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SELECTED PERFORMANCE VARIABLES: THEIR RELATIONSHIPS TO THE NATIONAL ACHIEVEMENT TEST RESULTS IN ENGLISH AND ACADEMIC GRADE IN ENGLISH

Arabia A. Kalaing, MAELT, LPT

Abstract

The study generally aimed to find out the relationship between the Learners' National Achievement Test (NAT) Results in English and their Academic Grades in English in relation to the identified performance variables; learner factors, teacher factors, school factors, home factors, and environmental factors. Specifically, this investigation aimed to address the performance level of the learners in terms of NAT in English and Academic Grade in English as well as the relationship between the learners' NAT scores in English and their academic grade in English. The significant relationship between the learners' regard and teachers' regard on the learners' level of performance in NAT in English were also determined. Based on the findings, an intervention was proposed.

The study is a descriptive-correlational research method. All the facts and data gathered were carefully considered, analyzed, and interpreted. The researcher made inferences and generalizations out of the data gathered. The researcher utilized a self-administered survey questionnaire for the quantitative probe. The questionnaire contained the items in which answers were solicited from the respondents through the identified performance variables that affects their performance in the National Achievement Test.

Based on the data, the study generated the following findings; the learners' NAT Performance in English was found out to be in the Low Mastery level with a mean of 2.55, the result shows that the learners' English Academic Performance in Grade 6 is Approaching Proficiency as revealed by the weighted mean on 81.87, the findings also revealed that learners regarded themselves as factors in the NAT result in English as indicated by the overall weighted mean of 2.99 described as agree. In the same way, they also regarded their teachers as factors in the NAT result in English as proven by the overall weighted mean of 3.08 labeled as agree. In addition, the learners also regarded school, home, and environment as all factors in the result of NAT in English. These were justified by the overall weighted means of 3.03 for school factors, 3.17 for home factors, and 2.87 for environmental factors which were all labeled as agree, in the teachers' perspective, they also regarded the learners, teachers, school, home, and environment as factors to the learners' NAT result in English as indicated in the overall weighted means of 2.80 for learner factors, 3.26 for teacher factors, 2.98 for school factors, 2.77 for home factors, and 2.76 for environmental factors. All the weighted means have description of agree, there is a significant relationship between learners' NAT result in English and the learners' grades in English with computed r-value of 0.279, and the result concerning how the five variables affect the learners' NAT result in English had the computed r-value of 0.302 which means that there is a significant relationship between learners' regard in NAT result in English and teachers' regard in relation to the performance variables; learner factors, teacher factors, school factors, home factors and environmental factors.

Based on the findings of the study, the researcher concluded that there is a need for the teachers, school, home, and the learners' environment to work collaboratively and be supportive of the learners' academic grade in English so that the learners would maximize the English learning opportunity leading to higher English grades that would capacitate them and eventually will get high a score in the NAT examination.

Based on the findings and conclusions of the study, this study offers the following recommendations; the schools where the study was conducted must strengthen the NAT review of the learners to improve their performance in NAT, the school

administrators may consider providing conducive school environment for learning for the environmental factors can weaken or accelerate learners' learning, the learners should improve their studying habits in English so that they will get higher score in the NAT in English, the teachers must use varied teaching strategies in English to increase learners' interaction and comprehensibility of the lessons that would help them performed well in the NAT in English, the parents must be supportive in the academic and extra-curricular activities of their children to motivate the students to perform well in school which will also lead them to excel in the NAT, and the future researcher shall conduct similar study to other setting to further validate the result of this study.

Keywords: National Achievement Test, National Achievement Test Results, Performance Variables for Secondary Students, Home Factors, Environmental Factors, School Factors, Learner Factors, Teacher Factors, Academic Grade in English.

INTRODUCTION

Most learners view taking exams such as achievement tests as a frightful experience. They experience different levels of nervousness and stress. Exams are used for assessing the learners in a competitive arena right through this scheme. Learners either move ahead to a higher level or repeat their scholastic undertaking based on achievement test results.

An achievement test is a “standardized test used to measure acquired learning, in a specific subject area such as reading or arithmetic, in contrast to an intelligence test, which measures potential ability or learning capacity” (WebMD, 2010). One of the achievement tests in the Philippines is the National Achievement Test (NAT). It is an examination designed to determine the students' academic strengths and weaknesses through the five key-major subjects: Mathematics, Science, English, and Filipino, HeKaSi (Heograpiya,) Kasaysayan at Sibika in elementary and Araling Panlipunan in secondary. Ratings obtained from NAT for Grade Six and Grade 10 serve also as tools to measure the school's competency and effectiveness as well as the students' aptitude and mastery towards the basic

learning areas. The test is administered by the Department of Education through the Bureau of Examination and Assessment (BEA) formerly National Education Testing and Research Center (NETRC)

The results are intended to guide the Department of Education in its efforts towards the improvement of the quality of education in public schools and to provide appropriate intervention for the students. A score of 75 percent and up indicates mastery of the subject and 50 percent to less than 75 percent, near mastery; while a score of below 50 percent indicates low mastery (DepEd).

NAT examinations aim to (1) provide empirical information on the achievement level of pupils/students in Grades Six and Ten to serve as guide for policy makers, administrators, curriculum planners, supervisors, principals and teachers in their respective courses of action, (2) identify and analyze variations on achievement levels across the years by region, division, school and other variables, (3) determine the rate of improvement in basic education with respect to individual schools within certain time frames.

The NAT is now about two decades old yet scores in these exams have not changed. No change would have been good if the scores demonstrate that students in Philippine schools are gaining mastery of the skills and concepts tested. The big problem is that for over two decades, Philippine schools have been failing year after year, always ending with 10 to 20 points below the desired mark of 75 percent (Blogger Angel de Dios, 2014).

Many problems are besetting education in the Philippines. Among the school-related factors are the unqualified and poorly trained teachers, inadequate facilities, and dilapidated instructional materials. Non-school factors include poverty, low educational attainment and illiteracy of parents, and poor health and nutrition.

The Division Monitoring and Evaluation (M &E) Team identified the bottom three non-performing public elementary schools in the 2015 National

Achievement Test Result. The schools were Buaya-Buaya Elementary School, L.R. Sebastian Elementary School, and Timako Elementary School. These learners were already enrolled in the public secondary schools as the time the study was conducted.

Low NAT Result is one of the bottlenecks of the SDO-Cotabato City for both Elementary and Secondary schools which affects the division performance yearly. So, the researcher would like to find out the factors which contributed to the learners' low results in the National Achievement Test. As an Education Program Specialist of the division in Human Resource Development and Training (HRDT) Unit, the researcher recommended possible solutions to address low NAT result based on the results of the study.

METHODS

The study focused on gathering significant information on the selected performance variables and their relationship on the learners' National Achievement Test (NAT) Results in English and Academic Grade in English. The type of instrument used was descriptive-correlational survey method.

It described the level of the learners' performance in the National Achievement Test and their Academic Grade in English with the identified performance variables; Learner Factors, Teacher Factors, School Factors, Home Factors, and Environmental Factors.

RESULTS AND DISCUSSIONS

Learners' NAT Performance

The learners' range of score, frequency, percentage, and description of the NAT result in English is presented in Table 1.

The NAT performance of the learners in English is manifested in the next Table. In the legend, no one from the learners got the score range of 40 and above.

