



PSYCHO-SOCIO CONSTRUCTS AFFECTING THE ENGLISH ACHIEVEMENT OF ENGLISH LEARNERS IN THE COLLEGE OF ARTS AND SCIENCES OF THE NUEVA VIZCAYA STATE UNIVERSITY BAMBANG CAMPUS

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ABSTRACT

This study attempted to determine the relationship between the psychological and sociological traits and English achievement of English learners in the College of Arts and Sciences of the Nueva Vizcaya State University Bambang Campus. Specifically, this study determined the psychological traits of the respondents in terms of analytical abilities and emotional traits; their sociological traits in terms of their extroversion, opportunity traits and dependability traits. It further determined their achievement level in English, the significant relationship between their English achievement with their psychological traits and their sociological traits. To achieve these purposes, the study used the descriptive correlation research method. The Jackson Personality Inventory was the primary instrument used in gathering the pertinent data required in the study.

The data were analyzed using descriptive statistics and the Pearson's Product Moment of Correlation (Pearson's r). The 0.05 probability level (level of significance) was the critical point of reference used in the study. Results and findings were presented in the narrative method presented in tabular forms. The results of the study reveal that the psychological traits of the respondents were rated as average. Of this, the analytical abilities of the respondents, in terms of complexity, breadth of interest, innovation, and tolerance, were found to be average. Likewise, their emotional traits in terms of empathy, anxiety, and cooperativeness, were rated as average. Their sociological traits, which were classified as extroversion, opportunistic and dependable, were found to be average. The English achievements of the respondents were rated as average and a marked or substantial relationship ($r=0.46$) was found between the analytical abilities of the respondents and their achievement in English. The relationship is significant at 0.05 probability level. However, the negligible relationship ($r=0.15$) between the emotional traits of the respondents and their achievement in English was not significant. Furthermore, a significant relationship at 0.05 probability level was found between the sociological traits and the English achievement of the respondents. Of this, a marked or substantial relationship ($r=0.58$) exists between the extroverted traits and English achievement of the respondents; the opportunistic traits and the English achievement of the respondents displayed a present but slight relationship ($r=0.38$); and their dependable traits and English achievement reflected a present but slight relationship ($r=0.29$).

KEY WORDS: *Psychological traits, Sociological traits, English Achievement*

INTRODUCTION

Awareness of teaching in any society is empowering. The more interest teachers have in gaining awareness on what and how they teach, the more freedom they will have to direct their teaching toward successful student learning (Gerald Gopherd, 1993).

Learners are influenced with various factors which lead him to better learning. Education is more

effective if the discipline is within their experiences and interests.

The articles by Pica (1991), and Bendazzoli and Escalante (1991) examine the relevance of classroom-related research to developing teacher awareness of how they teach. Pica draws upon a volume of research on language acquisition that



directly pertains to the problems that teachers confront daily.

It is obvious that we have much to learn from history of language teaching, but it is also evident that language teaching and investigation are progressing at an ever-accelerating rate. Today, however, the most significant discoveries are not those describing the new and revolutionary methods. The really new and different things in language teaching involve the different approaches of teaching. Previously, it was believed that the only basic tool a language teacher needed was a sound knowledge of the language. We know that linguistics is not the only area in which a language teacher should be trained. The importance of psychology and sociology, and other disciplines, can easily be seen by analyzing the three main areas in which these approaches to language teaching was recently changed.

Emphasis on the individual learner is the foremost. In the past, the question most frequently asked was "Which is the best teaching methodology? Now teachers asked "How can students best learn the language? The focus has shifted from the teacher to the learner, and with this has come the realization that each learner is an individual, with distinct needs, learning styles, mental schemata and attitudes. To further complicate matters, not only do different learners have different approaches to learning at different stages in the learning process. Depending on the content and difficulty of the subject matter, the learner would apply one or more of these different types of learning in a given situation. Evidently, if the teacher is to be aware of these multiple individual cognitive and personality factors and able to utilize them to the fullest, he must have more than a passing knowledge of recent investigations in psychology.

We have come to the realization that each learner possesses distinct cognitive and personality traits, and it follows that one teaching methodology will not be the most appropriate for all students. The recent tendency has therefore been toward eclecticism, selecting materials and techniques from various sources. This obviously puts a much larger responsibility on the teacher, for now he should be familiar with a much wider range of materials, exercises and activities than before. It is no longer simply a matter of picking up the textbook and teaching it. A much broader training in pedagogy is now called for.

The social factor is another major type of information vital to the teacher. In addition to knowledge about the social and cultural environment surrounding the language being taught, the teacher

should also be aware of the important factors in the students' social environment that might affect his learning. This social environment may influence language learning on two levels. The first level refers to the society as a whole from which the student comes in or in which he lives. From the students' point of view, these attitudes may hinder language learning. The second level of social factors refers to the individual social environment of each student, i.e. his reference groups. Psychological factors such as attitudes and self-esteem are known to affect language learning, but these attitudes and self-images are largely influenced by the people closest to us: family, friends, profession, colleagues, etc. Many of our values and goals are also reflections of those held by the reference groups to which we belong. Therefore, the lack of progress of a student in a language course may not be due to a lack of language aptitude, but rather to shared value that languages study is for "sissies" not "machos."

