SHARE

Sacred Heart Academy Research Excellence

An institutional research journal of
Sacred Heart Academy of Sta. Maria (Bulacan), Inc.

SACRED HEART ACADEMY
EDUCATION IS THE SEARCH FOR TRUTH
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SANTA MARIA, BULACAN

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Directed at a diverse audience, SHARE aims to 1. Publish articles that can be of help to our policymakers in various fields, especially in the field of education; and 2. Encourage readers to participate in the national discourse related to the improvement of the quality of life and sustainable development.

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The Editorial Board welcomes articles from all interested faculty members of the academy and reserves the right to edit all research articles and literary contributions in any manner it feels is appropriate but done with the consent of the author(s). Articles should be submitted to The Editor-in-Chief and be validated by the board of editors.

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STUDY HABITS AND ACADEMIC PERFORMANCE OF SELECTED STEM STUDENTS OF SACRED HEART ACADEMY OF STA. MARIA (BULACAN), INC.

Ronnel G. Hernandez, LPT

Abstract

The present study was undertaken with the objectives to find out the significant relationship between study habits and academic performance of senior high school Science, Technology, Engineering and Mathematics (STEM) students of Sacred Heart Academy of Sta. Maria (Bulacan), Inc. and to help them to achieve better results of students' performance in the classroom by developing and practicing effective study habits. The descriptive survey research was utilized in this study using a checklist questionnaire to gather the needed data. Pearson's Product Moment Correlation Coefficient was utilized to analyze and interpret the data and to identify the relationship of study habits and academic performance. The study concluded that students sometimes practice study habits so that they get low grades or worst failing grades in their quizzes, examinations, assignments or recitations. Also, it concluded that there is significant relationship between students' study habits and academic performance. It is suggested that the school should provide opportunities to administrators, teachers and students to attend seminars and conferences with regards in developing good study habits and to be able to pinpoint hindrances in the pursuit of academic achievement. Also, policy studies on the part of the school administrators need to be conducted as to give much emphasis on the importance of building good study habits and ways to achieve the best possible academic performance among senior high school students.

Introduction

It is observed in most secondary schools that many students have poor academic performance. Even though most teachers give assignments, still, many students do accomplish their assignments, (either at home or in school). When asked to recite, students feel reluctant and more often than not, they fail to answer correctly.

Cheating during examinations is very rampant so teachers must be very watchful. Vacant hour are not spent wisely by the students. Most often, they are chatting with one another or just loitering around the school.

Only few students in the classroom try to understand the lesson taught by the teachers may be one of the reasons is that students have very poor study habits or they do not have study habits at all so the effect of this is they get low grades or worst failing grades.

Education is the systematic development and cultivation of the natural powers, by inculcation, example and training. It imparts to the mind not only what is to be stored with those that would enable one to meet the challenges of life at present and the future. It must be noted that education imparts mental method rather than mental content. This means that it is a method whereby the learning that takes place would exert a lasting influence in life.

According to Ebele and Olofu (2017), study habit is one of the greatest students or learning factors that hugely influences students' academic achievements. If undermined by students at all levels, teachers,

administrators, parents, and guardians, school counselors and the government, then, the trend and menace of students' abysmal performance in both internal and external examinations would continue to boom and become more devastating and alarming.

Mark and Howard (2009) described that the most common challenge to the success of students in all ramifications is a lack of effective or positive (good) study habit. They further maintain that if students can develop a good study habit and with good discipline, they are bound to perform remarkably well in their academic pursuit.

Husain (2000) stressed that lack of effective or positive (good) study habits is a critical study problem among students at all levels. Grace (2013) also maintains that the process of learning is still a little mysterious but studies do show that the most effective process for studying involves highly active behavior over a period of time. In other words, to study effectively, one must read, draw, compare, memorize and test himself over time.

The concept of study habit to Husain (2000) is broad, as it combines nearly all other sub-concepts such as study attitude, study methods and study skills. Attitude is a mental and natural state of readiness, organized through experience, exerting a direct influence on the individual's response to all objects and situations with which is related.

It is a common knowledge that the achievements of students in school are indeed affected by their study habits. The significance of correct study habits and attitudes to academic achievement has been a sustained research interest. It also premised the fact that success or failure in school is facilitated by the student's study habits. Study is indeed essential to learning, and effective learning is usually experienced by those who know how to study and who have desirable conditions for study.

This study will be conducted to identify if there is a significant relationship betwwen study habits and academic performance of senior high school Science, Technology, Engineering and Mathematics (STEM) students. This study aims to help in achieving better results for the student's performance in the classroom by letting them attend seminars or workshop for them to have good and effective study habits.

Review of Related Literature

Study habit is how one studies. That is, the habits which students form during their school years. Without good study habits, a student cannot succeed. How a student takes his or her studies, greatly determines his/her level of academic achievements. The level of preparation and learning strategies developed and employed consciously by students, go a long way to influence their level of academic performance. Thus, study habit is one of the greatest students or learning factors that hugely influences students' academic achievements. If undermined by students at all levels, teachers, administrators, parents and guardians, school counselors and the government, then, the trend and menace of students' abysmal performance in both internal and external examinations would continue to boom and become more devastating and alarming. (Ebele and Olofu, 2017)

Study habits are termed as the methods of study of students. Study habits are student's ways of studying whether systematic, efficient or inefficient (Ayodele & Adebiyi, 2013) implying that efficient study habits produces positive academic performance while inefficient study habits leads to academic failure.

Ashish (2013) opined that if students must ensure academic success throughout the entire year, it is important to ditch bad study habits and establish good ones. He further maintains that no matter what age or

academic level, employing effective study strategies can make all the difference between acing a class, barely passing or worse and failing miserably. She admits that many of today's most common study methods or habits can lead to utter disappointment despite best efforts and intentions.

The sooner a student starts practicing and developing good habits, the better chance he will have that he will continue with them. Procrastination can be overcome with proper study habits and improving one's study habits is the key to better studying. Being organized and having homework routines are the most important things in helping a child/student develop good study habits for life. Developing good study habits help spell success and a student will find himself working more efficiently and experiencing lesser stress in the process. He adds that having effective study habits creates a more efficient academic environment. Planning your study schedule as a student in advance and faithfully sticking to it saves time. When students have good study habits, they tend to be less stressed. Students who are anxious on exam day are typically the procrastinators who come unprepared. Students who organize their lives and stick to their established study schedules are confident and relaxed at test-taking time (Marc, 2011).

In the view of Agba (2013), unserious students do study anyhow without specific techniques, and he submits that such students are most likely to perform below average. Thus, he concludes that good study habits help students to attend classes very often and do so on time. It also helps them to submit their assignment on time, read or prepare very well for tests and exams, take down notes and develop the points independently, ask relevant questions in class; thereby having good grades at the end of the term or semester.

Kelli (2009) explained that for the students to succeed in their studies, they must be able to appropriately assimilate course content, digest it, reflect on it and be able to articulate the information in written and/or oral form. What is fundamental is the ability of a student to acquire effective study habits. Many students feel that the hours of study are the most important.

However, students can study for hours on end and retain very little. The more appropriate question is how students should study more effectively. Developing good time management skills is very important. Students must realize that there is a time to be in class, a time for study, time for family, time to socialize and time to just be alone. The critical issue is recognition that there must be an appropriate balance. Students should also have vision. A clearly articulated picture of the future they intend to create for themselves is very important and contributes to students' success in school. This will promote a passion for what they wish to do. Passion is critical and leads to an intense interest, dedication and commitment to achieving career goals and objectives.

Different students have different and unique study habits. What may be a good study habit to a particular student may be a bad one indeed to another student. As such, it is often difficult to practically pin-point that this is good and that is bad. In the opinion of Katelyn (2013), there is no doubt that different people study in different ways and it is a near certainty that what works for one person may not work for another. John (2010) opined that not all students are alike. There are several key study habits that are crucial to all students' success. One of such is study in a good environment, a little bit of background music, such as classical with no lyrics are fine and a good studying location. Whether studying in rain or shine, day or night, what is most important is to be consistent and stay on one schedule. Generally, study habits can be classified into two-good study habits, and bad study habits.

Good study habits according to Katelyn (2013) are sometimes referred to as positive or productive study habits. As the name implies, they are those pleasant study habits which have the tendency to improve the academic performance of students or that seem to produce good results. They are the study habits which make students successful in their studies after developing and applying them throughout their academic career. Good study habits occur as a result of practice and knowing what methods are most

effective for you as a student. When studying, stay away from distractions, such as the computer. Instead of procrastinating, work on a long term assignment daily, instead of studying the night before, study a little each night. Review what you learned in class every day when you get home, before starting homework. Also, a good tip is to review what you did in class the previous day at the beginning of class when you have a few minutes before the teacher starts talking. By learning the ways that you learn the best, you will be successful in your studies. Katelyn (2013) therefore, identified fourteen positive or good study habits which students can employ in order to improve their academic performance. They are: attending all classes, reviewing your notes daily, reading material prior to it being covered in class, study daily, have at least one conference with the professor, develop and learn a word list for the course, read materials to improve your background in the course (other than text), attend help session, attend learning resource lab when available, develop a list of possible questions, ask questions in class, study an old exam (when available), avoid a last minute cram session, and sleep at least 8 hours the night before exams commence.

In the same vein, Harper and Row (2009), highlighted good study habits as thus: studying every day, creating a quiet place at home or anywhere to study, turning off the phone, TV and other devices that may disturb you when studying, listening to soft music or white noise, studying in a way that suits your learning style, taking regular breaks, studying early (do not wait for last minutes), studying the hardest things first, spending more time on topics you find difficult, asking for help if one is struggling with his studies, taking notes as one studies as well as organizing notes in a notebook or folder.

On the other hand, bad study habits according to John (2010) are negative or non-productive study habits which are undesirable and counter-productive to students' academic performance. When developed and utilized by students at all levels, they tend to hamper academic progress and performance of the users. Due to the peculiarity and uniqueness of individual

student, what may be considered as bad study habits to student "A", may seem to be very productive and efficient for student "B". However, bad study habits generally range from procrastination, truancy, not taking note, selective reading, studying while watching television or what is generally regarded as distractive study etc. Nikki (2013) identifies bad reading habits to include studying with friends, listening to loud music, studying in uncomfortable conditions, cramming, etc.

There are several factors that tend to affect students study habits. Anything can affect students' study habits. Their ability to study and concentrate can be increased by finding a quiet place where they can concentrate. Distractions such as phones, chat rooms, TM and text messaging, TV, video games, music and computers can all decrease students' ability to learn. Whatever is going on around and within a student's own mind is going to affect his study habits.

Conceptual Framework

Figure 1 shows that the independent variables are scheduling, homework, reading, note-taking and methods of study and learning techniques of the student while the dependent variable is the academic performance of the selected Grade 11 senior high school STEM students. It shows the relationship between the study habits and academic performance.
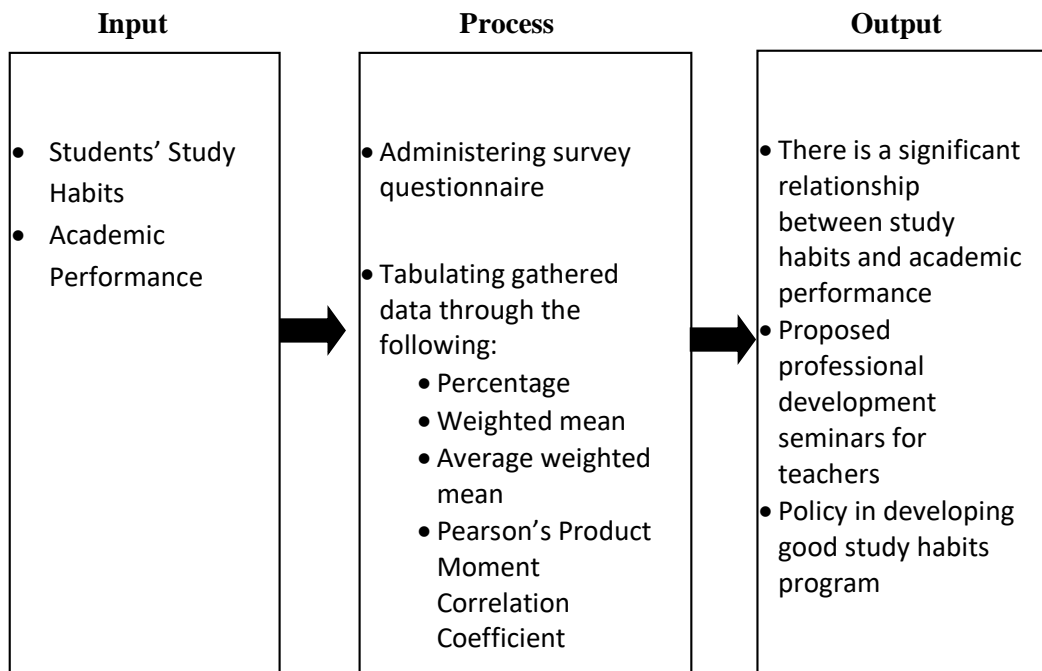
Input	**Process**	**Output**
• Students' Study Habits • Academic Performance	• Administering survey questionnaire • Tabulating gathered data through the following: • Percentage • Weighted mean • Average weighted mean • Pearson's Product Moment Correlation Coefficient	• There is a significant relationship between study habits and academic performance • Proposed professional development seminars for teachers • Policy in developing good study habits program

Figure 1. Research Paradigm of the Study

Theoretical Framework

Many intelligent students fail because they do inefficient work and have never learned how to study effectively. Maddox remarked that important skills for study have to be learned and practice. Moreover, students who put in more classrooms hours and work to a more regular program of study have better academic achievement. As such, effective study techniques such as note-taking, making plans and schedule, reviewing, using the library, developing reading skills, etc. have to be learned (Maddox, 1939).

One can learn easily if the right method of study is done. Forming good study habits rely on the capacity and capability of the teacher to facilitate the formation of good study habits. Therefore, every teacher should realize the urgent need for students to study effectively and encourage them to develop their own study habits. By doing so, the students would be able to overcome and improve their weaknesses especially their study habits so as to improve the status of their academic performance (Capino, 1939).

Canteveros gave direction on how to measure the study habits of the students. It is argued on scheduling of study hours, environment of the study, method of the study and learning techniques, accomplishing assignments, habits for reading skills, habits for listening skills, note-taking and use of the library.

The Problem

The research aims to identify the significant relationship between study habits and academic performance of Grade 11 senior high school STEM students at Sacred Heart Academy of Sta. Maria (Bulacan), Inc. during the school year 2018 - 2019. Specifically, the study seeks to answer the following questions:

1. What is the extent of the study habits in terms of the following aspects:
   1.1. class scheduling;
   1.2. homework/ assignment;
   1.3. reading;
   1.4. note-taking; and
   1.5. methods of study and learning techniques?
2. What is the first semester academic performance of the respondents?
3. Is there a significant relationship between the study habits and their academic performance during s.y. 2018-2019?
4. What intervention program should be made in order to help the students improve their study habits?

Hypothesis

There is no significant relationship between study habits and academic performance of senior high school students.

Significance of the Study

The results of the study would be valuable and beneficial to these stakeholders: the high school students, parents, faculty, and staff of the high school department, guidance counselors and administrators and future researchers.

Students

This study could help the students develop some general patterns of behavior to establish good study habits and to achieve higher academic performance.

Parents

The result of the study would encourage parents to give their children the necessary support, understanding and guidance so that they can overcome any hindrances to their learning.

Faculty

The result of this study will enable them to realize their role in guiding their students to acquire desirable study habits. To improve their classroom practices and their teaching techniques by emphasizing the value of developing effective study habits.