Table 1

Frequency, Percentage, and Description Distribution of Learners' NAT Performance in English

Range of Score	Frequency	Percentage	Description
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(%)

32-39	15	25.00	Average Mastery
24-31	26	43.33	Low Mastery
16-23	10	16.67	Low Mastery
05-15	7	11.67	Low Mastery
0-4	2	3.33	Very Low Mastery
Total	60	100.00	
Mean= 25.5 (Low Mastery)			

Legend:	Range of Score (%)	Description
	96-100	Mastered
	86-95	Closely Approximating Mastery
	66-85	Moving Towards Mastery
	35-65	Average Mastery
	15-34	Low Mastery
	5-14	Very Low Mastery
	0-4	Absolutely No Mastery

The data show that the highest score falls in the range of 32-39 described as average mastery. In this score category, only 15 or 25 percent has obtained this score. Meaning, these learners attained the average level which is an indicator that they are nearly on moving towards mastery.

In the score range of 24-31 labeled as low mastery, only 26 or 43.33 percent has obtained this score. This indicates that nearly one half of the students performed poorly in the NAT particularly in English.

Further, another 10 or 16.67 percent of the students got the score in the range of 16-23 described as low mastery. The result is a manifestation that there are few of the students who do not master English. The data suggest that the learners need reinforcement from their English teachers. The learners need to be equipped with the required competency to pass the NAT in English.

In the same Table, 7 or 11.67 percent has obtained the score in the range of 8-15 described as low mastery and 2 or 3.33 percent who scored in the range of 0-7 described

as very low mastery. The result indicates that the learners have performed poorly in English during the National Achievement Test. The result further suggests that the learners need rigorous instruction and review for the NAT so that their scores shall be improved.

Although the NETRC would say that there is no such thing as failure in the examination, the result itself is alarming to the Department of Education that these learners did not master or did not achieve fluency in their English subject.

In addition, Sibanda (2016) said on his article that the poor performance of learners in the English language in public examinations has been explained as a major cause of decline in the general academic performance and standard of education in Namibia. Learners' poor foundation in English language could affect all the subject areas.

Moreover, Mohammed (2002) was of the view that most learners put a kind of negative attitude in learning and using English language as well as making teachers' task a difficult one indeed. It is obvious that for any learner to be proficient in English language, mastering of the skills of listening, speaking, reading and writing is necessary, and it requires hard work and dedication from the learners.

Considering all the scores of the learners, it obtained the overall mean score of 25.5 described as low mastery. The data in general reveal that the pupils have performed poorly in the NAT particularly in English. Bloom (1968) proposed that learners should be given additional support in learning and reviewing if the learner does not achieve mastery on the test.

This observable low performance of the learners in the NAT resulted to the issuance of DepEd Order regarding the NAT. In line with this, the Department of Education stipulated in DepEd Order No. 7, s. 2008, "Turning Around Low Performance in English: A Priority Program for 2008", it stated that in the 2006-2007 National Achievement Test (NAT) there were public elementary and secondary schools got a Mean Percentage Score (MPS) of 34 percent and below in English. These are the schools that are categorized as low performing. The project aims to attain a 5 MPS increase every year starting 2007-2008 or 30% increase in MPS of Grade 6 and Year 2 students by 2010.

Since this order was released, seemingly there were no progress in uplifting the English MPS of the pupils/students. In addition, Monte (2011) wrote on her blog about "A position paper on the continuance of National Achievement Test (NAT)" it was

emphasized that the NAT has no passing grade or score. It uses the Mean Percentage Score (MPS) to indicate the percentage of correctly answered items in a test.

Learners' English Academic Performance in Grade 6

The frequency, percentage, and description distribution of Respondents' English Academic Performance in Grade 6 is presented in Table 2.

Table 2

Frequency, Percentage, and Description Distribution of Respondents' English Academic Performance in Grade 6

Range of Score	Frequency	Percentage (%)	Description
90 and above	0	0	Advance
85-89	6	10.00	Proficient
80-84	38	63.33	Approaching Proficiency
75-79	16	26.67	Developing
74 and below	0	0	Beginner
Total	60	100.00	
Mean = 81.87 (Approaching Proficiency)			

The English Grade of the learners in Grade 6 is shown in Table 2. The data show that no one got the grade in the range of 90 and above, it is manifested that the learners do not reach this range of grade in English. It is also shown that the highest grade falls in the range of 85-89 described as proficient. In this score category, only 6 or 10 percent of the learners obtained this score. The result indicates that learners at this level have developed the fundamental knowledge and skills and core understandings, and can transfer them independently through authentic performance tasks. The result further suggests that these learners can assist their classmates in their English class.

In the grade range of 80-84 labeled as approaching proficiency, 38 or 63.33 percent has obtained this score. This specifies that learners at this level have developed the fundamental knowledge and skills and core understandings and, with little guidance

from the teacher and/or with some assistance from peers, can transfer these understandings through authentic performance tasks.

The data suggest that these learners need to be motivated and actively participate in their English classes.

Further, another 16 or 26.67 percent of the learners who are belong to grade range of 75-79 described as developing. The result is a manifestation that more than one fourth of the learners who obtained the passing grade and nearly not to achieve the passing rate. These learners possess the minimum knowledge and skills and core understandings, but needs help throughout the performance of authentic tasks. These learners need thorough review for NAT and they also need good foundation in English so that their NAT score shall be improved.

In the same Table, no learners got the grade of 74 and below described as beginner or failing grade. In this level, beginning would mean that learners struggle with their understanding; prerequisite and fundamental knowledge and/or skills have not been acquired or developed adequately to aid understanding. It was clearly mentioned in DepEd Order No. 29, s. 2015 - Clarifications to DepEd Order No. 8, s. 2015 (Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program) that learners who have incurred failures in not more than two subjects may be promoted to the next grade level; however, they should be provided with learning opportunities to catch up or make progress on the specific competencies of the subjects they failed.

Considering all the scores of the pupils, it obtained the overall mean score of 81.17 described as approaching proficiency. It is stated in DepEd Order No. 73, s. 2012 "Guidelines on the Assessment and Rating of Learning Outcomes under the K to 12 Basic Education Curriculum" that the learner at this level has developed the fundamental knowledge and skills and core understandings and with little guidance from the teacher and/or with some assistance from peers, can transfer these understandings through authentic performance tasks. The data in general reveal that the learners need assistance and motivation from their teachers, parents and peers so that they can interact during class activities.

The result concurs with the study conducted by Dar & Go (2016) on the National Achievement Test Performance in English which revealed that the majority of the learners

showed a moderately satisfactory performance in NAT in English as they fall only on the average performance.

Learners' Regard about their NAT Performance

The weighted mean and distribution of the learners' regard about their NAT performance in relation to learner factors as assessed by the learners themselves is presented in Table 3.

The next Table show that the highest weighted mean is 3.38 for item 1 described as agrees. It implicates that learners are convinced that they themselves are factors that can accelerate or weaken their NAT result in English.

The next highest weighted mean of 3.32 is obtained by item 3 described as agree. Meaning, learners regularly attended their classes. Then, a weighted mean of 3.18 falls in item 4 described as agree. It is a manifestation that learners are actively involving themselves during their class activities.

Table 3

Weighted Mean and Distribution of the learners' regard about their NAT Performance in relation to Learner Factors as Assessed by themselves

Item	Weighted Mean	Description
1. I am interested to go to school.	3.38	Agree
2. I am frequently studying my lesson.	2.78	Agree
3. I regularly attend my classes.	3.32	Agree
4. I actively participate in class activities.	3.18	Agree
5. I read and listen with comprehension.	3.03	Agree
6. I write and speak in English well.	2.55	Agree
7. I understand and follow directions, questions, and statements.	3.07	Agree
8. I am healthy and I eat nutritious food.	3.17	Agree
9. I show my intellectual capability in class.	2.78	Agree

10. I am responsible in doing my homework and projects.	3.00	Agree
11. I am affected with profound stress due to displacement and conflict.	2.88	Agree
12. I am over exposed to media facilities such as computer games, social media and television.	2.73	Agree
Overall Weighted Mean	2.99	Agree

Legend:	Range of Weighted Mean	Description
	3.50 – 4.00	Strongly Agree
	2.50 – 3.49	Agree
	1.50 – 2.49	Disagree
	1.00 – 1.49	Strongly Disagree

Another weighted mean of 3.17 falls in item 8 described as agree. It shows that learners are admitting that they are healthy and they are eating nutritious food. This is in accordance to the yearly DepEd issuance of the department on the School Based Feeding Program Implementation. The program aims to address undernourished and short-term hunger among public school children. The school heads are expected to monitor the feeding activities and program implementation on a daily basis. Meaning, school children were fed on a daily basis with varied healthy menu.

