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UNIVERSITY OF THE VISAYAS – JOURNAL OF EDUCATION (UVJE)

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The University of the Visayas Journal of Education is focused on the areas of Education, Social and Health which are depicted in the following researchable issues:

THRUST	SUBPRIORITIES
Holistic Approaches to Health and Wellness	Determinants of Health
Ensuring Ecological Integrity, Clear and Healthy Environment	Sustain Biodiversity and Functioning of Ecosystem Services Climate Change Resilient Environment Agriculture, Aquatic and Natural Resources
Life on Land and Below Water	Knowledge, Attitude and Behavior Equity and Human Rights Socio-economic Studies History, Arts, Culture, and Sports Outcomes-Based Education and Institutional Sustainability
Societal Impact	Mathematics, Language, and Performing and Visual Arts Inclusive Nation Building Pedagogies in Philippine Education System (Kto12 and HEI Studies) Disaster Risk Reduction and Health Emergencies Climate Change Environmental Threats to Health Sustainable Development Outcomes Policy Making
Quality Education	Technology Development
Health Resiliency	Competitive Industries
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- Attract new authors and submissions.
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ACADEMIC ACHIEVEMENTS ON THE CORE COMPETENCIES OF SOCIAL STUDIES AMONG FOURTH YEAR STUDENTS SPECIALIZING BSEd-SOCIAL STUDIES

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ABSTRACT

Academic achievement include general indicators such as procedural and declarative knowledge acquired in an educational system, more curricular-based criteria such as grade or performance on an educational achievement test, and cumulative indicators of academic achievement such as educational degree and certificates. Walberg (1986) developed an early synthesis of existing research on the educational effects of the time but it still influences current research such as investigations of predictors of academic achievement in some of the large-scale academic achievement assessment studies (e.g., Programme for International Student Assessment or PISA). This study determined the academic achievement of the fourth year students specializing social studies on the core competencies of social studies subjects. This involves the measurement classification and the evaluation of gathered data from the test score base on the academic performances of the students. The academic achievement in social studies of the students revealed moderate proficiency and low proficiency which means that the skills attained by the students is average in their year level. Students show lack of understanding and knowledge as demonstrated in their results due to insufficient instruction in their formative years then being carried to college. This manifestation serves as bases to call for an immediate response to help the difficulties of the students and gradually improve their competencies in social studies as an essential element in their future endeavour.

Keywords: academic achievements, performance, assessment, social studies, core competencies, evaluation, proficiency, critical thinking.

INTRODUCTION

Academic achievement symbolizes performance outcomes that indicate the range to which a student has accomplished specific goals that were focus of activities in instructional environment like in the school and in the university. Academic Performance is measured by the final grade earned in the course. Among the many criteria that indicate academic achievement include general indicators such as procedural and declarative knowledge acquired in an educational system, more curricular-based criteria such as grade or performance on an educational achievement test, and cumulative indicators of academic achievement such as educational degree and certificates. In a given semester, high academic achievement may mean a student on honor roll. This process of teaching and learning bring the individual in contact with educational process.

In 2010, the performance of student in social studies has left much to be desired. Endeavors so far made at enhancing this apparently terrible circumstance will not see to demonstrate the coveted outcome. It would show up from past

endeavors that the issues have not been either accurately analyzed, or arrangement give has been sufficiently satisfied to enhance the circumstance. In the light of the above, clearly the educators and understudies themselves, who in the concentrated independently, would give the required arrangement. Instructors and researchers have communicated genuine worry about the condition of educating and learning in schools everywhere throughout the nation. Social studies and integrated science are not forgotten as these are frequently instructed by non-pro instructors. In a large portion of the examinations as found in the writing audit, a significant number of specialists have completed similar investigations on the scholarly execution of understudies' scores however the connection between understudies' scores in social studies and integrated science have once in a while been considered. The point of convergence of the examination subsequently is to complete a near investigation of understudies' scores in social studies and integrated science among fourth year undergrads in Edu Local Government Area of Kwara State, Nigeria with specific reference to scores acquired by understudies in the two subjects for a time of three years (2011 to 2013).To begin



with, it is appropriate to clarify your psyche from the prior supposition that social investigations are the investigation of history, geology, religious investigations, government civics, financial history, humanities or human science. It's anything but an amalgamation of the subjects recorded above under the huge umbrella of social examinations. Subsequently, Adeyemo (2000) portrayed it as the totality of experience understudies encounters having been displayed to such a course in perspective of man's unending issue in picked condition with a full learning of unfit segments whether certain, geological, ordinary political, social, religious, financial, mental, social, legitimate or mechanical that are customarily competent in man's web of correspondence with his condition.

Researchers need to conduct a study on academic performance of the student in order to evaluate them where did they get fail or pass in the subject. Having a high academic achievement may also refer to a student strong performance for being active and cooperative in the class. Studying the academic performance of the student will give the teacher or the researchers an idea on the weakness and strength of the student in terms of competencies that they should learn.

In relation to the study of social studies major, there is a need to know their performance academically in relation to the competencies under social studies. It is very relevant to know their performance before they graduate from college. A teacher or a researcher must learn the following skills if they really acquire the needed competencies in teaching or in a particular major.

The reason that arises from this situation is a decline in the numbers of students enrolling in social studies at the secondary school level. This definitely has a negative overall effect on the economy. In order for the country to be self-sufficient, the youth must be encouraged to study social studies and also to evaluate the student's academic achievements towards social studies core competencies.

METHODOLOGY

The study used the descriptive design. Descriptive design is concerned with conditions or relationships that exist; practices that prevail, beliefs, points of view or attitudes that are held; practices that are going on; effects that are being felt or trends that are developing. This involves the measurement classification and the evaluation of

gathered data from the test score base on the academic performances of the students. The research method was prepared to attain the necessary data to establish among others the present status of the Fourth Year Students of College of Education specializing Social Studies in the University of the Visayas and also in University of Cebu.

The study is conducted in the University of the Visayas and University of Cebu. University of the Visayas main campus is located at Colon cor. D. Jakosalem Streets, Cebu City. It is a private and autonomous university and this school offers different courses. The university's vision is by 2019, the University of the Visayas is a research-driven university geared towards the development of human capital imbued with social conscientiousness. The university mission is to builds and embraces sustainable research culture while harnessing the talents and potentials of its stakeholders and promoting cultural, environmental, spiritual and societal responsibility with this commitment, the university capacities students, faculty and staff with research skills while espousing inquiry in both academic and non-academic endeavours, it utilizes and communicates results to produce principled professionals who are responsive to the demands of time. The UV College of Education's vision is also to be a research-oriented department for teacher training, continuing professionals' development of teachers and the advancement of distinctive leadership in education. Their mission is to develops proficiency in research and communication, nurtures teacher competence, and cultivates leadership which are imbued with moral and spiritual values while advancing research and scholarly works, it adheres to intellectual integrity, which eventually inculcates love for country and promotes service to humanity.

Social Studies goal is to promote unity among students and shall foster mutual understanding, cooperation and encourage harmonious relationship with the students of the University of the Visayas. It also aims to develop personality, and conduct a group study regarding the academics. In addition, it also endeavors to provide sufficient training for the development of their physical, social, mental, cultural and spiritual potentials and religious welfare to attain a just society. The University of Cebu is also a private school, offered variety of courses and programs



including the BSEd specializing in Social Studies. This university is located at Sanciangco Street Colon, Cebu City.

The University of Cebu is also a private school, offering variety of courses and programs including the BSEd specializing in Social Studies. This university is located at Sanciangco Street Colon, Cebu City.

The respondents of the study are fourth year college students of the College of Education in University of the Visayas and University of Cebu specializing in Social Studies currently enrolled in the Academic Year 2021-2022. There are 30 respondents of the study. Some of the statuses of the respondents were working students and they are able to manage their time to voluntarily participate during the conduct of the study and they must be at least 18 years old. The following respondents are physically, mentally, emotionally and socially healthy. Respondents are aware of the given time to finish the test within 3 hours.

The universal sampling is used. Universal sampling is a technique wherein the researchers are catering all the available fourth year students specializing Social Studies from the two selected schools.

The researchers utilize an adapted questionnaire in gathering the desired data of this study. The questionnaire was borrowed from Lydia Agno (2001) in the book titled: "Licensure Examination for Teachers in Social Studies Education Reviewer" and from Agno, Ronas, Tadena and Yu (2007) in the book titled: "Licensure Examination for Teachers in Social Studies Education Reviewer: Part 1". This questionnaire composed of 180 items in with representative questions from the different subjects or areas in social studies. This is a multiple choice type of test.

The researchers asked permission to the dean of the College of Education in university of the Visayas and University of Cebu to conduct a study entitled Academic achievements on the core competencies of social studies among fourth year students specializing BSEd- Social Studies then the IRB office afterwards to the office of the vice president. The questionnaire used was checked from the office of the Dean of the College of Education in UV. The test questionnaire or tool of this study is intended only for the fourth year students specializing in Social Studies and currently enrolled in academic year 2021-2022. The

following copies of the tool, was personally distributed to the respondents where study is conducted. The entire questionnaires were returned at the time scheduled for retrieval. Information and results gathered during the conduct of the study remained confidential between the school administration and the researchers for the confidentiality and protection of the school and so with the students that are involved in the data gathered. The data will be processed, analysed and interpreted in the situation of the needs and problem of the BSEd Social Studies students of UV-Main and UC-Main campuses. The data gathered analysed will be basis for recommendation, endorsement and progressions of action plan to enhance the BSEd Social Studies academic performances.

To provide the accurate analysis the researchers used the statistical treatment for the gathered data. The frequency and percentage are used in analysing the achievement of the students in all the areas covered of this study. The mean percentage score is obtained to determine the deficient and the proficient subject areas of the students. These are computed using statistical software called Statistical Package for Social Sciences (SPSS) version 21 of the university.

RESULTS AND DISCUSSION

Academic Achievement in Social Studies of the Students

The academic achievements of the students in Social Studies are presented based on the sequence of its covered competencies.

Table 1
Philippines Community Life

Percentage Score	Frequency	Percent (%)
96 % - 100%	2	6.67
86% - 95%	0	0.00
66% - 85%	2	6.67
35% - 65%	19	63.33
15% - 34%	7	23.33
Mean	46.33	Interpretation Moderate Proficiency

Note. 0-4% - Absolutely No Proficiency; 5-14% - Very Low Proficiency; 15-34% - Low Proficiency; 35-65% - Moderate Proficiency; 66-85% - Moving Towards Proficiency; 86-95% - Closely Approximately Proficiency; 96-100% - Proficient.



Table 1 shows the Academic Achievement in Social Studies of the Students in *Philippine Community Life* competency. The tabular data present that the mean score of the students in the subject *Philippines Community Life* is 46.33. This implies that the student has moderately proficiency in the subject. In addition, 19 students have a common percentage score of 35%-65%. Moreover, 2 students percentage score 66-85% and another 2 students percentage score 96-100%. This implies that many of the students failed the examination and only few who did find it easy. Furthermore, it indicates that student has less interest in the subject.

In association with the investigation of Philippine People group Life that Individuals extend their enthusiasm to think about further something that they can without much of a stretch to comprehend and relate with, driving the field of neighbourhood history to another approach of endeavouring to ponder the development and improvement of the region including its foundations and all its complex perspectives. This is done through field work, co-agent contemplate, examination of unique records, and revising of social and financial history. In this way, the investigation of nearby sources adds to the information of the said subject. The extended enthusiasm for neighbourhood history is then changed into a more extensive and more profound sense, presenting the introduction of local studies." the term, nearby investigations, "covers the nearby condition in all its physical perspectives, including topography, fossil science, climatology and common history, and regarding all human movement inside that condition, past, present and future" (Martin et al., 2002). Nearby investigations do not just cover the neighbourhood history and the past, yet rather incorporates the present and future data about a territory.

Table 2
Economic Planning and Strategy

Percentage Score	Frequency	Percent (%)
66% - 85%	2	6.67
35% - 65%	15	50.00
15% - 34%	13	43.33
Interpretation		
Mean	46.00	Moderate Proficiency

Note. 0-4% - Absolutely No Proficiency; 5-14% - Very Low Proficiency; 15-34% - Low Proficiency; 35-65% - Moderate Proficiency; 66-85% - Moving Towards Proficiency;

Proficiency; 86-95% - Closely Approximately Proficiency; 96-100% - Proficient.

Table 2 shows the Academic Achievement in Social Studies of the Students in *Economic Planning and Strategies* competency. The tabular data present that the mean score of the students in the subject of *Economic Planning and Strategies* is 46.00. This implies that the student has moderately proficiency in the subject. In addition, 15 students have a common percentage score of 35%-65% and another 2 students percentage score 66%-85%. This implies that many of the students failed the examination and only few who did find it easy. Furthermore, it indicates that student has less interest in the subject.

In connection to the study of Economic Planning and Strategies, the consequences of numerous examinations affirmed that scholastic accomplishment of understudies is dependent upon parent's financial condition. So the understudies having a place from higher social monetary foundations will perform superior to anything different understudies related with low social financial foundations. "Social and monetary status of understudy is for the most part dictated by joining guardians' capability, occupation and pay standard" (Jeynes, 2002).

Table 3
Asian Studies

Percentage Score	Frequency	Percent (%)
35% - 65%	15	50.00
15% - 34%	15	50.00
Interpretation		
Mean	34.67	Moderate Proficiency

Note. 0-4% - Absolutely No Proficiency; 5-14% - Very Low Proficiency; 15-34% - Low Proficiency; 35-65% - Moderate Proficiency; 66-85% - Moving Towards Proficiency; 86-95% - Closely Approximately Proficiency; 96-100% - Proficient.

Table 3 shows the Academic Achievement in Social Studies of the Students in *Asian Studies* competency. The tabular data present that the mean score of the students in the subject of *Asian Studies* is 34.67. This implies that the student has moderately proficiency in the subject. In addition, 15 students have a common percentage score of 35%-65%. This implies that many of the students failed the examination and only few who did find it easy. Furthermore, it indicates that student has less interest in the subject.



In association with the investigation of Asian Studies that Staffolani and Bratti (2002) watched that measures of earlier instructive execution are the most vital determinants of understudy execution. This suggests the higher the past execution, the better the understudies will perform scholastically.

Table 4
Places and Landscapes in a Changing World

Percentage Score	Frequency	Percent (%)
35% - 65%	22	73.33
15% - 34%	4	13.33
5% - 14%	2	6.67
0% - 4%	1	3.33
Interpretation		
Mean	40.00	Moderate Proficiency

Note. 0-4% - Absolutely No Proficiency; 5-14% - Very Low Proficiency; 15-34% - Low Proficiency; 35-65% - Moderate Proficiency; 66-85% - Moving Towards Proficiency; 86-95% - Closely Approximately Proficiency; 96-100% - Proficient.

Table 4 shows the Academic Achievement in Social Studies of the Students in *Places and Landscapes in a Changing World* competency. The tabular data present that the mean score of the students in the subject of *Places and Landscapes in a Changing World* is 40.00. This implies that the student has moderately proficiency in the subject. In addition, 22 students have a common percentage score of 35%-65%. This implies that many of the students failed the examination and only few who did find it easy. Furthermore, it indicates that student has less interest in the subject.

In connection to the study of Places and landscape in a Changing World that Marione (2015) where he exhibited that non-accessibility of research facility influenced their educating on Social Examinations. It was likewise the feeling of the respondents that field trip were critical to the instructing of Social Investigations and in addition significance of showing helps in Social Examinations and understudies' scholastic execution in Social Examinations does not just cutoff to understudies demeanour, absence of hardware and nonattendance of learning exercises some way or another it is influenced by the instructors state of mind towards educating the subject Okon and Archibong (2014).

Table 5
World History and Civilization

Percentage Score	Frequency	Percent (%)
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66% - 85%	3	10.00
35% - 65%	19	63.33
15% - 34%	8	26.67

Interpretation		
Mean	45.33	Moderate Proficiency

Note. 0-4% - Absolutely No Proficiency; 5-14% - Very Low Proficiency; 15-34% - Low Proficiency; 35-65% - Moderate Proficiency; 66-85% - Moving Towards Proficiency; 86-95% - Closely Approximately Proficiency; 96-100% - Proficient.

Table 5 shows the Academic Achievement in Social Studies of the Students in *World History and Civilization* competency. The tabular data present that the mean score of the students in the subject of *World History and Civilization* is 45.33. This implies that the student has moderately proficiency in the subject. In addition, 19 students have a common percentage score of 35%-65% and another 3 student's percentage score 66%-85%. This implies that many of the students failed the examination and only few who did find it easy. Furthermore, it indicates that student has less interest in the subject.

In association with the investigation of World History and Development that Lee (2005) underscored that leaders have a solid inclination to consider both their subjective and non-intellectual angles, for example, qualities and premiums, in deciding. In this way, exclusively depending on people's intellectual angles may not give an entire photo of their profession basic leadership forms.

Table 6
Micro-Macro Economics

Percentage Score	Frequency	Percent (%)
66% - 85%	2	6.67
35% - 65%	12	40.00
15% - 34%	15	50.00
5% - 14%	1	3.33

Interpretation		
Mean	38.67	Moderate Proficiency

Note. 0-4% - Absolutely No Proficiency; 5-14% - Very Low Proficiency; 15-34% - Low Proficiency; 35-65% - Moderate Proficiency; 66-85% - Moving Towards Proficiency; 86-95% - Closely Approximately Proficiency; 96-100% - Proficient.

Table 6 shows the Academic Achievement in Social Studies of the Students in *Micro-Macro Economics* competency. The tabular data present that the mean score of the students in the subject of *Micro-Macro Economics* is 38.67. This implies that the student has moderately proficiency in the



subject. In addition, 12 students have a common percentage score of 35%-65% and another 2 students percentage score 66%-85%. This implies that many of the students failed the examination and only few who did find it easy. Furthermore, it indicates that student has less interest in the subject.

In connection to the study of Micro-Macro Economics that Considine and Zappala (2002) is a man's general social position to which achievements in both the social and monetary area contributes. They include that social monetary status is dictated by a person's accomplishments in, training, business, word related status and income.

Table 7
Trends and Issues in Social Studies

Percentage Score	Frequency	Percent (%)
86% - 95%	3	10.00
66% - 85%	17	56.67
35% - 65%	6	20.00
15% - 34%	4	13.33
Interpretation		
Mean	64.33	Moderate Proficiency

Note. 0-4% - Absolutely No Proficiency; 5-14% - Very Low Proficiency; 15-34% - Low Proficiency; 35-65% - Moderate Proficiency; 66-85% - Moving Towards Proficiency; 86-95% - Closely Approximately Proficiency; 96-100% - Proficient.

Table 7 shows the Academic Achievement in Social Studies of the Students in *Trends and Issues in Social Studies* competency. The tabular data present that the mean score of the students in the subject *Trends and Issues in Social Studies* is 64.33. This implies that the student has moderately proficiency in the subject. In addition, 6 students have a common percentage score of 35%-65%. Moreover, 17 students percentage score 66-85% and another 3 students percentage score 86%-95%. This implies that many of the students failed the examination and only few who did find it easy. Furthermore, it indicates that student has less interest in the subject.

In connection to the study of Trends and Issues in Social Studies that the academic performance of students heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success (Barnard, 2004).

Table 8
Philippine Nationalism

Percentage Score	Frequency	Percent (%)
86% - 95%	1	3.33
66% - 85%	11	36.67
35% - 65%	8	26.67
15% - 34%	7	23.33
5% - 14%	3	10.00
Interpretation		
Mean	49.33	Moderate Proficiency

Note. 0-4% - Absolutely No Proficiency; 5-14% - Very Low Proficiency; 15-34% - Low Proficiency; 35-65% - Moderate Proficiency; 66-85% - Moving Towards Proficiency; 86-95% - Closely Approximately Proficiency; 96-100% - Proficient.

Table 8 shows the Academic Achievement in Social Studies of the Students in *Philippine Nationalism* competency. The tabular data present that the mean score of the students in the subject *Philippine Nationalism* is 49.33. This implies that the student has moderately proficiency in the subject. In addition, 8 students have a common percentage score of 35%-65%. Moreover, 11 students percentage score 66-85% and another 1 student percentage score 86%-95%. This implies that many of the students failed the examination and only few who did find it easy. Furthermore, it indicates that student has less interest in the subject.

In connection to the study of Philippine Nationalism, Hanes (2008) expressed that parental training likewise affects understudies' scholastic execution. Parental occupation has little impact on their youngster's execution in considers than their instruction.

