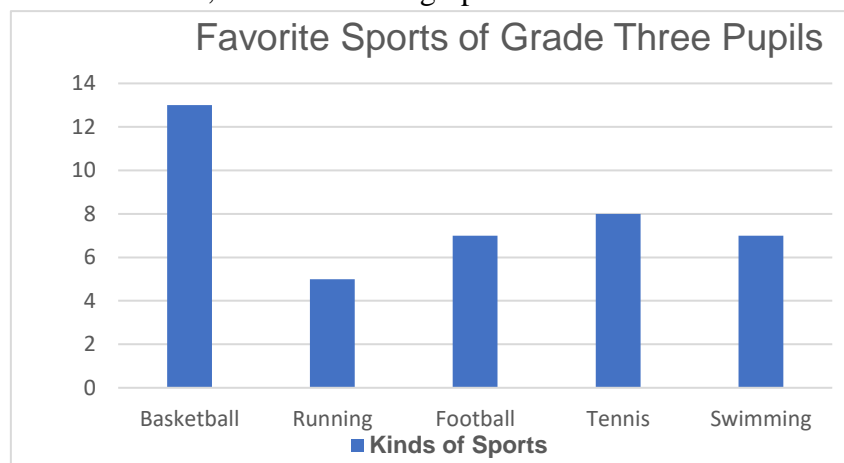
- A. hard B. hardly C. hardily D. hardest

___35. What does this symbol mean?



- A. be quiet B. sing loudly C. talk loudly D. talk to your seatmate

For item numbers 36 – 40, refer to the bar graph below.



___36. What is the title of the graph?

- A. Favorite Sports of Grade Three Students
B. Grade Three Students
C. Number of Students
D. Kinds of Sports

___37. Which is the most favorite sport of Grade Three students?

- A. basketball B. football C. swimming D. tennis

- ___38. Which is the least favorite sport of Grade Three students?
A. basketball B. football C. running D. tennis
- ___39. Which two sports have the same result?
A. basketball and swimming C. running and tennis
B. football and swimming D. Basketball and running
- ___40. How many students were asked in the survey?
A. 35 B.37 C.40 D. 42

Prepared by:

dsilapan

Daisy B. Silapan

Researcher