The next weighted mean of 3.07 falls in item 7 described as agree. It implies that learners bear in mind that they understand and follow directions, questions and statements given by their teachers.

As to learners' reading and listening skills with comprehension it gained the weighted mean of 3.03 described as agree. Added to that, learners are also responsible in doing their homework and projects since the item has the weighted mean of 3.00 described as agree. It is an affirmation to the part of the learners that they are responsible in terms of homework and projects.

On the other hand, some learners are affected with profound stress due to displacement and conflict especially those situated in the far-flung barangays. This item garnered the weighted mean of 2.88 described as agree. Machel (1996) reported that

wounds inflicted by armed conflict on children affect all aspects of child development - physical, mental and emotional. Such effects accumulate and interact with each other. Children's well-being is best ensured through family and community-based solutions that draw on local culture and an understanding of child development.

The next weighted mean of 2.78 is obtained by item 2 and 9 described as agree. The result obviously tells that learners are frequently studying their lesson and showed their intellectual capability in class.

Further, learners are over exposed to media facilities such as; computer games, social media, and television because it gained the weighted mean of 2.73 and labeled also as agree. The lowest weighted mean of 2.55 falls in item 6 described as agree. It shows that writing and speaking ability in English seems to be the weakest point of the learners. It further suggests that teachers should introduce new strategies in enhancing and developing the writing and speaking capability of the learners.

The overall weighted mean of 2.99 labeled as agree indicates that the learners themselves are convinced that their interest of going to school, their studying habit, attendance in school, participation in class activities, speaking and listening comprehension, writing and speaking in English, understanding and following directions, health and food intake, intellectual capability in class, sense of responsibility in doing homework, profound stress, and media exposures are all factors that can accelerate or weaken their performance in NAT result in English.

In line with the result, (<https://www.maryville-schools.org/Page/1317>) states that cooperation with the learners with their teacher and a classmate opens up numerous possibilities for learning. It is advised that learners must go to class with an attitude of aggressiveness about learning so that they will understand everything that they hear. The learners must allow no one, including themselves, to rob the chance of learning.

Further, test anxiety is a type of fear which is a factor to learn. Test anxiety affects many people of all ages and intelligence, and its symptoms are rooted in biological "fight or flight" response. Time management, good study habits, and attention to organization are practical activities that alleviate the anxieties of the test (https://www.testprepreview.com/test_anxiety.htm).

Level of Teacher Factors in the NAT Result in English

The weighted mean and distribution of the level of teacher factors in the NAT result in English as assessed by the learners is shown in Table 4.

In this Table, the highest weighted mean of 3.45 is gained by item 11 described as agree. Therefore, the learners believed that their teachers have fluent communication skill especially in English.

Table 4

Weighted Mean and Distribution of the Level of Teacher Factors in the NAT result in English as Assessed by the Learners

Item	Weighted Mean	Description
1. My teachers are qualified; they are LET passers and teaching their field of specialization.	3.10	Agree
2. My teachers are trained and updated with knowledge and information to improve teaching practices.	3.28	Agree
3. My teachers plan the lesson with effective pedagogy in the teaching-learning process.	3.12	Agree
4. My teachers present the lesson with support sensory aids.	3.37	Agree
5. My teachers provided me instructional materials and references.	2.97	Agree
6. My teachers report to our classes punctually and regularly.	3.25	Agree
7. My teachers' attendance in school is affected either by man-made or natural disasters.	2.87	Agree
8. My teachers have difficulty in commuting to school.	2.88	Agree
9. My teachers use the traditional telling method.	2.88	Agree
10. My teachers use facilitation method.	2.89	Agree

11. My teachers have fluent communication skill especially in English.	3.45	Agree
12. My teachers are equipped with effective instructional technology.	2.85	Agree
Overall Weighted Mean	3.08	Agree

Legend:	Range of Weighted Mean	Description
	3.50 – 4.00	Strongly Agree
	2.50 – 3.49	Agree
	1.50 – 2.49	Disagree
	1.00 – 1.49	Strongly Disagree

In line with the result, Brown (1996) on his study that teachers fluency may help the learners be equipped in English as their second language and may use five approaches in their classrooms that will promote fluency: (a) encourage learners to go ahead and make constructive errors, (b) create many opportunities for learners to practice, (c) create activities that force learners to focus on getting a message across, (d) assess learner's fluency not their accuracy, and (e) talk to the learners about fluency.

The next highest weighted mean of 3.37 is garnered by item 4 labeled as agree. The learners believed that the teachers are presenting the lesson with support sensory aids. Although teachers are the best teaching aids, it is believed that visual aids encourage learners learning process that further make learning easier and interesting. Visual aids are also the best tool for making teaching effective and the best dissemination of knowledge (Shabiralyani, et al 2015).

It is followed by item 2 with a weighted mean of 3.28 described as agree. Meaning, teachers are trained and updated with knowledge and information to improve teaching practices. This is due to the reality that DepEd and other NGOs offer a lot of seminar-workshops for the teachers especially in the K to 12 transition.

The next item with a weighted mean of 3.25 is the item 6 described as agree. The data explained that the learners are persuaded that the teachers are reporting to their classes punctually and regularly. Meaning, the learners are confident that their teachers are concerned with their obligations. On the other hand, item 1 has obtained a mean of 3.10 categorized as agree. The data reveal that the learners are convinced and affirming

that their teachers are LET passers and teaching their field of specialization. Thus, they are qualified to teach.

For the weighted mean of 3.12 and 2.97 fall in items 3 and 5 described as agree. The learners justified that their teachers are planning the lessons with effective pedagogy and provide instructional materials and references for them. The data imply that their teachers are preparing what and how to teach using appropriate instructional materials.

The next weighted mean of 2.89 is obtained by item 10 described as agree. Meaning, teachers use facilitation method. However, there were teachers who use the traditional telling method as assessed by the respondents with weighted mean of 2.88 labeled as agree

Another weighted mean of 2.88 and 2.87 were garnered by items 8 and 7 described as agree. The results manifest that the learners are accepting that their teachers have difficulty in commuting to school and there were circumstances that their teachers' attendance in school was affected either by man-made or natural disasters.

Finally, the lowest weighted mean of 2.85 was garnered by item 12 described as agree. Although the result is on the agree scale, it revealed that teachers were also equipped with effective instructional technology. It further revealed that the learners were admitting that their teachers were integrating and using ICT in teaching the subject matter.

Looking into the result, these teachers were using ICT in teaching but they still need to equip themselves with the 21st century skill. The data in general reveal that the teachers need to undergo a training-workshop on Information Communication Technology (ICT) which is beneficial and very timely nowadays.

Since the world is in the technological era, the 21st century educator looks forward to the future. People are aware of the ever-changing trends in technology and are in tune of what the future may bring to education. A good 21st century teacher is aware of the career opportunities that will be in the coming years for their students, and are always advocating towards forward thinking and planning to ensure all students will not be left behind. Lastly, the 21st century educator must use **teaching strategies** to ensure that the focus in education is on preparing today's children for the future of where they will live and where they will work, not for our current world. (<http://www.teachhub.com/teaching-strategies-what-21st-century-educator-looks>).