Guidance counselors

The results of this study serve as their basis in planning for guidance program that would best serve not only to the senior high students but also to the junior high students.

Administrators

This study will enhance their leadership more effectively by utilizing new research findings in improving the conditions that surround the

teaching- learning process. They may formulate new policies or guidelines that aim to improve the study habits of the students.

Future Researchers

Information from this study would encourage educational researchers to conduct others studies regarding study habits and their academic performance which are not covered in this study. They may utilize existing data or identify other variables in their future research undertaking.

Scope and Limitations

The study focuses on the study habits and academic performance of Grade 11 STEM students at the Sacred Heart Academy of Sta. (Maria), Bulacan during the school year 2018 - 2019. The total population of Grade 11 STEM students is 187. The General Weighted Average (GWA) of the senior high students was also included.

The study was limited to 76 Grade 11 STEM students only. The variables of study habits were limited in scheduling, homework, reading, note-taking and methods of study and learning techniques that may affect the comprehension of students while studying their lessons.

Methods

The study utilized the descriptive research method because it focuses at the present condition, and the purpose is to find new truth. The truth may have different form such as increase insights into factors which are operating the discovery of a new causal relationship, a more accurate formulation of the problem to be solved. This research describes the study habits and academic performance of the STEM students of Sacred Heart Academy of Sta. Maria Bulacan, Inc. which were based on their responses to the questionnaire given to them.

According to Dalen (1963), descriptive research is not simply a routine fact-finding activity. Its strength lies in describing the status of present phenomena as well as identifying the relationships between and among variables associated with occurrences.

Research Locale

Sacred Heart Academy of Sta. Maria (Bulacan), Inc. is considered as the first private school in Santa Maria, Bulacan that gives quality education and molds professionals. The school is built around 1963. The school is divided into three buildings established in different areas: the old building for the elementary students, the main building and the Annex building for junior and senior students.

The school offers elementary, junior high school and senior high school. Its senior high school offers two tracks which are Academic track (Accountancy, Business and Management (ABM); General Academic Strand (GAs); Humanities and Social Sciences (HUMSS); and Science, Technology, Engineering and Mathematics (STEM) and Technical-Vocational Livelihood (TVL) track (Home Economics (HE)).

Figure 2. Map of Santa Maria, Bulacan showing the location of SHA

Population, Sample Size and Sampling Technique

The respondents of the study were the Grade 11 STEM students of Sacred Heart Academy of Sta. Maria (Bulacan), Inc. At present, the population of the grade 11 STEM students at Sacred Heart Academy of Sta. Maria (Bulacan), Inc. in all strands is 187 who were enrolled in the school year 2018 – 2019 who were selected using Slovin's Formula.

Table 1. Frequency Distribution of the Respondents According to Section

STRAND	POPULATION	SAMPLES	%
STEM Force	47	19	25
STEM Speed	46	19	25
STEM Velocity	47	19	25
STEM Light	47	19	25
TOTAL	187	76	100

Combination of stratified random sampling and simple random sampling were done for the sample selection, where each member of a population has an equal opportunity to become part of the sample. In order to conduct this sampling strategy, the researchers defined the population first, listed down all the members of the population and then selected members to make the sample. For this procedure, the lottery sampling of the fish bowl technique was employed. This method involves the selection of the sample at random from the sampling frame through the use of random number tables. Numbers were assigned for each student in the master list. These numbers were written on pieces of paper and drawn from a box; the process was repeated until the sample size was reached.

Research Instrument

The instrument used in this study was the questionnaire checklist, which was adapted in the unpublished thesis by Cervantes, Andrew Philip et.al (2005). The questionnaire pertains to the study habits of students which are composed of 5 categories namely: 1. Scheduling, 2. Homework, 3. Reading, 4. Note-taking and 5.Methods of Study and Learning Techniques. These 5 categories were composed of 10 questions each. The questions in the questionnaire were listed according to category to avoid biased result. Each question was to be rated as never, rarely, sometimes, often and always.

Data Gathering Procedures

1. Through a letter of request, the researcher asked the help of the experts in the field to validate the questionnaire. After the validation the researcher conducts a pilot study in the selected STEM students in Sacred Heart Academy of Sta. Maria (Bulacan), Inc.
2. Through a letter of request, the researcher asked permission from the registrar's office of the school to have a copy of the list of names of the grade 11 STEM students for the school year 2018-

2019 together with their grades in all subjects during the first and second grading period (First Semester). Those grades served as the academic performance of the grade 11 senior high school students.

3. After getting those data, the researcher went to the classes of every section to distribute the questionnaire checklist to be answered.

4. Then, the researcher got the result of the questionnaire and established if there is a significant relationship between study habits and academic performance.

Statistical Treatment of Data

The data gathered were given statistical treatment using the following formula:

1. Weighted mean was used to determine the extent of the student's study habits in terms of scheduling, homework, reading, note-taking and methods of study and learning techniques.

2. To determine the academic performance of the respondents, weighted mean and percentage formulas were used.

3. Pearson's Product Moment Correlation Coefficient had been utilized in correlating the relationship between the study habits and academic performance of Grade 11 STEM students.

The researchers preferred to use the SPSS software to have more accurate results. If the computed p-value is greater than 0.05, then accept the Ho. But if the computed p-value is less than 0.05, then reject Ho.

RESULTS AND DISCUSSION

This presents the findings based on the indicative data of variables under investigation. The analyses and interpretation are discussed and the answers to the research problems are also laid upon.

Results of the Respondents' Levels of Study Habits

Table 2 to 6 present the weighted mean of the respondents according to the different study habits on the five categories: scheduling, homework, reading, note-taking, and methods of study and learning techniques.

Table 2. Frequency and Percentage Distribution of Responses of STEM Students of on Scheduling

ITEMS	Force	Speed	Velocity	Light	WM
1. I make a definite time to study.	3.53	3.74	3.16	4.16	3.65
2. I keep my schedule each day.	3.00	3.32	3.00	3.79	3.28
3. I study lessons immediately after class discussion.	2.47	3.11	2.32	2.89	2.70
4. I go over the whole lesson quickly before planning the study.	2.74	3.26	2.53	3.26	2.95
5. I study my lesson on my vacant period in the library or in any vacant room.	2.16	2.47	2.21	2.63	2.37
6. I study my lesson early in the morning.	3.00	2.95	2.42	2.89	2.82
7. I divide my time among my subjects.	3.26	3.68	3.16	3.68	3.45
8. I estimate the time needed for each study.	3.05	3.00	3.21	3.89	3.29

9. I give priority to those subjects which may need my attention.	4.21	3.74	3.84	4.16	3.99
10. I study my lesson everyday so that I don't need to exert more time and effort to review.	2.37	2.84	2.68	3.11	2.75
Weighted Mean: 3.12 **Interpretation: Sometimes**					

Table 2 depicts the weighted mean of STEM students in terms of scheduling which is 3.12 and shows that the respondents sometimes practiced the role of scheduling in their study habit formation. Within the scheduling, item no. 9 got the highest weighted mean of 3.99. They give priority to those subjects which may need their attention. It follows by item no. 1 which has a weighted mean of 3.65 meaning students make definite time to study. Next is item no. 7 which has a weighted mean of 3.45 which means that students divide their time among their subjects. Item no. 5 got the lowest weighted mean of 2.37 wherein students study their lessons on their vacant period in the library or in any vacant room. Followed by item no. 3 with a weighted mean of 2.70 which means that students study lessons immediately after their class discussions.

Table 3. Frequency and Percentage Distribution of Responses of STEM Students on Homework/Assignment

ITEMS	Force	Speed	Velocity	Light	WM
1. I do my homework in the house.	3.58	3.37	3.47	4.21	3.66
2. I do my homework in any vacant period.	3.42	3.21	3.53	3.21	3.34
3. I do my homework in the classroom while the classes are going on.	2.53	2.42	3.00	2.21	2.54
4. I seek help from others in doing my assignment.	3.32	3.16	3.47	2.95	3.23
5. I do my homework alone.	3.32	3.37	2.95	3.53	3.29
6. When my assigned homework is extra-long or usually difficult, I simply quit or study only the easier parts.	2.21	2.11	3.00	2.42	2.44
7. I complete my homework on time.	3.79	3.63	3.47	3.89	3.70
8. I put off doing written homework until the last minute.	2.89	2.74	2.89	3.11	2.91
9. I organize notes in an orderly manner.	3.37	3.32	3.32	3.63	3.41
10. I make it a point that I understand my homework before answering them.	3.63	3.37	3.37	3.63	3.50

Weighted Mean: 3.20
Interpretation: Sometimes

Table 3 depicts the weighted mean of STEM students under homework/assignment which is 3.20, wherein the students also sometimes

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perform good homework/assignment activities. Item no. 7 has the highest weighted mean with 3.70 and it means that students complete their homework on time. Second item with the highest weighted mean is item no. 1 with an average of 3.66 wherein students do their homework in their house. Item no.6 has the lowest weighted mean of 2.44 means that the students simple quit or study only the easier parts when their assigned homework are extra-long or usually difficult.

Table 4. Frequency and Percentage Distribution of Responses of STEM Students on Reading

ITEMS	Force	Speed	Velocity	Light	WM
1. I read to understand my lesson.	4.16	3.89	4.11	4.58	4.19
2. I always do research work.	2.95	2.74	3.26	3.05	3.00
3. I comply with my reading reports.	3.00	3.16	3.58	3.16	3.23
4. I read books only prescribed by teachers.	2.79	2.95	3.42	3.32	3.12
5. I practice silent reading in the library.	2.16	2.26	2.11	2.32	2.21
6. I keep it a habit to read books every day.	2.00	2.32	2.32	2.74	2.35
7. I read with a dictionary in my hand.	2.16	1.84	2.16	1.95	2.03
8. I read the important items found in my reading matters.	3.42	3.00	3.63	3.16	3.30
9. I spend my free time reading books and magazines related to my school subjects.	2.26	2.32	2.47	2.58	2.41
10. I read and try to analyze what I read.	3.89	3.68	4.05	3.74	3.84

Table 4 depicts the weighted mean of STEM students with regard to reading which is 2.97. It shows that the respondents sometimes observed the role of reading as one of their study habits. The highest weighted mean under reading is item no. 1 which is 4.19 means that the students   read to understand their lessons. Item no. 10 has the second highest weighted mean of 3.84 wherein students read and try to analyze what they read. Item no. 7 has the lowest weighted mean of 2.03 and it means that students   read with a dictionary in their hand.

Table 5. Frequency and Percentage Distribution of Responses of STEM Students on Note-taking

ITEMS	Force	Speed	Velocity	Light	WM
1. I keep notes for all subjects together.	3.32	3.47	3.47	3.42	3.42
2. I keep notes in a separate notebook for all subjects.	3.42	4.11	4.47	4.21	4.05
3. I usually make my report brief or short.	3.53	3.37	3.58	3.53	3.50
4. I outline the events in a story.	3.16	2.95	3.00	3.47	3.15
5. I refer to the dictionary for new words.	3.84	3.16	3.21	3.63	3.46
6. I take notes after reading.	3.42	3.11	3.00	3.26	3.20
7. I outline those items already studied.	3.37	3.05	3.32	3.42	3.29
8. I usually copy outline on the blackboard.	3.84	3.63	3.58	3.84	3.72

ITEMS					
9. I make outline of subjects which are very challenging.	3.42	3.37	3.32	3.47	3.40
10. I jot down notes all the important points found in my lesson.	4.21	4.00	3.95	4.16	4.08

Weighted Mean: 3.53
Interpretation: Sometimes

The overall mean as presented by Table 5 is 3.53, wherein the respondents often practiced good note-taking skills. Item no. 10 has the highest weighted mean of 4.08 wherein students jot down notes all the important points found in their lesson. It is followed by item no. 2 with a weighted mean of 4.05 which means that the students keep notes in a separate notebook for all subjects. Item no. 4 has the lowest weighted mean of 3.15 where students outline the events in a story.

Table 6. Frequency and Percentage Distribution of Responses of STEM Students on Methods of study and Learning Techniques

ITEMS	Force	Speed	Velocity	Light	WM
1. I study my lessons every day.	2.89	3.05	3.16	3.68	3.20
2. I study lesson only for the tests which are scheduled.	4.05	3.74	3.89	4.00	3.92
3. I prepare for the test at least one day or two days before the examination.	3.11	3.16	3.32	3.84	3.36
4. I memorize the exact text of the books.	3.37	2.95	3.11	3.47	3.23

5. I do most of the readings a day before the exam.	3.84	3.63	3.37	3.95	3.70
6. I write down important facts that are hard to understand.	4.00	3.63	3.53	4.16	3.83
7. I review the results of the examination.	4.00	3.58	3.47	3.63	3.67
8. I complain to the teachers whenever there is a mistake in checking of my papers.	3.68	2.89	3.26	3.32	3.29
9. I ask the help of my friends on some facts which I do not understand in my lesson.	4.37	3.63	4.00	3.84	3.96
10. I approach my teachers on lesson I do not understand so that I could answer questions asked on the day of the examination.	3.63	3.21	3.37	3.58	3.45
Weighted Mean: 3.56 **Interpretation: Sometimes**					

Table 6 shows that the STEM students often observed methods of study and learning techniques as one of their study habits and it is supported by a weighted mean of 3.56. Item no. 9 has the highest weighted mean of 3.96 wherein students ask the help of their friends on some facts which they do not understand in their lesson while item no. 4 has the lowest weighted mean of 3.23 where students memorize the exact text of the books.

Table 7. Over-all Weighted Mean and Verbal Interpretation of STEM Students to the Study Habits

	Combined Weighted Mean	Interpretation
Scheduling	3.12	**Fair Study Habits**
Homework/ Assignment	3.20	**Fair Study Habits**
Reading	2.97	**Fair Study Habits**
Note-taking	3.53	**Good Study Habits**
Methods of Study and Learning Techniques	3.56	**Good Study Habits**
Over-all Weighted Mean	**3.28**	**Fair Study Habits**

Table 7 shows the over-all weighted mean and verbal interpretation of STEM students to the study habits. It is supported by a weighted mean of 3.28 which indicates that the students have "fair study habits".

Table 8. *General Weighted Average of the Respondents during First Semester and Its Verbal Interpretation*

Section	General Weighted Average (GWA)	Verbal Interpretation
STEM Force	92.68	Outstanding
STEM Speed	90.16	Outstanding
STEM Velocity	88.68	Very Satisfactory
STEM Light	85.05	Very Satisfactory
TOTAL	**89.14**	**Very Satisfactory**

In Table 8, the academic performance of the Grade 11 STEM students was shown. The average grade of the students are ranging from 77-94. This shows that STEM students in each section have a "very satisfactory" academic performance.

Table 9. *The Relationship between Study Habits and Academic Performance*

	Study Habits and Academic Performance	Decision	Interpretation
Pearson Correlation	.00001		
Sig. (2-tailed)	-61.04	Reject H_o	Relationship is significant

Table 9 shows the relationship between study habits and academic performance of the second year students. The obtained Pearson r- which is .00001 indicates that there exists a high relation between study habits and academic performance. It means that the study habits of the students had an effect to their academic performance and need to do action in order to help the students to develop their study habits so that they can have good academic performance.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. It is manifested that the STEM students have fair study habits.
2. The academic performance of the respondents was 'very satisfactory'.
3. There was a significant relationship between study habits and academic performance during first semester.

Recommendations

Based on the findings of the study and conclusions made, these were the recommendations that the researcher made:

1. Policy studies on the part of the school administrators need to be conducted as to give much emphasis on the importance of building good study habits and ways to achieve the best possible academic performance among senior high school students.
2. It is also recommended for future undertaking of the same research to include other factors such as profile, socio-economic status, parental involvement, personality characteristics, and the like in relation to study habits formation.
3. In determining academic performance of students, other factors and conditions need to be looked upon aside from study habits.