Table 9
Comparative Government and Politics

Percentage Score	Frequency	Percent (%)
96% - 100%	1	3.33
86% - 95%	0	0.00
66% - 85%	4	13.33
35% - 65%	21	70.00
15% - 34%	4	13.33
Interpretation		
Mean	50.33	Moderate Proficiency

Note. 0-4% - Absolutely No Proficiency; 5-14% - Very Low Proficiency; 15-34% - Low Proficiency; 35-65% - Moderate Proficiency; 66-85% - Moving Towards Proficiency; 86-95% - Closely Approximately Proficiency; 96-100% - Proficient.

Table 9 shows the Academic Achievement in Social Studies of the Students in *Comparative Government and Politics* competency. The tabular



data present that the mean score of the students in the subject *Comparative Government and Politics* is 50.33. This implies that the student has moderately proficiency in the subject. In addition, 21 students have a common percentage score of 35%-65%. Moreover, 4 students percentage score 66-85% and another 1 student percentage score 96%-100%. This implies that many of the students failed the examination and only few who did find it easy. Furthermore, it indicates that student has less interest in the subject.

In connection to the study of Comparative government and politics. Sali-ot (2011) showed that acquiring higher scholastic execution relies on a few factors however above all, the psychological capacity and study abilities of the students. The academic performance of students is based on how they spend time in performing the academic work.

Table 10
Philippine Economics Geography

Percentage Score	Frequency	Percent (%)
96 % - 100%	1	3.33
86% - 95%	0	0.00
66% - 85%	1	3.33
35% - 65%	11	36.67
15% - 34%	14	46.67
5% - 14%	3	10.00
Mean	34.67	Interpretation Moderate Proficiency

Note. 0-4% - Absolutely No Proficiency; 5-14% - Very Low Proficiency; 15-34% - Low Proficiency; 35-65% - Moderate Proficiency; 66-85% - Moving Towards Proficiency; 86-95% - Closely Approximately Proficiency; 96-100% - Proficient.

Table 10 shows the Academic Achievement in Social Studies of the Students in *Philippine Economics Geography* competency. The tabular data present that the mean score of the students in the subject *Philippine Economics Geography* is 34.67. This implies that the student has moderately proficiency in the subject. In addition, 11 students have a common percentage score of 35%-65%. Moreover, 1 student percentage score 66-85% and another 1 student percentage score 96%-100%. This implies that many of the students failed the examination and only few who did find it easy. Furthermore, it indicates that student has less interest in the subject.

In connection to the study of Philippine economic geography, Quain (2014) utilized issue construct learning as intercession in light of expanding the state of mind of the understudies towards learning social examinations demonstrates that no distinctions in understudies' mentalities towards geology, inclination for bunch work, and critical thinking adequacy after their encountering a course educated with issue based taking in direction from the demeanour that students communicated before the learning experience.

Table 11
Socio-Cultural Anthropology

Percentage Score	Frequency	Percent (%)
96 % - 100%	1	3.33
86% - 95%	0	0.00
66% - 85%	1	3.33
35% - 65%	10	33.33
15% - 34%	12	40.00
5% - 14%	3	10.00
0% - 4%	3	10.00
Mean	37.00	Interpretation Moderate Proficiency

Note. 0-4% - Absolutely No Proficiency; 5-14% - Very Low Proficiency; 15-34% - Low Proficiency; 35-65% - Moderate Proficiency; 66-85% - Moving Towards Proficiency; 86-95% - Closely Approximately Proficiency; 96-100% - Proficient.

Table 11 shows the Academic Achievement in Social Studies of the Students *Socio-Cultural Anthropology* competency. The tabular data present that the mean score of the students in the subject *Socio-Cultural Anthropology* is 37.00. This implies that the student has moderately proficiency in the subject. In addition, 10 students have a common percentage score of 35%-65%. Moreover, 1 student percentage score 66-85% and another 1 student percentage score 96%-100%. This implies that many of the students failed the examination and only few who did find it easy. Furthermore, it indicates that student has less interest in the subject.

In connection to the study of Socio-Cultural Anthropology, Duyer (2014) showed the importance of developing critical thinking among students in the new era of teaching. They found out that instruction in critical thinking is becoming exceedingly important because it allows individuals to gain a more complex understanding of information they encounter and promotes good decision making and problem-solving.



Table 12
Philippine Political Development

Percentage Score	Frequency	Percent (%)
96% - 100%	1	3.33
86% - 95%	1	3.33
66% - 85%	4	13.33
35% - 65%	9	30.00
15% - 34%	15	50.00
Interpretation		
Mean	42.67	Moderate Proficiency

Note. 0-4% - Absolutely No Proficiency; 5-14% - Very Low Proficiency; 15-34% - Low Proficiency; 35-65% - Moderate Proficiency; 66-85% - Moving Towards Proficiency; 86-95% - Closely Approximately Proficiency; 96-100% - Proficient.

Table 12 shows the Academic Achievement in Social Studies of the Students *Philippine Political Development* competency. The tabular data present that the mean score of the students in the subject *Philippine Political Development* is 42.67. This implies that the student has moderately proficiency in the subject. In addition, 9 students have a common percentage score of 35%-65%. Moreover, 4 students percentage score 66-85% and another 1 student percentage score 86%-95% and theirs another 1 student percentage score 96%-100%. This implies that many of the students failed the examination and only few who did find it easy. Furthermore, it indicates that student has less interest in the subject.

In connection to the study of Philippine Political Development, Balili (2013) pointed out that student learns or perhaps more accurately prefer to learn in different ways. The simple facts that many teachers teach different groups in the same manner but students' success varies it One concept that may shed light on difference on students' success and is being investigated for its role in academic achievement in general is learning style.

Table 13
Law Related Studies

Percentage Score	Frequency	Percent (%)
66% - 85%	1	3.33
35% - 65%	10	33.33
15% - 34%	12	40.00
5% - 14%	6	20.00
0% - 4%	1	3.33
Interpretation		
Mean	29.33	Low Proficiency

Note. 0-4% - Absolutely No Proficiency; 5-14% - Very Low Proficiency; 15-34% - Low Proficiency; 35-65% - Moderate Proficiency; 66-85% - Moving Towards

Proficiency; 86-95% - Closely Approximately Proficiency; 96-100% - Proficient.

Table 13 shows the Academic Achievement in Social Studies of the Students in *Law Related Studies* competency. The tabular data present that the mean score of the students in the subject *Law Related Studies* is 29.33. This implies that the student has low proficiency in the subject. In addition, 12 students have a common percentage score of 15%-34%. Moreover, 6 students percentage score 5%-14% and another 1 student has percentage score 0%-4%. This implies that many of the students failed the examination and only few who did find it easy. Furthermore, it indicates that student has less interest in the subject.

In association with the investigation of law related studies that reading is a scholarly activity which is conceivable just if a man frames a propensity for perusing and practices these from adolescence. Perusing propensities, along these lines, assume an extremely significant part in empowering a man to accomplish handy productivity. "Laws die but books never." Without a doubt, books are the most reasonable medium through which learning is transmitted from age to age (Issa et al., 2012). There is little information about the ordinary perusing practices of tertiary training understudies and how these practices influence their scholastic accomplishment. Regular perusing comprises of people's perusing exercises for an assortment of purposes, for example, for unwinding or information (Issa et al., 2012).

Table 14
Building Bridges Across Social Science Discipline

Percentage Score	Frequency	Percent (%)
35% - 65%	16	53.33
15% - 34%	12	40.00
5% - 14%	2	6.67
Interpretation		
Mean	36.67	Moderate Proficiency

Note. 0-4% - Absolutely No Proficiency; 5-14% - Very Low Proficiency; 15-34% - Low Proficiency; 35-65% - Moderate Proficiency; 66-85% - Moving Towards Proficiency; 86-95% - Closely Approximately Proficiency; 96-100% - Proficient.

Table 14 shows the Academic Achievement in Social Studies of the Students in *Building Bridges Across Social Science Discipline* competency. The tabular data present that the mean score of the



students in the subject *Building Bridges Across Social Science Discipline* is 36.67. This implies that the student has moderately proficiency in the subject. In addition, 16 students have a common percentage score of 35%-65%. This implies that many of the students failed the examination and only few who did find it easy. Furthermore, it indicates that student has less interest in the subject.

In connection to the study of *Building Bridges Across Social Science Discipline*, Rangvids (2003) found that blending aptitudes impudence frail students emphatically then again the outcomes for splendid understudies were discovered negative. Goethals (2001) found that homogeneous group students improve the situation than heterogeneous group students.

Table 15
American Government

Percentage Score	Frequency	Percent (%)
66% - 85%	10	33.33
35% - 65%	16	53.33
15% - 34%	3	10.00
5% - 14%	1	3.33
Interpretation		
Mean	45.33	Moderate Proficiency

Note. 0-4% - Absolutely No Proficiency; 5-14% - Very Low Proficiency; 15-34% - Low Proficiency; 35-65% - Moderate Proficiency; 66-85% - Moving Towards Proficiency; 86-95% - Closely Approximately Proficiency; 96-100% - Proficient.

Table 15 shows the Academic Achievement in Social Studies of the Students in *American Government* competency. The tabular data present that the mean score of the students in the subject *American Government* is 45.33. This implies that the student has moderately proficiency in the subject. In addition, 16 students have a common percentage score of 35%-65%. This implies that many of the students failed the examination and only few who did find it easy. Furthermore, it indicates that student has less interest in the subject.

In connection to the study of *American Government* that a quality teacher is one who positively affects student learning and advancement through a mix of substance dominance, charge over academic abilities, intuitive aptitudes. Quality educators are long lasting students in their branches of knowledge,

instruct with duty, and are intelligent upon their showing practice, systematic abilities, comprehension of various learning styles and social impacts, They set high foresee and bolster students in accomplishing them (Wilson et al., 2001)

Table 16
International Law

Percentage Score	Frequency	Percent (%)
66% - 85%	1	3.33
35% - 65%	5	16.67
15% - 34%	15	50.00
5% - 14%	8	26.67
0% - 4%	1	3.33
Interpretation		
Mean	24.67	Low Proficiency

Note. 0-4% - Absolutely No Proficiency; 5-14% - Very Low Proficiency; 15-34% - Low Proficiency; 35-65% - Moderate Proficiency; 66-85% - Moving Towards Proficiency; 86-95% - Closely Approximately Proficiency; 96-100% - Proficient.

Table 16 shows the Academic Achievement in Social Studies of the Students in *International Law* competency. The tabular data present that the mean score of the students in the subject *International Law* is 24.67. This implies that the student has moderately proficiency in the subject. In addition, 5 students have a common percentage score of 35%-65% and another 1 student percentage score 66%-85%. This implies that many of the students failed the examination and only few who did find it easy. Furthermore, it indicates that student has less interest in the subject.

In connection to the study of *International Law*, Karemera (2003) found that students' performance is extensively interconnected with fulfilment with academic condition and the offices of library, PC lab and so forth in the foundation. As to foundation factors, he found a beneficial outcome of secondary school execution and school accomplishment he found no factual confirmation of huge relationship between family salary level and academic performance of the students.

Table 17
Parliamentary Practice and Procedure

Percentage Score	Frequency	Percent (%)
66% - 85%	1	3.33
35% - 65%	1	3.33
15% - 34%	10	33.33



5% - 14%	15	50.00
0% - 4%	3	10.00
Interpretation		
Mean	16.67	Low Proficiency

Note. 0-4% - Absolutely No Proficiency; 5-14% - Very Low Proficiency; 15-34% - Low Proficiency; 35-65% - Moderate Proficiency; 66-85% - Moving Towards Proficiency; 86-95% - Closely Approximately Proficiency; 96-100% - Proficient.

Table 17 shows the Academic Achievement in Social Studies of the Students in *Parliamentary Practice and Procedure* competency. The tabular data present that the mean score of the students in the subject *Parliamentary Practice and Procedure* is 16.67. This implies that the student has moderately proficiency in the subject. In addition, 1 student has a common percentage score of 35%-65% and another 1 student percentage score 66%-85%. This implies that many of the students failed the examination and only few who did find it easy. Furthermore, it indicates that student has less interest in the subject.

In connection to the study of Parliamentary Practice and Procedure, Lujan and DiCarlo (2006) found that through peer interaction, Students might increase their skills on solving qualitative problems.

Table 18
Research in Social Studies

Percentage Score	Frequency	Percent (%)
96 % - 100%	2	6.67
86% - 95%	0	0.00
66% - 85%	0	0.00
35% - 65%	3	10.00
15% - 34%	21	70.00
5% - 14%	3	10.00
0% - 4%	1	3.33
Interpretation		
Mean	28.33	Low Proficiency

Note. 0-4% - Absolutely No Proficiency; 5-14% - Very Low Proficiency; 15-34% - Low Proficiency; 35-65% - Moderate Proficiency; 66-85% - Moving Towards Proficiency; 86-95% - Closely Approximately Proficiency; 96-100% - Proficient.

Table 18 shows the Academic Achievement in Social Studies of the Students in *Research in Social Studies* competency. The tabular data present that the mean score of the students in the subject *Research in Social Studies* is 28.33. This implies that the student has low proficiency in the

subject. 21 students have a common percentage score of 15%-34%. In addition, 3 students percentage score 5%-14% and another 1 students percentage score 0%-4%. This implies that many of the students failed the examination and only few who did find it easy. Furthermore, it indicates that student has less interest in the subject.

In association with the investigation of research in social studies that assessing these discoveries together, we can reason that the social studies instructors saw esteems training to have a critical mission in securing the social structure. This outcome is reliable with the missions credited to values instruction in the writing (Akbaş, 2004, Ekşi, 2003; Ekşi and Katılmış, 2016). This is steady with past discoveries that understudies must be shown essential philanthropic qualities, for example, regard, obligation, resistance and equity (Acat and Arslan, 2012; Arslan and Tunç, 2013; Çelikkaya and Filoğlu, 2014; Gömleksiz, 2007; Haydon, 2007).

Proficient and Deficient Areas in Social Studies

Social Studies according to Adediran and Abdulkareem, (2012) as a subject meant to help young learners develop competencies that should enable them to deal with and to some extent manage the physical and social forces of the world in which they live, requires inputs from contemporary ideas and facts to achieve this objectives. Therefore, social studies lecturers have the challenges to bring in every relevant information around the globe that can facilitate the acquisition of the necessary competencies. The following are: Philippine Community Life, Economic Planning and Strategy, Asian Studies, Places and Landscapes in a Changing World, World History and Civilization, Micro-Macro Economics, Trends and Issues in Social Studies, Philippine Nationalism, Comparative Government and Politics, Philippine Economics Geography, Socio-Cultural Anthropology, Philippine Political Development, Socio-Cultural Anthropology, Philippine Political Development, Law Related Studies, Building Bridges Across Social Science Discipline, American Government, International Law, Parliamentary Practice and Procedure and Research in Social Studies.

Table 19
Proficient and Deficient Areas in Social Studies

Subjects	Mean	Interpretation	Rank
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Philippine Community Life	46.33	Moderate Proficiency	4 th
Economic Planning and Strategy	46.00	Moderate Proficiency	5 th
Asian Studies	34.67	Moderate Proficiency	12 th
Places and Landscapes in a Changing World	40.00	Moderate Proficiency	8 th
World History and Civilization	45.33	Moderate Proficiency	6 th
Micro-Macro Economics	38.67	Moderate Proficiency	9 th
Trends and Issues in Social Studies	64.33	Moderate Proficiency	1 st
Philippine Nationalism	49.33	Moderate Proficiency	3 rd
Comparative Government and Politics	50.33	Moderate Proficiency	2 nd
Philippine Economics	34.67	Moderate Proficiency	12 th
Geography			
Socio-Cultural Anthropology	37.00	Moderate Proficiency	10 th
Philippine Political Development	42.67	Moderate Proficiency	7 th
Law Related Studies	29.33	Low Proficiency	13 th
Building Bridges Across Social Science Discipline	36.67	Moderate Proficiency	11 th
American Government	45.33	Moderate Proficiency	6 th
International Law	24.67	Low Proficiency	15 th
Parliamentary Practice and Procedure	16.67	Low Proficiency	16 th
Research in Social Studies	28.33	Low Proficiency	14 th

Note. 0-4% - Absolutely No Proficiency; 5-14% - Very Low Proficiency; 15-34% - Low Proficiency; 35-65% - Moderate Proficiency; 66-85% - Moving Towards Proficiency; 86-95% - Closely Approximately Proficiency; 96-100% - Proficient.

Table 19 shows the Academic Achievement in Social Studies of the Students in *Proficient and Deficient Areas in Social Studies* competency. The tabular data present in the 1st rank with the mean score of the students is 64.33 in the subject *Trends and issues in social studies*; followed by *Comparative government and politics* in the 2nd rank with the mean score of 50.33. Standing in the 3rd rank is the *Philippine nationalism* with the mean score of 49.3. In the 4th rank is the *Philippine Community Life* with the mean score of 46.33. It was followed by *Economic Planning and Strategy* in the 5th rank with the mean score of 46.00. The 6th one is the *American Government* with the mean score of 45.33. Standing in the 7th

rank is the *Philippine Political Development* with the mean score of 42.67. In the 8th rank is the *Places and Landscapes in a Changing World* with the mean score of 40.00; followed by *Micro-Macro Economics* in the 9th rank with the mean score of 38.67. The 10th one is the *Socio-Cultural Anthropology* with the mean score of 37.00. Followed by *Building Bridges Across Social Science Discipline* in the 11th rank with the mean score of 37.00. Followed by *Building Bridges Across Social Science Discipline* in the 11th rank with the mean score of 36.67. In the 12th rank there are two, the *Philippine Economics Geography and Asian Studies* with the mean score of 34.67. Followed by *Law Related Studies* in the 13th rank with the mean score of 29.33. In the 14th rank is the *Research in Social Studies* with the mean score of 28.33. Followed by *International Law* in the 15th rank with the mean score of 24.67. And lastly, the *Parliamentary Practice and Procedure* in the 16th rank with the mean score of 16.67. This implies that the students have moderately proficiency and low moderately proficiency in the subject which indicates that student has less interest in the subject.

In connection of the study, all the competencies that the new standards for what students should be able to do replaced the basic skill competencies and knowledge expectations of the past. To meet this challenge schools must be transformed in ways that will enable students to acquire the creative thinking, flexible problem solving, collaboration and innovative skills they will need to be successful in work and life. Some authors (Carroll, 2007; Burmack, 2002; Riddle, 2009; Frey & Fisher, 2008; Elkins, 2007; Trilling & Fidel, 2009).

CONCLUSION

Based on the findings of the study the following are the conclusions. In conclusion the academic achievement in social studies of the students revealed moderate proficiency and low proficiency which means that the skills attained by the students is average in their year level. Students show lack of understanding and knowledge as demonstrated in their results due to insufficient instruction in their formative years then being carried to college. This manifestation serves as bases to call for a immediate response to help the difficulties of the students and gradually improve their competencies in social studies as an essential element in their future endeavour as what the Assessment of Critical Thinking and Technological Skills



(Hernon& Dugan, 2004) focused on the critical assessment project identifies instruments that use either direct or indirect methods. Most helpful is the list of critical thinking competencies, such as the ability to " evaluate credibility of sources of information and opinion," identify the relevant and irrelevant claims in a given context and determine when additional information is needed for a given purpose.

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LEVELLING STUDENT'S DIFFICULTY IN OPERATING ALGEBRAIC EXPRESSION

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ABSTRACT

Algebra is a center subject within mathematics and in auxiliary school mathematics in particular. It is instrumental for accomplishments in other mathematical domains. This study examines and determines the difficulty level in operating algebraic expression from the three different schools in Cebu city. The study utilized the descriptive research method in analyzing the data. Participants were given a test questionnaire to assess the difficulty in algebraic items. An in-depth analysis of the solution processes was done to determine the performance of the students in operating algebraic expressions. The levels are derived from the table of specification that was based on SOLO Taxonomy model. The findings support the trend that the students have inconsistent performance in every competency in algebraic expression and suggest that incoherence and the inability to connect learning to new task obstructs success. The results revealed that most of the students have a very low performance in operating the competencies under algebraic expression hence the items from the different competencies were classified as difficult. Participants who were unsuccessful in lower level tasks were not effective in higher level tasks.

Keywords: Algebraic Expression, Competencies, Level of Difficult

INTRODUCTION

Algebra is a middle subject inside mathematics and in assistant school arithmetic specifically. It is instrumental for achievements in other areas in mathematics, for instance, analytical geometry, calculus, and statistics. Algebra serves not similarly as a vernacular for science, yet likewise as a gateway to front line number juggling and progressed education. Furthermore, mathematical information and abilities are important in every day and professional life either specifically or as an essential (Katz 2007; Kendal & Stacey, 2004). Students in grade 8 and grade 9 are as a yet battling with arithmetical ideas and skills (Greens & Rubenstein, 2008). Numerous are stopping their study of more elevated amount arithmetic in view of their absence of achievement in algebra. More examinations or analysis is necessary in order to build up a clear comprehension of what factors assist students with being successful in algebra and how schools and different frameworks can help with accomplishing this objective (Egodawatte, 2011). Although the study is about algebra in grade 11 students, levelling student's difficulty on the subject, and the students learning skills, there is no study which focuses on Levelling student's difficulty in operating algebraic expression. This study aims to determine the level of difficulty of

the grade 11 students in operating algebraic expression in different schools in Cebu.