The overall weighted mean of 3.08 labeled as agree indicates that the learners believed that their teachers are qualified to teach, equipped with knowledge in improving teaching-learning process, utilized sensory aids and instructional materials in teaching, attended class punctually and regularly or sometimes affected by either man-made or natural calamities, difficulty in commuting to school, using traditional and facilitation method, fluent in English communication, and somehow skilled in ICT are all factors that can accelerate or weaken learners' performance in NAT result in English.

In line with the result, Rand Education (2012) on their article that student scores on a single annual test aren't necessarily a good indicator of teacher effectiveness. First, learners start out at different levels, so *growth* in their scores over time (rather than scores on a single annual test alone) is a better basis for judging teacher effectiveness. Second, many things outside a teacher's control—such as neighborhood, family, and health factors—influence learning, and even growth measures are subject to these influences. Third, if a student had more than one teacher in a single subject in a given year, it can be hard to tease out each teacher's contribution to the student's learning.

Furthermore, according to Barth (2011) the teacher plays a major role in determining a learner's achievements. Therefore, he said that teachers should provide a calm and safe learning environment and instill a love of learning in their students. Learning should be fun, creative, and exciting, and it should be measured in many different ways. Children should want to go to school and leave their fears and anxieties outside of the classroom Fulton (2016).

Level of School Factors in the NAT Result in English

The weighted mean and distribution of the level of School Factors in the NAT result in English as assessed by the learners is presented in Table 5.

The data show that the highest weighted mean of 3.30 falls in item 1 described as agree. Meaning, schools religiously implemented current DepEd curriculum.

On the side of school administrators, they properly plan and supervise the teachers, learners, and school activities. The learners rated this item with a weighted mean of 3.28 labeled as agree. It was found out that the subject taught in school is too difficult for the learners because the weighted mean of 3.23 described as agree.

Table 5

Weighted Mean and Distribution of the Level of School Factors in the NAT result in English as Assessed by the Learners

Item	Weighted Mean	Description
1. The school religiously implement current DepEd curriculum.	3.30	Agree
2. The subject matter taught in school is too difficult for the students.	3.23	Agree
3. The school is too far from students' residence.	2.77	Agree
4. The school has adequate library resources.	3.15	Agree
5. The school has adequate computer units with Internet connection.	2.73	Agree
6. The school is equipped with educational media facilities/equipment.	3.08	Agree
7. The school is conducive for learning with proper ventilation and lighting.	3.13	Agree
8. The class size of every classroom is manageable and not overcrowded.	2.92	Agree
9. The school administrators properly plan and supervise the teachers, students, and school activities.	3.28	Agree
10. The school physical structure and environment motivate students to learn.	3.20	Agree
11. The school is mindful with the required number of school days in an academic year.	3.03	Agree
12. The school emphasizes the teaching of English, Mathematics, and Sciences with remedial instruction.	3.03	Agree
Overall Weighted Mean	3.07	Agree

Legend:	Range of Weighted Mean	Description
	3.50 – 4.00	Strongly Agree
	2.50 – 3.49	Agree
	1.50 – 2.49	Disagree
	1.00 – 1.49	Strongly Disagree

The learners assessed the school physical structure and environment which motivates learners to learn and stay in school with a weighted mean of 3.20 labeled as agree. Added to that, a weighted mean of 3.13 falls in item 7 described as agree. It was found out that the school is conducive for learning with proper ventilation and lighting.

School has adequate library resources and equipped with media facilities/equipment. The learners rated these items with weighted mean of 3.15 and 3.08 described as agree.

The next weighted mean of 3.03 falls in item 11 and 12 described as agree. The result manifested that the school is mindful with the required number of school days in an academic year and emphasizes the teaching of English, Mathematics, and Science with remedial instruction.

Then, a weighted mean of 2.92 falls in item 8 described as agree. Meaning, the class size of every classroom is manageable and not overcrowded.

Another weighted mean of 2.77 falls in item 3 described as agree. The result indicates that the school is too far from some learners' residence.

Finally, the lowest weighted mean of 2.73 falls in item 5 described as agree. Although the result is on the agree scale, it revealed that school needs additional computer units with internet connection. It further suggests that school shall strengthen the use of computer and make the learners experience the world of ICT.

The overall weighted mean of 3.07 labeled as agree indicates that the learners believed that their school implements K to 12 Curriculum, teaches high standards of lessons, location is too far from students' residence, has sufficient reading materials and computer units with internet, has educational media facilities, maintains conducive learning environment with proper ventilation and lighting, assures the class size is suited for every grade level, properly managed teachers, learners and school activities, ensures physical structures and environment motivate pupils to learn and stay in school, follows required number of school days prescribed by DepEd, and strengthens remedial classes

in English, Mathematics and Sciences are all factors to be considered that can affect the learners' performance in NAT result in English.

A child may do poorly in school for reasons unknown to a teacher or a school psychologist. An intelligence test can uncover valuable information about cognitive abilities that assist the teacher in helping the child develop his or her full potential (<http://www.testpublishers.org/testing-in-schools>).

Level of Home Factors in the NAT Result in English

The weighted mean and distribution of the level of home factors in the NAT result in English as assessed by the learners is presented in Table 6.

The data show that the highest weighted mean of 3.65 falls in item 1 described as agree. Meaning, the parents encourage their children to go to school and learn.

The next highest weighted mean of 3.50 falls in item 10 described as agree. The parents believe that education is a way of uplifting the way of life of their children. Then, a weighted mean of 3.30 falls in item 7 described as agree. It shows that parents' family income can support the educational needs of their children.

A weighted mean of 3.28 and 3.22 obtained by items 5 and 11 described as agree. This indicates that parents provide financial assistance and encourage their children to pursue higher education.

Table 6

Weighted Mean and Distribution of the Level of Home Factors in the NAT result in English as Assessed by the Learners

Item	Weighted Mean	Description
1. My parents encourage me to go to school and learn.	3.65	Strongly Agree
2. My parents assist me in my lessons, assignments, and projects.	3.12	Agree
3. My parents make reading materials available at home.	2.88	Agree

4. My parents monitor me progress and weaknesses in school.	2.98	Agree
5. My parents provide financial assistance for my education.	3.28	Agree
6. My home is conducive for learning and free from disturbances.	2.90	Agree
7. My family's income can support my educational needs.	3.30	Agree
8. My parents can provide my needs for nutritional.	3.17	Agree
9. My parents are at least high school graduates.	2.97	Agree
10. My parents believe that education is a way of uplifting my way of life.	3.50	Strongly Agree
11. My parents are committed to help me pursue my higher education.	3.22	Agree
12. My home is equipped with the equipment for learning such as study table, lighting, and safe drinking water.	3.07	Agree
Overall Weighted Mean	3.17	Agree

Legend:	Range of Weighted Mean	Description
	3.50 – 4.00	Strongly Agree
	2.50 – 3.49	Agree
	1.50 – 2.49	Disagree
	1.00 – 1.49	Strongly Disagree

On the other hand, parents also ensure that they give the proper nutrition for their children and make sure that they help them on their daily lessons, assignments, and projects. These indicators gained a weighted mean of 3.7 and 3.12 described as agree.

With that, it also shows that parents monitor the progress and weaknesses of their children in school. This item obtained a weighted mean of 2.98 described as agree.

Learners also rated items 12 and 6 with a weighted mean of 3.07 and 2.99 described as agree. The result manifested that their home is equipped with the equipment for learning such as study table and lighting and their home is conducive for learning and free from any disturbances.