4. The school is suggested to provide opportunities to administrators, teachers and students to attend seminars and conferences with regards in developing good study habits and to be able to pinpoint hindrances in the pursuit of academic achievement.

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ASSESSMENT OF WRITING COMPOSITION COMPETENCY OF GRADE 11 SENIOR HIGH SCHOOL STUDENTS

Alieneth Grace G. Garcia, LPT

Abstract

Writing skill is important not only for academic compliance of students but also to be equipped in preparation for future employment. Writing skill is very important in a day to day communication. Language serves significant purposes in daily living. This study utilized descriptive method. This research study will deal with descriptions, records, analysis and interpretation of data. The method will describe record, analyze and interpret the writing composition competency of grade 11 senior high school students under HUMMS strand of Sacred Heart Academy of Sta. Maria, Bulacan. The data can be used to come up with a proposal that can enhance teaching writing methodology through suggested activities.The grade 11 senior high school students under HUMMS strand had an overall good rating performance in their writing skills. It implies that majority of the students had acquired and applied their knowledge of the writing skills, specifically on content, organization, grammar rules and mechanics. The writing skills of the senior high school students drew an overall good rating which shows that they developed their writing skills through school works, school facilities, activities, parental follow up, teacher's traits and methodologies, attitude toward written English, exposure to different activities for communications skills development. To enrich the language program in English with emphasis on acquiring skill in composition writing such as writing workshop and seminars that focus more on the construction of grammatically correct sentences and how to write a composition

Keywords: Writing composition competency, Senior High School, Descriptive research, HUMSS

Introduction

In most secondary schools, it is observed that many students have poor writing skills. Even though most teachers give various writing activities to practice their writing skills, the students are still having difficulty constructing sentences to come up with a coherent paragraph. Writing skill is indeed a very important skill that a student should have learned and mastered.

During writing activity in English subjects, the students are having difficulty to compose their own paragraph to form a short composition. Most of the students were unable to arrange their ideas logically. The appropriate punctuation and capitalization were also ignored and taken for granted by the students. Writing skill plays a significant role in all language subjects.

Writing skill is important not only for academic compliance of students but also to be equipped in preparation for future employment. Writing skill is very important in a day to day communication. Language serves significant purposes in daily living. For instance, man uses language to establish good relationship with others, to acquire and share information, to convince, to persuade, and to communicate in various forms, oral or written. Language is therefore, man's most potent tool in promoting his interpersonal relationship.

Through language man receives and transmits the significant ideals of his civilization and those of other people. Therefore the fulfilment of man's aims aspirations as an individual and of his role in his immediate and wider community greatly upon his ability to communicate. Indeed man's development in the mastery of language as exemplified in his proficiency in listening, speaking, reading and writing effectively are his most important accomplishments and equipment of self -realization.

Language skill is more important in the social, cultural, political, economic and academic milieu. Indeed in man's daily interaction with others; whether he may be in the classroom or in the business world, writing plays a vital role.

For a man to express his ideas effectively and efficiently, he must be proficient in all of the four language skills, however writing has been considered as the most difficult of the language skills. Difficult to master, the written communication has to be learned consistently and conscientiously.

Language is composed of basic skills which also known as macro skills such as listening, reading, speaking and writing. Compared to other skills, writing is the most difficult to learn and teach. It must be learned and taught in the context which it can be best learned and taught.

Writing skill is an important aspect in communication. Writing is one of the four basic skills. The students start learning to communicate through written form as they begin to interact with others at school level. The writing skill is more complicated than of other language skills. (Javed, M. & Nazli, S., 2013)

As a teacher, writing is an extension of the language and the experience that the learner already has or that he has acquired through his listening, speaking, reading activities and experiences with specific reference to English as a second language. In other words, the students and the vocabulary items that the learners already know are the materials for their own writing process. Writing is one of the art form that can be practiced almost anywhere at almost any time. Normally, you cannot paint in the office, or sculpture in the classroom, or play piano in a plane of the trumpet on a train. But, given some paper and a writing implement, one can write in any of these places.

According to Bereiter, C., & Scardamalia, M., (2013) writing by which mean the composing of texts intended to be read by people not present is a promising domain within which to study the relationship between easy

and difficult cognitive functions. On the other hand, writing is a skill traditionally viewed as difficult to acquire, and one that is developed to immensely higher levels in some people than in others. Thus, it is a suitable domain for the study of expertise. On the other hand, it is based on linguistics capabilities that are shared by all normal members of the species. People with only the rudiments of literacy can, if sufficiently motivated redirect their oral language abilities into producing a well-written text.

Writing is a way to record and communicate feelings, experiences and thoughts. To write about writing in all its aspects would be to write about every facet of our private and social lives, about the functions of the written word in religion, law, government, politics, industry, commerce, education, art, and entertainment, in all formal and informal relationships among people, all mechanisms for organizing, informing, instructing, persuading, exciting, amusing, tranquilizing, and otherwise controlling or influencing individuals. Writing touches every part of our lives, and not even the illiterate escape its consequences (Smith, F., 2013).

The purpose of this study is to assess and find out the writing skill of senior high school students. It aims to determine the strengths and weaknesses of the students in composition writing such as they can make adjustments to be better prepared for higher degree of writing skills. This study will assists the teachers in identifying the weak points of the students, thus will have modifications to the teaching approaches and strategies.

Moreover, this study will help the teachers know the writing skill background of the students, thus they will know where and how to start teaching writing. This will lead to more language enrichment program and modifications on the writing activities for the students.

Statement of the Problem

The general problem of the study is how the composition writing competency of the grade 11 senior high school students under HUMMS strand of Sacred Heard Academy of Sta. Maria, Bulacan for the school year 2019-2020 be assessed?

To seek for answer, the researcher formulated the following questions:

1. What is the profile of the grade 11 senior high school students when categorized according to:
    1.1 Language Preference;
    1.2 Student's attitude toward written activities in English subject;
    1.3 Student's perception toward teacher's traits and methodologies?
2. What is the level of composition writing competency grade 11 senior high school students under HUMMS strand in terms of the following:
    2.1 Content
    2.2 Organization
    2.3. Grammar Rules;
    2.4. Mechanics.
3. What are the common errors the grade 11 senior high school students committed in composition writing in terms of the following:
    3.1 Content
    3.2 Organization
    3.3. Grammar Rules;
    3.4. Mechanics.

Significance of the Study

The result of this study aimed to benefit the following stakeholders:

Writing Teachers. This study can serve as an assessment of the weakness and strengths in the teaching of subjects relevant to writing skills as shown in the student's composition. This will serve as basis of producing changes for adjustments or modifications that will help improve the learning and teaching English.

Writing students. The findings of this study would make them aware of their weak points in composition writing such as they can make adjustments that would lead to the advancement of students' competency level.

The administrators. The result of this study would help them in enriching the language program in English with emphasis on the teaching of skills in composition writing. It would likewise help them identify the strength, weaknesses, deficiencies and needs of the teachers and students in relation to classroom management, methodologies and strategies in teaching core subjects relevant to writing skills.

Academic Researchers. This will be recommendable to be used if they are conducting a related or similar study.

Scope and Delimitations

The study was delimited to the assessment of the composition writing skills of the grade 11 senior high school students under HUMMS strand. Content was assessed if the respondent could give appropriate answers to guide questions. Organization was assessed if the respondents could arrange

their ideas logically. For grammar rules, the subject verb agreement and for mechanics, capitalization, spelling and punctuation were the focus.

This study was also limited to a guided composition writing for the following reasons: first, marking was quick and easy, second, it tended to be objective rather that subjective, third, the students were guided and motivated to write with more or less correct and appropriate sentences.

In this composition test, a paragraph of guided composition writing on a topic, "My Barkada" was given to the students, for them to develop in not less than 100 words within 40 minutes.

This study was confined in Sacred Heart Academy of Sta. Maria, Bulacan. The student-respondents were those who were presently enrolled as grade 11 senior high school students under HUMMS strand for the school year 2019-2029.

Theoretical Framework

This study is supported by Jerome Bruner's theory of learning or instrumental constructivism, Vygotsky's theory of zone of proximal development and Frank Smith theory about writing.

Bruner's theory of learning focuses on how individuals deal with information or knowledge to achieve understanding. This theory involves three cognitive simultaneous processes such as acquisition, transformation and evaluation (Bustos and Espiritu, 1996). Acquisition is the process of obtaining new information that can either replace or refine the existing ones. This reminds us that the respondents have had writing since grade school. This means that, writing was introduced and refined since first year high school.

Transformation is the manipulation of the information to fit in situations. This is the transfer of knowledge from the source. This is the

instruction and this includes approaches and methods used to address the needs of the learners and the context of learning.

Evaluation is the checking or assessing whether or not the leaned material has been manipulated properly (Bustos & Espiritu, 1996). This is the very purpose of the study for it simply looked into the competency of the students in composition writing that could result to developing or enhancing methods in teaching writing.

Vygotsky's Zone of Proximal Development. Vygotsky was the first to see learners are able to finish a task with assistance. Writing is a synthesis or putting together thoughts and ideas. It must be taught naturally. Writing teachers must be able to realize that learners need assistance to complete a writing task. This study will serves as a guide on how teachers will guide the learners to complete a writing task.

This study uses a guide composition test to assist the students in writing a short composition. Similarly, this study will help the teachers assist the learners to complete a writing task effectively.

Frank Smith's theory based on his book Writing and the Writer (1982) about the relation between spoken and written language, which states that written language is more immediately accessible than the spoken language, the written language has permanence in contrast to the ephemeral character of speech; the written language is always more rigidly structured, more insistent on precision and clarity by the very virtue of the fact that it must stand alone.

For these reasons, it should be studied, understood and mastered with a real understanding of the difference between the spoken and written language. It should be obvious that the students should not write just the way they talk more than try to teach the student to talk the way they have learn to write.

Thus, writing skills of students should be studied and assessed particularly the senior high school students through a controlled and guided composition for them to be prepared for a higher degree of writing skills in college. This study would help the students to be aware of their weak points in composition writing such as they can make adjustments to improve their writing skills.

This study will serves as reliable bases of teachers to develop or enhance language program to improve the writing skills of the learners.

Related Literature

Writing plays a significant role in literacy and an indispensable skill as a medium of communication. Communication is a social process and one of its forms is writing. It is essential to the growth and development of an individual. Writing skill is considered as the hardest to learn and teach. Thus, it needs to be developed, studied and evaluated.

There have been enough write up and reading materials that discuss about writing skill not only because it's one of the areas in language proficiency, but also because its importance in one's expression of thoughts and ideas.

According to Cheung (2016) writing is a transcription of thoughts and ideas. Writing is one of the difficult skills that a student needs to learn. It is a complex activity because it involves conceptualizing, reading, formulating and revising. The written word similar to spoken communication is used for a variety of functions such as to summarize, to describe, to inform, to persuade, and to develop ideas.

Writing has come to occupy the prominent role it deserved in foreign language teaching and learning. Its value is confined by the latest research, which shows the classical relevance of writing as a recycling tool in the

classroom; the act of writing not only reflects one's thinking but also helps to create new thoughts.

The writing process is creative. The learners sit down to write with a definite idea in mind, but as they write new ideas develop. (Kellogg, R. T., 2008) Learning how to write a coherent, effective text is a difficult and protracted achievement of cognitive development that contrasts sharply with the acquisition of speech.

Spoken language is normally highly developed with a working vocabulary of several thousand words and an ability to comprehend and produce grammatical sentences. Writing an extended text at an advanced level involves not just the language system. It poses significant challenges to our cognitive systems for memory and thinking as well.

The reason for the persistence of writing is its evident utility as a tool for communication; it conveys information over time and space in a way not open to speech. The second general utility of writing is to provide a more or less permanent record, ranging from the accounts in a bookkeepers ledger to histories and laws whose purpose is not so much to communicate as to institutionalize. All that some cultures have left of their existence is some written records and a few other artifacts.

And the third cultural value of writing is as art, the product of creativity: novels, poems, plays. The fact that writing, wherever it has existed, seems to have participated in these three general roles demonstrates its broad utility to cultures (Smith, F., 2013).

The ability to write something in a productive way is an indicator of success during the learning process. Academic achievement is considered as

a token of a good indicator in language learning process. The productive writing skill is considered a cognitive challenge, because it helps to assess language competency, recalling capability and thinking ability. It demands to recall information from long term memory. Moreover, the ability of productive writing requires sound ability of thinking on comprehensible matters (Nazli, S., 2013).

The abovementioned discussions give emphasis on the meaning and importance of writing as this study aims to assess the writing composition competency of senior high school students.

According to Gangal JK (2011) writing composition is a process that allows the learners to write about anything and express their opinions and views in an intelligible manner. It is about adding words and making sentences by following some grammatical rules. The learners must follow grammatical rules when they are expressing their thoughts and ideas. Further, the learners should conventionally follow the rules in mechanics such as spelling, punctuation and capitalization. And most importantly, the learner must write in an organize manner. In brief, writing composition deals with content, organization, grammatical rules and mechanics.

Content is the expressed ideas and views of the learners, organization deals with arrangement of ideas in a logical manner, grammatical rules cover the subject verb agreement and sentence construction, lastly mechanics is all about proper usage of punctuations, capitalization and spelling.

Composition is an art which does not come with the birth of a man. It is acquired and consummated with single track of perseverance and a sense of commitment under the guidance of one's mentor. Writing a composition requires an ability to express oneself on a particular subject. According to various survey reports, of all the four language skills - listening, speaking, reading and writing.

Writing is the most difficult skill for a learner to acquire. Most people take on to writing only when they feel it is essential for them, e.g., writing for examination or for studies, or writing something as part of their profession.

Since mobile phones are so easily available these days and people can constantly talk or send SMS, personal letter writing has become a rare phenomenon. Of course, letters are still written at the official level - either in the formal letter format or emails. Writing effectively cannot be acquired automatically like other language skills as a part of the school curriculum.

According to Gangal JK (2011) controlled and guided composition is one that involves sentence composition and paragraph writing. It is called "controlled or guided" because it is controlled in terms of what and how of the composition, i.e. number of words, subject matter and questions to be dealt with in the piece of composition. All are controlled and guided by the teacher or trainer.

Learning to write controlled and guided composition first is as same as helping a baby learning how to walk before he starts running. This technique minimizes the chances of committing errors of serious nature while writing the desired piece of writing. It would be a good idea if a learner begins to write a composition in the order as suggested above - sentence composition and paragraph writing leading to free compositions involving different genres of writing.

According to Bereiter C. (2013) Composition is an art of creating a written work. It is the act of putting words and thoughts into a coherent and understandable text r well-written text. Composition and writing is an essential and significant toll in literacy, education and most importantly, in education. Composition allows individual to convey their thoughts, ideas, emotions, feelings, opinions, political views, arguments and any other forms of communication. There would be no famous works of literature if they

were not first composed and written down to be treasured and remembered by readers. Writing composition plays a significant role in our culture and education.

Writing composition is important to all learners as this will improve their writing skill. It indirectly improves and enhances the reading and speaking skill of the students. Writing, reading and speaking any language is closely related to each other. Hence, the improvement of any one among them impacts on the other.

Writing composition allows learners to improve their imagination skills as well as analyzing and thinking ability. To be a good and effective writer, the students must have a very good imagination skill and brush up this skill they should practice writing compositions regularly. The students need an immense imagination skill to produce their own composition.