According to the Center for Education Measurement (2016), the Achievement Test Report of the University of the Visayas Grade 8 students consisting of 76 takers, only 40 got the average score in Mathematics specifically in Algebra. In Common Core State Standards (NGA Center & CCSSO, 2010), algebraic thinking is a part of the mathematical content even in kindergarten. In Sweden, algebra was not listed as a main topic in the curriculum for the later grades in compulsory school until 1955 (Swedish National Agency for Education, 1997), but in the latest Swedish curriculum, algebra is taught as early as in grades 1-3 (Swedish National Agency for Education, 2011). International studies show that many pupils do not succeed in solving algebraic tasks (Mullis, Martin, Foy & Arora, 2012; OECD, 2013). In Trends in International Mathematics and Science Study (TIMSS, 2011), four areas in mathematics were assessed: Number, Algebra, Geometry and Data, and Chance. The international average achievement by students in Grade 8 was lowest in Algebra (Mullis et al., 2012). In TIMSS 2011, the Swedish pupils in Grade 8 performed 33 points lower on algebra tasks than the average in the EU/OECD (Swedish National Agency for Education, 2012). Comparing the Swedish pupils



in TIMSS 2007 and in TIMSS 2011, there were no positive developments: the result had not changed. The general status of algebra in school mathematics is that algebra is important, but difficult and it has been pinpointed as a gatekeeper for higher education (Cai & Knuth, 2011).

The studies that have been reviewed revealed that there was no progressive development in the application of mathematics algebra in the past years. Based on observation, most of the students failed on their exams in mathematics especially in algebra. Thus, mathematics algebra is continually practiced and applied in every year level to succeed in algebraic task. It needs to deal with how to improve skills in solving algebra from the start of the process and why it is difficult to solve algebraic expression. Hence, it is the first study which takes consideration on what is the problem when it comes to the difficulty of every student with regards mathematics especially in solving algebraic expression.

Mathematics touches every life. And, when it comes to algebra, everyone knows something especially on the basic operations but no one knows everything on it. It would therefore be necessary that the pupils' learning gap or the level of difficulties in operations of algebraic expression be determined in the University of the Visayas Basic Education Department Grade 11 students and different schools in Cebu. The data revealing the difficulty of operations in algebraic expression can help in pinpointing the difficulty of the subject in the specific learning areas with which the teachers can consider as basis for the application of appropriate teaching strategy, the shift of learning objectives of the content, and the instructional resources used as a tool.

METHODOLOGY

This study is a survey that analyses quantitatively in examining and characterizing the learning levels of the grade 11 students in algebra. This study uses the SOLO taxonomy as the framework in describing the level and the complexity of the students' knowledge in algebra. Specifically, the competencies listed in the appendix are included in the analysis.

The study is conducted in the selected schools within Cebu City in both public schools and private schools. For the public schools, the researchers

choose Tejero National High School and Pardo National High School. For the private school, the researchers choose the University of the Visayas Main Campus which was established as the first university in Cebu located at Colon Street, Cebu City and was founded in 1919 with the vision of being a research-driven university by 2019 and is part of producing quality students which aims to produce, present and publish a cutting-edge multidisciplinary research outputs. The researchers choose these schools since these contains the necessary information which is used in the study especially on the levelling student's difficulty in operating algebraic expression. They can benefit from our study in such a way that the teacher is guided on what teaching strategy is used and also in order for them to know the student's level of difficulty in algebra.

The respondents of this study are the Grade 11 students from the selected schools namely: Tejero National High School and Pardo National High School. For the private school, the researchers choose the University of the Visayas Main Campus of the academic year 2021-2022. Purposive sampling was used to determine the respondents since all of the members of a certain population are considered respondents in the study which researchers believed that they are in the best position to answer the questionnaire utilized in the study. In order to strengthen and avoid being bias in the terms of population of the study, the researchers provide inclusion and exclusion criteria. Such criteria include: (1) must be a bonafide Grade 11 student from the mentioned schools, (2) highly engage with their studies, and (3) willing to participate in the study. Then, students who do not qualify within the three criteria are subject to exclusion. Strict observation will be employed to provide the most reliable data and that can be generalized.

In sampling technique, the researchers use the purposive sampling technique, the purposive sampling depends on judgement of the researcher or investigator with regards to choosing the units. The fundamental objective of utilizing the purposive sampling technique is to center around specific characteristics of populace that the researchers are interested of, that would empower to answer the researchers-made instrument. The researcher of the study selected the respondents by purposive sampling in order to select the units of



population of the study the researchers are interested. The researcher chooses the students from the different schools in Cebu as the respondents in the study to answer the researcher-made questionnaire prepared by the researchers.

The researchers-made questionnaire was the main instrument. The questionnaire deals with algebraic problems which is useful in detecting what specific operations or problems of algebra which the Grade 11 students find it difficult. Prior to content validation reliability test was done through cloned items intended for the prior test. The content validation was done by checking and rechecking the researchers-made questionnaire by the three experts who are math instructors from the College of Education. The three experts are qualified to validate the researcher-made instruments since they are already done in their master’s degree and they have a wide knowledge about research.

The researchers follow the following process to gather all the necessary information needed in the study. The researchers ask permission from the dean of the College of Education and then secure a clearance from the Institutional Review Board (IRB) to allow them to proceed. The researchers also ask permission from the Vice-President of the Academic Affairs in the University of the Visayas. Meanwhile, for public schools the researchers ask permission from the superintendent in Cebu City Division and to the principal to conduct the study in the said schools. After the permission has been granted, the researchers directly gather the data from the respondents.

The researchers explain to the respondents what the study is all about. The confidentiality issues are also discussed and how the researchers keep all the gathered data like putting the entire questionnaire at the private dresser of the researcher. Furthermore, the researchers explain the very core importance of the study in order for the respondents to trust and give their full participation in the study. After the respondents give their consent, the researcher then gave the researchers-made questionnaire. Each respondent is given enough time they need in order to answer the following questions. After the researcher surveyed all the desired number of respondents, the data is analysed and interpreted in the way that it is in the line of the study.

The data gathered from the respondents are subjected to interpretation and analysis. The researchers analyse and classify the data gathered to produce findings, conclusions and recommendations. The mean and percentage are used to classify that performance and the data is checked according to their mean and percentage in every competencies using these descriptions:

- 0 – no solution
- 1 – Uni-structural
- 2 – Multi-structural
- 3 – Relational
- 4 – Extended Abstract

This answers on the performance level that the students is demonstrating according to the following descriptors.

- | | |
|-------------|-------------------|
| 0 – 0.75 | Pre-structural |
| 0.76 – 1.50 | Uni-structural |
| 1.51 – 2.25 | Multi-structural |
| 2.26 – 3.00 | Relational |
| 3.1 – 3.75 | Extended Abstract |

RESULTS AND DISCUSION

This section contains the presentation, analysis and interpretation of information.. This is divided on how to determine the level of student’s difficulty in operating algebraic expression in terms of their level in each competency given, the trend of difficulty and the level of performance of the students in operating algebraic expression.

Operating Algebraic Expression

Algebraic operation is any of the conventional tasks of arithmetic, which are addition, subtraction, multiplication, division, raising to a whole number power, and taking roots (partial or fractional power). These tasks might be performed on numbers, in which case they are regularly called arithmetic operations.

Simplifying Numerical Expression

In simplifying numerical expression, it is necessary to make all the expression into its simplified form by merely performing the operation indicated. In this competency, the use of MDAS or PEMDAS rule is needed.



Table 1
Difficulty Level in Simplifying Numerical Expression

Item	%	Classification
1	85.96	Easy
2	58.45	Average
3	41.26	Average
4	80.23	Easy
5	71.06	Easy
\bar{x}	67.39	Easy

Note. The number of participants is 349. % - Percent. An item is considered easy if 66.66%-100% of the participants provided the correct answer. It is average if 33.33%-66.65% of the participants successfully provide the answer. An item is considered difficult if less than 33.32% of the participants provided the correct answer.

Table 1 shows that item one has the highest percentage of 85.96% of correct response than the other item. Item 3 shows the lowest percentage of 41.26% of correct response. Among all the items there are two items which are in average level and three in easy level. The \bar{x} represents the weighted mean of all the items. The absence of difficulty level can be seen in the weighted mean of set of data which is easy level. It also shows that there were no students who had the difficulty of the items. This was being supported by the study that other schools ensure that the students already know the basic process in operating algebraic expression.

One of the most essential exercises of elementary algebra is simplifying numerical expression. Simplifying a numeric expression comprises of performing out the demonstrated tasks in a legitimate succession to acquire or obtain a single number, whereas instructors and researchers have distinguished algebra in general as a region of difficulty for some students; they have detailed expression transformation as a zone of specific difficulty. In view of the recurrence and governance like consistency with which students are inclined to make certain errors, Sleeman (1984) and others refer to these "classic" mistakes as mal-rules.

Evaluating Mathematical Expression

In this level of competencies, the students will evaluate mathematical expression items. It consists of numbers and variables to ensure the given variables can be solved by the people who response the item correctly.

Table 2
Difficulty Level in Evaluating Mathematical Expression

Item	%	Classification
6	33.81	Average
7	80.52	Easy
8	59.60	Average
9	77.36	Easy
\bar{x}	62.82	Average

Note. The number of participants is 349. % - Percent. An item is considered easy if 66.66%-100% of the participants provided the correct answer. It is average if 33.33%-66.65% of the participants successfully provide the answer. An item is considered difficult if less than 33.32% of the participants provided the correct answer.

Table 2 shows the percentage and classification of correct response of all the takers. The results revealed that the highest percentage was item 7 which was classified as easy level and among the entire items; item 6 has the lowest percentage of 33.81% of students' correct response. Among all the items that belong to this competency there are two easy levels and two average levels. This implies that the students did not find the items difficult to answer since the data shows the weighted mean of 62.82% which belongs to the average level.

Simplifying Rational Algebraic Expressions

A rational expression is simply a portion in which the numerator as well as the denominator are polynomials. Since the denominator can't be zero there are estimations of x which are rejected from the rational expression. The expression above has an excluded value of zero. In this competency, the students are tasked to simplify each rational algebraic expression in each item.

Table 3
Difficulty Level in Simplifying Rational Algebraic Expressions

Item	%	Classification
10	78.22	Easy
11	65.33	Average
12	59.60	Average
13	22.64	Difficult
30	39.83	Average
31	33.52	Average
32	40.40	Average
\bar{x}	48.51	Average

Note. The number of participants is 349. % - Percent. An item is considered easy if 66.66%-100% of the participants provided the correct answer. It is average if



33.33%-66.65% of the participants successfully provide the answer. An item is considered difficult if less than 33.32% of the participants provided the correct answer.

Table 3 shows the items, percentage of correct response out of all respondents and its classification. Among the entire item, item 13 having less than 33.32% of correct response classified as the difficult item in this competency and most of the items were in average level. There was only one item which students provide correct response the most. The \bar{x} represents the weighted mean of all the items. The weighted mean was 48.51% of correct response. The results revealed that only one item was easy, mostly were in average level and only one in difficult level. This implies that the items which belong in these competencies were in average level by looking at their weighted mean even though there was one item which was classified as difficult.

Evaluating Algebraic Expressions for Given Values of the Variables

Evaluating Algebraic Expressions for Given Values of the Variables is a logarithmic expression, letters can remain for numbers. When we substitute a particular value for every variable, and afterward perform out the tasks, it's called evaluating the expressions.

Table 4
Difficulty Level in Evaluating Algebraic Expressions for Given Values of the Variables

Item	%	Classification
14	42.41	Average
15	60.74	Average
16	53.01	Average
17	61.60	Average
\bar{x}	54.44	Average

Note. The number of participants is 349. % - Percent. An item is considered easy if 66.66%-100% of the participants provided the correct answer. It is average if 33.33%-66.65% of the participants successfully provide the answer. An item is considered difficult if less than 33.32% of the participants provided the correct answer.

Table 4 shows the items, percentage of correct response out of all respondents and its classification. All the items were considered average since all the accumulated percentage belongs to the scale of 33.33% - 66.65%. The weighted mean was 54.44% of the correct response. This implies that the items which belong in these competencies was in average level by looking at their weighted mean.

Adding and Subtracting Polynomials

Polynomials are the combinations of two or more terms likely monomial, binomial and polynomial. Adding and subtracting are one of the basic way in operating polynomial when you add you just sum up all the numerical values including the variables with exponents. Similar to the process of adding polynomial, subtracting is merely deducting process.

Table 5
Difficulty Level in Adding and Subtracting Polynomials

Item	%	Classification
18	50.43	Average
19	50.72	Average
20	44.41	Average
\bar{x}	48.52	Average

Note. The number of participants is 349. % - Percent. An item is considered easy if 66.66%-100% of the participants provided the correct answer. It is average if 33.33%-66.65% of the participants successfully provide the answer. An item is considered difficult if less than 33.32% of the participants provided the correct answer.

Table 4 shows the items, percentage of correct response out of all respondents and its classification in adding and subtracting polynomials. All the items were considered average since all the accumulated percentage belongs to the scale of 33.33% - 66.65%. The weighted mean was 48.52% of the correct response. This implies that the items which belong in these competencies were in average level by looking at their weighted mean.

Deriving the Laws of Exponent

Deriving the laws of exponents help us to simplify terms containing exponents with respect to the variables. In this competency, combining terms with the same variables and degree of exponents are utilized.

Table 6
Difficulty Level in Deriving the Laws of Exponent

Item	%	Classification
21	30.95	Difficult
22	15.19	Difficult
23	33.52	Average
\bar{x}	26.55	Difficult

Note. The number of participants is 349. % - Percent. An item is considered easy if 66.66%-100% of the participants provided the correct answer. It is average if 33.33%-66.65% of the participants successfully provide



the answer. An item is considered difficult if less than 33.32% of the participants provided the correct answer.

Table 3 shows the items, percentage of correct response out of all respondents and its classification in deriving the laws of exponents. Among the entire item, item 23 having the percentage of 33.52% which belongs to the scale of 33.33% - 66.65% was considered average while the rest of the items were considered difficult for their percentage was less than 33.32%. \bar{x} represents the weighted mean of all the items. The weighted mean was 26.55% of the correct responses. The results revealed that only one item was average, and mostly were in difficult level This implies that the items which belong in these competencies were in difficult level by looking at their weighted mean even though there was one item which was classified as in average.

Multiplying and Dividing Polynomials

Polynomial is the combination of one or more terms like monomial, binomial, and polynomial. Multiplying polynomials is just basic multiplication of numerals, copying the variables and adding the exponents. Dividing is the opposite of multiplying, the numerals needs to be reduce, copying the variables and then subtracting its exponents.

Table 7
Difficulty Level in Multiplying and Dividing Polynomials

Item	%	Classification
24	25.79	Difficult
25	19.77	Difficult
26	65.04	Easy
27	53.30	Average
\bar{x}	40.98	Average

Note. The number of participants is 349. % - Percent. An item is considered easy if 66.66%-100% of the participants provided the correct answer. It is average if 33.33%-66.65% of the participants successfully provide the answer. An item is considered difficult if less than 33.32% of the participants provided the correct answer.

Table 7 shows the items, percentage of correct response out of all respondents and its classification in multiplying and dividing polynomials. Among the entire item, item 26 having the percentage of 65.04% which belongs to the scale of 66.66% - 100% was considered easy while the other two items were classified as average for their percentage was greater than 33.33% but less than 66.65% and the last two items

were classified as difficult for their percentage was less than 33.32%. \bar{x} represents the weighted mean of all the items which was 40.98% of the correct responses. This implies that the items which belong in these competencies were in average level by looking at their weighted mean even though some of the items belong to the easy and difficult level.

Factoring Completely Different Types of Polynomials

Factoring a polynomial is the contrary procedure of multiplying polynomials. Review that when we factor a number, we are searching for prime factors that duplicate together to give the number.

Table 8
Difficulty Level in Factoring Completely Different Types of Polynomials

Item	%	Classification
28	51.86	Average
29	51.58	Average
\bar{x}	51.72	Average

Note. The number of participants is 349. % - Percent. An item is considered easy if 66.66%-100% of the participants provided the correct answer. It is average if 33.33%-66.65% of the participants successfully provide the answer. An item is considered difficult if less than 33.32% of the participants provided the correct answer.

Table 8 shows the items, percentage of correct response out of all respondents and its classification in factoring completely different types of polynomials. All the items were considered average since all the accumulated percentage belongs to the scale of 33.33% - 66.65%. The weighted mean was 51.72% of the correct response. This implies that the items which belong in these competencies were in average level by looking at their weighted mean.

Performing Operations on Rational Algebraic Expressions

This is the combined concept of specific topics in algebra. This includes rules in factoring, simplifying rational algebraic expression and getting the least common denominator of such expressions.

Table 9
Difficulty Level in Performing Operations on Rational Algebraic Expressions

Item	%	Classification
33	25.79	Difficult



34	32.95	Difficult
35	48.71	Average
36	31.81	Difficult
37	26.36	Difficult
38	22.92	Difficult
39	26.93	Difficult
40	16.05	Difficult
\bar{x}	28.94	Difficult

Note. The number of participants is 349. % - Percent. An item is considered easy if 66.66%-100% of the participants provided the correct answer. It is average if 33.33%-66.65% of the participants successfully provide the answer. An item is considered difficult if less than 33.32% of the participants provided the correct answer.

Table 9 shows the items, percentage of correct response out of all respondents and its classification in performing operations on rational algebraic expressions. Among the entire item, only item 35 having the percentage of 48.71% which belongs to the scale of 33.33% - 66.65% was classified as average while the rest of the items were classified difficult since all the accumulated percentage are less than 33.32%. \bar{x} represents the weighted mean of all the items which was 28.94% of the correct responses. This implies that the items which belong in these competencies were in difficult level by looking at their weighted mean even though one of the items was classified as average.

Simplifying Expression with Rational Exponents

In simplifying expression with rational exponents, one must know how to combine similar and dissimilar fractions since the exponent of a certain term in this competency is in fraction form which can also be transformed into a radical form. It is necessary to use rules when multiplying and dividing an expression in which, in multiplying expressions, adding the exponents is needed and in dividing expression, one must subtract the exponents of the terms.

Table 10
Difficulty Level in Simplifying Expression with Rational Exponents

Item	%	Classification
41	32.95	Difficult
42	27.22	Difficult
\bar{x}	30.09	Difficult

Note. The number of participants is 349. % - Percent. An item is considered easy if 66.66%-100% of the participants provided the correct answer. It is average if 33.33%-66.65% of the participants successfully provide

the answer. An item is considered difficult if less than 33.32% of the participants provided the correct answer.

Table 10 shows the items, percentage of correct response out of all respondents and its classification in simplifying expression with rational exponents. All the items were considered difficult since all the accumulated percentage are less than 33.32%. The weighted mean was 30.09% of the correct response. This implies that the items which belong in these competencies were in difficult level by looking at their weighted mean.

Simplifying Radical Expressions using the Laws of Radicals

In simplifying radical expressions using the laws of radicals, combine the terms with the same index and the numerical coefficient inside the radical sign.

Table 11
Difficulty Level in Simplifying Radical Expressions using the Laws of Radicals

Item	%	Classification
43	26.36	Difficult
44	20.34	Difficult
45	46.99	Average
\bar{x}	31.23	Difficult

Note. The number of participants is 349. % - Percent. An item is considered easy if 66.66%-100% of the participants provided the correct answer. It is average if 33.33%-66.65% of the participants successfully provide the answer. An item is considered difficult if less than 33.32% of the participants provided the correct answer.

Table 11 shows the items, percentage of correct response out of all respondents and its classification in simplifying radical expressions using the laws of radicals. Among the entire item, only item 35 having the percentage of 46.99% which belongs to the scale of 33.33% - 66.65% and was classified as average while the rest of the items were classified difficult since all the accumulated percentage are less than 33.32%. The mean was 28.94% of the correct responses which implies that the items in these competencies are all in difficult level by looking at their weighted mean even though one of the items was classified as average.

Factors of Polynomials

Polynomials are mathematical terms which consists of a numerical coefficient with a variable with its corresponding degree and of course the constant term. In factoring polynomials, a thorough analysis



is needed. It is also important to know how to factor such polynomial using different ways.