Parents' education may affect the learnings of their children. So, it was found out that their parents are at least high school graduates. This item gained a weighted mean of 2.97 described as agree. Educated parents are more advantageous in encouraging their children the importance of education than those who finished elementary level or none at all.

Finally, the lowest weighted mean of 2.88 falls in item 3 described as agree. Although the result is on the agree scale, it revealed that this item is the lowest indicators. Looking into the result, the parents make reading materials available at home but this is not true to all. There were learners who belong in the poor family and unfortunately their parents could not afford to buy reading materials for them. It further suggests that, parents should make reading materials available at home. The role of the parents in motivating their children to study is one of the basic rights of the children. Their right to education will help them grow as a good citizen and also eliminate the rampant situation of poverty in our country.

The overall weighted mean of 3.17 labeled as agree indicates that the learners perception on their home environment influences by their parents encouragement to go to school, learn and pursue higher education, assist them in their daily lessons, assignments, and projects, accessible reading materials, monitor their class standings, help them financially and provide their nutritional needs, learning at home is conducive and free from unnecessary noise, typical parents' educational attainment, inculcate to them the implication of education in their lives, and provide learning resources at home are all factors that are beneficial to develop learners sense of humanity and their importance as children of their parents which can lead them to perform well in NAT in English.

In Germany, Biedinger (2011) on his article confirmed that the home environment and the education of the parents are important for children's outcomes at the age of 3 to

4. In addition, both factors also play a major role for the explanation of the improvement of the cognitive abilities. The results show that in Germany the home environment and parental education are important predictors of cognitive abilities. As a main result the study shows that it is very important to control for earlier abilities of the children and to encourage low educated parents to be active with their children, since in that way they can compensate for their lower educational background.

Level of Environmental Factors in the NAT Result in English

The weighted mean and distribution of the level of environmental factors in the NAT result in English as assessed by the learners is can be seen in Table 7.

The next Table show that the highest weighted mean of 3.18 falls in item 5 described as agree. Meaning, the local political leaders and community stakeholders support the programs, projects, and activities of the school.

Table 7

Weighted Mean and Distribution of the Level of Environmental Factors in the NAT result in English as Assessed by the Learners

Item	Weighted Mean	Description
1. The school environment is safe from armed conflict, rido, and lawlessness.	3.13	Agree
2. The school environment is prone to natural calamities.	2.58	Agree
3. The school is vulnerable from internal and external assault due to misunderstanding of different groups.	2.68	Agree
4. The school is a “drug free” institution.	2.82	Agree
5. The local political leaders and community stakeholders support the programs, projects and activities (PPAs) of the school.	3.18	Agree
6. The school strictly implemented the “No Collection Policy” by the DepEd.	3.07	Agree

7. Expenditure in education such as school supplies, uniforms, etc. are affordable for the community.	3.07	Agree
8. The school is used as evacuation center.	2.18	Disagree
9. The school is affected by socio-political influence.	2.62	Agree
10. The school received learning materials from GOs, NGOs, LGU and other stakeholders.	2.92	Agree
11. The parents, teachers, and community have strong partnership to strengthen education.	3.02	Agree
12. The community promotes the importance of education to improve the quality of life.	3.12	Agree
Overall Weighted Mean	2.87	Agree

Legend:	Range of Weighted Mean	Description
	3.50 – 4.00	Strongly Agree
	2.50 – 3.49	Agree
	1.50 – 2.49	Disagree
	1.00 – 1.49	Strongly Disagree

The next weighted mean of 3.07 falls in item 6 and item 7 described as agree. It emphasizes that school strictly implemented the “No Collection Policy” by the DepEd and make sure that learning materials such as school supplies, uniforms, etc. are affordable for the community.

Another weighted mean of 3.02 falls in item 11 described as agree. Meaning, the parents, teachers, and community have a strong partnership to strengthen the education of the learners. The Department of Education encourages all the schools to strengthen their relationship to its internal or external stakeholders.

Then, a weighted mean of 2.92 falls in item 10 described as agree. The learners believed that they experienced receiving school materials from GOs, NGOs, LGU, and other stakeholders. The next weighted mean of 2.82 falls in item 4 described as agree. It

shows that learners are aware that any form of illegal drugs are prohibited inside and outside of their school. As a matter of fact, the department encourages all the schools to be a “drug free” institution through advocacy campaign.

It reflects that some pupils experienced internal and external assault due to misunderstanding of different groups and their school is affected by socio-political influence. These items obtained a weighted mean of 2.68 and 2.62 fall in items 3 and 9 described as agree.

The next weighted mean of 2.58 falls in item 2. Since, majority of the respondents answered on the disagree scale. Therefore, their school environment is not prone to natural calamities. However, there were some learners answered on the agree scale. The Division Disaster Risk Reduction Management (DRRM) through the DepEd Central Office guarantees the safety of the learners by conducting a quarterly drill on earthquake, fire, and bomb.

Finally, the lowest weighted mean of 2.18 falls in item 8 described as disagree. Looking into the result, the school was not used as an evacuation center during natural calamities.

Considering all the responses of the learners, it obtained the overall mean score of 3.17 described as agree. The data in general reveal that the pupils should undergo retreat programs.

The overall weighted mean of 2.87 labeled as agree indicates that the students believed that their school environment is safe from any conflict, prone to natural disasters, sometimes involved in assault due to misunderstanding of different groups, advocates “drug free” institution, has strong support with local barangay officials and other stakeholders in maintaining programs, projects, and activities well managed, emphasizes the “No Collection Policy” of the department, maintains affordable learning materials for the learners and community, guarantees that it was not used as evacuation center, affects by socio-political influence, encourages GOs, NGOs and LGU to sponsor or donate learning resources, promotes strong partnership with the PTA and other stakeholders, and inculcates to the learners the value of education in life are all factors that can distract or encourage learners to hoist their performance in NAT result in English.

Schaps concludes in his study that building in-school community is a means of fostering academic success. Learners who experience their school as a caring community consistently become more motivated, ambitious, and engaged in their learning. In particular, learners' positive connections with teachers and their perceptions that teachers care about them are what stimulate their effort and engagement. Relationships with other learners appear to be less important for promoting engagement in the general student population and among high-risk students.

Level of Learner Factors Assessed by the Teachers

The weighted mean and distribution of the level of learner factors in the NAT result in English as assessed by the teachers is shown in Table 8.

Table 8

Weighted Mean and Distribution of the Level of Learner Factors in the NAT result in English as Assessed by the Teachers

Item	Weighted Mean	Description
1. My students are interested to go to school.	3.35	Agree
2. They are frequently studying my lesson.	2.92	Agree
3. They regularly attend their classes.	3.21	Agree
4. They actively participate in class activities.	2.88	Agree
5. They read and listen with comprehension.	2.68	Agree
6. They write and speak in English well.	2.47	Disagree
7. They understand and follow directions, questions, and statements.	2.85	Agree
8. They are healthy and they eat nutritious food.	2.90	Agree
9. They show their intellectual capability in class.	2.85	Agree
10. They are responsible in doing my homework and projects.	2.73	Agree
11. They are affected with profound stress due to displacement and conflict.	2.15	Disagree

12. They are over exposed to media facilities such as computer games, social media and television.	2.65	Agree
Overall Weighted Mean	2.80	Agree

Legend:	Range of Weighted Mean	Description
	3.50 – 4.00	Strongly Agree
	2.50 – 3.49	Agree
	1.50 – 2.49	Disagree
	1.00 – 1.49	Strongly Disagree

The weighted mean and distribution of the level of learner factors in the NAT result in English as assessed by the teachers is manifested in Table 8. The data show that the highest weighted mean of 3.35 falls in item 1 described as agree. Meaning, learners are interested to go school. Whereas the next highest weighted mean of 3.21 falls in item 3 described as agree. It implies that learners regularly attend their classes. It also shows in item 2 that learners frequently studying their lessons with a weighted mean of 2.92 labeled as agree.