Writing composition is a very good way to express thoughts and ideas and views of an individual. Through composition, students can communicate with others and give message to the society. It is very important to assess the writing composition skills of the students for the teachers to know the considerations in teaching writing. Through this study, the teacher would have an idea of the existing level of writing skills of the students. Hence, teachers could have modifications of their strategies and approaches in teaching writing. Teachers will know the idea where and how to start teaching writing. This study will serves as reliable basis of the teachers in assessing the writing skills of the students.

Conceptual Framework

Input	Process	Output

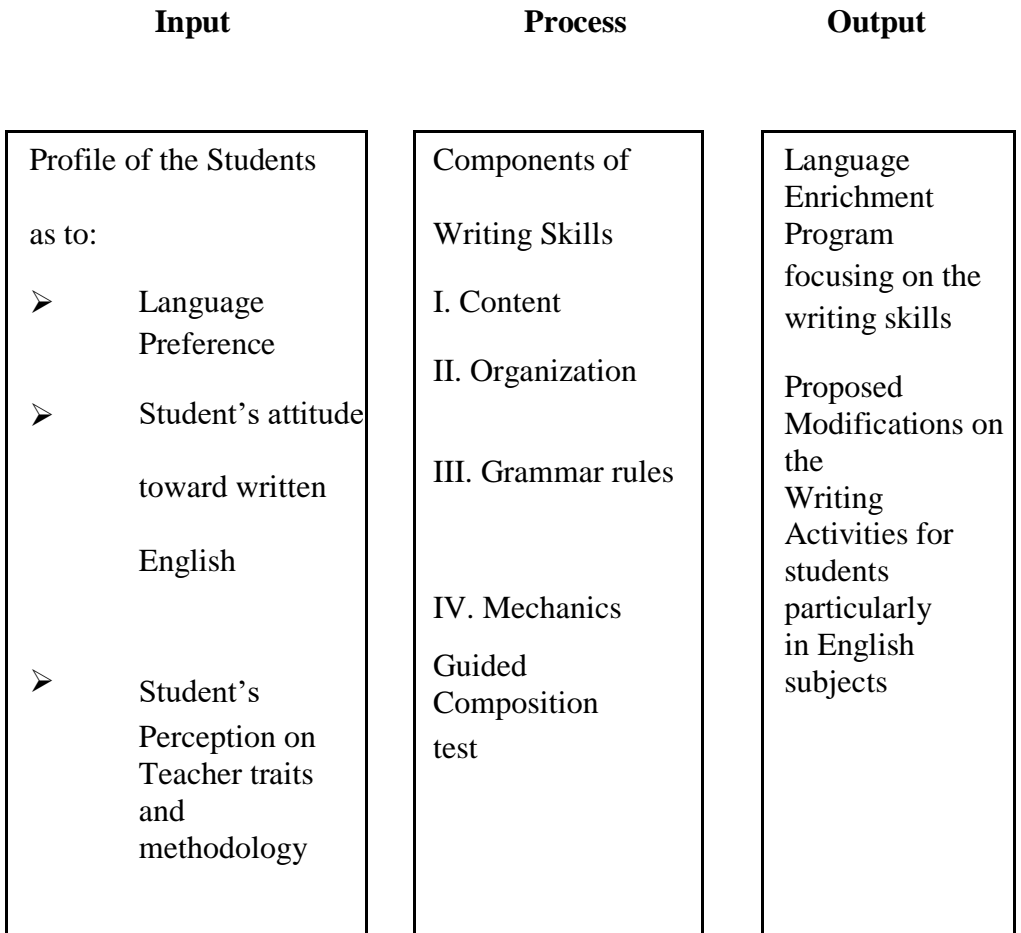| Profile of the Students as to: ➢ Language Preference ➢ Student's attitude toward written English ➢ Student's Perception on Teacher traits and methodology | Components of Writing Skills I. Content II. Organization III. Grammar rules IV. Mechanics Guided Composition test | Language Enrichment Program focusing on the writing skills Proposed Modifications on the Writing Activities for students particularly in English subjects |

Figure 1. Research Paradigm of the Study

Figure 1 shows the research paradigm of the study. The first box shows the profile of the students as to; language preference, student's attitude toward written English and teacher's traits and

methodology. While the second box shows the components of writing skills, content, organization, grammar and mechanics including the guided composition test. The third box shows the language enrichment program focusing on the writing skills, proposed modifications on the writing activities for students.

Assumptions of the Study

The research study is anchored on the assumption that the respondents are honest and objective in expressing their perception on composition writing competency that will be used as the basis for the proposed enhancement measures, Moreover, the student scores in this assessment are reliable bases in measuring the student competency.

Methods

This study utilized descriptive method. This research study will deal with descriptions, records, analysis and interpretation of data. The method will describe, record, analyse and interpret the writing composition competency of grade 11 senior high school students under HUMMS strand of Sacred Heart Academy of Sta. Maria, Bulacan. The data can be used to come up with a proposal that can enhance teaching writing methodology through suggested activities.

Population and Sample Size of the Study

The respondents of this study are the students who are officially enrolled in grade11 senior high school under HUMMS strand for the school year 2019-2020. The researcher will use stratified random sampling technique in selecting the respondents.

Research Instruments

This study used two instruments composed of a standardized questionnaire and a guided composition test which were adapted from a research similar to this study.

The students' questionnaire was designed to determine the respondents' background including students' language preference, students' attitude towards written English activities and students' perception on teachers' traits and methodologies.

A guided composition test was designed to assess the English writing skill of the student respondents. A set of guide questions served as motivating statements from the respondents to be able to come up with not less than 100 words composition on the topic "My Barkada". The comp form was supplied for each of the respondents for the actual writing. Its design allowed every student respondents to write only one word per line. This was done for the respondent to monitor the number that they have written.

Scoring Procedure

In scoring the instruments the following guidelines will be followed:

1.   Questionnaire. - On Students Language Preference
        English
        Filipino

2.   On respondents' attitude towards written English activities, teacher's traits and methodologies.

Response	Score	Interval	Description

At all times	4	3.70-4.00	Very Good
Most of the times	3	2.78-3.69	Good
Sometimes	2	1.90-2.79	Fair
Never	1	1.00-1.89	Poor

3. Writing Composition Test

The composition form was numbered, so analysis is based on the number of each word. Writing Composition Test Scoring Procedure

Overall rating for the writing skills

Content	30%
Organization	20%
Grammar rules	30%
Mechanics	20%
Total	100%

Interpretation of Writing Skills Exam Scores

Scores	Interpretation	Verbal Interpretation
90-100	Very Good	If they have mastery on the grammar rules,
		mechanics, content and organization
75-89	Good	If there are several corrections on the grammar rules,
		mechanics, content and organization
65-74	Satisfactory	If there are few corrections on the grammar rules,
		mechanics, content and organization
40-64	Fair	If they need to improve their knowledge on the n the
		grammar rules, mechanics, content and organization
Below 40	Poor	If they need to enhance their writing skills

Data Gathering Procedure

Preparatory Stage

The approval of the school principal of Sacred Heart Academy, Dr. Willam Enrique will be solicited. The schedule will be prepared with the

cooperation of the concerned teacher to administer the examination to grade 11 senior high school students under HUMMS strand. An orientation will be held about the purpose and content and administration of the examination. End Stage - The examination will be checked and interpreted. The data gathered will be tabulated and collated processed manually

Results and Discussion

A. Language Preference

Table 1
Distribution of Respondents by English Language Preference

English Language Preference	f	%
High	32	34.00
Low	63	66.00
Total	95	100.00

Table 1 shows the percentage distribution of respondents by language preference which refers to any person to any chosen language of the respondents to any particular situation. The results indicated that majority of the students had low preference for the English language.

B. Student's Attitude Toward Writing English Activities

Table 2

Distribution of Respondents by Attitude Toward Writing English Activities

Attitude Toward Writing English Activities		No. of Students	Percentage
Very Good	(3.70-4.00)	44	46.00
Good	(2.80 -3.69)	19	20.00
Fair	(1.90-2.79)	18	19.00
Poor	(1.00-1.89)	14	15.00
Total		95	100.00

Weighted Mean = 2.77 Fair

Table 2 shows the percentage distribution of respondent's attitude toward writing activity in English which referred to the students feeling or thoughts towards written English compositions exemplified by their interest during class discussion. It was shown that the overall result was fair with a weighted mean of 2.77.

C. Student's perception toward teacher's traits and methodologies

Table 3
Distribution of Respondents by Respondents Perception on Teachers Traits and Methodologies

Perception on Teacher's Traits and Methodologies		f	%
Very Good	(3.70-4.00)	71	75.00
Good	(2.80-3.69)	14	15.00
Fair	(1.90-2.79)	4	4.00
Poor	(1.00-1.89)	6	6.00
Total		95	100.00

Weighted Mean = 3.58 good

Table 3 shows the distribution of respondents by their perception towards teachers traits and methodologies. It was shown that the overall result is good with a weighted mean of 3.58.

Overall Writing Skill

Table 4

Distribution of Respondents by Overall Writing Skill in English

Overall Writing Skill		f	%
Very Good	(90-100)	15	15.79
Good	(75-89)	38	40.00
Satisfactory	(65-74)	19	20.00
Fair	(40-64)	20	21.05
Poor	(below 40)	3	3.16
Total		95	100.00

Table 4 shows the overall writing skills of the respondents, it was shown that 38 of 95 or 40% obtained a good rating while only 15 of 95 or 15.79% got a very good rating in writing skills.

Conclusions and Recommendations

Based on the result of the study, the researcher drew the following conclusions:

1. The grade 11 senior high school students under HUMMS strand had an overall good rating performance in their writing skills. It implies that majority of the students had acquired and applied their

knowledge of the writing skills, specifically on content, organization, grammar rules and mechanics.

2.   The writing skills of the senior high school students drew an overall good rating which shows that they developed their writing skills through school works, school facilities, activities, parental follow up, teachers traits and methodologies, attitude toward written English, exposure to different activities for communications skills development

Recommendations

The study clearly revealed that the respondents had an over all good rating in writing skills.

The following recommendations are therefore proposed:

1.   To provide any development on their English writing skills.

2.   The teachers should stimulate the interest of the students to use English language both in oral and written activities not only inside the classroom but also in the environment. It is recommended that the teachers to improve their instruction and use variety of strategies to motivate the students to learn how to write in English with enthusiasm.

3.   To enrich the language program in English with emphasis on acquiring skill in composition writing such as writing workshop and seminars that focus more on the construction of grammatically correct sentences and how to write a composition.

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ENGLISH LANGUAGE ANXIETY AND THE ACADEMIC PERFORMANCE OF HUMANITIES AND SOCIAL SCIENCES STUDENTS IN THEIR ORAL COMMUNICATION SUBJECT

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Abstract

The main concern of this study is to see if there is a correlation between English language anxiety and the academic performance of the Humanities and Social Sciences (HUMSS) students in their Oral Communication subject. This research study utilized Descriptive-correlation through a survey questionnaire to determine the level of English language anxiety among the respondents. The respondents of this study were Grade 11 Humanities and Social Sciences students of Sacred Heart Academy of Sta. Maria (Bulacan), Inc. A.Y. 2019-2020. The researcher secured permission through a letter of request addressed to the school principal of the school. The Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al (1986) was used as the instruments for this study. The overall English Language Anxiety and academic performance in the Oral Communication subject has a correlation value of -0.134 means p-value is less than 0.05 (p<0.05) and should retain the null hypothesis. Therefore, there is no significant correlation between overall English Language Anxiety and academic performance in the Oral Communication subject of the students.

Keywords: Language Anxiety, Academic Performance, Descriptive-Correlation, HUMSS

Introduction

Anxiety on learning a foreign language has been a great and considerable interest in the field of language education for the past years. It is evident on various studies nowadays that it is a major factor towards acquiring the language itself. (Horwitz et al, 1991; Xianping, 2003; Irzeqat, 2010; Rahima, 2015; Sadiq, 2017; and, Subekti 2018)

Horwitz et al. (1986) defined foreign language anxiety as a distinct complex of perceptions, beliefs, feelings, and behaviors related to classroom language learning arises from the uniqueness of the language learning process. Moreover, according to MacIntyre and Gardner (1994), as cited in the study of Elaldi (2015), foreign language anxiety is the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning. From these perspectives, they claim that language anxiety is unique due to the way it involves learners' self-concepts to communicate competently and to present themselves genuinely. It is clearly different from a general feeling of anxiety for it talks about a specific goal which is to acquire the desired language.

English is one of the most important languages in the world. It is needed almost everywhere. (Sadiq, 2017) On the other hand, English language in the Philippines is considered a language of power that can greatly help the nation's progress in terms of socio-economic status and in achieving a much greater life. Unfortunately, English language learning in the Philippines can also be challenging since the progress goes through complicated tasks that involves psychological and social factors. (Berowa, 2018)

Filipinos study English dated back 1900s during the American occupation which ignites the mushrooming of public schools in the country. It is not surprising that Filipinos are quite good in speaking the language, until the recent survey of Organisation for Economic Cooperation and

Development (OECD) which tested around 600,000 15-year- old students from 79 countries through the 2018 Programme for International Student Assessment (PISA). Sadly, the results revealed that the Philippines has an average reading score of 340 in which lowest among the tested countries (CNN Philippines).

To sum it up, the general objective of this research is to gauge the English language anxiety level of Humanities and Social Sciences Students, and to test if it has a significant correlation to their academic performance in their Oral Communication subject, as an indicator of their skills in the target language. Whereas, the main purpose of this research is to contribute to the pedagogy in terms of giving light to the findings about the source of declining performance of young Filipinos towards the English language and how to solve it using the findings that this study will offer at the end.

Statement of the Problem

The general problem of the study is: How do demographic profile and English Language Anxiety relate to the academic performance of Grade 11 Humanities and Social Sciences Students in their Oral Communication subject in Sacred Heart Academy of Sta. Maria (Bulacan), Inc.?

Specifically, the study sought answers to the following questions:

1.   What is the demographic profile of the students in terms of
      1.1   Age, and
      1.2   Gender?
2.   What is the level of English language anxiety among the students in terms of:
      2.1   Communication Apprehension,
      2.2   Fear of Negative Social Evaluation, and
      2.3   Test Anxiety?

3.	What is the academic performance of the students in Oral Communication?

4.	Are there significant relationship between gender, English language anxiety, and the academic performance of the students in Oral Communication?

Significance of the Study

The purpose of this study is to know if there is a significant relationship between the demographic profile, English language anxiety, and the academic performance of the Humanities and Social Sciences students in their Oral Communication subject. This study will benefit the following:

Education Policy Makers. The governing bodies such as the Department of Education, and Commission on Higher Education may get insights on how they are going to create and/or amend existing policies in line with the acquisition of second language.

School. As the institution where curriculum is widely implemented, the school may adjust its policies in accordance with the education policy makers in line with the acquisition of second language.

Principal. As the supervising implementer of the curriculum, he can reiterate the importance of the insights of this study to his/her subordinates.

Teachers. As the primary implementer of the curriculum, the teacher may see actual samples of problems and solutions on handling English as Second Language (ESL) classes through this study.

ESL Students. As the primary recipient of the recommended and written curriculum, students, especially those who suffers from foreign language anxiety may see light through this research.

Parents. As fellow stakeholder of the curriculum and the education of their child/ren, parents may understand how language anxiety can affect their child/ren's performance and to help then in their endeavors to acquire a second language.

Other and Future Researchers. Researchers who have the same topic under study may get insights what are the problems encountered of this research. Moreover, they may interpret their results with the conclusions of this research.