Table 12
Difficulty Level in Factoring Polynomials

Item	%	Classification
46	27.51	Difficult
47	58.74	Average
48	55.01	Average
49	51.86	Average
50	45.27	Average
\bar{x}	47.68	Average

Note. The number of participants is 349. % - Percent. An item is considered easy if 66.66%-100% of the participants provided the correct answer. It is average if 33.33%-66.65% of the participants successfully provide the answer. An item is considered difficult if less than 33.32% of the participants provided the correct answer.

Table 12 shows the items, percentage of correct response out of all respondents and its classification in factoring polynomials. Among the entire item, only item 46 having the percentage of 27.51% which is less than 33.32% was classified as difficult while the rest of the items were classified as average since the accumulated percentage belongs to the scale of 33.33% - 66.65% The mean which was 47.68% of the correct responses implies that the items in these competencies are all in average level by looking at their weighted mean even though one of the items was classified as difficult.

Operating Algebraic Expressions

Operating algebraic expression deals with different concepts most especially in polynomials, rules of exponents and radicals and rational expressions including the four fundamental operations, namely: addition, subtraction, multiplication and division. The competencies under this area is listed as follows:

Table 13
Difficulty Level in Operating Algebraic Expressions

Competencies	%	Classification
Simplifying Numerical Expression	67.39	Easy
Evaluating Mathematical Expression	62.82	Average
Simplifying Rational Algebraic Expressions	48.51	Average
Evaluating algebraic expressions for given	54.44	Average

values of the variables		
Adds and subtracts polynomials	48.52	Average
Derive the laws of exponent	26.55	Difficult
Multiple and divide polynomials	40.98	Average
Factors Completely Different Types of Polynomials	51.72	Average
Perform Operations on rational algebraic expressions	28.94	Difficult
Simplify Expression with Rational Exponents	30.09	Difficult
Simplifies radical expressions using the laws of radicals	31.23	Difficult

Factors of polynomials	47.68	Average
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Note. The number of participants is 349. % - Percent. An item is considered easy if 66.66%-100% of the participants provided the correct answer. It is average if 33.33%-66.65% of the participants successfully provide the answer. An item is considered difficult if less than 33.32% of the participants provided the correct answer.

Table 13 shows the difficulty level in operating algebraic expression in the different competencies. It is seen that simplifying numerical expression got 67.39% which classified as easy level. Evaluating mathematical expression, simplifying rational algebraic expression, evaluating algebraic expression for given values of the variables, adding and subtracting polynomials, multiplying and dividing polynomials, factoring completely different types of polynomials and factoring polynomials are the competencies that has a percentage score of 33.33%-66.65% which was defined as an average level. The competencies that got a percentage score of less than 33.32% are deriving the laws of exponent, performing operations on rational algebraic expressions, simplifying expression with rational exponents and simplifying radical expressions using the laws of radicals. The computed percentage in each competency reveals that among the 12 competencies listed, deriving the laws of exponent got a very low percentage score which is 26.25% that means this competency is difficult for the students since only few of them answered the items correctly. On the other hand, simplifying numerical expression got the highest percentage score which is 67.39% that means the items in this competency



or this competency are easy for the students.

Trend of Difficulty Level in Operating Algebraic Expression

The trend of difficulty level of the students in terms of operating algebraic expression in mathematics based on their performance score.

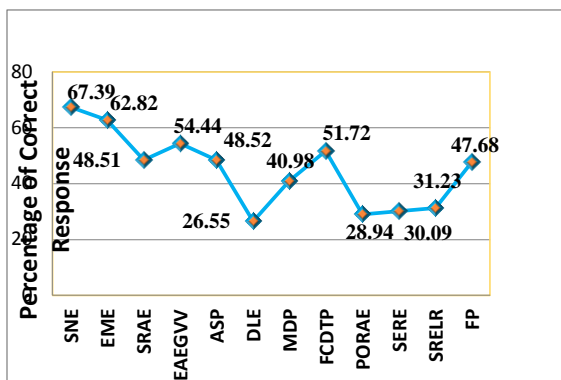


Figure 1. Trend of Difficulty Level in Operating of Algebraic Expression

Figure 1 shows the trend of difficulty in operating of Algebraic Expression. The horizontal axis consists of all the competencies and the vertical axis was the percentage of correct responses and presented by line graph. It reveals that the trend was spiral curving since it starts with the highest percentage of correct response down by the next competency then goes up again and the process repeated. The highest percentage was simplifying numerical expression of 67.39% and was classified as the easy level since mostly of the takers response correctly. Through the spiral trends the lowest percentage was deriving the laws of exponent which was classified as difficult level of 26.55% of correct response. It implies that since the figure revealed the lowest percentage and said to be the difficult level for the student takers the most addressable competency was deriving the laws of exponents which leads some researchers and people to conduct and assist intervention to the difficulty of this competency.

Level of Performance of Grade 11 Students in Algebra

Level of performance of Grade 11 students in algebra is the level of the overall performance of the students in algebra specifically in algebraic expression.

Table 14

Level of Performance of Grade 11 Students in Algebra

Percentage Scores	Frequency	Percent (%)
90% - 100%	2	0.57
85% - 89%	2	0.57
80% - 84%	10	2.87
75% - 79%	7	2.01
Below 75%	328	93.98
Mean	45.24	Interpretation Did not Meet Expectation

Note. n = 349. Below 75% - Did not Meet Expectation; 75-79% - Fairly Satisfactory; 80-84% - Satisfactory; 85-89% - Very Satisfactory; 90-100% - Outstanding.

Table 14 shows the level of performance of the Grade 11 Students in Algebra specifically in operating algebraic expression. It is seen that 328 out of 349 or 93.98% of the students perform below the 75% of the standard percentage score. 7 out of 349 or 2.01% of the students in which the performance is in between 75%-79% of the standard percentage score. 10 out of 349 or 2.87% of the students in which the performance is in between 80%-84%. 2 out of 349 or 0.57% of the students which performance is in between 85%-89% and another 0.57% of the students performed 90%-100%. The highest frequency is seen below 75% of the score which means that most of the students did not meet the passing percentage score. The computed mean performance score of the students is 45.24 which implies that the performance of the student did not meet the expectation.

Some research said that only a few of the students have proficiency in mathematics because of lack of mastery in basic mathematics like operation in mathematics especially in multiplication and infraction facts. California is one of those countries that suffers this one because the overall level of achievement of the students is 22 percent and higher and it keeps on going. This is the reason why they have to focus on the strategy they need to overcome their present situation on how they reduce math difficulties (Berg, 2009). Thus, the teaching strategy of the students for them not to struggle things up is to give them a manipulative device to practice and improve their mathematical skills.

CONCLUSION



Mathematics curriculum at all fields should include competency skills in conjuncture and inference. The teacher as a facilitator of learning must have sound pedagogical skill to enhance this mathematical thinking activity. In operation of algebraic expression there are studies that students have difficulty in mathematics in terms of solving it and they should be taking up all the topics under algebra. Thus, some countries to guarantee that they have basic foundational ideas and abilities expected to enter and be successful in algebra and then by explicitly showing procedures expected to apply those ideas and skills at a more elevated amount in real world context.

The research question in this study concerns on the level of difficulty of the student in operating algebraic expression of the different competencies, the trend of difficulty level in operating of Algebraic Expression and the level of performance of Grade 11 students in algebra in particular. From this current study's information, we conclude that the students' most vital challenges in algebra particularly algebraic expression concern determining the laws of exponent (DLE), Performing Operations on rational algebraic expressions (PORAE), Simplifying Expression with Rational Exponents (SERE) and Simplifying Radical Expressions using the Laws of Radicals (SRELR), respectively.

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PARENTING STYLES AND ACADEMIC PERFORMANCE AMONG JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

Parents utilized parenting style in rearing their children to make them behave per the standards that they have set that is said to be right in the psychological norms. Parenting style has always been associated with the academic performance, as well as it has been viewed by the public that it gives great impact to the students' academic performance. In connection, the researchers assessed the significant difference among the academic performance of the students immersed in various parenting styles. The researchers utilized descriptive-comparative method of research, in which they compared the four parenting styles and found out which of it produce students who were doing good academically and students who does not through comparing their grades. The respondents of the study were the junior high school students of the University of the Visayas with the total population of 388 students. Stratified random sampling was utilized to get the sample size of 40 Grade 7 students; 44 Grade 8 students; 50 Grade 9 students and 60 Grade 10 students, which is 197 junior high students in total. The result of the study revealed that there is no significant difference among the academic performance of the students from the different parenting styles since the statistics value (p -value = 0.13) is greater than the alpha level of significance at 0.05, which implies that a parent who utilizes permissive, authoritarian, authoritative and uninvolved parenting style may have children who are doing well in the academic performance or may have children who are in contrary. Thus, the null hypothesis of the researchers was accepted, and there is no adequate parenting style to be utilized, it depends on how a child react or see it.

Keywords: parenting styles, parents and academic performance

INTRODUCTION

Most of the parents use different parenting styles in rearing their children. Not just to let them behave according to what they are expecting and what is right in the psychological norms, but for them also to do well academically. They do this to nurture their children to be independent and to become good individuals, and they do this with the use of parenting styles. Parenting styles are psychological construct strategies that parents use in rearing their children. Cherry (2014) indicated that varieties of child outcomes including social skills and academic performance have always been associated with parenting styles. In fact, it plays a major role in education because parents are said to be one of the stakeholders of the curriculum. Epstein et al. (2006) seconded that parent's interest and support are the essential factors for student's success or failure in school. Thus, community involvement especially the parental involvement is important for the students' academic performance because the problems of educational achievement and academic success demand resources beyond the scope of the school and of most families.

The researchers believe that the way the parents discipline or handle their children gives big impact on how well their children perform academically. And how parenting style are perceived by their children could also affect the children's academic performance. Thus, this study assess if there is a significant relationship among the academic performance of the students immersed in different parenting styles.

Constantino (2003) indicated that parents should build strong relationship to their child so that they can follow up their child's academic performance. Mothers who have better ability in modulating and expressing both intimacy and autonomy had children who had higher scores for verbal and mathematical achievement in school. In order to meet the expectation to their child, parents should do their best in supporting their child for them to have a good academic performance (Skowron, Soenens & Vansteenskie, 2006). Steinberg et al. (2006) mentioned that adolescents with authoritative parents get high grades in school academic performance than those students who have parents who utilizes uninvolved parenting styles. Adolescents who have parents who uses



authoritative parenting styles demonstrates stronger school orientation, school engagement and bonding with teachers than those who have uninvolved parents.

Hornsby (2009) elaborated in his book —Improving Parental Involvement that parental involvement helps the students improve their academic achievement is beyond dispute and that parent is critical to children’s successes during their school years. The author indicated that parents must monitor every academic performance of their child so that the child will feel the importance and love from their parents. By monitoring or asking the teacher about the academic performance of the child, parents will be aware and will give some extra time or interventions. Lamoste (2008) discussed in his study that there are number of factors affects the achievement of the students. The underachievement of students might be affected by their parents and their own selves.

Several studies reviewed and most of these studies showed positive effect of parenting styles to the students’ performance in the school specifically in their academic aspect (Steinberg, 2006; Christenson, 2010; Hong, 2012; &Munyi, 2013). But, Kassahun (2010) contradicted the assertion in his study, he stresses the predominance of the neglectful parenting styles for high school aged males, since when these high school males enter high school their parents believed that their sons could already handle and manage their own selves and thus they reduce their control for their sons. But based on the researchers’ observation, there are students who are still performing low in the class even despite of the fact that they have parents who are very responsive, nurturing and loving towards them and who are communicative to them. Moreover, even though their parents are involved in their students’ academic standing and are attending the activities organized by the school administrations for them such as card distribution day, Parent Teacher Meeting. Most of all they have parents who are very responsive in everything that they especially in complying what they have to comply in school. Also, there are students who are performing well in class despite of the fact that their parents are utilizing the uninvolved parenting style and despite of the fact that their parents don’t attend on the activities organized for them.

In order to address this issue, the researchers considered various types of parenting styles utilized by the students’ parents as perceived by the students and evaluate its effect to the students’ academic performance. Parenting styles consist of parents who are permissive, authoritarian, authoritative and uninvolved. The researchers believe that students’ academic performance varies accordingly with the parenting styles their parents are using in their homes.

METHODOLOGY

The researchers utilized descriptive-correlational method of research since this study aims to identify the significant difference between each parenting styles and academic performance. In which the researchers would compare the four parenting styles and find out which of the four parenting style produce students who do good in academic performance and students who does not do well in their academic performance through comparing their grades. It will determine the parenting styles used by most parents of the Junior high school students of University of the Visayas Basic Education Department and their effects towards the students’ academic performance.

This study was conducted at the University of the Visayas Main Campus, Basic Education Department located at 3rd to 5th floor, Teresita Building. It is situated at the Colon St. Cebu City. The University of the Visayas is the first university in Cebu because it was the first school that gained a university status and was founded in the year 1919. The university caters students from preschool to college. The University of the Visayas builds and embraces sustainable research culture while harnessing the talents and potentials of its stakeholders and promoting cultural, environmental, spiritual and societal responsibility.

The researchers believe that the environment can give a very good answer to the questions of the study. For the researchers observed that some of the parents of the junior students are very active and some are not. These parents have varied parenting styles that they mostly adapt to discipline or handle their children. The researchers predetermined already that the parents in this environment exhibited different parenting styles for they observed that the students were coming from diverse groups or communities. The variation of their origin, practices or culture and religions is a



very strong basis for the determination of various parenting styles.

The respondents of study were the Junior High School students of the University of the Visayas-Main Campus. There are 388 students who are currently enrolled as of School Year 2021-2022 from Grade 7 to 10. Slovin’s formula was used to determine the number of sample size to be considered in the study. The researchers distributed the questionnaire to the 197students from the different grade levels that were considered as sample of the study. Stratified random sampling was used to determine the number of students to be considered per grade level. Calmorin (2010) indicated that stratified random sampling us a type of scientific sampling that divides the population into strata or groups. For each stratum, the samples are drawn at random. In the study, the population of the students will be divided by grade level, then, the sample was drawn from each grade level.

The inclusion criteria that the researchers considered in choosing the respondents: (a) must be a bona fide student of the university; (b) a junior high school student; (c) must be enrolled in School Year 2021-2022; (d) must voluntarily participate in the study; and (e) regardless of age and gender. The respondents who asked to withdraw on their participation on the study were permitted at any time by the researchers as they requested to during the data gathering process.

Table 1
Distribution of Respondents

Grade Level	Population	Sample Size
Grade 7	79	40
Grade 8	88	45
Grade 9	101	51
Grade 10	120	61
Total	388	197

There are 40 Grade 7 students; 44 Grade 8 students; 50 Grade 9 students and 60 Grade 10 students that comprise the sample size of the study. The researchers used a researchers-made questionnaire to facilitate the conduct of the data collection. The questions from the formulated questionnaire were based on the purpose of the study. The questionnaire contains three parts: (1) part I consist of the consent form of the students, which also serve as the assent form; (2)part II

consists of questions on the students’ demographic profile namely: (a) the respondent’s age; (b) the number of siblings; (c) the parents’ highest educational attainment; and (d) the family economic status; and (3) part III consists of questions on the parenting styles of the parents. The questionnaire was answered by the respondents for its purpose is to determine the students’ perceived parenting styles exhibited by their parents at home.

The questionnaire was validated by the experts: the college dean, and two teachers who were parents. The suggestions of the experts were taken consideration by the researchers for the improvement of the questionnaire. After the validation of the questionnaire, the dry run was conducted to the elementary parents to check the reliability index of the questionnaire. After the researchers gained the necessary data needed, they directly consulted an expert to analyze the reliability of the questionnaire aided with software called SPSS version 16.0. The reliability of the questionnaire was measured using Cronbach’s Alpha and gained 0.703 reliability coefficient which means that the questionnaire was very reliable and ready for the actual gathering process.

The research tool of this study is a —Parenting Style Frequency Checklist that was made and prepared by the researchers. The tool that was used in this study was validated and scrutinized by experts before utilizing it for the purpose of the study. The tool contains the different behaviors showcased by the parents who use different parenting style in rearing their children. In addition, the Junior high school students of the University of the Visayas simply checked the box beside the provided statement on how frequent their parents display the behavior. The scale of the instrument would be never, sometimes, often and always which corresponds a score. Number one corresponds as the scale for never, two for sometimes, three for often and lastly four for always. Attached to the questionnaire is the participants’ implied consent that the students will have to comply before answering the provided questionnaires.

Table 2
Parametric Measures and Interpretation



Ranges	Descriptive Equivalent
3.25-4.00	Always
2.50-3.24	Often
1.75-2.49	Seldom
1.00-1.74	Never

Table 2 shows the parametric measures and interpretation of the instrument. If the parametric measures would range to 1.00-1.74 its descriptive equivalence would be never; 1.75-2.49 is seldom; 2.50-3.24 is often; and 3.25-4.00 is always.

In order for the researchers to facilitate properly the gathering process, the researchers followed the following process. First, the researchers made a letter of permission from Vice-President for Academic Affairs and from the Dean to conduct this study. After the permission granted, the researchers then asked permission from the Basic Education Department principal through a letter of request to allow the researchers to conduct the study as well as distribute the Parenting Style Checklists to the randomly selected junior high school students. Third, the researchers asked permission to the class advisers to allow them to distribute the implied consent to the class and discuss the content of the implied consent. On the following day, the researchers came back and asked permission to the teacher that they will now distribute the checklist to the students who could show off the signed informed consent. After, the researchers asked permission to the students if they could spare little of their time to answer honestly and frankly the Parenting Style Checklist. The students were not able to show off the signed informed consent are automatically excluded to participate in the study.

The researchers coded the names of the students using their I.D. numbers, then, they sent a letter of request to the principal asking for the copy of the grades of the students for the previous grading period. After the grades are given, the researchers asked an expert to compute the general weighted average (GWA) of the students.

RESULTS AND DISCUSSION

Personal Profile of the Respondents

The personal profile of the respondents is composed of sex, number of siblings educational attainment, economic status. It is being considered by the researchers because they think that these might also influence the respondents on how they

perceive the parenting styles of their parents and how does it affect to their academic performance.

Sex of the Respondents

According to Michael Mills Ph.D. of Psychology Today, sex refers to the biological and physiological characteristics that define men and women. Sex will be used to determine if the respondents are male or female.

Table 3

Sex of the Respondents

	Frequency	Percentage
Male	107	54.3%
Female	90	45.7%
Total	197	100.0%

Note. N = 197.

Table 3 show that the Sex of the Respondents. It shows that male dominated as the respondents of the study. The number of the male respondents (54.3%) is closed to the female (45.7%) with the total of 107 for male and 90 for female.

The result implies that most of the junior high school students of the University of the Visayas are males. As per the records given the Basic Education Department to the researchers, there are more male students than the female students that are why there are more male respondents than the female respondents. According to Philippine Statistics Authority (2013) the participation rate of females aged 12 to 15 years old in secondary or high school education (73.8%) was also higher than the participation rate of males (62.8%). There were fewer males were attending high school education than females with a ratio ranging from 68 to 95 males for every 100 females in all regions. Despite of the statistics, there are more male participants during the data gathering process because there are more numbers of males who were able to show off the signed consent forms and who were able to participate during the research undertakings.

Number of Siblings in the Family

The study explored the number of siblings in the family of the respondents. According to Oxford Dictionary, sibling means each of two or more children or offspring having one or both parents in common; a brother or sister.

	Frequency	Percentage
1 – 4	159	80.7%
5 – 8	33	16.8%
9 – 12	5	2.5%
Total	197	100.0%

Note. N = 197.



Table 4

Number of Siblings in the Family

The table 4 shows the Number of Siblings in the Family of the respondents. It shows that majority of the students have 1-4 siblings with 159 respondents or 80.7% of the total respondents; followed by the respondents with 5-8 number of siblings with 33 respondents or 16.8%; and fewer respondents with 9-12 siblings with 5 respondents or 2.5%.

The result implies that most of the junior high school students of the University of the Visayas have 1-4 numbers of siblings in the family. According to our respondents who have 1-4 number of siblings in their family, their parents have planned from the start the number of children they are going to have. They want to see to it that they could educate them and provide all their needs, as well as the attention. Moreover, Downey’s (2004) research supports the respondents’ statement. According to him, as the number of sibling increases, parents talk less to each child about school, have lower educational expectations, save less for college, and have fewer educational materials available.