The teachers also rated the item 8 with weighted mean of 2.90 described as agree, emphasizing that learners are healthy and ate nutritious food.

To strengthen that claim, the Inquirer. Net (2017) published an article on the prohibition of marketing of any form of junk food and beverages in schools and during student activities as stipulated in Deped Order No. 13, s. 2017, “Policy and Guidelines on Healthy Food and Beverage Choices in Schools and in DepEd Offices”. The ban also applies to all DepEd offices.

Active participation in class activities was rated a weighted mean of 2.88 described as agree. It was also assessed that learners can understand and follow directions, questions, and statements and show their intellectual capability in class. These items garnered a weighted mean of 2.85 described as agree.

The next weighted mean of 2.73 falls in item 10 described as agree. The result manifested that the learners are responsible in doing their homework and projects.

Another weighted mean of 2.68 falls in item 5 described as agree. It indicates that pupils can read and listen with comprehension.

When it comes to learners' over exposure to media facilities, the teachers rated it with weighted mean of 2.65. Since, majority of the learners were assessed on the agree scale. Therefore, Zamani et al (2009) found out in their study that there was a significant positive correlation between learners' computer games addiction and their physical and mental health in dimensions of physical health, anxiety and sleeplessness.

Further, the next weighted mean of 2.47 falls in item 6 described as disagree. Based on the assessment of this item, half of the learners were not able to write and speak in English well.

Finally, the lowest weighted mean of 2.15 falls in item 11 described as disagree. Looking into the result, more than half of the learners were assessed as not affected with profound stress due to displacement and conflict.

The overall weighted mean of 2.80 labeled as agree indicates that the teachers observation on their learners are convinced that their interest of going to school, their studying habit, attendance in school, participation in class activities, speaking and listening comprehension, writing and speaking in English, understanding and following directions, health and food intake, intellectual capability in class, sense of responsibility in doing homework, profound stress, and media exposures are all factors that can accelerate or weaken their performance in NAT result in English.

The data in general reveal that the teachers should reinforce the writing and reading ability of their learners and should conduct a retreat program for those affected by profound stress.

Level of Teacher Factors Assessed by Themselves

The weighted mean and distribution of the level of the teacher in the NAT result in English as assessed by the teachers is presented in Table 9.

Table 9

Weighted Mean and Distribution of the Level of Teacher Factors in the NAT Result in English as Assessed by the Teachers

Item	Weighted Mean	Description
1. I am qualified; I am LET passer and teaching my field of specialization.	3.86	Strongly Agree
2. I am trained and updated with knowledge and information to improve teaching practices.	3.71	Strongly Agree
3. I planned the lesson with effective pedagogy in the teaching-learning process.	3.86	Strongly Agree
4. I presented the lesson with support sensory aids.	3.71	Strongly Agree
5. I provided my students with instructional materials and references.	3.57	Strongly Agree
6. I reported to my classes punctually and regularly.	3.86	Strongly Agree
7. My attendance in school is affected either by man-made or natural disasters.	2.29	Disagree
8. I have difficulty in commuting to school.	2.14	Disagree
9. I use the traditional telling method.	2.71	Agree
10. I use facilitation method.	3.29	Agree
11. I have fluent communication skill especially in English.	3.14	Agree
12. I am equipped with effective instructional technology.	3.00	Agree
Overall Weighted Mean	3.26	Agree

Legend:	Range of Weighted Mean	Description
	3.50 – 4.00	Strongly Agree
	2.50 – 3.49	Agree
	1.50 – 2.49	Disagree
	1.00 – 1.49	Strongly Disagree

The weighted mean, and description of the level of teacher factors as assessed by the teachers is manifested in Table 9. The data show that teachers rated themselves in the

scale of strongly agree in the items 1, 2, 3, 4, 5, and 6. The highest weighted mean of 3.86 demonstrates in the items 1, 3, and 6. The data revealed that the teachers are qualified teachers, they planned their lesson with effective pedagogy in teaching-learning process, and reported punctually and regularly to their classes.

In the items 2 and 4 with weighted mean of 3.71, teachers evidently are trained and updated with knowledge and information to improve teaching practices and presented the lesson with support sensor aids. The DepEd ensures that every teacher is equipped with corresponding knowledge because of the seminar-workshops given to them, especially in the K to 12 transition.

In item 5 with weighted mean of 3.57, the teachers provided instructional materials and references for their students. The department also seeks to update and improved skills of the teachers in terms of making instructional materials.

In items 9, 10, 11, and 12 were rated as agree. Item 10 with weighted mean of 3.29 clearly stated that teachers adopted the facilitation method. However, in item 9 with weighted mean of 2.71 there are still teachers who used traditional telling method because these teachers are not yet trained in the K to 12 curriculum.

In item 11 with weighted mean of 3.14, the teachers claimed that they possessed fluency in English communication skill and in item 12 with weighted mean of 3.00, they were also equipped with effective instructional technology. However, there is one teacher who disagreed. This teacher needs to be trained in ICT literacy skill and may adopt the new teaching strategies through the use of technology. The DepEd mandates that every teacher should be a 21st century teacher who will prepare the students of being a 21st century learners.

In items 7 and 8, they rated it as disagree. The teachers' attendance in school is not affected by either man-made or natural calamities and there is no issue on their transportation going to their respective schools.

The overall weighted mean of 3.26 labeled as agree indicates that the teachers believed that they themselves are qualified to teach, equipped with knowledge in improving teaching-learning process, utilized sensory aids and instructional materials in teaching, attended class punctually and regularly and their presence are not affected by either man-made or natural calamities nor have difficulty in conveyance, practice traditional and facilitation method, fluency in English communication skills, and

somehow skilled in ICT are all factors that can encourage learners to be motivated in increasing their MPS in NAT result in English.

Level of School Factors Assessed by the Teachers

The weighted mean and distribution of the level of school factors in the NAT result in English as assessed by the teachers is revealed in Table 10.

The weighted mean and description of the level of School Factors as assessed by the teachers is manifested in Table 10 below. The data show that the highest weighted mean of 4.00 falls in item 1. The data revealed that the school religiously implement current DepEd curriculum.

Table 10

Weighted Mean and Distribution of the Level of School Factors in the NAT Result in English as Assessed by the Teachers

Item	Weighted Mean	Description
1. The school religiously implement current DepEd curriculum.	4.00	Strongly Agree
2. The subject matter taught in school is too difficult for the students.	3.00	Agree
3. The school is too far from students' residence.	2.29	Disagree
4. The school has adequate library resources.	2.42	Disagree
5. The school has adequate computer units with Internet connection.	2.42	Disagree
6. The school is equipped with educational media facilities/equipment.	2.71	Agree
7. The school is conducive for learning with proper ventilation and lighting.	3.29	Agree
8. The class size of every classroom is manageable and not overcrowded.	2.57	Agree

9. The school administrators properly plan and supervises the teachers, students, and school activities.	3.43	Agree
10. The school physical structure and environment motivate students to learn.	3.00	Agree
11. The school is mindful with the required number of school days in an academic year.	3.29	Agree
12. The school emphasizes the teaching of English, Mathematics, and Sciences with remedial instruction.	3.29	Agree
Overall Weighted Mean	2.98	Agree

Legend:	Range of Weighted Mean	Description
	3.50 – 4.00	Strongly Agree
	2.50 – 3.49	Agree
	1.50 – 2.49	Disagree
	1.00 – 1.49	Strongly Disagree

It was stated in the Republic Act No. 10533 also 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”.