Scope and Delimitation of the Study

The researcher limited the study to the students of Grade 11 Humanities and Social Sciences Students (HUMSS) of the Sacred Heart Academy of Sta. Maria (Bulacan), Inc. A.Y. 2019-2020; therefore, other schools, educational levels, tracks/strands, and academic years were not included. The coverage of the study was all about the level of English language anxiety and the academic performance of the students in their Oral Communication subject; moreover, it did not discuss other issues beyond the following subscales: Comprehension Apprehension, Fear of Negative Social Evaluation, and Test Anxiety; also, the academic performance is limited to Oral Communication only and no other academic performances in other subjects were involved. There was an attempt to correlate English language anxiety level and the academic performance of the students in their Oral Communication subject.

Theoretical Framework

This section reviewed the theoretical model that guided the study followed by the review of related literatures and study: local and foreign.

The study is anchored in Krashen's Second-Language Acquisition Theory that seeks to quantify how and by what processes individuals acquire a second language.

Relevant Theory

Krashen (1985), posited the Theory of Second-Language Acquisition wherein he argues that people acquire second languages only if they obtain comprehensible input and if their affective filters are low enough to allow the input 'in'. When the filter is 'down' and appropriate comprehensible input is presented (and comprehended), acquisition is inevitable. It is, in fact, unavoidable and cannot be prevented—the language 'mental organ' will function just as automatically as other organ.

There are five (5) hypotheses presented in the theory namely: 1. The Acquisition- Learning Hypothesis proposed that there are two independent ways to acquire a second language. 'Acquisition' is a subconscious process identical in all important ways to the process children utilize in acquiring their first language, while 'learning' is a conscious process that results in 'knowing about' the language; 2. The Natural Order Hypothesis was first proposed by Corder (1967) where it states that we acquire the rules of language in a predictable manner, some come early and some to come late.; 3. The Monitor Hypothesis states how acquisition and learning are used in production. Our ability to produce utterances in another language comes from our acquired competence, from our subconscious knowledge. Learning conscious knowledge, serves only as an editor or monitor.; 4. The Input Hypothesis claims that humans acquire language in only one way— by understanding messages, or by receiving 'comprehensible input'.; The last and will be the focus of this study is, The Affective Filter where it emphasized that comprehensible input is not sufficient for language acquisition. The acquirer (learner) needs to be 'open' to the input. The

'affective filter' is a mental block that prevents acquirer from fully utilizing the comprehensible input they receive for language acquisition. When it is 'up' the acquirer may understand what he hears and reads but the input will not reach the Language Acquisition Device (LAD). This occurs when the acquirer is unmotivated, lacking in self- confidence, or anxious, when he is 'on the defensive' (Stevick 1976), when he considers language class to be a place where his weaknesses will be revealed. Hence, in order for the language acquisition to occur, the acquirer should 'down' his affective filter in order for the comprehensible input to perform its function—to reach the LAD. Therefore, if the acquirer feels that he is exposed and therefore anxious, language acquisition is almost impossible.

Review of Related Literatures

An article in the britishcouncil.org written by McCaul (2016) attempted to bring light to the question "Can we learn a second language like we learned our first?" According to him, perhaps no-one has looked at the question more closely than the linguist Stephen Krashen, who has introduced some of the most influential concepts to the study of second- language acquisition. In his input hypothesis, first proposed in an article published in 1977, and expanded upon in later years, he makes the distinction between learning: the conscious, traditional grammar-based process in the classroom; and acquisition: essentially how we, as children, pick up our first language. He says that our mistake is trying to teach languages in the same way we teach science, history and mathematics. Instead, he believes that learners should acquire second languages in the same way children learn their first. Krashen sums up the idea in a famous documentary on the subject called "A child's guide to learning languages", produced by BBC Horizon in 1983. In the documentary, he says that acquisition is 'where the action is'. In other words, in every successful example of language-learning – an infant mastering a first language, an adult learner of English scoring a band 9 on the IELTS test – the reason for their success is that they have 'acquired' rather

than 'learned' the language. So, how do children and proficient adult learners perform the seemingly magical trick of mastering a language, and what can teachers learn from this? Krashen offers the following ideas: 1. We acquire languages when we can understand messages; 2. Getting the right level is crucial; 3. The silent period; 4. Anxiety is the student's arch enemy; 5. The monitor hypothesis; 6. The natural order hypothesis. On the other hand, before looking at the classroom implications of Krashen's insights, we should remind ourselves of some of the advantages that children learning their first language have over adults learning a second language. One of the principle advantages is that children are exposed to copious amounts of comprehensible input at just the right level, and there is no pressure on them to speak until they are ready to do so. Children can also take their time and wait until they feel confident before attempting to speak. Moreover, they often have lower expectations of themselves and this helps to ensure that their anxiety levels are low, which, in turn, increases their rate of acquisition.

Another article by Day Translations entitled "Why Comprehensive Input Matters When Learning a Foreign Language?" dated July 05, 2019 stated that If a person ever struggled to learn a foreign language, he/she is not alone. A survey found that less than one percent of students who study language in school achieve fluency. So, why do so many people fail? To get a better understanding of why so many, first we have to understand the difference between studying and learning. Here's a little secret: they're not the same: Studying is a deliberate, conscious effort to get information into your brain; Learning is a subconscious, organic process where that knowledge takes root and can be used spontaneously. This is called acquisitional learning. Both play a role in your language learning efforts. But truly successful language learners put more effort into learning rather than studying.

Furthermore, as cited on a blog of I will teach you a foreign language, Foreign Language Anxiety (FLA) is the feeling of tension, fear and

apprehension associated with such foreign language contexts as speaking, listening and learning. It is a serious problem because it keeps you from reaching your language learning goals. Researchers divide FLA into 3 components: 1. Communication Apprehension – People with communication apprehension have difficulty in expressing their thoughts and ideas in their target language. It's hard for them to speak and comprehend the messages of others; 2. Fear Of Negative Social Evaluation – This form of FLA arises when you believe you need to make a positive social impression on others and you fear that you won't,; and, 3. Test Anxiety – This type of FLA affects students and foreign language learners who attend courses and have to do exams. In short, test anxiety is the fear of academic assessment.

Scientists assert that one in three foreign language learners' experiences at least some level of anxiety. However, FLA has the most detrimental effects. It can make you: feel discouraged about language learning; lose faith in your ability to succeed; try to escape from participating in any foreign language activities; and, give up your efforts to learn the target language entirely. To overcome the FLA, the author listed six (6) tips on how to overcome FLA: 1. Give Yourself Time - Some people feel motivated when they're under stress.; 2. Change Negative Thoughts into Positive Thoughts - Being trapped in negative thoughts is something that fuels FLA; 3. Accept that it's Okay to Make Mistakes - Some people, especially perfectionists, tend to avoid communicating in the target language if they think their language level is not sufficient enough.; 4. Change Your Learning Method - There is no one single 'best way' to learn a language. So, if one method doesn't appeal to you or brings no results, try another.; 5. Small Steps First - Talking with a bunch of native speakers after very little time learning can be terrifying for anyone who suffers with FLA.; and last, 6. Talk with People You Don't Know - If you find it stressful to talk with your family members, colleagues or friends in your target language then try speaking with strangers instead.

Moreover, to adverse the effects of the Foreign Language Anxiety (FLA) Stevie D. suggested in his blog in FluentU.com the possible cures for FLA. First and foremost, FLA is a real thing. Xenoglossophobia, as it's also known, is an extreme nervous reaction to any second language learning, speaking, writing or listening situation. A second language class, like a public speaking class, can be inherently stressful to students with certain insecurities and personality types. FLA is debilitating, often leaving students trying to camouflage themselves against the walls during classes. Because of their anxiety, students suddenly become painfully shy and find every excuse to keep to themselves or even miss the class. They don't remember the lessons, much less focus on what the teacher's doing. In any other situation these students may handle their stress just fine, but when it comes to second language learning opportunities they freak out. And not in a good way. The following are five (5) possible classroom cures for FLA: 1. Teach Students That It's Okay to Make Mistakes; 2. Don't Teach the Language. Help the Student.; 3. Remember that Pressure Isn't a Teaching Technique; 4. Rewards and Reinforcements aren't Luxuries; and last, 5. Make the Whole Class a Unified "Support Group".

Enacted in the Congress of the Philippines, Fifteenth Congress, on the Third Regular Session, held in Metro Manila, on 23rd day of July, 2012, the Republic Act No. 10533, otherwise known as "An Act Enhancing the Philippine Basic Education System by Strengthening Its Curriculum and Increasing the Number of Years for Basic Education, Appropriating Funds Therefor and for Other Purposes", shortly known as the "Enhanced Basic Education Act of 2013". It promotes that the State shall establish, maintain and support a complete, adequate, and integrated system of education relevant to the needs of the people, the country and society-at-large. For this purpose, the State shall create a functional basic education system that will develop productive and responsible citizens equipped with the essential competencies, skills and values for both life-long learning and employment. In order to achieve this, the State shall: (a) Give every student an opportunity

to receive quality education that is globally competitive based on a pedagogically sound curriculum that is at par with international standards; (b) Broaden the goals of high school education for college preparation, vocational and technical career opportunities as well as creative arts, sports and entrepreneurial employment in a rapidly changing and increasingly globalized environment; and, (c) Make education learner-oriented and responsive to the needs, cognitive and cultural capacity, the circumstances and diversity of learners, schools and communities through the appropriate languages of teaching and learning, including mother tongue as a learning resource. The enhanced basic education program encompasses at least one (1) year of kindergarten education, six (6) years of elementary education, and six (6) years of secondary education, in that sequence. Secondary education includes four (4) years of junior high school and two (2) years of senior high school education. Basic education shall be delivered in languages understood by the learners as the language plays a strategic role in shaping the formative years of learners.

DepEd Order No. 8 s. 2015 entitled Policy Guidelines on Classroom Assessment for the K12 Basic Education Program, emphasized a grading system that uses standards and competency-based which can be found in the curriculum guides. All grades will be based on the weighted raw score of the learner's summative assessments. The minimum grade needed to pass a specific learning area is 60, which is transmuted to 75 in the report card. The lowest mark that can appear on the report card is 60 for quarterly and Quarterly Grades and Final Grades. Learners from grades 1 to 12 are graded on Written Works, Performance Tasks, and Quarterly Assessment every quarter. These three are given percentage weights that vary according to the nature of the learning area. In Oral Communication in Context subject which is labeled as a Core Subject, these figures were assigned to be the basis of the grading system: Written Works, 25%; Performance Tasks, 50%; and, Quarterly Assessment, 25%.

To add, Cabigon (2015), cited on his article in britishcouncil.ph entitled "State of English in the Philippines: Should We Be Concerned?" Philippines is recognized globally as one of the largest English-speaking nations with majority of its population having at least some degree of fluency in the language. English has always been one of the official languages of the Philippines and is spoken by more than 14 million Filipinos. However, in a recent roundtable discussion organized by the British Council, key stakeholders from the government, academe, private, and non-government sectors acknowledged that even if the Philippines is doing fine in terms of English competency, concerns on how much of a competitive advantage it still is for the country were raised. The stakeholders agreed that the country needs to step up its efforts in improving the teaching and learning of English, developing it as a vital skill of the workforce. This is an initiative that could potentially strengthen the Philippines' distinct advantage in this part of the world, particularly with the upcoming ASEAN economic integration. Moreover, Dr. Rosario Alonzo, Dean of the University of the Philippines College of Education, says that the College ensures this by emphasizing to its students that English is a skill to be used for communication. Education students focus on learner-centered teaching, and are taught to ask learners to do meaningful tasks using English.

On the other hand, an article entitled "Filipinos' English Phobia (Scared of English)" by Bautista (2015) stated that each of us has something we are afraid of and the only way to face them is to identify clearly what they are and accept these facts. Filipinos have a very solid background of learning and living the English language in our everyday lives, tracing back to when we were babies where our family would most often than not teach the young ones, we even talk to our pets in English. English is our medium of instruction throughout the whole education system. We are afraid of making grammatical and pronunciation mistakes. We are afraid of sounding like we don't know the language too well. We try to sound how Americans and Canadians speak. We are afraid that our other fellowmen would hear our

English and think that we are not good enough. Because that's how we see other people who are struggling with the language. We are afraid that others will judge us the way we judge them. We know as an audience how we react to these mistakes and we are afraid being on the other side of the joke. We are used to seeing people get mocked on television for having poor English communication skills. However, foreigners and native speakers don't really care about your grammar and pronunciation as long as they get the gist of what you are talking about and the flow of conversation is uninterrupted. Communication is successful when both parties understand the messages sent to each other.

To sum it up, Filipinos study English for about a century now. It started dated back 1900s during the American occupation which ignites the mushrooming of public schools in the country. It is not surprising that Filipinos are quite good in speaking the language, but that was before the recent survey of Organization for Economic Cooperation and Development (OECD) where they have tested around 600,000 15-year-old students from 79 countries through the 2018 Programme for International Student Assessment (PISA). Sadly, the results revealed that the Philippines has an average reading score of 340 in which lowest among the tested countries (CNN Philippines).

Zhang and Zhong (2012) traced the causes of anxiety and the hindrance of doubt. It specifically attempted to examine the possible causes of language anxiety in which the insights can be gained for effective foreign language teaching. The conclusion included some anxiety is caused by many factors and has repercussions to learners' overall language development. However, the short-term study they have conducted might not be sufficient methodological approaches to really understand the nature of anxiety.

A study was done in a university in China to address the issues of language anxiety and its effect on the oral performance of the students in a classroom by Zhang (2003). Participants were 97 non-English major college

students. FLCAS developed by Horwitz et al. (1986) was utilized in the study. The results indicated that the students experienced varied language anxiety and language anxiety could affect the quality of language performance. In general, as the anxiety increases, the quality of the oral performance decreases.

Subekti (2018), conducted a study to investigate the relationship between Foreign Language Anxiety (FLA) and spoken performances of non-English major university students in Indonesia. The study reported that the respondents experienced various degrees of FLA with the mean score of 93.07 (SD= 17.69, N=119). Moreover, the study concluded that there was a negative correlation between anxiety and achievement found on the study. Irzeqat (2010), examined the effects of English as Foreign Language (EFL) to oral performance in the perspectives of students and teachers from Hebron University. There were total of 80 participants in which 60 are students from Taffouh Secondary School and 20 are teachers. The instrument utilized is the FLCAS by Horwitz et al. (1986), which was translated in Arabic. The study revealed a number of contributing factors that caused anxiety for the Palestinian students such as lack of confidence, fear of negative social evaluation, test anxiety, communication apprehension, linguistic difficulties as lack of vocabulary items, lack of proper communication skills, the tense of grammar rules, listening difficulties, and other activities. The study also suggested strategies in order to reduce anxiety among students such as: One, create warm relationships between the teacher and the students inside the classroom; Second, adapt the humanistic approaches that evaluate the role and the effective needs of the students as the core teaching process; And last, teachers should enhance student's self-esteem to strengthen their desire to speak.

Conceptual Framework

The variable of primary interest of this research is the dependent variable academic performance in the Oral Communication subject—one of

the core subjects in Senior High School in the present Enhanced Basic Education Curriculum pursuant to Republic Act 10533 that aims to develop listening and speaking skills and strategies for effective communication in various situations. Moreover, above average communication skill is the new trend in the corporate world. Five independent variables are used in an attempt to correlate the varying academic performance of the respondents in their Oral Communication subject. These are as follows: Gender; Communication Apprehension Subscale; Fear of Negative Evaluation Subscale; Test Anxiety Subscale; and, the overall English Language Anxiety.

If one gender focused (or not) on their studies, it will surely affect their academic performance in any way possible. If a male, instead of paying attention and letting his affective filter down for the comprehensible input to activate his Language Acquisition Device (LAD) will do the opposite, it will be detrimental to their academic performance. On the other hand, it is also applicable to the other gender.