Parents’ Educational Attainment

Parents’ educational attainment was sought in the research. Educational attainment refers to the highest level of schooling that a person has reached. At the primary and secondary school level, educational attainment refers to the number of grades completed. At the postsecondary level, it refers to institutions attended and certificates, degrees or diplomas obtained. In the study, the parents’ educational attainment consist of elementary level, elementary graduate, high school level, high school graduate, college level and college graduate.

Table 5

Parents’ Educational Attainment

	Frequency	Percentage
Elementary Level	2	1.0%
Elementary Graduate	0	0.0%
High School Level	34	17.3%
High School Graduate	35	17.8%
College Level	29	14.7%
College Graduate	97	49.2%
Total	197	100.0%

Note. N = 197.

Table 5 shows the parents’ educational attainment of the parents of the respondents. The result shows that most of the parents of the respondents are college graduate with the total number 97 or 49.2% of the total respondents and followed by the parents who are high school graduate with the total number of 35 or 17.8%. There no parents who graduated in elementary with the total number of 0 or 0%.

The result implies that most of the parents of the respondents are college graduate. According to the students, most of their parents are professional that they could afford to send them to a university and they could provide all the needs of their child. In fact, most of the parents of the respondents are getting a big salary from their job and some of the parents of the respondents are alumni of the University of the Visayas that made them decide to send their students to the university. While, other parents who were not able to finish college can afford to send their children to the university because they have their own business or they are well paid in the jobs that they have. Philippine Statistics Authority (2013) avers that the educational attainment of the population in the country had improved since year 2000. The proportions of graduates of both secondary and tertiary (college) levels had increased from 2000 to 2010. Compared to only 12.9% in 2000, in 2010, high school graduates accounted for 19.1%. College graduates increased from 4.3% in 2000 to 10.1% in 2010. Thus, by this time, there more Filipino parents who were able to finish college and who were able to send their children to private schools like the University of the Visayas.

Economic Status

Economic Status will be used to determine if the respondents belong to the lower/ class E, lower middle/ class D, middle/ class C, upper middle/ class B or upper class/ class A levels of society. The lower class/ class E has a family income of below 8,000 per month; lower middle class/ class D has a family income of 8001-15,000 per month; middle class/ class C has a family income of 15,001-50,000 per month; upper middle class/ class B has a family income of 50,001-100,000 per month; and an upper class/ class A has a family income of more than 100,000 per month.



Table 6
Economic Status (Accumulated Monthly Income)

	Frequency	Percentage
Upper Class/Class A	48	24.4%
Upper-Middle Class/Class B	71	36.0%
Middle Class/Class C	56	28.4%
Lower-Middle Class/Class D	16	8.1%
Lower Class/Class E	6	3.0%
Total	197	100.0%

Note. N = 197. Upper Class/Class A-more than 100,001 per month; Upper Middle Class/ Class B- 50,001-100,000 per month; Middle Class/ Class C- 15,001- 50,000 per month; Lower Middle Class/ Class D- 8,001- 15,000 per month; Lower Class/ Class E- below 8,000 per month

Table 6 shows the Economic status (Accumulated Monthly Income) of the respondents. It indicates that the most respondents are belong to the upper middle class with 71 or 36.00% of the total respondents; followed by the middle class with 56 or 28.04%; and fewer respondents are the lower class with 6 or 3.0%.

The result implies that most of the junior high school students of the University of the Visayas were belongs to the upper middle class and few from the lower class. According to Philippine Statistics Authority (2013) all the family income of the Filipino families increases in the average annual income at 2015. The average annual family income of Filipino families was approximately 267 thousand pesos. Thus the parents could really afford to send their children to private institutions. In relation to the result of the research with regards to the number of siblings of the respondents, Rappler (2015) revealed that middle class household comprises four members, lower than an average family size of six among poor households and those with low income have weak purchasing power with more household members to support. In addition, according to our respondents who belong to the upper middle class level of the economic status that the income of their family is more than enough to their basic needs and their parents is the one paying their school fees. Thus, the parents of the respondents could really afford to send them to a university.

Parenting Styles of the Parents

Baumrind (1967) defined parenting style as the patterns for children’s training that is formed by normative interaction of parents and how they response to their children’s behavior and these are also psychological construct strategies that parents

utilize in rearing their children. Parenting styles consist of permissive parenting, authoritarian parenting, uninvolved parenting and authoritative parenting. In the study, the parenting styles are being differentiated by the researchers to assess if what parenting style is best to be utilized by the parents. Data was collected using a 5-score likert scale for every section.

Permissive Parenting

Permissive parenting is a type of parenting style characterized by low demands with high responsiveness. They set few rules or standards to their children’s behaviour; they are very inconsistent with the rules that they have implemented, they are very caring and loving towards their children and they see their children like a friend rather than a child. Moreover, they also use bribery such as gadgets, gifts and food to make their children behave according to what they want.

Table 7
Permissive Parenting

Indicators	WE	DE
My parents set few rules or standards of my behaviour	3.30	Always
When my parents implement rules, they are very inconsistent with it.	3.14	Seldom
My parents are very caring and loving towards me.	3.62	Always
My parents see me like a friend rather than a child.	2.62	Seldom
My parents use bribery such as gadgets, gifts and food to make me behave according to what they want.	2.52	Sometimes
Average	3.04	Seldom

Note. N = 197. WM – Weighted Mean. DE – Descriptive Equivalent. 1.00-1.79 – Never; 1.80-2.59 – Sometimes; 2.60-3.19 – Seldom; 3.20-4.00 – Always

Table 7 shows the students mean response on the permissive parenting style. The results revealed that the participants’ parents are very caring and loving towards them gained the highest weighted mean of 3.62 which means they always see their parents demonstrate the attribute. The result also revealed that the participants sometimes see their parents demonstrate the attribute of using bribery such as gadgets, gifts and foods to make them behave according to what they want and gained the lowest weighted mean of 2.52.

This implies that most of the junior high school students of the University of the Visayas- main campus seldom see their parents utilizing permissive parenting style in nurturing them. Johnson and Heather (2011) stated that the said behaviour is demonstrated by a parent utilizing



permissive parenting style which is characterized by a high level of nurturance and low levels of maturity demands from children, low levels of control, and low levels of communication between parent and child. Parents who exhibit permissive parenting are highly involved with their children, but place few demands or controls on them. These parents do little to train their children to be more independent. Children of permissive parents are allowed to do what they want with little input from the parents and they allow their children to make their own decisions at an age when they are not yet ready to do so

Authoritarian Parenting

Authoritarian parenting is a parenting style utilized by parent that requires rigid rules, demands obedience and use strategies that force their child to behave according to what they want. Parents who utilize this parenting style, to elicit desired behaviours use physical punishments and verbal insults but do not explain the reason why do they need to do those punishments. Children of this parenting style are required to follow the rules set by their parents without any explanation.

Table 8 shows the students mean response on the authoritarian parenting style. The results revealed that the participant’s parents have strict rules and expectations towards them gained the highest weighted mean of 3.05 which means they sometimes see their parents demonstrate the attribute. The result also revealed that the attribute of being very demanding but not responsive of the participants’ parents gained the lowest weighted mean of 2.25 which means that they just sometimes see their parents demonstrating the said attribute.

Table 8
Authoritarian Parenting

Indicators	WM	DE
My parents have strict rules and expectations towards me.	3.05	Seldom
My parents are very demanding but not responsive.	2.25	Sometimes
My parents do not express much warmth or nurturing.	2.33	Sometimes
My parents utilize punishments without letting me explain.	2.27	Sometimes
My parents do not give me choices or options about certain things.	2.32	Sometimes
Average	2.44	Sometimes

Note. N = 197. WE – Weighted Mean. DE – Descriptive Equivalent. 1.00-1.79 – Never; 1.80-2.59 – Sometimes; 2.60-3.19 – Seldom; 3.20-4.00 – Always

This implies that most of the junior high school students of the University of the Visayas-main campus sometimes see their parents demonstrating the behaviour of authoritarian parents. According to Coste (2017), authoritarian parents are conservative and traditional. Children of authoritarian parents are prone to suffer low self-esteem, anxiety and depression because they have and sometimes even subconsciously perceived as enemies that pose a threat to order of parents who often look upon them with critical eye. They are basically perceived as non-equals, things and therefore must be kept down. Too add on, the rules and orders are not explained but are to be obeyed instantly and unquestionably. Discussion such as give and take dialogue is not encouraged.

Uninvolved Parenting

The uninvolved parenting is also known as neglectful parenting. Parents who utilize this parenting in nurturing their children require few demands, low responsiveness and little communication. They also elicit the behaviour of rejecting their children and get detached from their children because they are more focused on providing their children’s material needs. They do not enforce bedtime, regular eating habits, curfew hours and homework completion. Children who have parents who use this parent style may do what they want without asking their parents’ consent.

Table 9
Uninvolved Parenting

Indicators	WM	DE
My parents offer little or no supervision with any task I do.	2.49	Sometimes
My parents set few or no expectations or demands for my behaviour.	2.43	Sometimes
My parents do not attend school events and parent-teacher meeting.	2.27	Sometimes
My parents intentionally avoid me.	2.03	Sometimes
My parents are too overwhelmed by their own problems to deal with mines	2.41	Sometimes
Average	2.33	Sometimes

Note. N = 197. WE – Weighted Mean. DE – Descriptive Equivalent. 1.00-1.79 – Never; 1.80-2.59 – Sometimes; 2.60-3.19 – Seldom; 3.20-4.00 – Always

Table 9 shows the students mean response on the uninvolved parenting style. The results revealed that the participants’ parents offer little or no supervision with any task they do gained the highest weighted mean of 2.49 which means they sometimes see their parents demonstrate the attribute. This also revealed that the attribute of intentionally avoiding them gained the lowest weighted mean of 2.03 which means that they just



sometimes see their parents demonstrating the said attribute of an uninvolved parent.

This implies that the students of the University of the Visayas-Main campus observed that their parents sometimes utilize the uninvolved parenting because their parents offer little or no supervision with any task they do. They even said that they are often left without supervision by their parents when they have task to do like doing their school projects their parents their parents would not offer help. They said they have to do it on their own. According to Walton, S. (2012) a parent who utilizes uninvolved parenting is totally disengaged and emotionally uninvolved in their child's life and they show little if any expression of love and affection to their children. They are known for being low in parental responsiveness in terms of nurturing their child, and in terms of control over their child, they are known for being low in parental demandingness. Thus, parents who are utilizing the uninvolved parenting concern is providing the needs of their children to the extent that they become too busy or self-involved to support their child in school functions, teach life skills and encourage socially acceptable behaviour.

Authoritative Parenting

Authoritative parenting is a parenting style that is utilized by some parents that establishes rules and guidelines to follow. Authoritative parenting is style is also known for being democratic. Parents of this parenting style are willing to listen to their children’s explanations and questions, and they are responsive. They give their children the authority to decide for their own, but their children need to bear in mind the responsibilities and the rules their parents have established. When instances would come that their children fails to follow the standards, they let their children explain and they forgive them because they are more nurturing than punishing.

Table 10
Authoritative Parenting

Table with 3 columns: Indicators, WM, DE. Rows include: My parents listen to my explanations and problems, My parents encourage me to be independent, My parents set limits, consequences and expectations on my behaviour, My parents express warmth and nurturance, My parents administer fair and consistent discipline, and an Average row.

Note. N = 197. WM – Weighted Mean. DE – Descriptive Equivalent. 1.00-1.79 – Never; 1.80-2.59 – Sometimes; 2.60-3.19 – Seldom; 3.20-4.00 – Always

Table 10 reveals the students mean response on the authoritative parenting style. The results revealed that the participants’ parents administer fair and consistent discipline gained the highest weighted mean of 3.25 which means they always see their parents demonstrate the mentioned attribute. This also revealed that the attribute of listening to their explanation and problems gained the lowest weighted mean of 2.97 which means that they just seldom see their parents demonstrating the said attribute.

This implies that most of the students of the University of the Visayas- Main campus seldom observed that their parents are utilizing the authoritative parenting styles because they can always observed that their parents shows the behaviour of administering fair and consistent behaviour towards them. According Dewar (2013) authoritative parenting is the combination of permissiveness and authoritarianism that they show behaviors of setting limits, reasoning with kids, and who are responsive to their emotional needs of their children are utilizing the authoritative parenting. They set high standards yet they are nurturing and they show respect to their children as an independent and rational beings. Thus, the behavior of administering fair and consistent behavior of the parents towards the respondents made them authoritative.

Parents’ Parenting Styles

Mostly of the parents’ utilizes different parenting style in rearing their children. These parenting styles differ from one another and these are psychological construct strategies that parents use in rearing their children. Parenting styles consist of the permissive parenting, authoritarian parenting, uninvolved parenting and authoritative parenting. Parents utilizes a parenting style to let their children behave according to what they expect and is right in the psychological norms, but to help their children do well academically.

Table 11
Parents’ Parenting Styles

Table with 3 columns: Parenting Style, WM, DE. Rows include: Permissive Parenting, Authoritarian Parenting, Uninvolved Parenting, Authoritative Parenting, and an Average row.

Note. N = 197. WM – Weighted Mean. DE – Descriptive Equivalent. 1.00-1.79 – Never; 1.80-2.59 – Sometimes; 2.60-3.19 – Seldom; 3.20-4.00 – Always



Table 11 reveals the students mean response on their parents’ parenting style. The results revealed that the authoritative parenting gained the highest weighted mean of 3.12 which means they always see their parents utilizing the style of parenting in rearing them. The result also revealed that the uninvolved parenting gained the lowest weighted mean of 2.33 which means that they just seldom see their parents utilizing the uninvolved parenting style in rearing them.

This implies that most of the students of the University of the Visayas-Main campus have perceived that their parents utilize authoritative kind of parenting style in nurturing them. Gilongos and Guarin (2013) revealed in their study that most of the Filipino parents are utilizing the authoritative parenting. They let their children explain or remind the child of the rules whenever their child hits a playmate, throws up a tantrum, tells a lie, plays in a forbidden street, and or interrupts them with their household chores, but they also scold them. Thus, most of the parents utilize the authoritative parenting because they reprimand their children to have a nice manner and gives caution whenever their children makes mistakes not to do it again and they give penalty to discipline their children. However, they also let their children explain their sides and they respect the opinion of their children because they want their children to become well-disciplined individuals through setting those standards.

Inventory of Utilized Parenting Styles

Inventory of the utilized parenting styles shows the most frequently utilized parenting style of the parents’ respondent as they what perceived. The parenting styles consist of the permissive parenting, authoritative parenting, uninvolved parenting and authoritative parenting.

Table 12
Inventory of Utilized Parenting Styles

	Frequency	Percentage
Permissive Parenting	61	31.0%
Authoritarian Parenting	19	9.6%
Uninvolved Parenting	17	8.6%
Authoritative Parenting	100	50.8%
Total	197	100.0%

Note. N = 197.

Table 12 shows the inventory of utilized parenting styles of the parents of the participants as perceived by them. The result revealed that the authoritative parenting style is the most frequently utilized parenting styles of the parents with the total number of 100 or 50.8%. This also revealed that the uninvolved parenting is the most infrequently used parenting style by the parents as the students’ perceived with the total number of 17 or 8.6%.

The result implies that most of the respondents who are the junior high school students of the University of the Visayas- Main observed that their parents are utilizing the authoritative parenting. The most dominantly used parenting style among the four parenting style in the Philippines is the authoritative parenting style and children perceive themselves to have a prosocial, helpful and cooperative behavior in this parenting (Gilongos & Guarin, 2013). Thus, most of the Filipino parents utilize the authoritative parenting because they think that it is a humane parenting. It is a parenting that would help their children become well-disciplined individuals without compromising their right to speak for themselves.

Academic Performance of the Students

Academic performance is also known as academic achievement and academic performance refers to the outcome of education to the extent to which a student, teacher or institution have achieved their intended learning outcome or their educational goals. Academic performance most of the time measured through getting the General Weighted Average (GWA) of the students to see if they are really performing well in class.

Table 13
Students’ Academic Performance

Grade	Frequency	Percentage
97 – 100	2	1.02%
91 – 96	30	15.23%
85 – 90	67	34.01%
79 – 84	49	24.87%
73 – 78	31	15.74%
67 – 72	16	8.12%
61 – 66	2	1.02%
Total	197	100.00%
Average		
Standard Deviation		

Note. N = 197.

Table 13 reveals the students’ general weighted average. The result revealed that most of the students have the general weighted average of 85-



90 during their first grading period with the total number of 67 or 34.01%. This also revealed that the both the general weighted average of 97-100 and 61-66 gained the lowest number of students with the total number of 2 or 1.02%.

This implies that most of the students of the University of the Visayas Main campus junior high school students are getting the General Weighted Average of (GWA) 85-90. Based on the observation of the researchers and the statements made by the most of the respondents, regardless of the parenting styles utilized by the respondents' parents, the respondents are complying their academic task. They are doing their assignments, projects and they are striving hard for their studies. The efforts that they have made in their academic endeavor made them get those grades, same with the students who are not performing well in their academics. However, there are some students who blame their parents in getting low grades because they are not involve in their academic endeavor; they are not getting the support that they need.

Difference among the Academic Performance of the Students Immersed in various Parenting Styles

The academic performance or also known as academic achievements of the students that refers to how well is a child performs in school is measured through getting the General Weighted Average (GWA) and was differentiated among the four parenting styles, the permissive, authoritarian, uninvolved and authoritative parenting. It is being differentiated to find out if what is the best parenting style that parents should utilize that would result of having children who performs well in their academics.

Table 14
Difference among the Academic Performance of the Students Immersed in various Parenting Styles

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	305.070	3	101.690	1.889	0.133
Within Groups	10388.798	193	53.828		
Total	10693.868	196			

Note. Level of Significance a 0.05

Table 14 shows the difference among the academic performance of the students immersed in various parenting styles. The result shows that there is no significant difference among the academic performance of the students from the different parenting styles since the statistics value (p-value = 0.133) is greater than the alpha level of significance at 0.05.

This implies that a parent utilizing permissive parenting, authoritarian parenting, authoritative or uninvolved parenting may have children who do well academically or may also have children who do not do well academically as perceived by their parents. There is no exact parenting style that results to having children who performs well academically, only that authoritative parenting is the most commonly utilized among the four parenting styles. However, according to Gilongos & Guarin (2013), Filipino parents commonly use authoritative parenting style because they tend to have children who have healthy attitude towards their parents and their peers. Children of this parenting style are capable of coping with distressful situations that parents are expecting to do. Thus, parenting styles may contribute in the children's academic performance, but parenting styles doesn't have a significant difference among the students' academic performance because it is on how the students handle themselves and their studies despite of the parenting styles that their parents are utilizing.

CONCLUSION

Based on the findings of the study, it can be concluded that there is no absolute parenting style to be utilized that would result to having children who performs well in their academics because it was found out in the study that there is no significant difference among academic performance of the students from different parenting styles. A parent who is utilizing permissive, authoritarian, authoritative or uninvolved parenting styles may have children who performs well academically or may have children who do not perform academically.

Thus, the researchers' observations were verified that there are students who are still performing low in the class, despite of the fact that they have parents who are very responsive, nurturing and loving towards them and who are communicative to them. There are also students who perform well



in class despite of the fact that their parents are utilizing uninvolved parenting style. However, despite of the result, most of the parents dominantly utilize authoritative parenting because they tend to have children who have healthy attitude towards their parents and their peers and are capable of coping with distressful situations that parents are expecting to do.

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THOUGHT SUPERIORITY OF ENGLISH LANGUAGE THAT CAUSES INTIMIDATION AND LEARNING ANXIETY AMONG COLLEGE STUDENTS

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ABSTRACT

English language is known to be the universal language for it is used in many fields and is used as a medium of instruction in Philippine Education. The study aims to determine the association of thought superiority of English language to the levels of intimidation and to the levels of learning anxiety. The study utilized a descriptive-correlational design administered to 86 students who are taking up Bachelor in Elementary Education aided with two researchers-made questionnaires and an adapted survey questionnaire from Horwitz et al. (1986). The results showed that there is a significant relationship between the perceptions of English language as superior to the levels of intimidation that the students feel. There is also a significant relationship between the perceptions of English language to the levels of anxiety the students get. The higher the students perceive that fluent speakers of English are superior he higher the level of intimidation they will feel and the higher the level of anxiety they will get. The students must not think that English language is superior so that they will not be intimidated and anxious when communicating with fluent speakers of the language.

Keywords: thought superiority, intimidation, learning anxiety, English language

INTRODUCTION

English language is called as the universal language because it is used globally in the field of Business, Media, Science, and most importantly in Education. Furthermore, universities in the Philippine Educational System also use English as a Medium of Instruction (EMI) because it plays a significant role on how these universities respond to the fast changing world.