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. Kindergarten education shall mean one (1) year of preparatory education for children at least five (5) years old as a prerequisite for Grade I.

In the items 2, 6, 7, 8, 9, 10, 11, and 12 were assessed as agree. In item 9 with weighted mean of 3.43. The school administrators properly plan and supervises the teachers, learners, and the school. As a matter of fact, the SDO-Cotabato City had been doing the School Heads Observed Given Assistance (SHOGA) and Teacher Observed

Given Assistance (TOGA) since 2014. It reflects that each school was given enough attention to address the needs of the learners, teachers, and school.

In items 7, 11 and 12 with weighted mean of 3.29; it indicates that school is conducive for learning with proper ventilation and lighting, school also is mindful with the required number of school days in an academic year as mandated by DepEd Central Office, and emphasizes the teaching of English, Mathematics, and Sciences with remedial instruction. DepEd Order No. 9, s. 2005 also refer as “Instituting Measures to Increase Engaged Time-On-Task and Ensuring Compliance Therewith”, it was stipulated in Paragraph D. “Enrichment and remediation classes and individual instruction shall be encouraged to support teaching and learning, and may be conducted during to be determined by the School Head”.

The items 2 and 10 with weighted mean of 3.00, states that the subject taught in school is too difficult for the learners but the school physical structure and environment motivate learners to learn. Item 6 with weighted mean of 2.71 expresses that the school is equipped with educational media facilities/equipment. Further, in item 8 with weighted mean of 2.57 indicates that the class size of every classroom is manageable and not overcrowded. Sarmiento (2012) said in his article that the prescribed classroom size for a classroom-student ratio of 1:45 is about 7m x 7m for rural areas or 7m x 9m classroom for suburban areas. The 7m x 9m classroom shall also be the standard size for all public secondary schools, regardless of location and class size as required in DepEd Order No. 28, s. 2008.

However, items 3, 4, and 5 with weighted mean of 2.42 and 2.29 were responded as disagree. It specified that the school does not have enough library resources and computer units with internet connections. Library resources and computer units are both essential for the learners' education. Reading is recognized as an art capable of transforming man's life and his entire society, Bosavo (2011). However, in the state of the World Children Report by (UNICEF,1999), it was stated that nearly a billion people entered the 21st century unable to read a book or write their names. Joseph (2003) sees the school library as an organized collection of books and other learning materials placed in a school for the use of teachers and learners, who are the major patrons in the school libraries. Adrados (2014) on her article “Importance of Computers in Today's Education” having computers at home are no longer luxury but a necessity. The world wide

information that anyone can get with just a click on its mouse is a powerful help to learners as well as to the teachers. In many private and public school, computers are used to facilitate instruction by integrating the computer in the classroom. They become a powerful extension of the teachers. It is imperative to have an internet connection to make the computer useful especially in researching or googling.

Finally, the school's location is not far from the learners' residence. It reveals that most of the learners are residence of the barangay where the school is situated.

The overall weighted mean of 2.98 labeled as agree indicates that the teachers viewpoint that their school implementation of K to 12 Curriculum, their high standards of lessons, location, insufficient reading resources and computer units with internet, educational media facilities, learning environment with proper ventilation and lighting, standard classroom size, school activities are well planned, physical structures and environment, adherence to required number of school days, and remedial classes are all aspects to be considered that can affect the learners' performance in NAT result in English.

The data in general reveal that school needs adequate reading materials in their reading center/hubs. It further suggests that school shall make a strategy to find a donor or sponsors for additional computer units with internet connection. As of 2010, the Department of Education through DepEd Order No. 78, s. 2010 started to provide public secondary schools with at least one computer laboratory each. The DepEd Computerization Program (DCP) aims to provide public schools with appropriate technologies that would enhance the teaching-learning process and meet the challenges of the 21st century. Anticipating that public elementary schools will be given the same privilege.

Level of Home Factors Assessed by the Teachers

The weighted mean and distribution of the level of home factors as assessed by the teachers is presented in Table 11.

Table 11

Weighted Mean and Distribution of the Level of Home Factors as Assessed by the Teachers

Item	Weighted Mean	Description
1. The parents encourage their children to go to school and learn.	3.14	Agree
2. They assist them in their lessons, assignments, and projects.	2.71	Agree
3. They make reading materials available at home.	2.29	Disagree
4. They monitor their progress and weaknesses in school.	2.71	Agree
5. They provide financial assistance for their education.	2.86	Agree
6. Their home is conducive for learning and free from disturbances.	2.86	Agree
7. Their family's income can support their educational needs.	2.71	Agree
8. Their parents can provide their nutritional needs.	3.00	Agree
9. Their parents are at least high school graduates.	2.43	Disagree
10. Their parents believe that education is a way of uplifting their way of life.	3.00	Agree
11. Their parents are committed to help them pursue their higher education.	3.00	Agree
12. Their home is equipped with the equipment for learning such as study table and lighting.	2.57	Agree
Overall Weighted Mean	2.77	Agree

Legend:	Range of Weighted Mean	Description
	3.50 – 4.00	Strongly Agree
	2.50 – 3.49	Agree
	1.50 – 2.49	Disagree
	1.00 – 1.49	Strongly Disagree

The weighted mean, and description of the level of Home Factors as assessed by the teachers is manifested in Table 11. The data show that the highest weighted mean of 3.14 falls in the item 1. The data revealed that parents encourage their children to go to school and learn.

In items 6, 10, and 11 with weighted mean of 3.00 labeled as agree. In these items, parents provide their children's nutritional needs, parents also believe that education is a way of uplifting their lives, and they committed themselves to help their children pursue their higher education.

A weighted mean of 2.86 falls in items 5, and 6 labeled as agree. The result indicates that parents provide financial assistance for their children's education and their home is conducive for learning and free from disturbances. Does money affect children's outcomes? A research study by Cooper and Stewart (2013). It was found out from varied researchers that there is strong evidence that households' financial resources are important for children's outcomes, and that this relationship is one of cause and effect. Protecting households from low income is unlikely to provide a complete solution to less well-off children's worse outcomes, but ought to be a central part of Government efforts to promote children's opportunities and life chances. The impact of increases in income on cognitive outcomes appears to be comparable with the effects identified for spending on early childhood program or education. However, income influences many different outcomes at the same time, including maternal mental health and children's anxiety levels and behavior. Few other policies are likely to affect such a range of outcomes at once.

Another weighted mean of 2.71 and 2.57 falls in items 2, 4, 7, and 12 described as agree. The parents assist their children in doing their lessons, assignments, and projects. They also monitor the progress and weaknesses of their children in school as well as they can support their educational needs. Parents also make sure that their home is equipped with learning materials such as study table and lighting. Involvement in student homework can be influenced by several members of the school community: teachers, professionals who work with students and families in before and after school programs, and parent leaders. After school providers are often ideally positioned to act as a bridge of communication between home and school on issues related to student learning and homework (Cosden, Morrison, Albanese, & Macias, 2001). Further, because information about schools is often communicated through informal parent networks (Delgado-Gaitan, 1992; Sheldon, 2002), parent leaders also can support parents' involvement in homework. The suggestions below focus on how teachers can involve parents in homework and how they may tap the potential of after school staff and parent leaders in supporting parents' homework involvement.

Lastly, the weighted mean of 2.43 and 2.29 fall in items 3 and 9 described as disagree. In item 9 stated that the children's parents are either belong to uneducated or professionals while in item 3 parents don't make reading materials available at home. It says that parents with good educational attainment likely produce professional children. It further suggests that teachers should encourage parents to make reading resources available at home. Whether rich or poor, residents of the United States or China, illiterate or college graduates, parents who have books in the home increase the level of education their children will attain (Evans, et al 2010).