Furthermore, anxiety in the general context can affect anything. For instance, in the pedagogy: 1. If a person cannot communicate his meaning (communication apprehension) on the target language, thus, he cannot speak and comprehend, anxiety will follow and making the language acquisition impossible. 2. If a person, is more concerned on the judgment of others toward their speaking on the target language (fear of negative social evaluation), thus, making them feel vulnerable and exposed, anxiety will arise easily (Stevick 1976).; and, 3. If a person rather than focusing and lowering his 'affective filter' (Krashen 1985) to acquire the language be more aware on the test (test anxiety) of language, language acquisition is again impossible. All of the three categories of language anxiety mentioned above will affect their grades in the language acquisition subject due to they are all hindrances to a successful language acquisition.

On the basis of the above arguments, the researcher theorizes that there is a significant negative correlation between gender, English Language Anxiety, and the academic performance in Oral Communication subject.

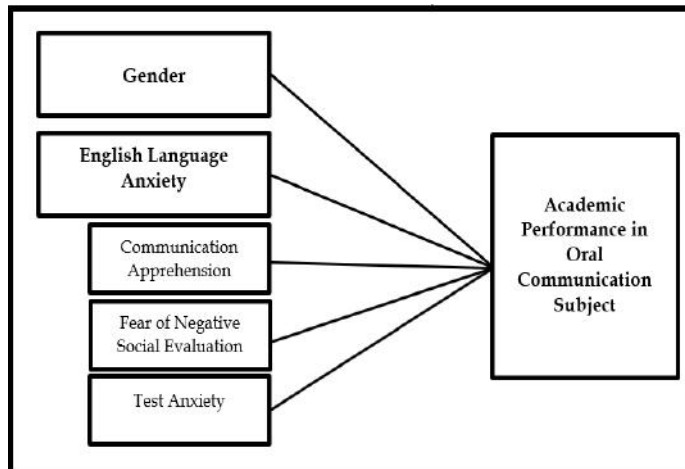The conceptual framework is depicted in figure 1.

Figure 1. The Schematic Diagram of the Conceptual Framework

Hypotheses of the Variables

From the conceptual framework discussed above five (5) hypotheses were developed for this study. These are as follows:

HA1 There is a significant correlation between gender and academic performance in the Oral Communication subject.

HA2 There is a significant correlation between Communication Apprehension Subscale and academic performance in the Oral Communication subject.

HA3 There is a significant correlation between Fear of Negative Evaluation Subscale and academic performance in the Oral Communication subject.

HA4 There is a significant correlation between Test Anxiety Subscale and academic performance in the Oral Communication subject.

HA5 There is a significant correlation between overall English Language Anxiety and academic performance in the Oral Communication subject.

Methods

This study used quantitative type of research because the topic requires an interpretation of some numbers and statistics, as well as this type of research allows the researcher to obtain descriptive information on variables. (Rahima, 2015) The data on the English language anxiety level was gauged through a survey technique using questionnaire as main instrument. A survey model, one of the typical descriptive designs, is frequently used to collect descriptive data to find out 'what is'. (Borg and Gall, 1989) Moreover, the data on the academic performance of the students

in their Oral Communication subject was sourced through the file of the concerned teachers for documentary analysis. Specifically, the design used is Descriptive-Correlational. Correlation was used because there was an attempt to correlate the aforementioned independent variables and the dependent variable.

Population and Sample of the Study

The study used a universal population or complete enumeration, thus there is no sampling done. The respondents of this study were the students of Grade 11 Humanities and Social Sciences (HUMSS) of Sacred Heart Academy of Sta. Maria (Bulacan), Inc., with the total of 126 respondents.

Specifically, the respondents of the study were: Grade 11 Humanities and Social Sciences (HUMSS)- Amorsolo with 40 respondents (31.75%); Grade 11 Humanities and Social Sciences (HUMSS)- Luna with 42 respondents (33.33%); and, Grade 11 Humanities and Social Sciences (HUMSS)- Manansala with 44 respondents (34.92%).

Research Instrument

The data on the language anxiety were collected using Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, et al. and published in 1986. It is composed of thirty-three (33) items. The instrument is intended to measure foreign language learners' anxiety level while learning a language in the classroom. There are three subscales involved in the FLCAS: 1. Communication Apprehension (Items 1, 4, 9, 14, 15,18, 24, 27, 29, 30, and 32). Here is a sample item (9) "I start to panic when I have to speak without preparation in language class".; 2. Fear of Negative Social Evaluation (Items 27, 13, 19, 23, 31, and 33). Here is a sample item (33) "I get nervous when the language teacher asks questions which I haven't prepared in advance"; and, 3. Test Anxiety (Items 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, and 28). Here is a sample item (10) "I

worry about the consequences of failing my foreign language class". The FLCAS used five- (5) point Likert scale ranging from: strongly agree (5); agree (4); neither agree nor disagree (3); disagree (2); and, strongly disagree (1). However, there are negative items that should be reversely scored (Items 2, 5, 8, 11, 14, 18, 22, 28, and 32). Here is a sample of a negative item that should be reversely scored, Item (18) "I feel confident when I speak in a foreign class". Total anxiety scores for the scale range from 33 to 165 points. While the answer 'strongly agree' indicates high level anxiety, and 'strongly disagree' indicates low level anxiety. (Horwitz, 2008) Moreover, according to Horwitz et al. (1986) the internal consistency is 0.93 based on Cronbach's coefficient alpha and the test-retest reliability over a period of eight weeks is r=0.83 (p<.001). (Elaldi, 2015)

Data Gathering Procedure

The questionnaire was administered last January 21, 2020 at the Sacred Heart Academy of Sta. Maria (Bulacan), Inc. The researcher also retrieved the data on the same day, thirty (30) minutes after the administration. Each respondent has maximum of thirty (30) minutes to accomplish the survey. The researcher secured a permit from the office of the school principal, in which they allow the researcher to utilize the first thirty (30) minutes of the first subjects of Grade 11 HUMSS- Amorsolo, Grade 11 HUMSS- Luna, and Grade 11 HUMSS- Manansala respectively. The researcher also asked the assistance of their respective teachers during that hours. The data on the academic performance of the students was obtained with the assistance of their respective teachers in Oral Communication subject. The target population of the study should be 141, but due to absenteeism only 126 respondents were able to participate in the study. All the retrieved questionnaires are usable.

Data Processing, Technique, and Statistical Treatment

Each datum was encoded to Microsoft Excel version 2013 for easier computation. The following statistical treatment were employed:

To determine the distribution of the respondents when grouped according to age and gender, percentage distributions was used.;

$$P = \frac{f \times 100}{n}$$

Where:
P = Percentage
f = Frequency
n = Size of the Population

To determine the level of English language anxiety of the respondents through the research survey questionnaire, the researcher used frequency and average mean to get the overall ratings. Responses were measured and interpreted by the formula and scale with response and verbal interpretation as shown below;

$$\overline{X} = \frac{\sum X}{N}$$

Where:
X = the mean of the sample,
$\sum$ = means, "sum of",
X = each value in the data set
N = number of values in the data set

Table 1. The scale to interpret the descriptive data

Scale	Response	Verbal Interpretation
4.50 - 5.00	Strongly Agree	Extremely Anxious
3.50 - 4.49	Agree	Highly Anxious
2.50 - 3.49	Neither Agree nor Disagree	Moderately Anxious
1.50 - 2.49	Disagree	Slightly Anxious
1.00 - 1.49	Strongly Disagree	Lowly Anxious

And, to determine if there are significant correlations among the variables, Pearson Product Moment Correlation Coefficient formula was used.

$$ r = \frac{\Sigma XY - \frac{(\Sigma X)(\Sigma Y)}{N}}{\sqrt{\left(\Sigma X^2 - \frac{(\Sigma X)^2}{N}\right)\left(\Sigma Y^2 - \frac{(\Sigma Y)^2}{N}\right)}} $$

Where:
r = Pearson r
ΣX = sum of scores in X distribution
ΣY = sum of scores in Y distribution
$\Sigma X2$ = sum of the squared scores in X distribution
$\Sigma Y2$ = sum of the squared scores in Y distribution
ΣXY = sum of the products of paired X and Y scores N = number of paired X and Y scores (subjects)

Since the hypotheses of the correlation used Two-tailed test, with the degrees of freedom (df) 124 (since the total population is 126), the assigned threshold value is 0.178 (p=0.05). Therefore, a (p<0.05) or smaller value indicates that one can reject the null hypothesis that the two variables are

correlated. On the other hand, (p>0.05) means you cannot reject the null hypothesis and the variables are unrelated.

Results and Discussion

The Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986) was used as the research instrument for this study. After having the survey that gauged the respondents' level of English language anxiety with its corresponding weighted mean, the researcher gathered the data and attempted to correlate it using the Pearson Correlation to their academic performance in Oral Communication subject.

Part 1. Demographic Profile of the Respondents

This part presents the data on the demographic profile of the respondents in terms of age and gender.

Gender. Table 2 presents the distribution of the respondents in terms of gender.

Table 2. Distribution of the students in terms of gender

Gender	Frequency	%
Male	43	34.13
Female	83	65.87
Total	126	100

Table 2 presents the distribution of respondents when grouped according to gender. The table shows the total number of 11 HUMSS students during the A.Y. 2019 – 2020, consisting of 43 males or 34.13% and 83 females or 65.87%, with a total number of 126. Female distribution is higher than male as parallel to (Elaldi, 2017; and, Mohtasham and Farnia,

2017) and unparallel to the study of Ekstrom (2013), which reported that male distribution is higher than female.

Age. Table 3 presents the distribution of the respondents in terms of age.

Table 3. Distribution of the students in terms of age

Age	Frequency	%
20	1	0.79
19	2	1.59
18	7	5.56
17	59	46.83
16	56	44.44
15	1	0.79
Total	**126**	**100**

Mean: 16.65

Table 3 presents the distribution of respondents in terms of age. Age 17 obtained the highest frequency of 59 (46.83%), followed by age 16 (Frequency: 56, 44.44%), age 18 (Frequency: 7, 5.56%), age 19 (Frequency: 2, 1.59%), and the lowest frequency with only one respondent each age 20 and 15 (0.79%). 16.65 is the average age among the respondents.

Part 2. Respondents' English Language Anxiety

This part depicts the data in the level of English language anxiety the student's experience.

Communication Apprehension Subscale. Table 4 presents the level of English language anxiety of the respondents in terms of Communication Apprehension Subscale.

Table 4. Students' level of English language anxiety in terms of Communication Apprehension Subscale

Item No.	Variable	*SA	A	N	D	SD	Mean	Std.D	Verbal Interpretation
1	I never feel quite sure of myself when I am speaking in my foreign language class.								Moderately Anxious
		7	48	41	25	5	3.21	0.96	
4	It frightens me when I don't understand what the teacher is saying in the foreign language.								Moderately Anxious
		3	35	53	28	7	2.99	0.90	
9	I start to panic when I have to speak without preparation in language class.								
		34	41	32	13	6	3.67	1.12	Highly Anxious
14	I would not be nervous speaking the foreign language with native speaker. **								Moderately Anxious
		4	23	60	36	3	2.91	0.83	
15	I get upset when I don't understand what the teacher is correcting.								Moderately Anxious
		3	35	44	31	13	2.87	1.01	
18	I feel confident when I speak in foreign language class. **								Moderately Anxious
		9	21	57	28	11	2.91	1.01	
24	I feel very self-conscious about speaking the foreign language in front of other students.								Moderately Anxious
		18	43	46	17	2	3.46	0.95	
27	I get nervous and confused when I am speaking in my language class.								Moderately Anxious
		13	43	41	27	2	3.30	0.97	
29	I get nervous when I don't understand every word the language teacher says.								Moderately Anxious
		12	38	46	27	3	3.23	0.97	
30	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.								Moderately Anxious
		9	31	67	19	0	3.24	0.79	
32	I would probably feel comfortable around native speakers of the foreign language. **								Moderately Anxious
		2	17	59	43	5	2.75	0.80	
Total		114	375	546	294	57	3.14	0.10	Moderately Anxious

*SA- Strongly Agree, A- Agree, N- Neither Agree nor Disagree, D- Disagree, SD- Strongly Disagree, Std.D- Standard Deviation Reversely scored items are indicated by (**) in the statement.

*SA- Strongly Agree, A- Agree, N- Neither Agree nor Disagree, D- Disagree, SD- Strongly Disagree, Std.D- Standard Deviation Reversely scored items are indicated by (**) in the statement.

Table 4 displays the level of English language anxiety of the students in terms of Communication Apprehension Subscale. The item that scored the highest is item number 9, "I start to panic when I have to speak without preparation in language class.", with weighted mean 3.67 and interpreted as 'Highly Anxious'. While the item that scored the lowest is item 32 "I would probably feel comfortable around native speakers of the foreign language" with weighted mean 2.75 and interpreted as 'Moderately Anxious'. This particular item is reversely scored due to the positivity of the nature of the item. The overall weighted mean of the subscale is 3.14 with the corresponding verbal interpretation, 'Moderately Anxious'. The standard deviation of the subscale is 0.10.

The result of the Communication Apprehension Subscale is the same with the result of Sadiq (2017), both experiencing average anxiety or

moderately anxious. This may be rooted that the students are not that prone to the anxiety under this subscale due to Filipinos are naturally good in English because they been using it at school every day, since kindergarten days, therefore, a product of constant practice (Elizabeth DP, 2018). Whereas, people with communication apprehension have difficulty in expressing their thoughts and ideas in their target language. (iwillteachyouaforeignlanguage.com)

Fear of Negative Social Evaluation. Table 5 presents the level of English language anxiety of the respondents in terms of Fear of Negative Social Evaluation Subscale.

Table 5 displays the level of English language anxiety of the students in terms of Fear of Negative Social Evaluation Subscale. The item that scored the highest is item number 33, stating "I get nervous when the language teacher asks questions which I haven't prepared in advance" with the corresponding weighted mean of 3.64 and interpreted as "Highly Anxious". On the other hand, the item that scored the lowest is item number 19, stating "I am afraid that my language teacher is ready to correct every mistake I make." With the corresponding weighted mean of 2.98 and interpreted as 'Moderately Anxious'. Meanwhile, the overall weighted mean of the Fear of Negative Evaluation Subscale is 3.34, verbally interpreted as 'Moderately Anxious'. The standard deviation of the subscale is 0.08.

The result is also parallel with the result of Sadiq (2017), both experiencing average anxiety or moderately anxious. Moreover, two of the cited contributing factors of language anxiety are: 1. lack of confidence; and, 2. assignment preparation time. (Irzeqat, 2010; and Chen, 2015) which explains why item number 33 is reported to be the highest contributing factor under the subscale. Meanwhile, corrective feedback had positive impacts on the student's that can reduce anxiety about speaking in English; and, teacher's corrective feedback revealed to be the most preferred by the

participants. (Martin and Valdivia, n.d.) which explains why item 19 is the least contributing factor in language anxiety.

Table 5. Students' level of English language anxiety in terms of Fear of Negative
Social Evaluation Subscale

Item No.	Variable	*SA	A	N	D	SD	MEAN	Std.D	Verbal Interpretation
2	I don't worry about making mistakes in language class. **								Moderately Anxious
		17	40	40	22	7	3.30	1.08	
7	I keep thinking that the other students are better at languages than I am.								
		27	42	33	19	5	3.53	1.10	Highly Anxious
13	It embarrasses me to volunteer answers in my language class.								Moderately Anxious
		19	32	33	35	7	3.17	1.15	
19	I am afraid that my language teacher is ready to correct every mistake I make.								Moderately Anxious
		12	29	42	31	12	2.98	1.11	
23	I always feel that the other students speak the foreign language better than I do.								Moderately Anxious
		18	46	41	17	4	3.45	1.00	
31	I am afraid that the other students will laugh at me when I speak the foreign language.								Moderately Anxious
		27	36	20	33	10	3.29	1.28	
33	I get nervous when the language teacher asks questions which I haven't prepared in advance.								
		35	36	33	19	3	3.64	1.11	Highly Anxious
Total		155	261	242	176	48	3.34	0.08	Moderately Anxious

*SA- Strongly Agree, A- Agree, N- Neither Agree nor Disagree, D- Disagree, SD- Strongly Disagree, Std.D- Standard Deviation Reversely scored items are indicated by (**) in the statement.