According to Oxford Dictionary, superiority is the condition of being superior-higher in rank, status or quality. In this study, thought superiority of English language is the perception of an individual to a person who is capable in communicating the language fluently and comprehensibly that it is perceived to be superior among other people resulting to intimidation. Intimidation is to make timid; fill with fear. This could only mean that due to the thought that people who can speak and communicate the said language proficiently causes an individual to be intimidated like having the fear of being criticized, the worry of making mistakes or just simply being shy. Furthermore, it also causes an individual to be hesitant and reluctant when conversing.

Anxiety is described as the subjective feeling of hysteria, apprehension or having the feeling of fearful expectation nervousness, and fear related to an arousal of the autonomic fearful system (Horwitz, Horwitz & Cope, 1991, p. 27). Students get stressful that they may not get the message or understand as they speak with fluent English speakers that somehow cause them to barely participate in any classroom activities. Learning tension is one of the common troubles that cause college students not to perform well in spoken English language. In line with Gebhard (2000) who said that the students' concern in talking is for the most part because of timidity or nervousness.

This study aims to evaluate the association between the ranges of thought superiority of English language and the levels of intimidation and levels of learning anxiety that students show great manifestation. Thought superiority of English language is the perception of an individual in which a certain person is able to speak the language fluently and is perceived to be superior. Zaremba and Zhang (2006) hypothesize that, of the four Macro English competencies, talking appears to be most the crucial ability required for conversation. The perception of being superior is



sensed to be a hindrance that causes an individual unable to converse back. Other studies, which include Kim (2009) indicates that outside dialect understudies detailed more tension in discussion exercises while participating in perusing exercises. Awan, Azher, Anwar, and Naz (2010) also advised that talking in the second language in the front of other heightened students' stages of anxiety; even as Mills (2007) concluded that foreign language learners experiencing anxiety encompass apprehension and avoidant conduct that frequently intervene with performance in normal life in addition to in academic situations. The above findings can most likely be associated with Filipino college students as Second language Learners or Foreign Language Learners. As Awan et al. (2010) mentioned, college students also concerned regarding grammatical errors, pronunciation and being unable to reply fast, noting that those factors were the very best causes of anxiety.

No studies have been made regarding the relationship between the perception of English being superior and the intimidation felt by the college students or the fear of conversing back and as well as experiencing the feeling of being anxious. There are some related studies but it only focuses on the learning anxiety of second language learners. No studies have been made about the thought superiority of English language and how it causes intimidation and as well as anxiety. In addition, the researchers have also observed that many college students who seem to have the perception of English being superior causes them to be intimidated by fluent English speakers and as well as being anxious of how they speak especially in communication activities. This would likely cause poor performance of the leaners and will hinder them from communicating.

Having these observations and situations, the researchers endeavor to conduct a study to assess the relationship between the thought superiority of English language that causes intimidation and learning anxiety among college students. The researchers will provide an intervention program that by some means will lessen and will eventually clear out the perception of the spoken language as superior that causes intimidation and anxiety felt by the students..

METHODOLOGY

The current study is quantitative; descriptive-correlational in nature. Descriptive research refers

to the kind of research question, design, and information analysis so one can be implemented to a given topic. It can be both quantitative and qualitative. It may contain collections of quantitative records that can be tabulated alongside a continuum in numerical shape, including scores on a test. Descriptive research requires accumulating of information so one can describe activities and then organizes, tabulates, depicts, and describes collected records (Glass & Hopkins, 1984). This study is descriptive for it seeks to determine the levels of learning anxiety and levels of intimidation felt by the college students in a discourse. According to Stangor (2010) in his book titled, *Introduction to Psychology* that correlational research is a research designed to find out relationships among variables and to allow the prediction of future activities from present expertise. This study is also correlational for it finds the relationship between the perceptions of having superiority of the English language and the levels of anxiety and intimidation most of the students experience.

The research study is conducted in the University of the Visayas- Main Campus specifically at the College of Education. It is located at Dionisio Jakosalem St., Cebu City, Cebu. It was founded in 1919 and was the first school in the province of Cebu to gain a university status. This institution is said to be the very first university in Cebu granted as fully autonomous in which its main goal is to produce good quality graduates. The main campus occupies almost one city block bounded by Colon, D. Jakosalem and Sanciangko Streets. The university has a six multi-story building including a gymnasium and newly built eight-story Gullas building with various facilities to cater the stakeholder's needs at its best.

The university's College of Education is a Level IV PACUCOA Accredited status that produces principled professionals. It has a growing number of 950 students enrolled. There are 18 teachers in this college that provide the best teaching method and strategy, who possess the core values which are needed in imparting knowledge and in maintaining the quality education. The environment of the College of Education is considered as a non-discriminatory department for it promotes equality towards students regardless of gender and disabilities.



In line with the college's Mission statement that it develops proficiency in research and communication, nurtures teacher competence, this study adheres to help the department in molding individuals to be excellent communicators equipped with great confidence as they become professional teachers.

In addition to this is the department's unending vision of being a research-oriented department for teacher training with a continuous professional development and creating one of a kind leader in education. This study will aid the department in creating principled individuals equipping it as a research-driven person geared towards self-growth. The respondents of this study were the third year BEED students. There were 86 BEED students and all of them were selected as respondents of this study. It is for the reason that since they are studying Elementary Education- it is also known to be the foundation stage for every learner, they were the ones responsible for fostering one's speaking ability to have a good and effective communication skills. He/she was a bona fide student of the University of the Visayas who voluntarily gave his/her consent to participate. He/she was also physically fit, mentally, and emotionally stable. Target participants who were not qualified were automatically excluded. The respondents can freely withdraw anytime he/she wanted.

This study uses a questionnaire which has three parts: the 33-item Foreign Language Classroom Anxiety Scale (FLCAS) survey developed by Horwitz, Horwitz, and Cope (1986) and two researchers-made questionnaires developed for Thought Superiority of English Language and for the Levels of Intimidation felt by the college students. Worde (2008) states that FLCAS' goal is to develop and seize the specific essence of foreign language anxiety in a lecture room setting and to offer investigators with a widespread measure through a self-report degree, scored on a five-factor Likert Scale, ranging from strongly agree to strongly disagree. The idea for FLCAS is Horwitz et al.'s (1986) analysis of capability sources of anxiety in a language classroom. It integrates three related anxieties, specifically, communication apprehension, fear of negative evaluation and general feeling of anxiety. The basis of the two researchers-made questionnaires for surveying Thought Superiority of English Language and Intimidation felt by the College Students when speaking the language is the theory of Second

Language Acquisition: Affective Filter Hypothesis of Stephen Krashen. Both questionnaires were validated by three experts in the field of Education and Research. After the validation process, the researcher conducted a dry-run to test and evaluate the reliability index. After the dry run, the researchers then tallied and analyzed the data gathered for the purpose of determining the reliability. The results review that the research instrument is reliable with a Cronbach's result of .783.

In gathering the data for this study, the researchers undergo the following procedures: The researchers present a letter to the dean of the College of Education in the University of the Visayas to seek permission to conduct a survey for their research. The target respondents are the third year college students taking up Bachelor of Elementary Education (BEED) batch 2021-2022. It is to inform the dean of what the study is all about and its significance to the students. Given the permission, the researchers proceed to the IRB (Internal Review Board) for Ethical and Technical soundness of the research study. After which, the researchers approach and seek for permission from the Vice President of Academic Affairs to conduct the research within the University of the Visayas. Then, the researchers go back to the dean of the College of Education to ask permission to finally conduct the study through the distribution of survey questionnaires. When the request is already set, the researchers then get the list of names of the respondents together with their respective instructor to be surveyed.

Lastly, when the respondents give their consents, the researchers explain the purpose of their study to the instructors and to the students as well so that they will be guided to administer the survey-questionnaires. Moreover, during the day of collecting the data, the teachers orient the students of the task they need to accomplish. The respondents are needed to answer the given questionnaires in 30 minutes. Once the data have been completed, it is tallied, tabulated, and classified.

To ensure the validity, reliability, and accuracy of the results, statistical measures is used for the purpose of determining the levels of learning anxiety, intimidation and the levels of thought superiority of English language of the third year BEED students of the University of the Visayas.



The following are the techniques and methods used:

Weighted Mean. It is used in order to assess the levels of learning anxiety, intimidation and the levels of thought superiority of English language experienced by the third year BEED students. The Pearson Product moment Correlation and Coefficient is used in solving for the correlation coefficients that show the relationships between the levels of Thought Superiority of English language, levels of Learning Anxiety and levels of Intimidation.

RESULTS AND DISCUSSION

Level of Perception of Thought Superiority

Level of Perception of Thought Superiority refers to what extent do students perceived English as superior among other languages.

Table 1
Level of Perception of Thought Superiority

Indicators	Weighted Mean	Descriptive Equivalent
1. I perceive that English language is very difficult to learn.	2.67	Neutral
2. I think that only smart people can learn English immediately.	1.95	Disagree
3. I believe that English language is the most important language among others	3.45	Agree
4. I want to be fluent in English so that I will be confident to communicate with other people.	4.10	Agree
5. I speak English when I get angry so that the people who made me mad will be afraid of me.	2.60	Neutral
6. I believe that fluent speakers are more superior to non-fluent English speakers.	2.73	Neutral
7. I can say that I'm better than other people who speak English with a lot of grammatical errors.	3.05	Neutral

8. I find it amazing when someone can speak English very well.	3.97	Agree
9. When other people don't like to speak English, I assume that they did not give importance to the language.	2.71	Neutral
10. If I hear someone who can speak English fluently, I want to be like him/her.	3.81	Agree
Average	3.10	Neutral

Note. 1.00-1.79 – Strongly Disagree; 1.80-2.59 – Disagree; 2.60-3.39 – Neutral; 3.40-4.1FZ9 – Agree; 4.20-5.00 – Strongly Agree.

The table shows the result on the survey about how students perceive English language as superior. The desire of being fluent in using the language to gain confidence as stated on the fourth indicator has been agreed by most of the students which garnered the highest weighted mean of 4.10. This only implies on their belief that if they are already fluent in the language, then they will not be afraid to communicate with others and this can build more confidence within themselves. This is also supported by the belief of the students where most of them agreed, that they find it amazing when someone can speak English very well as stated by the eighth indicator that has the second highest weighted mean of 3.97. In addition, most of the students also agreed that if they could hear someone who can speak or use the language very well, they wanted to be like that certain person as stated on the tenth indicator which got the third highest weighted mean of 3.81. This could be based on the manner or the way how the speaker delivers his speech in front of the audience through proper usage of the language such as the diction, the pronunciation, gestures and facial expressions with a remarkable confidence.

However, most of the students disagreed that only smart people can learn the language (indicator number 2) that got the lowest weighted mean of 1.95. They believed that it is not only for smart people but for everyone who is willing and motivated to learn.

Overall, the general weighted mean of this survey is 3.10 with the descriptive equivalent as neutral. Meaning, there is equal number of students who



agreed that English is a superior language to the number of students who do not believe that the language is superior. This means that not all students think that English is hard to learn and vice versa.

Fatemi, Sobhani and Abolhassani’s (2012) indicated that Persian native speakers whose age ranged 18-30 years old rely on their first language rules to solve difficulties as they were tested individually to read the text in English. It was discovered that due to very little similarities between the syllable systems of Persian and English language, the learners try to use their phonological knowledge of syllabic structure that already internalized which it cause errors in learning.

Level of Intimidation

Level of intimidation refers to what extent do students feel the intimidation when it comes to English language particularly in communication.

Table 2
Lack of Confidence of the Students

Indicators	Weighted Mean	Descriptive Equivalent
1. I feel embarrassed if my classmates will listen every time I speak English.	3.01	Neutral
2. I feel embarrassed if my classmates will listen every time I speak English	3.02	Neutral
3. I feel uneasy when talking to someone/people who is/are fluent English speaker(s).	3.08	Neutral
4. I discourage myself if I can't speak English fluently.	2.60	Neutral
5. I am always conscious to everything I say.	3.40	Agree
Average	3.02	Neutral

Note. 1.00-1.79 – Strongly Disagree; 1.80-2.59 – Disagree; 2.60-3.39 – Neutral; 3.40-4.1FZ9 – Agree; 4.20-5.00 – Strongly Agree.

The table presents the result of the survey on how lack of confidence make students feel intimidated when communicating to fluent or native English speakers. Most of the students agreed that they are always conscious to everything they say (indicator number 5) which got the highest weighted mean of 3.40. Meaning, students are very cautious when it comes to uttering even just a single word for the fear of being corrected by someone, fear of mispronouncing words and fear of grammatical error. Due to that, they become doubtful that results to low self-esteem.

On the other hand, even if the students are so conscious, they still neither agree nor disagree about self-discouragement when unable to fluently speak the language based on indicator number 4 with the weighted mean of 2.60. This can indicate that some of the students are still encouraged to practice using the language to improve their speaking skills while others feel the discouragement when no matter how hard they try, they could still feel that they are not improving.

The overall average of this survey is 3.02 with the descriptive equivalent as neutral. Meaning, there is equal number of students who still lack the confidence so they could feel intimidated to the number of students who already have the confidence and are not intimidated at all.

Low confidence results to low ability in speaking using the English language (He and Chen, 2010). Many students believe that they may be terrible in English this is why they cannot speak well. To overcome students' lack of confidence, Htwe (2007) shares a strategy to build students' confidence; it is maximizing of students' exposure to English in the sort of manner that they will apply it via conversations, interactions and not by just sitting and listening on how to speak perfect English. In line with this, Kubo (2009) suggested that in order to build college students' confidence to speak English, instructors should have to offer normal possibilities or activities that might beautify speaking skills like right pronunciation, intonation and free conversation. Through these activities, students will experience greater sense of ability to speak English. Teachers must also create a comfortable atmosphere that could send encouragement to students to talk in English and be given feedback like praising that will serve as motivation for the students.



Uncompetitive Communicative Skill

Uncompetitive communication skill is the lack of self-efficacy in terms of speaking and in interacting using spoken language. The table below shows the Uncompetitive Communicative Skill of the BEED Students.

Table 3
Uncompetitive Communicative Skill of the Students

Indicators	Weighted Mean	Descriptive Equivalent
1. I am afraid when my teacher will call me for an oral recitation.	3.09	Neutral
2. I hesitate reciting even though I know the answer because I am afraid I might make grammatical errors.	3.13	Neutral
3. I don't want to speak and give my opinion because I might be criticized.	3.15	Neutral
4. I prefer writing rather than speaking in my English class.	3.49	Agree
5. I can't express my ideas properly when I'm speaking English.	3.03	Neutral
Average	3.18	Neutral

Note. 1.00-1.79 – Strongly Disagree; 1.80-2.59 – Disagree; 2.60-3.39 – Neutral; 3.40-4.1FZ9 – Agree; 4.20-5.00 – Strongly Agree.

The table shows the result of the survey about how or to what extent can uncompetitive communication skills could lead to intimidation felt by the students towards the English language users. The result reveals that most of the students prefer writing rather than speaking in their English class as seen on the fourth indicator with the highest weighted mean of 3.49. This only indicates that most of the students are not motivated to

express or recite their ideas orally due to fear that others might laugh or criticize negatively. Teacher factor could also be another reason for this. Without the teacher's encouragement, most of the students would prefer written works where teachers could have been make enjoyable and knowledgeable activities that could boost the self-confidence, self-esteem and self-efficacy of the students towards the language that could enhance their communication skills. Also, students are afraid to speak because of grammatical errors or mispronunciation of difficult words that are unfamiliar to them.

However, students neither agree nor disagree about the inability of expressing ideas properly when speaking using the language as seen on the fifth indicator with the weighted mean of 3.03. This implies that some of the students get mental block when expressing what they want to say when using English language. They tend to forget and need more time to formulate what to say. Others may feel doubtful that instead of the eagerness to share their ideas, they would tend not to do it when others especially in a classroom setting would keep saying "speak English!" while others already have the competence to communicate well without any hint of intimidation.

To sum it all, the result of the survey on Lack of confidence of the students which has the average of 3.18 is interpreted as neutral which means that the number of students who agree that they become uncompetitive in communication is equal to the number of students who disagreed about it.

Bygate (1987) in his book entitled "Speaking", there is what he calls time-creating devices in which these devices tend to have students more time to formulate what they intend to say next. Examples of these are fillers, pauses and hesitation while trying to rephrase or find the appropriate word needed in order to organize their ideas.

Speaking in front of people is one of the common phobias that students encounter and the reason behind this is being shy in a way that, when they are already in front of the crowd, they will experience mental block- forgetting what they are going to say even if they are already practicing it (Baldwin 2011).



Sophisticated Appearance

Sophisticated Appearance means that a person may display or possess a superior look towards others when they could speak English fluently.

Table 4
Sophisticated Appearance

Indicators	Weighted Mean	Descriptive Equivalent
1. I think fluent English speakers are intelligent people.	2.94	Neutral
2. I perceive fluent English speakers as superior.	2.85	Neutral
3. I believe that English speakers are best speakers.	3.43	Agree
4. I find fluent speakers strict and intimidating.	3.08	Neutral
Average	3.06	Neutral

Note. 1.00-1.79 – Strongly Disagree; 1.80-2.59 – Disagree; 2.60-3.39 – Neutral; 3.40-4.19 – Agree; 4.20-5.00 – Strongly Agree.

The table shows the results of the survey on how the perception of sophisticated appearance of good English speakers intimidates the students. The belief that English speakers are best speakers as seen on the fourth indicator with the highest weighted mean of 3.43 has been agreed by most of the students. Meaning, they perceived that fluent English speakers were the ones who stand out when it comes to public speaking. Students will be amazed the way how the speaker delivers his or her speech using the language accurately and confidently.

Otherwise, students neither agree nor disagree about the perception that fluent English speakers are superior which got the weighted mean of 2.85. Meaning some of the students believe that English speakers are keen and others are just usual individual. In addition, not all of the students viewed such a person as higher in rank for not all superior in looks are fluent English speakers.

To sum it up, the result of the survey of the sophisticated appearance in relation to the level of

intimidation with the general weighted mean of 3.06 means neutral. In other words, the number of students who disagreed is equal to the number of students agreed with the statements. This means, half of them believe that English can lead to sophistication and half do not.

Lightbown and Spada (2006) argued that personality has a lot of characteristics that will affect the acquisition of second language.

Table 5
Summary on the Level of Intimidation

Dimensions	Weighted Mean	Descriptive Equivalent
Lack of Confidence	3.02	Neutral
Uncompetitive Communicative Skill	3.18	Neutral
Sophisticated Appearance	3.06	Neutral
Average	3.09	Neutral

Note. 1.00-1.79 – very Low; 1.80-2.59 – Low; 2.60-3.39 – Neutral; 3.40-4.19 – High; 4.20-5.00 – Very High.

The table 5 shows the result of the survey for Level of Intimidation. The level of intimidation has three variables, first is the lack of confidence which has the weighted mean of 3.02 meaning neutral. This supports that students do not agree or disagree that lack of confidence can rise up the level of intimidation. Another variable is uncompetitive communicative skill which has the weighted mean of 3.18 meaning, neutral. That means the students do not agree or disagree that uncompetitive communicative skill can add up the level of intimidation and the last variable is sophisticated appearance that has a general weighted mean of 3.06, meaning neutral. So it means, students do not agree or disagree that this factor can contribute the level of intimidation. In addition, this indicates that these variables could neither heighten nor not on the intimidation felt by the students for some are already on their adjustment stage that they don't feel intimidated anymore.

Level of Anxiety

Levels of anxiety refer to how anxious the students are in using the English language. Cited by Cross Ref, most of the Chinese learners are willing to participate in interpersonal conversations, but many of them did not like to risk using or speaking English in class. Based on the 70-item survey of



547 first-year undergraduate non-English majors, more than one third of the students felt hectic in their English language classrooms, and that they feared being negatively evaluated and are worried about public speaking.

Communication Apprehension

Communication Apprehension is person’s stages of worry or tension related to either actual or anticipated communication with other people (McCroskey, 1970).

Table 6
Communication Apprehension

Indicators	Weighted Mean	Descriptive Equivalent
1. I never feel quite sure of myself when I am speaking in my English class.	3.09	Neutral
2. I tremble when I know that I’m going to be asked to speak in English class.	2.81	Neutral
3. I am afraid when I don’t understand what the teacher is saying in the English class.	3.02	Neutral
4. I start to panic when I have to speak without preparation in English class.	3.24	Neutral
5. It embarrasses me to volunteer answers in my English class.	3.00	Neutral
6. I will not be nervous when speaking with native English speakers.	3.06	Neutral
7. I feel confident when I speak in English class.	3.08	Neutral
8. I feel my heart pounding when I am going to be asked to speak in English class.	3.15	Neutral
9. I feel shy when speaking English in front of other students.	3.37	Neutral
10. I get nervous when I speak in my English class.	3.27	Neutral

11. I get nervous when I don't understand every word the English teacher says.	3.20	Neutral
12. I get nervous when the English teacher asks questions which I haven't prepared in advance.	3.43	Agree
Average	3.14	Neutral

Note. 1.00-1.79 – Strongly Disagree; 1.80-2.59 – Disagree; 2.60-3.39 – Neutral; 3.40-4.19 – Agree; 4.20-5.00 – Strongly Agree.