The overall weighted mean of 2.77 labeled as agree indicates that the teachers insight that their learners' home environment are influenced by their parents encouragement to go to school, learn and pursue higher education, assist them in their daily lessons, access to reading materials, monitor their class standings, help them financially and provide their nutritional needs, learning at home is conducive and free from unnecessary noises, parents' educational attainment, inculcate to them the implication of education in their lives, and provide learning resources at home are all factors that are advantageous to develop learners sense of inspiration to chase education and perform well in NAT in English.

Nicolas-Victorino (2011) said on her study, the child is affected either directly or indirectly by the kind of home into which he is born and reared. Individual acquires the habits of thought, speech action that are characteristics of the other members of the family in their relationship with him. Parental attitude toward the child is important. Rejection or over protection of the child by their parents interferes with their satisfaction of his need either for emotional security or for wholesome independence.

Level of Environment Factors Assessed by Teachers

The weighted mean and distribution of the level of Environmental Factors in the NAT result in English as assessed by the teachers is shown in Table 12.

Table 12

Weighted Mean and Distribution of the Level of Environmental Factors in the NAT result in English as Assessed by the Teachers

Item	Weighted Mean	Description
1. The school environment is safe from armed conflict, rido, and lawlessness.	3.29	Agree
2. The school environment is prone to natural calamities.	1.86	Disagree
3. The school is vulnerable from internal and external assault due to misunderstanding of different groups.	2.14	Disagree
4. The school is a “drug free” institution.	2.14	Strongly Agree
5. The local political leaders and community stakeholders support the programs, projects and activities (PPAs) of the school.	2.71	Agree
6. The school strictly implemented the “No Collection Policy” by the DepEd.	3.57	Strongly Agree
7. Expenditure in education such as school supplies, uniforms, etc. are affordable for the community.	3.00	Agree
8. The school is used as evacuation center.	2.14	Disagree
9. The school is affected by socio-political influence.	2.00	Disagree
10. The school received learning materials from GOs, NGOs, LGU and other stakeholders.	2.86	Agree
11. The parents, teachers, and community have strong partnership to strengthen education.	3.00	Agree
12. The community promotes the importance of education to improve the quality of life.	3.00	Agree
Overall Weighted Mean	2.76	Agree

Legend:	Range of Weighted Mean	Description
	3.50 – 4.00	Strongly Agree
	2.50 – 3.49	Agree
	1.50 – 2.49	Disagree

1.00 – 1.49

Strongly Disagree

The weighted mean and description of the level of Environmental Factors as assessed by the teachers is manifested in Table 11. The data show that the highest weighted mean of 3.57 falls in the items 4 and 6 described as strongly agree. The data revealed that school is a drug free institution and strictly implementing the “No Collection Policy” by the DepEd.

In items 1, 5, 7, 10, 11, and 12 are labeled as agree. In item 1 with weighted mean of 3.29, it expresses that school environment is safe from armed conflict, rido, and lawlessness. In items 7, 11, and 12 with weighted mean of 3.00, it shows that expenditure in education such as school supplies, uniforms, etc. are affordable for the community so as for the learners. Added to that, parents, teachers and community have strong relationship to strengthen education and with that the community promotes the importance of education to improve the quality of life of the learners. Moreover, a weighted mean 2.71 falls in item 5, states that local political leaders and community stakeholders support the programs, projects and activities of the school.

In items 3, 8, and 9 are labeled as disagree with weighted mean of 2.14 and 2.00. It clearly emphasizes that school is not vulnerable from internal and external assault due to misunderstanding of different groups nor affected by socio-political influence. The school also has not been used as evacuation center.

The overall weighted mean of 2.76 labeled as agree indicates that the teachers view on the learners’ environment is safe from any conflict or natural disasters, assault due to misunderstanding, no to drugs awareness, strong support from local barangay officials and other stakeholders especially in school activities, emphasizes the “No Collection Policy” of the department, maintains affordable learning materials for the learners and community, guarantees that it was not used as evacuation center nor affected by socio-political influence, welcomes GOs, NGOs and LGU to sponsor or donate learning resources, promotes strong partnership with the PTA and other stakeholders, and inculcates to the learners the value of education in life are all factors that can distract or encourage learners to hoist their performance in NAT result in English.

Learners' NAT Performance in English and their Grade in English

The learners' performance National Achievement Test in English and their Grade in English are shown in Table 13.

Table 13

Coefficient of Correlation Obtained from Association Between the Learners' NAT Performance in English and their Grade in English

Paired Variable	Computed r-Value	Description
NAT Performance in English and Academic Performance in English	0.279	Significant

Legend: Computed r-Value to be significant at 0.05 level with a degree of freedom of 3 should be at least ± 0.254 .

The learners' performance in NAT in English is correlated in their grade in English using the Pearson's Product Moment Correlation. The paired variable has a computed r-value of 0.279 which is higher than the tabular value of ± 0.254 ; therefore, the relationship is significant. The result reveals that the higher the learners' NAT performance in English the higher the learners' grade in English. In contrast, if the learners' NAT result in English is low, the learners' English Grade is also low.

Thus, the learners' grades in English are predictors of the learners' NAT result in English and vice versa. With the result, the null hypothesis stating that there is no significant relationship between learners' NAT result in English and the learners' grades in English is rejected.

The above result is the same with recent study conducted by Afzal, et al (2015) in Islamabad concerning in the academic achievement of their students and it was gauged by the result of English subject from the first term examination. Independent sample t-test was applied to investigate the effect of satisfaction level on students' achievement.

The results of the study revealed that satisfaction level has a significant effect on learners' overall academic achievement in the subject of English.

Relationship between Learners' and Teachers' Regard in NAT

The learners' and teachers' regard about the level of Performance in NAT in English are presented in Table 14.

In Table 14 the learners' and the teachers' regard about level of the learners' performance in NAT in English in relation to the five performance variables namely; student factors, teacher factors, school factors, home factors and environmental factors were correlated. The result indicated that the relationship between the learners' and teachers' regard about the relationship of the NAT result in English and the five identified factors is not significant.

Table 14

Coefficient of Correlation Obtained from Association Between the Learners' Regard and Teachers' Regard about the Level of Performance in NAT in English

Paired Variable	Computed r-Value	Description
Learners' regard about their level of Performance in the NAT in English and Teachers' regard about their learners' performance in the NAT in English	0.302	Not Significant

Legend: Computed r-Value to be significant at 0.05 level with a degree of freedom of 58 should be at least ± 0.878 .

The data explain that the learners' perspective about how the five variables affect the learners NAT result in English concur with the teachers' view on the NAT result in English in relation to the five factors. The data imply that the learners and the teachers have similar view concerning how the five variables affect the learners' NAT result in English. This is proven by the computed r-value of 0.302 which is lower than the tabular r-value of ± 0.878 set at 0.05 level of significance. Therefore, the null hypothesis claiming that there is a significant relationship between learners' regard in NAT result in English

and teachers' regard in relation to the performance variables; learner factors, teacher factors, school factors, home factors and environmental factors is accepted.

A study conducted by Gablinske (2014) on learner and teacher relationship and the effect on learner learning says that strong relationship between learner and teacher as components to the interactions considered essential for the learner's learning environment.

Conclusion

Based on the findings of the study, the researcher concluded that there is a need for the teachers, school, home, and the learners' environment to work collaboratively and be supportive of the learners' academic grade in English so that the learners would maximize the English learning opportunity leading to higher English grades that would capacitate them and eventually will get high a score in the NAT examination.

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