Test Anxiety. Table 6 presents the level of English language anxiety of the respondents in terms of Test Anxiety Subscale.

Table 6. Students' level of English language anxiety in terms of Test Anxiety Subscale

Item No.	Variable	*SA	A	N	D	SD	Mean	Std.D	Verbal Interpretation
3	I tremble when I know that I'm going to be called on in language class.								
		12	42	44	23	5	3.26	0.99	Moderately Anxious
5	It wouldn't bother me at all to take more foreign language classes. **								
		3	16	55	42	10	2.68	0.88	Moderately Anxious
6	During language class, I find myself thinking about things that have nothing to do with the course.								
		12	27	48	34	5	3.06	1.01	Moderately Anxious
8	I am usually at ease during tests in my language class. **								
		1	13	61	45	6	2.67	0.76	Moderately Anxious
10	I worry about the consequences of failing my foreign language class.								
		39	52	3	3		3.88	1.04	Highly Anxious
11	I don't understand why some people get so upset over foreign language classes. **								
		8	20	50	39	9	2.83	0.99	Moderately Anxious
12	In language class, I can get so nervous I forget things I know.								
		21	48	35	18	4	3.51	1.03	Highly Anxious
16	Even if I am well prepared for language class, I feel anxious about it.								
		18	49	38	18	3	3.48	0.98	Moderately Anxious
17	I often feel like not going to my language class.								
		3	6	30	46	41	2.08	0.98	Slightly Anxious
20	I can feel my heart pounding when I'm going to be called on in language class.								
		12	55	39	18	2	3.45	0.91	Moderately Anxious
21	The more I study for a language test, the more confused I get.								
		6	22	51	41	6	2.85	0.93	Moderately Anxious
22	I don't feel pressure to prepare very well for language class. **								
		10	43	46	23	4	3.25	0.95	Moderately Anxious
25	Language class moves so quickly I worry about getting left behind.								
		12	31	52	28	3	3.17	0.96	Moderately Anxious
26	I feel more tense and nervous in my language class than in my other classes.								
		10	32	47	25	12	3.02	1.07	Moderately Anxious
28	When I'm on my way to language class, I feel very sure and relaxed. **								
		10	24	49	33	10	2.93	1.0403	Moderately Anxious
Total		177	480	664	446	123	3.08	0.08	Moderately Anxious

*SA- Strongly Agree, A- Agree, N- Neither Agree nor Disagree, D- Disagree, SD- Strongly Disagree, Std.D- Standard Deviation Reversely scored items are indicated by (**) in the statement.

Table 6 displays the level of English language anxiety of the students in terms of Test Anxiety Subscale. The item that scored the highest is item number 10, stating "I worry about the consequences of failing my foreign language class" with the corresponding weighted mean of 3.88 and interpreted as "Highly Anxious". On the other hand, the item that scored the lowest is item number 17, stating "I often feel like not going to my language

class." With the corresponding weighted mean of 2.08 and interpreted as 'Slightly Anxious'. Meanwhile, the overall weighted mean of the Test Anxiety Subscale is 3.08, verbally interpreted as 'Moderately Anxious'. The standard deviation of the subscale is 0.08.

Test Anxiety's overall weighted mean is also the same with the result of Sadiq (2017), both experiencing average anxiety or moderately anxious. This is because female felt more anxiety than of male gender but females were more confident in taking exams (Sadiq, 2017) and majority of the population of this study is female.

Overall English Language Anxiety. Table 7 presents the overall level of English language anxiety of the respondents in terms of the three subscales: 1. Communication Apprehension; 2. Fear of Negative Evaluation; and, 3. Test Anxiety.

Table 7. Students' overall level of English language anxiety

Subscale	Overall Mean	Overall Interpretation
Communication Apprehension	3.14	Moderately Anxious
Fear of Negative Social Evaluation	3.34	Moderately Anxious
Test Anxiety	3.08	Moderately Anxious
Grand Total:	**3.19**	**Moderately Anxious**

Overall Standard Deviation: 0.11

Table 7 presents the overall level of English language anxiety of the students. The subscale that scored the highest is the subscale Fear of Negative Social Evaluation with the weighted mean 3.34, verbally interpreted as 'Moderately Anxious'. It is followed by the subscale Communication Apprehension with the weighted mean of 3.14, verbally interpreted as 'Moderately Anxious'. The subscale that obtained the lowest score is Test Anxiety, with the weighted mean of 3.08, and also verbally

interpreted as 'Moderately Anxious'. The grand weighted mean obtained is 3.19 and interpreted verbally as 'Moderately Anxious'. The overall standard deviation is 0.11.

There are a number of contributing factors to a language anxiety. Communication Apprehension, Fear of Negative Social Evaluation, and Test Anxiety are the most cited by the researchers. (Horwitz, 1986; Izreqat, 2010; Iwillteachyouaforeignlanguage.com)

Part 3. Respondents' Academic Performance in Oral Communication Subject

This part depicts the data of the academic performance of the students in their Oral Communication subject.

Academic Performance in Oral Communication subject. Table 8 presents the academic performance of the students in their Oral Communication subject.

Table 8. Students' academic performance in their Oral Communication Subject

Academic Performance	F	%	Verbal Interpretation
*95-99	5	3.97	Outstanding
90-94	36	28.57	Outstanding
85-89	40	31.75	Very Satisfactory
80-84	33	26.19	Satisfactory
75-79	12	9.52	Fairly satisfactory
Total:	**126**	**100**	

*Minimum: 76   *Source of the range: DepEd Order No.8 s. 2015 (excluding '100' and '74 and below')*

Maximum: 97   Mean: 86.57 (Very Satisfactory)

83

Table 8 displays the academic performance of the students in their Oral Communication subject. Academic performance 85-89 obtained the highest frequency of 40 students (31.75%) and interpreted as 'Very Satisfactory'. It is followed by academic performance 90-94 with 36 students (28.57%) and interpreted as 'Outstanding'. Then, academic performance 80-84 with 33 students (26.19%) and interpreted as 'Satisfactory'. Second to the least obtained frequency is academic performance 75-79 with 12 students (9.52%) and interpreted as 'Fairly Satisfactory'. And last which obtained the lowest frequency is the academic performance 95-99 with 5 students (3.97%) and interpreted as 'Outstanding'. The mean obtained is 86.57 and interpreted verbally as 'Very Satisfactory'. Oral Communication subject is a core subject under the Enhanced Basic Education Curriculum pursuant to R.A. 10533 or commonly known as K12. A core subject is graded with the following components: Written Works, 25%; Performance Tasks, 50%; and, Quarterly Assessment, 25% given quarterly, twice every semester. The academic performance recorded in this study is the average of the two (2) quarters or the semestral grade. The range source and verbal interpretation is pre-determined by DepEd Order No. 8 s. 2015. The researcher excluded '100' and '74 and below' due to the absence of response from the students. The minimum data obtained is 76 while the maximum obtained data is 97.

Part 4. Correlation between the independent variables and the dependent variable

This part depicts the data of the result of the computation of the correlation between the independent variables and the dependent variable.

Result of the Computation of the Correlation of the Independent Variables and the Dependent Variable. Table 9 presents the result of the computation of the correlation of gender, Communication Apprehension subscale, Fear of Negative Social Evaluation Subscale, Test Anxiety Subscale, and the overall English language anxiety (independent variables)

and the academic performance of the students in their Oral Communication Subject (dependent variable).

Table 9. Result of the computation of the correlation among the independent variables and the dependent variable

Variable	Correlation (r)	Significance (p)	Decision
Gender	0.586	$p>0.05$	Reject H_o
Communication Apprehension	-0.121	$p<0.05$	Retain H_o
Fear of Negative Social Evaluation	-0.047	$p<0.05$	Retain H_o
Test Anxiety	-0.233	$p>0.05$	Reject H_o
Overall English Language Anxiety	-0.134	$p<0.05$	Retain H_o

Threshold Value = 0.178 (p=0.05)   df=124

Table 9 displays the computation of the correlation of gender, Communication Apprehension subscale, Fear of Negative Social Evaluation Subscale, Test Anxiety Subscale, and the overall English language anxiety (independent variables) and the academic performance of the students in their Oral Communication Subject (dependent variable). First, the independent variable 'gender' and the dependent variable 'academic performance in Oral Communication subject' has a correlation value of 0.586 means p- value is greater than 0.05 ($p>0.05$) and should reject the null hypothesis. Second, the independent variable 'Communication Apprehension subscale' and the dependent variable 'academic performance in Oral Communication subject' has a correlation value of -0.121 means p-value is less than 0.05 ($p<0.05$) and should retain the null hypothesis. Third, the independent variable 'Fear of Negative Social Evaluation Subscale' and the dependent variable 'academic performance in Oral Communication subject' has a correlation value of -0.047 means p-value is less than 0.05 ($p<0.05$) and should retain the null hypothesis. Fourth, the independent variable 'Test Anxiety Subscale' and the dependent variable 'academic

performance in Oral Communication subject' has a correlation value of -0.233 means p-value is greater than 0.05 (p>0.05) and should reject the null hypothesis. Last, the independent variable 'overall English language anxiety' and the dependent variable 'academic performance in Oral Communication subject' has a correlation value of -0.134 means p-value is less than 0.05 (p<0.05) and should retain the null hypothesis.

The result of the computation of the correlation has proven that there is a positive significant correlation between the independent variable 'gender' and the dependent variable 'academic performance in Oral Communication subject'. This result is parallel to the study of Aydin et al, 2017; and Mohtasham and Farnia, 2017. Specifically, female was labelled to be more anxious or experiencing greater anxiety than male. On the other hand, the study of Ekstrom, 2013 reported that male was more anxious or experiencing greater anxiety than female.

Moreover, the result of the computation of the correlation have proven that there is no significant correlation between the independent variables 'Comprehension Apprehension subscale', 'Fear of Negative Social Evaluation subscale', and 'overall English language anxiety' and the dependent variable 'academic performance in Oral Communication subject'. These results are supported by the claim of (Elaldi, 2015) where language anxiety did not necessarily decline in line with students' foreign language progress. However, these results are contradicting to the findings of the following researchers: (Subekti, 2018; Aydin et al., 2017; Rahima, 2015; Zhang, 2003; and, Daubney, 2002) where they have reported that 'As the anxiety increases, academic performance decreases. This indicates negative significant correlation'; and, (Chen, 2015; and Martin and Valdivia, n.d.) where they have reported that 'As the anxiety increases, academic performance increases.' This indicates positive significant correlation.

Furthermore, one subscale has proven that there is a negative significant correlation between the variables involved. It is between the

independent variable 'Test Anxiety subscale' and the dependent variable 'academic performance in Oral Communication subject'. It is supported by the claim 'As the anxiety increases, academic performance decreases.' (Subekti, 2018; Aydin et al., 2017; Rahima, 2015; Zhang, 2003; and, Daubney, 2002), where it indicates negative significant correlation. On the other hand, this is contrary to the result of other researchers: (Chen, 2015; and Martin and Valdivia, n.d.) where they have reported that 'As the anxiety increases, academic performance increases.', where it indicates positive significant correlation.; and, (Elaldi, 2015) where language anxiety did not necessarily decline in line with students' foreign language progress.

To sum it up, this study reported that: 1. Female distribution is higher than male; 2. The average age among the respondents is 16.65.; 3. 'Communication Apprehension subscale' has obtained 3.14 as its weighted mean, and interpreted as 'Moderately Anxious'.; 4. 'Fear of Negative Social Evaluation subscale' has obtained 3.34 as its weighted mean, and interpreted as 'Moderately Anxious'.; 5. 'Test Anxiety subscale' has obtained 3.08 as its weighted mean, and interpreted as 'Moderately Anxious'.; 6. 'overall English language anxiety' has obtained 3.19 as its grand weighted mean, and interpreted as 'Moderately Anxious'; 7. The average academic performance in Oral Communication subject is 86.57 and interpreted as 'Very Satisfactory'.; 8. There is positive significant correlation between 'gender' and 'academic performance in Oral Communication subject'; 9. There is no significant correlation among 'Communication Apprehension subscale', 'Fear of Negative Social Evaluation subscale', 'overall English language anxiety' and 'academic performance in Oral Communication subject'; and, 10. There is negative significant correlation between 'Test Anxiety subscale' and 'academic performance in Oral Communication subject'.

Conclusions, and Recommendations

In accordance to the obtained findings of the study, different conclusions were drawn:

1.   Based on the research findings, greater portion comes from the female group. Most of the students are in between 16-17 in terms of age.

2.   The Grade 11 students experience moderate anxiety in terms of: Comprehension Apprehension, Fear of Negative Social Evaluation, and Test Anxiety. Therefore, their overall level of English language anxiety is also moderate (moderately anxious).

3.   The average academic performance of the students is 86.57 and interpreted as 'Very Satisfactory'.

4.   The variables gender and academic performance in the Oral Communication subject has a correlation value of 0.586 means p-value is greater than 0.05 (p>0.05) and should reject the null hypothesis. Therefore, there is a positive significant correlation between gender and academic performance in the Oral Communication subject of the students. Specifically, female has higher academic performance than male.

5.   The variables Communication Apprehension Subscale and academic performance in the Oral Communication subject has a correlation value of -0.121 means p-value is less than 0.05 (p<0.05) and should retain the null hypothesis. Therefore, there is no significant correlation between Communication Apprehension Subscale and academic performance in the Oral Communication subject of the students.

6.   The variables Fear of Negative Evaluation Subscale and academic performance in the Oral Communication subject has a correlation value of -0.047 means p- value is less than 0.05 (p<0.05) and should retain the null hypothesis. Therefore, there is no significant correlation between Fear of Negative Evaluation Subscale and academic performance in the Oral Communication subject of the students.

7.   The variables Test Anxiety Subscale and academic performance in the Oral Communication subject has a correlation value of -0.233 means p-value is greater than 0.05 (p>0.05) and should reject the null hypothesis. Therefore, there is a negative significant correlation between Test Anxiety

Subscale and academic performance in the Oral Communication subject of the students.

8.   The overall English Language Anxiety and academic performance in the Oral Communication subject has a correlation value of -0.134 means p-value is less than 0.05 (p<0.05) and should retain the null hypothesis. Therefore, there is no significant correlation between overall English Language Anxiety and academic performance in the Oral Communication subject of the students.

Recommendations

Following recommendations are proposed based on the conclusions and findings acquired from the study.

1.   Since the students are only experiencing anxiety in English language in moderate level, students are advised to maintain or improve their view about the second language acquisition.

2.   For the teachers of the students in Oral Communication subject, help the students about their view about tests or examinations. Since it is the only subscale that has proven with a negative significant correlation to their academic performance in the aforementioned subject. Making the students' view positive will be a great help.

3.   The future researchers are advised to conduct their study in other strands of senior high school, to distinguish if there is/are difference/s between the English language anxiety experienced by students with regards to their strand.

4.   Future researchers may also try to use other instrument that gauges language anxiety. Moreover, they may translate the items of Foreign Language Anxiety Scale to the native tongue of the respondents for more comprehensive result.