The table shows the result of the survey on how communication apprehension of the second language affect the anxiety felt by the students towards the English language. Majority of the students agreed on the twelfth indicator about getting nervous when the English teacher will ask questions that students are so unprepared which garnered the highest weighted mean of 3.43. Meaning, when students are not able to formulate answers yet, they would tend to stutter or cannot answer at all. Teachers should be cautious on “ask a question-pause-call a student to answer” technique of questioning so students will have the chance to organize their thoughts especially in an English class. The following indicators are all interpreted as neutral. Meaning, students neither agree nor disagree about being quite unsure on what to say, trembling when being asked, being afraid when unable to understand, panicking or being embarrassed to volunteer or even being confident in an English class. There is equal number of students who got the fear of negative evaluation in terms of communication apprehension to the students who do not feel that way anymore.

All in all, the result of the survey of the communication apprehension in relation to the level of anxiety is neutral with the general weighted mean of 3.14. Meaning, half of the students have the ability to understand and converse back in communication and the other half do not. Some of them are anxious while the others are confident enough.

Fear of Negative Evaluation

Fear of Negative Evaluation is when a student is not very confident in the speaking the target language, they get anxious that they may not make



a proper social impression. It also means that what other people think about him/her is more important than what he/she thinks about him/herself.

Table 7
Fear of Negative Evaluation

Indicators	Weighted Mean	Descriptive Equivalent
1. I don't worry about making mistakes in English class.	3.00	Neutral
2. I think that my classmates' English is better than mine.	3.01	Neutral
3. I am usually at ease during tests in my class.	2.81	Neutral
4. I get depressed when I don't understand what the teacher is correcting.	2.65	Neutral
5. I am afraid that my English teacher will correct every mistake I make.	2.84	Neutral
6. The more I prepare for an English test, the more confused I get.	2.57	Disagree
7. I always feel that my classmates speak better English than I.	2.93	Neutral
8. I am afraid that my classmates will laugh at me when I speak English.	2.98	Neutral
Average	2.85	Neutral

Note. 1.00-1.79 – Strongly Disagree; 1.80-2.59 – Disagree; 2.60-3.39 – Neutral; 3.40-4.19 – Agree; 4.20-5.00 – Strongly Agree.

The table shows the result of the survey on Fear of Negative Evaluation. This pertains to the negative feeling of the students towards other people's impression. Most of the indicators have a descriptive equivalent as neutral. This means that students either agree or disagree of being worried

to make mistakes during English class. They would not mind other people's negative evaluation. Instead, some of them would even try to take the risks in using English language to obstruct apprehension and being afraid.

On the other hand, among all indicators, indicator number 12 got the lowest weighted mean of 2.57 and interpreted as disagree. This means that students will not be confused especially in English class when they are ready and well prepared.

Therefore, this implies that half of the population of the students who took this survey affirmed that social impressions and how others think about their communication skill using the language matters to them while it does not matter to the other half as long as they can communicate or it's because they are already confident enough with their speaking ability using English as the medium of their communication.

On the other hand, indicator number 6 (The more I prepare for an English test, the more confused I get) has the lowest weighted mean of 2.57 with its descriptive equivalent as disagree. Meaning, most of the students will not get confused when they are well prepared in their English test.

General Feeling of Anxiety

General feeling of anxiety towards a foreign language, is the "feelings of apprehension related to other sensations of apprehension akin but not intrinsically linked to communication or fear of negative evaluation" (Casado & Dereshiwsky, 2004). It is a common anxiety that most of the second language learners experience.

Table 8
General Feeling of Anxiety

Indicators	Weighted Mean	Descriptive Equivalent
1. It wouldn't bother me at all to take more English classes.	3.42	Agree
2. In English classes, I think of things that are unrelated to the lesson.	2.69	Neutral
3. I worry about the consequences of	3.26	Neutral



failing my English class.		
4. I don't understand why some people get so upset over English class.	3.2	Neutral
5. In English class, I am so nervous that I forget what I know.	3.1	Neutral
6. Even if I am well prepared for English class, I feel anxious about it.	3.33	Neutral
7. I often feel like not going to my English class.	2.44	Disagree
8. I don't feel pressure to prepare very well for English class.	2.87	Neutral
9. English class moves so quickly that I worry about getting left behind.	2.95	Neutral
10. I feel tenser and have more pressure in English class than in other classes.	2.67	Neutral
11. Before English class, I feel confident and relaxed.	3.31	Neutral
12. I feel overwhelmed by the number of rules I have to learn to speak English.	3.23	Neutral
13. I feel easy when native English speakers are with me.	3.15	Neutral
Average	3.05	Neutral

Note. 1.00-1.79 – Strongly Disagree; 1.80-2.59 – Disagree; 2.60-3.39 – Neutral; 3.40-4.19 – Agree; 4.20-5.00 – Strongly Agree.

The table 8 shows the students general feeling of anxiety of the second language. The indicator number 1 has a weighted mean of 3.42 and interpreted as agree. Meaning to say, the majority of the students affirm that English classes won't add bothersome of their performance in the other class.

Aside from that, the indicator number 7 which has a weighted mean of 2.44 and interpreted as disagree implies that majority of the students opposed that because of English subject integrated of course with the English language, they are discouraged to go to school.

All in all, most of the indicators are interpreted as neutral. This means half of the students feel anxious in their English classroom, feared from negative evaluation and being apprehensive to talk back while the other half do not or simply can manage their selves to avoid anxiety.

Table 9
Summary on the Level of Anxiety

Dimensions	Weighted Mean	Descriptive Equivalent
Communication Apprehension	3.14	Neutral
Fear of Negative Evaluation	2.85	Neutral
General Feeling of Anxiety	3.05	Neutral
Overall Weighted Mean	3.01	Neutral

Note. 1.00-1.79 – Very Low; 1.80-2.59 – Low; 2.60-3.39 – Neutral; 3.40-4.19 – High; 4.20-5.00 – Very High.

This table 9 shows the result of the survey for Level of Anxiety. The result signifies that most of the students answered neutral with the general weighted mean of 3.01. They do not agree nor disagree that communication apprehension, fear of negative evaluation and general feeling of anxiety would be the factors that lead to anxiety of the students. The level of anxiety has three variables. First, is the communication apprehension has a general weighted mean of 3.14 which interpreted as neutral. This supports that students do not agree nor disagree that communication apprehension can lead to learners anxiety. Another is fear of negative which has a general weighted mean of 2.85 which interpreted neutral. Meaning, the students don't matter what other people look or say to them. They don't agree nor disagree that other people's impression or comments can lead to student' anxiety. The last variable is general feeling of anxiety which has a weighted mean of 3.05 which interpreted as neutral. This means that students do not agree nor disagree that this factor can continue to the level of anxiety.



Relationship between the Thought Superiority of English Language and the Level of Intimidation of the Students

In this study, thought superiority of English language is the perception of an individual to the person who is capable in communicating the language fluently and comprehensibly, then that person is said to be superior among other people resulting to intimidation while intimidation is to make timid; fill with fear. In addition, intimidation is synonymous to two words: reluctance and fear: Reluctance to speak English and the fear of retorting back when communicating to a fluent speaker. The table below shows the relationship between the Thought Superiority of English Language and the Level of Intimidation of the Students.

Table 10
Relationship between the Thought Superiority of English Language and the Level of Intimidation of the Students

Dimensions	r-value	p-value	Decision	Interpretation
Lack of Confidence	0.121	0.266	Fail to Reject Ho	Not Significant
Uncompetitive Communicative Skill	0.511	0.000	Reject Ho	Significant
Sophisticated Appearance	0.664	0.000	Reject Ho	Significant
Overall	0.417	0.000	Reject Ho	Significant

Note. Level of Significance α 0.05.

The table 10 shows the relationship between the Thought Superiority of English Language and the Level of Intimidation of the students. The results reveal that uncompetitive communicative skill, sophisticated appearance and the overall level of intimidations have significant relationship with the Thought Superiority of the English Language, since the p-values (0.0000,0000 & 0.000) are less than the level of significance 0.05. This indicates that students who have high thought superiority level with the English language tend to feel uncompetitive in communication skills and not good enough to compete successfully to fluent speakers resulting to intimidation.

On the other hand, the confidence level of the students and their Thought Superiority of English Language are not significantly related to each other since p-value (0.266) is greater than level of significance 0.05. This implies that students can manage their confident level in English language but some of the students are conscious every time they speak English language due to the presence of the other factors which are the sophisticated appearance and uncompetitive skills. Even though, lack of confident is not significant but the overall level of intimidation are all significant to the Thought Superiority of English language.

Relationship between the Thought Superiority of English Language and the Level of Anxiety of the Students

Anxiety is defined as the subjective feeling of tension, apprehension or having the feeling of fearful expectation, nervousness, and worry associated with an arousal of the autonomic nervous system (Horwitz, Horwitz & Cope, 1991, p. 27). Learning anxiety is one of the common problems that cause students not to perform well in spoken English language due to the perception of English as a superior language.

Table 11 shows the relationship between the Thought Superiority of English Language and the Level of Anxiety of the Students.

Table 11
Relationship between the Thought Superiority of English Language and the Level of Anxiety of the Students

Dimensions	r-value	p-value	Decision	Interpretation
Communication Apprehension	0.698	0.000	Reject Ho	Significant
Fear of Negative Evaluation	0.612	0.000	Reject Ho	Significant
General Feeling of Anxiety	0.709	0.000	Reject Ho	Significant
Overall	0.752	0.000	Reject Ho	Significant

Note. Level of Significance α 0.05.

The table 11 shows the relationship between thought superiority of English language and the



level of anxiety of the students. The results reveal that the communication apprehension, fear of negative evaluation, general feeling of anxiety and the overall anxiety level have significant relationship with thought superiority of English language since p. value (0.000, 0.000, 0.000 respectively) are less than the level of significance 0.05. This indicates that the 3 variables are significant to each other that contribute to the perception of English language as superior. This also means that when a non-fluent English speaker perceives English language as superior, there is a higher chance of experiencing these factors.

As a result, the second language learners will refuse to communicate with other people using the language because they are afraid to be criticized negatively by the fluent English speakers. In line with this, if the students feel anxious in speaking or communicating in English language, the higher anxiety and intimidation they will feel. Therefore, the three variables hinder the students in learning and acquiring English language.

Relationship between the Level of Intimidation of English Language and the Level of Anxiety of the Students

Second language learners or English Foreign Language learners experience many factors that cause difficulties in speaking the language because of too much intimidation and anxiety. It could be the worry of making mistakes, fear of criticism, being laughed at or simply being shy. Learners who have the same mother tongue tend to use their native language in conversation rather than being pressured in using the English Language. The table below shows the relationship between the Level of Intimidation and the Level of Anxiety of the Students.

Table 12
Relationship between the Level of Intimidation and the Level of Anxiety of the Students

Variables	r-value	p-value	Decision	Interpretation
Level of Intimidation and Level of Anxiety	0.52	0.000	Reject Ho	Significant

Note. Level of Significance α 0.05.

The level of intimidation of the students and their level of anxiety have significant relationship since p-value (0.000) is less than α level of significance 0.05. This indicates that the higher the intimidation felt by the students the higher their anxiety.

Kim (2009) stated that there are more anxiety issues in a conversation activities compared to students in engaging reading activity especially in second language acquisition. Awan et al., (2010) affirmed that students’ levels of anxiety heightened when speaking the second language in front of others. Various scholars have been covered that anxiety can affect in acquiring the English language. The presence of anxiety will affect the performance and willingness of the person to learn. Na (2007) confirmed that a person loses confidence and faith of their skills and even in exerting effort to learn up a language.

CONCLUSION

Based from the results, this study concludes that students get intimidated and anxious if they think that fluent speakers of English are superior. However, if they do not think that such fluent speakers are superior, regardless of the aura, status, and accent that they show, the students will not demonstrate the feelings of intimidation and anxiety.

This affirms Stephen Krashen’s theory of Affective Filter which claims that if an individual has high motivation, self- confidence, excellent self- image with low degree of anxiety, he is better equipped for the achievement in the second language acquisition.

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COMPLIANCE ON EDUCATIONAL FACILITIES AND STUDENTS’ ACADEMIC PERFORMANCE AS PERCEIVED BY THE INTERNAL STAKEHOLDERS

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ABSTRACT

Educational facilities are one of the decisive provisions and a compulsory to contribute a service to fulfil the demand of the school heads, teachers, and students. This study endeavoured to assess the relationship between the extent of compliance on educational facilities and the students’ academic performance in selected public elementary schools in Cebu City Division. This is a quantitative study that made use of descriptive-correlation method in a form of questionnaire. Findings revealed that there is significant relationship between the internal stakeholders’ perceptions on the extent of compliance on the educational facilities and students’ academic performance. Thus, educational facilities are really essential in dealing with the students’ learning. Therefore, without complete and functional educational facilities, every individual in a certain school would be affected and may bring about a low level of performance. Based on the outcome of the researchers, the following recommendations has been made: 1) the division school heads must provide varieties of seminars on educational facilities’ improvement; and 2) the internal stakeholders must conduct annual monitoring and intervention plans to continuously develop the educational facilities.

Keywords: *Educational Facilities, Students’ Academic Performance, Internal Stakeholders*

INTRODUCTION

Educational facilities are one of the basic educational requirements and it is necessary to provide a service to fulfil a need. Educational facilities are much more than a passive container of the educational process: it is, rather, an integral component of the conditions of learning. Educational facilities consist of all types of buildings of academic and non-academic activities, areas for sports, toilets, parking lots, transportation, computer laboratories, security and storage facilities. The layout and design of an educational facility contributes to the place experience of students, educators, and community members. School facilities are one of the basic educational requirements and it is necessary to maintain safe and high-quality school facilities from the perspective of maintaining and improving academic performance of the students. The school heads of a certain school should work hand in hand in supervising not just in following the standards given by the Department of Education or Commission on Higher Education but also to suffice the students’ needs. Buildings that are not

properly maintained have the potential to inhibit student success due to one or more deficiencies in the facility because both students and teachers cannot perform up to standard if the working conditions are not up to par. Thus, this study assesses the relationship between the compliance of the educational facilities and students’ academic performance.

The school environment should be conducive to learning and are able to attain its goal. The school facilities may be one of the important tools to ensure positive students outcomes. The condition of the school facilities is also given a consideration in relation to students’ performance. The Lee Institute for Health Policy Study (2010) emphasized that maintaining healthy school buildings improves the well-being and health of students, increases academic achievement, and improves graduation rates. The facilities play pivotal role in actualization of the educational goals and objectives by satisfying the physical, mental and emotional needs of the teaching and non-teaching staffs and the students of the school. Based on the reviewed studies, there are only few existing studies conducted in the current



environment. There is no study that deals with the compliance of educational facilities and its association to students' academic performance. The researchers also observed that there are schools that have and don't have complete school facilities but their students performed well in academics. On the other side, there are students in poorly maintained schools who likely not do well on standardized tests as well as there are students from prestigious schools with complete school facilities yet did not perform that much in an examination. This somehow gives the researchers the go signal to pursue the study, to clear the conceptions whether school facilities really influence the students to perform well in their academics. This will also help the policy makers in crafting policies on how to attain quality education throughout the region.

To bring light to the mentioned problem, the researchers conducted this study that will determine the school's compliance to the Educational Facilities Manual of 2010 and get the school's performance in the National Achievement Test. The school compliance will be assessed by the teaching and the non-teaching staff of the school. The researchers will then correlate the results from the variables and this will enlighten all the concerned sectors.

METHODOLOGY

The researchers used a quantitative research method which dealt with quantities. The descriptive is a quantitative strategy for research in which you have at least two quantitative variables from a similar gathering of subjects and you are attempting to figure out whether there is a relationship between the two variables (Calmorin, 2010). The descriptive design was utilized by the researchers to determine the extent of compliance of the school to the educational facilities based on the Educational Facilities Manual 2010 and the academic performance of the grade six students in the National Achievement Test. Correlation design was used to assess the relationship of the educational facilities to the National Achievement Test result of the Grade Six Students School Year 2021-2022 in the selected public schools in Cebu City Division.

The researchers randomly selected nine (9) public elementary schools in Cebu City Division. The following schools are located in Northern part of

Cebu namely: San Jose Elementary School which is located at Barangay San Jose, Cebu City, Talamban Elementary School which is located at A. Borbajo St. Talamban, Cebu City, Zapatera Elementary School which is located at Sikatuna St. Zapatera, Cebu City, Mabolo Elementary School which is located at Mabolo Cebu City, and Barrio Luz Elementary School which is located at Archbishop Reyes Ave., Cebu City. Furthermore, these are the following schools located in Southern part of Cebu: Alaska Elementary School which is located at located at Mambaling, Cebu City, San Nicolas Elementary School which is located Carlock St. Cebu City, Cebu, Don Vicente Rama Memorial Elementary School which is located at Macopa St. Basak, Cebu City and Cebu City Central Elementary School which is located at P. Del Rosario St., Cebu City. The researchers chose the following public elementary schools because the nine (9) schools are located in the center of Cebu City and it is easy for them to go there when they start to gather data. Also, the following schools are one of the schools who are performing well in Cebu City division.

The respondents of the study were the nine (9) School Heads, ten (10) selected public elementary school teachers per school, and twenty (20) selected Grade Six students of the selected public elementary schools in Cebu City Division. The selected respondents must be: For School head-respondents: (a) the school heads of the selected schools, (b) assigned in the school year 2021-2022, and (c) willing to participate as well as voluntarily submit himself or herself to be part of the respondents of the study; For teacher-respondents: (a) teachers of the selected schools, (b) teaching in the selected schools in School Year 2021-2022, and (c) he/she must voluntarily submit himself or herself to be part of the study; and for student-respondents: (a) Grade VI students of the selected schools, (b) enrol in the School Year 2021-2022; and (c) must voluntarily submit herself or himself to participate in the study.

The study used the adapted questionnaire based on the study of Afework and Asfaw (2014) entitled "The Availability of School Facilities and Their Effects on the Quality of Education in Government Primary Schools of Harari Regional State and East Hararghe Zone, Ethiopia." The questionnaire contains questions of the availability of the educational facilities by a five-point Likert Scale. The researchers used a five-point scale identifying "1" as the lowest and "5" as the highest. The table



below shows the parameter limits used by the questionnaire.

Table 1

Parameter Interpretations

Ranges	Descriptive Equivalent	Interpretation
1.00 – 1.79	To no extent at all	The facilities are not available and are not functional
1.80 – 2.59	To a limited extent	There are only few existing facilities that are available and observable but not all are functional
2.60 – 3.39	To some extent	Most of the facilities are available and observable but only some are functional.
3.40 – 4.19	To a great extent	The facilities are available and observable but not all are utilized.
4.20 – 5.00	To a very great extent	All of the conditions Are available, observable and functional.

Adapted from Tadesse Hailu Afework and Maeregu Biyabeyen Asfaw (2014)

This is the form of a secondary data that was derived from the selected schools. The researchers asked the NAT results directly from the school head assigned in that school.

To facilitate the conduct of the study and to make it more official, the researchers presented the study to the IRB for the ethical standards. After they approved the study, the researchers asked permission to the Dean of the College of Education to conduct a study outside the institution. Then the researchers asked the Division Superintendent from the Department of Education to conduct a study to the nine (9) selected public elementary schools in Cebu City Division. The researchers went to the

selected public elementary schools informed the school heads on the nature and the purpose of the study. After the researchers discussed the study, the researchers then asked the school heads on the National Achievement Test result and let the school heads select ten (10) public elementary school teachers and (20) Grade Six students to answer the survey questionnaire on the school compliance on the Educational Facilities Manual of 2010 by the Department of Education. The questionnaire was answered for about 10-15 minutes. After the researchers gathered the desired data, the researchers tallied, analysed, and interpreted the data.

Statistical Treatment of Data is necessary to use in order to make the right from of data and ensured that all data has been collected.

Mean and Standard Deviation. Mean was used to get the average performance of the National Achievement Test result of the Grade Six Students While Standards Deviation was used in the dispersion of the performance of the National Achievement Test result.

Weighted Mean. It was used to get the average response of the school heads, teachers and students in the questionnaire of compliance of the educational facilities.

Pearson Product Moment Correlation Coefficient. It was used to assess the relationship with the variables, the perception on the compliance of the educational facilities and the students’ academic performance in the NAT..

RESULTS AND DISCUSSION

Compliance on the Educational Facilities

Compliance means conforming the relevant laws, regulations, policies, standards, procedures or contractual obligations of a public elementary school. In the study, this refers to the compliance of the educational facilities of selected public schools in Cebu City Division. As seen on the table below, those are the perceptions of both Teaching and Non-Teaching Staff in relation to the compliance of the educational facilities in their respective schools.

Based on the DepEd Educational Facilities Manual 2010, the availability of an acceptable building is an important requirement for the operation of a school. To be acceptable, a building must be safe,



sanitary, and adequate. A safe school building is structurally stable to resist lateral forces, such as strong winds and earthquakes. It must be free from structural defects and deficiencies so as to resist distortion and rapid deterioration. It must be in hygienic and sanitary condition at all times to protect the health of the students and the teachers and there shall be a sufficient number of standard classrooms to accommodate both teaching and non-teaching staff as well as enough internal spaces for other basic curricular needs.

Table 2
Perceived Compliance on the Educational Facilities of the Teaching and Non-Teaching Staff

Indicators	WM	DE
1. Attractiveness of the school compound and fencing.	4.10	Good
2. Classroom condition (floors, walls, and roofs, shutter, student seats, file cabinet, blackboards, and availability of space to accommodate students).	4.20	Very Good
3. Library Services (reading room, chairs and tables, shelves, reference books, regular opening hours for the students).	4.22	Very Good
4. Toilet (equality of the toilet rooms, separate toilet for boys and girls, availability of water adjustment to the toilet rooms).	3.23	Medium
5. Availability and functionality of portable water.	3.52	Good
6. Availability and functionality of pedagogical centre.	3.65	Good
7. Conditions of school principal's office (access to computer, telephone, guest chairs, shelves, shutter).	4.47	Very Good
8. Staff Room (chairs, tables, and shelves)	3.95	Good
9. Availability of the Store Room.	3.68	Good
10. Availability of sanitary materials.	3.56	Good
11. Provision of first aid in case of accidents.	4.15	Good
Average	3.88	Good

Note. $N = 279$. WM – Weighted Mean. DE – Descriptive Equivalent. 1.00-1.79 – Not Available; 1.80-2.59 – Poor; 2.60-3.39 – Medium; 3.40-4.19 – Good; 4.20-5.00 – Very Good

Table 2 shows the perception on the compliance of the educational facilities of the teaching and non-teaching staff. For question number 1 “Attractiveness of the school compound and fencing”, it has a weighted mean of 4.10 which is interpreted as “Good”. This implies that the respondents are totally satisfied on how the school compound and fencing look like. The respondents observed that they have a good strong fence that is free from vandalism and is built around their school site to secure their school against stray animals and against thieves because a school must employ fences to maximize natural surveillance, or the ability to easily keep watch over school grounds and monitor the flow of individuals into and out of the campus (Hanover, 2013).

For question number 2 “Classroom condition (floors, walls, and roofs, shutter, student seats, file cabinet, blackboards, and availability of space to accommodate students)”, it has a weighted mean of 4.20 which is interpreted as “Very Good”. This implies that the school facilities like floors, walls, blackboards, and the like are in very good conditions. The classrooms have enough space to cater them all and they have enough equipment for their learning materials for a well-condition classroom can greatly influence the operation of the teaching-learning (Willms, 2000).

For question number 3 “Library Services (reading room, chairs and tables, shelves, reference books, regular opening hours for the students)”, it has a weighted mean of 4.22 which is interpreted as “Very Good”. This implies that the school libraries have comfortable space for the work and leisure activities of the students, such as studying, and making projects. Their library also have an adequate space and appropriate facilities which are accessible to both teaching and non-teaching staff. The respondents noticed that they have proper offices for staff, librarian's office and storage space; and areas for special services such as the electronic and audiovisual programs that is why they rated as “Very Good”. School libraries are essential in every school in the Philippines because it provides information and ideas that are fundamental to functioning successfully in today's society (International Federation of Library Association's (IFLA) Manifesto, 2008)



For question number 4 “Toilet (equality of the toilet rooms, separate toilet for boys and girls, availability of water adjustment to the toilet rooms), it has a weighted mean of 3.23 which is interpreted as “Medium”. This implies that the respondents are not that satisfied on the current status of their comfort rooms. The students often experienced seeing their comfort room untidy, smelly and poorly lit due to the irregular source of safe and clean water. Furthermore, Education Secretary Armin Luistro confirmed that there are 38,657 elementary schools in the Philippines have no regular source of safe and clean water in the toilet areas.

For question number 5 “Availability and functionality of portable water”, it has a weighted mean of 3.52 which is interpreted as “Good”. This implies that the respondents have adequate source of portable water in their schools but they are not sure if the water is safe to drink. Even if they are unsure of the cleanliness of the water, they drink it anyway, out of desperation. In line with this, the Child Friendly Schools (CFS) Manual underscores the notion that to be truly child-friendly a school must have easy access to potable drinking water with proper boundaries of the other facilities to secure the safety of the people.

For question number 6, “Availability and functionality of pedagogical centre”, it has a weighted mean of 3.65 which is interpreted as “Good”. This implies that the respondents are contented of their pedagogical centers for they are using it for their field of study but they observed there is inadequate advanced technologies and learning materials that is why they rated it as “good”.

For question number 7, “Conditions of school principal’s office (access to computer, telephone, guest chairs, shelves, shutter)”, it has a weighted mean of 4.47 which is interpreted as “Very Good”. This implies that the respondents are well-pleased of the condition of their principal’s office because it is air-conditioned, has complete facilities, tables and desks, desktop and a couch where the visitors of the Principal can lay by. Every school must have a well-conditioned office of the principal for it oversees the academic and administrative operations of the school. It facilitates all the teaching and non-teaching staff, students, parents and even other people outside the school to work

harmoniously in achieving the goals envisioned by the school (Malayan High School of Science).

For question number 8, “Staff Room (chairs, tables, and shelves)”, it has a weighted mean of 3.95 which is interpreted as “Good”. This implies that the respondents are contented of the condition of their staff room for it is a perfect area for members of staff to take that well deserved break and socialize with fellow members of staff. Not only is it a great place to relax but it’s also a great place for teachers to discuss lesson plans and compare notes but their staff room is not that big enough that can accommodate large number of people that is why the respondents rated it as “good”. A survey in 2012 by TES and ACL revealed that an ideal staff room in schools boost the morale of teachers, as having a place that they can call their own in the workplace is essential to feeling like a team player. Making members of staff feel like they belong and are supported reflects onto the students as well, improving results all around.

For question number 9, “Availability of the Store Room”, it has a weighted mean of 3.68 which is interpreted as “Good”. This implies that the respondents observed that their storage room in schools is secure against theft, with adequate fencing, lighting and security personnel but it is not capable enough to store large quantity of goods since they do not have large storage rooms.

For question number 10, “Availability of sanitary material”, it has a weighted mean of 3.56 which is interpreted as “Good”. This implies that the respondents observed that they have sanitary materials in their schools but it is still far from adequate. There is still need to be updated to like to add more trash receptacles, soap provide good lighting and private hand-washing stations. In addition, the WASH Situation Analysis in Poor and Under-Served Communities in the Philippines, 2011, 20 percent of schools do not have access to water, Hand-washing sinks also lack soap and the latrines are poorly constructed which enables others to peek in, and the doors frequently lack locks.

For question number 11, “Provision of first aid in case of accidents”, it has a weighted mean of 4.15 which is interpreted as “Good”. This implies that the respondents observed that they have first-aid personnel who are responsible for safeguarding the



health of the students, faculty and staff and other members of the school but they don't have any facilities in their school since the first-aid personnel are only in the guidance office that is why they rated it as "good". Peter Dempsey (2003) stated that every school must provide proper materials, equipment and facilities at all times. First aid equipment must be clearly labelled and easily accessible.

It was identified that the question number 7 indicator which is "Conditions of school principal's office (access to computer, telephone, guest chairs, shelves, shutter)" has the highest weighted mean of "4.47". This means that the selected public schools in Cebu City Division have a well-conditioned office of the principal because it has complete facilities, tables and desks, desktop and a couch where the visitors of the Principal can lay by. On the other hand, the question number 4 indicator which is "Toilet (equality of the toilet rooms, separate toilet for boys and girls, availability of water adjustment to the toilet rooms)" has the lowest weighted mean of "3.23". This means that there is a problem of latrines in the selected public elementary schools due to insufficient supply of water. According to the data computed to get the overall weighted mean, it was found out that the overall weighted mean is "3.88" with the interpretation "Good" and the prior to the result; it implies that the facilities are available and observable but there is still need for improvement in order for a facility to be in a good condition. Oluremi and Olubukola (n.d) suggested that facilities really affect the academic performance of students, and thus lack of facilities will result to poor performance of the student. That the facilities and materials should be given enough attention to cater the special educational needs and will translate to good performance of the students.

Availability of the Educational Facilities

Availability indicates that something is easily obtainable and ready for use. In the study, this refers to the Internal Stakeholders' Perceptions on the Availability of the Educational Facilities in their respective schools. Educational facilities are very useful for teachers, administrators and students where the teachers are fully equip in their educational process. Having a good availability of educational facilities has a big impact for the students' academic performances because those facilities impart the educational needs of the

students. It is more convenient for the teachers that in presenting a lesson the students can easily learn if they have sufficient educational facilities. It also an advantage of the teachers and the administrators having appropriate facilities in their duty that is less time consuming. That is the reason why every school should have adequate educational facilities to cater their educational needs.

Table 3
Internal Stakeholders' Perceptions on the Availability of the Educational Facilities

Educational Facilities	Yes		No	
	Frequency	Percentage	Frequency	Percentage
1. Availability of computer service for students.	154	55.2 %	125	44.8 %
2. Availability of computer Service for teachers and administrators.	171	61.3 %	108	38.7 %
3. Availability of printing service.	132	47.3 %	147	52.7 %
4. Availability of functional stencil designer for duplication.	133	47.7 %	146	52.3 %
5. Availability of functional duplicating machine in the school.	136	48.7 %	143	51.3 %
6. Availability of functional photocopy machine in the school.	131	47.0 %	148	53.0 %



7. Availability of a TV set to be used for educational purposes.	171	61.3 %	108	38.7 %
8. Availability of tape players for media and educational purposes.	139	49.8 %	140	50.2 %
9. Availability of CD/DVD players for media and educational purposes.	172	61.6 %	107	38.4 %
10. Availability of a functional overhead projector for educational purposes.	184	65.9 %	95	34.1 %
11. Availability of a functional LCD for educational purposes.	170	60.9 %	109	39.1 %

171 out of 351 respondents said yes and 38.7% or 108 out of 279 respondents said no. This implies that the teachers are now in advance in using a technology which has a good impact for their teaching strategy like in preparing and presenting lessons. All teachers especially in the public school is now required in using computers for calculating grades. The table 2 in question number 2 shows that there are low percentage for not having computer service for teachers and administrators which means that in the selected public schools there are only few who do not have a computer service possibly the schools did not receive their own computer services for teachers and administrators.

For question number 3 “Availability of printing service”, 47.3% or 132 out of 351 respondents said yes and 52.7% or 147 out of 279 respondents said no. This means that almost 50% of the selected public schools have printing services that is very useful in printing some important papers, but some teachers provide their own printing machine for their school. This implies that the selected public schools are in need of printing service machine from the government.

For question number 4, “Availability of functional stencil designer for duplication”, 47.7% or 133 out of 351 respondents said yes and 52.3% or 146 out of 279 respondents said no. This implies that most of the selected public school does not have a stencil designer for duplication because this facility is not very relevant for the school and the learning process of the students.

For question number 5, “Availability of functional duplicating machine in the school”, 48.7% or 136 out of 351 respondents said yes and 51.3% or 143 out of 279 respondents said no. This shows that there is low percentage in the availability of duplicating machine in the selected public schools.

For question number 6, “Availability of functional photocopy machine in the school”, 47.05% or 131 out of 279 respondents said yes and 53.0% or 148 out of 351 respondents said no. The researchers conclude that there is less of photocopy machine in the public schools such that the table shows its low percentage on the said facilities. This implies that most of the teachers are prefer to have a photocopy outside the school or in their own printing machine because some printing machines are now having a photocopier.

Table 3 shows the Teaching and Non-Teaching Staff Perceptions on the Availability of the Educational Facilities. It is seen that on question number 1 “Availability of computer service for students”, 55.2% or 154 out of 279 respondents said yes and 44.8% or 125 out of 351 respondents said no. This means that some selected schools have computer service for students since it is important for their learning in this 21st Century Education. Some of those selected schools who don’t have computer service did not receive sufficient school equipment from the government.

For question number 2 “Availability of computer Service for teachers and administrators”, 61.3% or



For question number 7, “Availability of a TV set to be used for educational purposes”, 61.3% or 171 out of 279 respondents said yes and 38.7% or 108 out of 351 respondents said no. This means that there are more selected public school in Cebu City Division is using a TV set for educational purposes. Most of the teachers are still using TV set on presenting educational videos that is related to their lessons. This implies that TV set still an importance in school educational process.

For question number 8, “Availability of tape players for media and educational purposes”, 49.8% or 139 out of 279 respondents said yes and 50.2% or 140 out of 279 respondents said no. This indicates that there are few selected public schools use tape players for educational purposes because nowadays we are in advanced technologies. Some teachers and students are comfortable to use advanced technologies like speakers, laptops and cell phones.

For question number 9, “Availability of CD/DVD players for media and educational purposes”, 61.6% or 172 out of 279 respondents said yes and 38.4% or 279 out of 351 respondents said no. This shows that some selected public schools used these CD/DVD players to cater the students’ interest in learning. Those who do not have CD/DVD players prefer to use laptops because it can be easy to present a video without bringing a TV and CD/DVD players.

For question number 10, “Availability of a functional overhead projector for educational purposes”, 65.9% or 184 out of 279 respondents said yes and 34.1% or 95 out of 279 respondents said no. Therefore the researchers conclude that there is more availability of a functional overhead projector for educational purposes in the selected public schools in Cebu City Division. Some selected school nowadays are exposing in the new technology which is very useful for the teachers and students’ educational learning such as LCD projector.

For question number 11, “Availability of a functional LCD for educational purposes”, 60.9% or 170 out of 279 respondents said yes and 39.1% or 109 out of 279 respondents said no. The high percentage that shows the availability of functional LCD projector shows that many of selected public schools is now in good progress of equipment and

had used this material in the educational process and purposes. That some of the respondents did not experience to use the LCD projector, yet it is use only for the school programs and seminars. The other selected public schools have not yet receive their allotment from the DepEd.

From table 2 presentations, majority of the respondents have functional overhead projectors for educational purposes because there are 65.9% or 184 respondents who said that it is available in their schools. In addition, majority of the students don’t have functional photocopy machine in their schools because there are 53.0% or 148 respondents who said that it is not available in their schools.

Academic Performance of the Students

Students’ Academic Performance refers to a student's success in meeting short- or long-term goals in education. In relation to the study, this refers to the National Achievement Test Result of the Grade Six Students of the selected public elementary schools in Cebu City Division.

Table 4
Students’ General Mean Percentage Scores in the National Achievement Test

GMPS	Frequency	Percentage
58 – 66	3	33.33%
49 – 57	2	22.22%
40 – 48	0	0.00%
31 – 39	0	0.00%
22 – 30	4	44.44%
Total	9	100.00%
Mean		43.81

Table 4 shows the performance of the students in the National Achievement Test result based on the General Mean Percentage Scores (GMPS). There are four (4) schools with the GMPS of 22-30 got the highest number of percentage which is 44.44%, three (3) schools with the GMPS of 58-66 got 33.33%, two (2) schools with the GMPS of 49-57 got 22.22% and none of the schools got the GMPS between 31-39 and 40-48. The total number of respondents is 279 with 100.00% from the selected public elementary schools in Cebu City Division. This implies that majority of the public schools gained 22 – 30 GMPS.

Relationship between the Internal Stakeholders’ Perceptions on the Compliance of the



Educational Facilities and the Students’ Academic Performance

Relationship between the Internal Stakeholders’ Perceptions on the Compliance of the Educational Facilities and the Students’ Academic Performance refers on how the two variables related to each other or if there is significant relationship between each variables. In relation to the study, the internal stakeholders refer to the principals, teachers and students of the selected public elementary schools in Cebu City Division.

Table 5
Relationship between Internal Stakeholders’ Perceptions on the Compliance of the Educational Facilities and the Students’ Academic Performance

Variables	r_{xy}	p – value	Decision	Interpretation
Principals’ Perceived Compliance and Students’ Academic Performance	0.249	0.519	Accept Ho	Not Significant
Teachers’ Perceived Compliance and Students’ Academic Performance	0.069	0.519	Accept Ho	Not Significant
Students’ Perceived Compliance and Students’ Academic Performance	0.252	0.042*	Reject Ho	Significant
Internal Stakeholders’ perception and Students’ Academic Performance	0.28	0.049*	Reject Ho	Significant

Note. Level of Significance α 0.05

Table 5 shows the relationship between the Internal’s Stakeholders’ Perceptions on the Compliance of the Educational Facilities and the Students’ Academic Performance. The values reveal the relationship coefficient and the p-value. The Principals’ Perceived Compliance and Students’ Academic Performance, the r_{xy} is 0.252 and its p-value is 0.519 and the decision is Accept Ho. This implies that the principal’s perception on the compliance of the educational facilities cannot influence the student’s academic performance. In addition, the first null hypothesis or Ho1 is accepted which means that the principals’ perceptions on the compliance on the educational facilities has no significant relationship with the students’ academic performance. Possibly, the principals already know that not all facilities in their school are in good condition but as the head of the school, the principal will protect the image of the school because the school principal have the responsibility of ensuring that the above infrastructure factors are emphasized and met as it relates to the quality and standards of educational facilities (Agron, 2000)

Also, in Teachers’ Perceived Compliance and Students’ Academic Performance, the r_{xy} is 0.069 and its p-value is 0.519, and the decision is Accept Ho, thus the Interpretation is that, the result of the perception of the teachers in the Compliance of the Educational Facilities will not affect the Students’ Academic Performance. In addition, the first null hypothesis or Ho1 is accepted which means that the teachers’ perceptions on the compliance on the educational facilities has no significant relationship with the students’ academic performance. This may be concluded that as an employee of the school, a teacher must remain faithful to the school. A teacher will protect the school to remain the good reputation and free from criticisms from the other people.

On the other hand, in the Students’ Perceived Compliance and Students’ Academic Performance, the r_{xy} is 0.252 and its p-value is 0.042 and the decision is Reject Ho. This implies student’s perception on the compliance of the educational facilities really have an impact on their academic performance. Also, the first null hypothesis or Ho1 is not accepted which means that the students’ perceptions on the compliance on the educational facilities has a significant relationship with the result of their academic performance. It could be



possible that the students are really telling the truth about their observations on their educational facilities in their school that not all are in good condition. The students perhaps care the good reputation of their school but they want to voice out what they really observe in their school so that all the staff will be aware about the condition of the educational facilities and can ask some help to the Government officials.

The researchers found out that the overall result is that there is significant difference between the Teaching and Non Teaching Staff’ Perceptions on the Availability on the Educational Facilities and Students’ Academic Performance. Therefore, if a certain school don’t have complete educational facilities, it can also affect the students’ academic performance the most and in what manner or degree.

Akuegwu (2005) ascertained that, without a good socio-psychological, physical and intellectual environment, both teaching and non-teaching staff cannot perform well in their academic activities; that is, if the work environment is poor or not conducive, it may have a negative effect on the academic performance of the students (cited in Ajayi et al., 2011)

In addition, Bullock (2007) conducted that the students in a recent renovated building performed better than those students who performed in a substandard school buildings. The study concluded that there is a relationship between students’ achievement and school facilities which can give a big impart to the educational goals of the school and to produce a good quality of students in the near future

Geier and Fritz (2007) stated that there is really a big impart of the school facilities for the academic performance of the students. They said that having a well-condition building will give a positive performance and learning to the students for the educational

CONCLUSION

As the data gathered, tallied, tabulated, and interpreted, the researchers come to a conclusion that the educational facilities is effective in dealing with the students learning. The researchers find out the results that some selected schools shows that there is a big impact to the students in having an

enough educational facilities. That may help the students in enlightened and enhances their academic performance. Schools that lacks of educational facilities encourage having and building some educational facilities that can provide the needs of the students. Thus, compliance to school facilities improved the schools atmosphere.

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