5.   English Language Education students may also formulate another instrument from the findings of this study.

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AN ANALYSIS: THE EXPERIENCES OF WORKING STUDENTS ON THE NEW NORMAL IN EDUCATION

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Abstract

Challenges may occur especially being a working student in this time of pandemic. The life of a working student has never been easy and the pandemic has only worsened it. There are so many working students who easily give up with their dreamed "better future" because of the difficulties of the life of a working student. The research is purely qualitative and utilized the descriptive survey/interview. Descriptive research is a type of research that describes a population, situation, or phenomenon that is being studied. It focuses on answering the how, what, when, and where questions If a research problem, rather than the why. Internet connections were needed to be secured by the majority of the working students in order for them to manage their time for their works and their academics. Working students tend to compromise their time for sleeping to accommodate both their synchronous/online classes and their commitment to report to work. The number of female working students is larger than the number of male working students. The working students found adjusting to the new normal a difficult job to do. These respondents were not used to spending a lot of time in front of their devices and then reporting to work afterwards. Similar studies should be conducted to other schools in the municipality of Santa Maria, Bulacan to address the concerns of the working students regarding their ability to attend to their online classes without compromising their job commitment/s.

Keywords: Qualitative, Descriptive research, New Normal, pandemic

Introduction

The pandemic has taught us that the greatest challenge and obligation we face is recognizing that our students are among its most severe and overlooked victims. Working students are used to juggling academics and employment, scheduling shifts around classroom obligations or project deadlines. But for many students who are continuing to work through the pandemic, the balancing act is more difficult than ever.

Many young people dream of going to college to set themselves on a path to success – that takes on even more meaning for students who are the first in their family to go to college. However, going to college can put financial stress on these families and that stress has been exacerbated by the pandemic and has only worsened their financial needs. One of the best ways to earn a degree and to fulfill dreams is to work while studying. Some of the working students are employed in the fast food chain as service crew. Some, especially those with capital, invest with small businesses. Some serve as student assistants in colleges and universities, and this is a common strategy. There are also a lot of colleges and universities that accept deserving students to be part of the institution's scholarship program through service exchange for a free tuition fee. Many working students believe that one way to get better future is to strive more and be excellent. Susteric and others (2014) stated that "because by working, students may gain valuable experience that might enhance their future opportunities in the labor market; and it will increase their academic motivation if their assigned task is related to their field of study." Working and studying at the same time teaches students the value of being responsible. It can also reinforce their learning in school and can gain benefits than most of the regular students. Aside from salary, independence, and satisfaction, a part-time job can provide both training and experience.

Challenges may occur especially being a working student in this time of pandemic. The life of a working student has never been easy and the

pandemic has only worsened it. There are so many working students who easily give up with their dreamed "better future" because of the difficulties of the life of a working student. These difficulties may be some of the causes of poor academic performance or even a failing grade. Moreover, another challenge is the hours of time to be spent, both at work and in school. Managing the time for hectic schedules is very challenging. With a schedule of early morning duties and cramming in study time between classes are impossible to accomplish.

Juggling school with a job can be a real challenge. It takes a strong person – physically, mentally and spiritually. It takes good balance, as well – of one's activities, and of one's attention.

The purpose of this research is to look into the experiences of working students on the new normal in education and inspire them to keep doing what they're doing. This research aims to find the good and bad sides of working as a student.

Statement of the Problem

The main concern of this study was to know experiences of the working students on the new normal in education.

1. What is the demographic profile of the respondents in terms of:
   1.1 Age
   1.2 Gender

2. What are the students' preparations in the commencement of the academic year?

3. What are the challenges that they have encountered and how did they cope with it?

4. What are the experiences of working experiences on the new normal in education?

Scope and Limitation

      The researchers limited the study to the senior high school students of Sacred Heart Academy of Sta. Maria (Bulacan) Inc. The coverage of the study was all about the experiences of working students on the new normal in education. This study covered only the Academic Year 2010-20121; therefore, any other academic year after this was not covered. This research will have a total of 15 working students from both Grade 11 and Grade 12 covering all strands namely ABM, GAS, HUMSS, TVL, and STEM.

Significance of the Study

      The purpose of this study was to know the experiences of working students on the new normal in education.

      This study will benefit the following:

The Researchers

      In analyzing the experiences of working students on the new normal in education, the researchers acquired broader knowledge about the topic that they may be able to use in their future field of specialization. The researchers will truly benefit from this research as they will be able to have first-hand knowledge on these experiences from their participants.

The Students

      This research will serve as future reference for the students if they need information about the experiences of working students on the new normal in education. They may be able to use this in their future endeavors since it is very timely and very relevant to people in the education sector.

The Future Researchers

      This research will also serve as future reference for the future researchers if ever they are going to have a research paper that is connected or in line with the experiences of working students. Future researchers can acquire broader knowledge about the topic that they may be able to use in their future field of specialization.

Literature Review

The review of this related literature focuses in determining the experiences of working students on the new normal in education. Struggles of working students are discussed to give the readers knowledge about how hard their situation is.

Importance of Knowing the Struggles of a Working Student

"To be able to appreciate the value of things, we should first determine their struggles", that means that by knowing the struggles of working student they will be so much appreciated by the people. By knowing the struggles of working students, people will also be motivated to work hard. Poverty is not a valid reason not to work hard. Poverty is not a hindrance to success. Karikari, K.B (2018).

Struggle is a natural part of human existence. Do not pray for easier lives, pray to be a stronger men Kennedy, J. (2016). Life is not easy, we all need to work hard for us to be able to get the things that we want and for us to be whom we want in the future. Working students are inspiration for us because no matter how hard their situation is they still manage to pass all the struggles in life.

Today, working students are very common and their situation is not really easy. We all know that they suffer a lot. They always have lack of sleep and sometimes they forget to eat because of having a lot of work in school and it affects their health. They suffer health complications.

They go to school without enough sleep just for them to pass. If teachers will know what they are going through they will give a consideration for them. Working while studying is a very hard task and it will be harder for them if their teachers cannot understand them, so it is very important for teachers to know their struggles. Dee (2015) I think the thing that professors need to realize is that it is not a matter of wanting to work; it's a matter of needing to do so.

(Ziskin,Torres, Hossler and Gross, 2010) said that instructors do not offer neccesary assistance, either because they do not realize the challenges

facing working students or because they do not believe they are obligated to offer any addition assistance.

In addition, if government will know their struggles they might give them benefits that can help them to lessen their struggles. Working students also deserve a help from government because they are a role model not only for the youth but also to all the people in our society. Despite having a lot of struggles they are still fighting just to be successful in life and people should see their sacrifices, struggles, and hardships because it will serve as an inspiration for the people to work hard also.

Baum, S. (2010) while some of these students are awarded "work" as part of their financial package, other students either do not receive work-study funding or find such awards insufficient to cover the costs of attendance. Some traditional-age students may use employment as a way to explore career options or earn spending money.

It will also give benefits to the aspiring future working students because if they already know the struggles of working students they can make themselves ready to face the struggles that they will face when the time will come that they are already one to working students in our society. Moreover, if the future working students already know the struggles of working students it will be more easier for them to adapt with the struggles that they will face.

The school should also be aware to the struggles of working students in their campus. Colleges and university should encourage, reward, and support faculty members who consider working students Umbach,P. (2018). If a university will know the different struggles of working students they might reduce the rate of tuition growth and increase need-basic grants. Levin, J. (2010).

Methods

This section presents the research design, location, respondents, data gathering instrument, procedure and analysis used in the study.

Research Design

The research is purely qualitative and utilized the descriptive survey/interview. Descriptive research is a type of research that describes a population, situation, or phenomenon that is being studied. It focuses on answering the how, what, when, and where questions If a research problem, rather than the why.

Location of the Study

The study was conducted in Sacred Heart Academy of Sta. Maria (Bulacan), Inc, found in the province of Santa Maria, Bulacan.

Respondents of the Study

The main respondents of the study are the Grade 12 working students of Sacred Heart Academy of Sta. Maria (Bulacan), Inc. The students were combination of students from the five different strands available in the school namely STEM, HUMSS, GAS, ABM, and TVL.

Data Gathering Instrument

An interview/questionnaire guide was used as the main data gathering instrument.

Data Gathering Procedure

The researchers secured the permission of the respondents so that their personal information will be shared for the benefit of this research. Included in the letter for the respondents regarding the process that they would need to go through for the data gathering procedure. The data gathering procedure was facilitated by the researchers through Google Forms.

Data Analysis

The data collected were collected and translated to the appropriate language. The researchers will utilize descriptive analytics to present all the data gathered from the respondents.

Results and Discussion

The following section describe the research area in terms of the variables which include their preparations for the commencement of the academic year as well as the struggles/problems that they encounter and their ways to adapt to it.

Demographic Profile

What are the students' preparations in the commencement of the academic year?

In the question, what are the students' preparations in the commencement of the academic year? The respondents answered "availing internet connection for online class", "Nagpakabit po ng wifi connection, because of online class", "Pagpili ng magandang pwesto para mag-aral na malayo sa distractions. Hinanda rin po ang isip sa mga possibilities na pwedeng mangyari. At 'yong device na gagamitin for online class. At pag reschedule ng working days po", "Naghanda po ako ng mabuti upang makasabay sa mga tinuturo ng aking mga guro dahil alam ko pong hindi madali itong aming tatahaking taon ng pagaaral", "Nag ready ako ng mga kinakailangan kong gamit para sa pag aaral. Naglagay ako ng stable na mga gamit para magamit ko sa aking pag aaral", "Pag hahanda sa internet connection at pag aayos kung saan lulugar", "Taking down notes during online classes, Expand knowledge from internet website and consulting from teachers and classmates".

For the preparation in the commencement of the academic year, most of the respondents made sure that they have a stable internet connection.

Some of them also secured several gadgets in preparation for their synchronous sessions. There were respondents that also anticipated that this academic year is going to be different so what they did was to read in advance and they also took notes of the important information they want to remember.

What are the challenges that they have encountered and how did they cope with it?

      The next question was seeking to gather the challenges that the respondents encountered and their strategies to cope with it. These were some of the responses, "Mahirap para sakin kasi nakababad ka sa gadgets then yung wifi connection po minsan nagloloko, hinaharap ko sa sa paraang iniisip ko yung positive way na makakapagpasa ko ng lahat ng gawain sa tamang oras. Nag iisip lang ako ng positive way & iniisip ko yung purpose kung bakit ako nag aaral", "Am doon po sa genyo nung unang quiz activities po at exam nahirapan po ako kasi ung bawat tama na sagot minamali po ih", "Lack of devices and internet signal", "Time management, naging strict po ako sa sarili ko na sundin 'yong schedule po. Less time for social media, more time to study, rest, and relax. Sinisikap ko pong gawin kaagad 'yong mga school activities", "Sa data connection ang aking nagiging problema dahil wala kaming stable na connection", "Sa internet po dahil kmi po kay naka data lang at mahirap po para sakin dahil Hindi nmn po stable ang connection at sa pagiging working student ko po minsan ay di ako nakakapasok sa klase o madalas na lelate at gumagawa nlng po ako ng paraan upang makapag aral at pilit ko rin po sinasabi sa teacher ang mga poblema ko about sa online classes", "Lack of devices and internet signal".

      It was expected that educators and learners will encounter challenges along with this new normal in education. The majority of the respondents said that their main challenge is internet connection because not everybody can afford to have their own Wi-Fi connection. Some respondents were using prepaid load and when it runs out of mobile data, it will not allow them to join their synchronous sessions anymore. There were multiple respondents

that also mentioned their challenges regarding their workloads. The good thing about it is that the respondents are also aware of the strategies that they need to do in order for them to address these concerns. Proper time management, establishing an open communication with thier teacher, and managing their internet usage are they possible strategies to control these challenge from arising.

What are the experiences of working experiences on the new normal in education?

The last item in the data gathering instruments aims to identify the experiences of the respondents as working students dealing with the new normal in education. Respondents said, "Naranasan sa new normal na edukasyon na ito ay nalaman ko kung gaano kahalaga yung pera. Kasi dati gastos lang ako ng gastos kasi kay binibigay sa akin na allowance pero ngayon naranasan ko magsumikap sa sarili kong paa para mabili yung mga bagay na kailangan at gusto ko. Bilang isang working student mahirap siya pero pag naiisip ko yung dahilan kung bakit ako nagwoworking student is ayon nagiging maayos naman at kakayanin po", "Limited time sa online class kapag need asikasuhin ang online shop, vice versa. Minsan pinag sasabay kapag parehas may due date", "Mahirap kase kailangan pagsabayin ang pag aaral diko po alam kung kaya ko kung makakapasok ako sa oras dahil working student ako at pano pag nawalan ako ng trabaho minsan para hindi ko na kaya pero kahit papaano ay pinipilit ko upang makapg tapos ako kahit sa panahon ngaun na new normal", "Mahirap para sakin dahil minsan 2 hours lang tulog ko dahil nagtatrabaho ako sa gabi at may pasok ako sa umaga", "It's very difficult to manage two things at a time. But I can't do nothing but to follow and continue", "Financial problems is one of the issues of a student can have and for me as well. Through my adventures I've learn that you should know what your resources are and develop an appropriate spending plan. Research about how to manage your budget. Don't spend money unnecessarily or borrow money that may be difficult or even impossible to

repay", "Mahirap po pero kinakaya hehe madami pong pagsubok ang nag daan pero nalalagpasan din naman po".

The respondents became very honest in narrating their experiences as working students on the new normal in education. Most of them said that it is truly difficult to manage their time for their academics and their time for their business/jobs. There were respondents who works at night and attend their classes in the morning resulting for them to only have two hours of sleep everyday. The respondents included that they were able to realize the importance of money in this trying times. Some of them admitted to be stressed when it comes to trying to manage their activities outside their academics.

Summary, Conclusions, Recommendations

The primary aim of this study is to describe and analyze the experiences of working students in the new normal in education. It also aims to identify the preparations that the respondents did along with the challenges that the working students faced and their strategies to cope with it.

Summary
Demographic Profile

There were a total of 12 respondents for this study. All of those are Grade 12 Senior High School students of Sacred Heart Academy of Sta. Maria (Bulacan), Inc. Eight (8) out of the 12 are aged 17 years old. There two (2) respondents aged 18 years old. One (1) respondent was 19 years old and one (1) was 21 years old.

Among the 12 respondents, four (4) were male and eight (8) were female. All of the respondents were from all the five (5) strands namely Science, Technology, Engineering, and Mathematics (STEM), Accountancy, Business, and Management (ABM), General Academic Strand (GAS), Humanities and Social Sciences (HUMSS) and Technological, Vocational, and Livelihood – Home Economics (TVL-HE).

Conclusions

Based on the findings of the study, the following conclusions were drawn:

Internet connections were needed to be secured by the majority of the working students in order for them to manage their time for their works and their academics.

Working students tend to compromise their time for sleeping to accommodate both their synchronous/online classes and their commitment to report to work.

The number of female working students is larger than the number of male working students.

The working students found adjusting to the new normal a difficult job to do. These respondents were not used to spending a lot of time in front of their devices and then reporting to work afterwards.

Recommendations

Similar studies should be conducted to other schools in the municipality of Santa Maria, Bulacan to address the concerns of the working students regarding their ability to attend to their online classes without compromising their job commitment/s.

Educators as well as school administrators should design a learning plan flexible to the schedule of the working students. Having this would help the working students to adjust their time for their academics, be more flexible at work and have time to have some rest.

Learners should plan out their tasks needed to be accomplished for the day to avoid cramming and procrastination. Succeeding to do this will help them become more effective learners and will reduce stress level.

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