Researchers in education and in psychology have sought and investigated the variables that contribute to academic achievement, this being one of the principal outcomes of the educational experiences. These variables are non-intellectual factors such as the socio-economic levels, levels of aspirations of adjustment and motivation. These are important and need consideration because they are associated with scholastic performance. Studies showed that these non-intellectual factors influence the success or failure of the students.

In her speech at the Educator's Congress, Gonzales mentioned that the study of the National Education Testing Center revealed that families are significant factor in school achievement. High achievers were generally found to be from families in the high socio-economic levels. The families particularly the parents are strong influence in their children's achievement.

Contrary to these results, many educators have observed that a number of students with apparently high socio-economic status do poorly in school, while others with low socio-economic status do well. According to Jovero, Filipino children from depressed areas were no less intelligent than children from privileged families. Children in the depressed group were more confident in academic performance.

With the conflicting results of these studies, educators as well as researchers signaled the need to delve further in to this variable which makes for a still closer attainment of educational aims and purposes.

This study identified the respondent learners' psychological and sociological traits that may influence their performance in the teaching-learning process,



particularly in their English achievement. The researcher believes that through this, better insights into the relationship between the English achievement of the respondents and their psychological and sociological traits will be provided.

The respondents of the study consisted of 122 English students of the Nueva Vizcaya State University.

OBJECTIVES OF THE STUDY

Specifically, this study attempted to seek answer to the following questions:

1. What are the psychological traits of the student respondents in terms of: analytical abilities and emotional traits?
2. What are the sociological traits of the student respondents in terms of their: Extroversion; opportunity traits; and dependability traits?
3. What is the achievement level of the respondents in English?
4. Is there a significant relationship between the English achievement of the respondents and their psychological traits?
5. Is there a significant relationship between the English achievement of the respondents and their sociological traits?

RESEARCH DESIGN

The descriptive survey method of research was employed in this study. According to Arrenda (1994) as cited by Libres (2002), the descriptive method, particularly the mass survey approach, uses questionnaire and interviews to gather information

about the characteristics of some phenomena or to measure attitude on some subjects.

Travers (1988) on the other hand, pointed out that the principal aim in employing descriptive research are to describe the nature of a situation as it exists at the time of the study and to explore causes of the particular phenomena.

The respondents were given questionnaires taken from the Jackson Personality Inventory, an instrument that identifies the psychological and sociological profiles of the student respondents with regards to their: a) analytical abilities; b)emotional traits; c)extroversion; d) opportunity traits; and e) dependability traits.

The English achievement level of the students was determined through their final grades in their English subject. The result of the Jackson Personality Inventory test was analyzed and related to the English achievement of the respondents to determine their significant relationships.

RESULTS AND DISCUSSIONS

The results of the study reveal the following;

1. The psychological traits of the respondents were rated as average. Of this, the analytical abilities of the respondents, in terms of complexity, breadth of interest, innovation, and tolerance, were found to be average. Likewise their emotional traits, in terms of empathy, anxiety, and cooperativeness, were rated as average.
2. Their sociological traits, which were classified as extroversion, opportunistic and dependable, were found to be average.
3. The English achievements of the respondents were rated as average.

English Achievement of the English Students of the Nueva Vizcaya State University

Indicators	Scale	Frequency	Percent
Low	75-77	9	7.38
Below Average	78-81	26	21.31
Average	82-85	45	36.88
High Average	86-89	28	22.95
Near Superior	90-92	14	11.48
Total		122	100
Mean	84.04	Average	
Standard Deviation	4.12		

4. A marked or substantial relationship (r=0.46) was found between the analytical abilities of the respondents and their achievement in English. The relationship is significant at 0.05

probability level. However, the negligible relationship (r=0.15) between the emotional traits of the respondents and their achievement in English was not significant.



Correlation Matrix on the Relationship between the Psychological Traits and the English Achievement of the English Students of the Nueva Vizcaya State University Bambang Campus

Psychological Traits	English Achievement	t-value	Qualitative Description
Analytical Traits	0.46*	5.67	Substantial Relationship
Emotional Traits	0.15ns	1.78	Negligible Relationship
Mean	0.31		Slight Relationship
t-critical value	= 1.98		
Degrees of freedom	= 120		

* Significant at 0.05 probability level ns not significant

- A significant relationship at 0.05 probability level was found between the sociological traits and the English achievement of the respondents. Of this, a marked or substantial relationship ($r=0.58$) exists between the extroverted traits and English achievement of

the respondents; the opportunistic traits and the English achievement of the respondents displayed a present but slight relationship ($r=0.38$); and their dependable traits and English achievement reflected a present but slight relationship ($r=0.29$).

Correlation matrix on the Relationship between the Sociological Traits and the English Achievement of the English Students of Nueva Vizcaya State University Bambang Campus

Sociological Traits	English Achievement	t-value	Qualitative Description
Extroverted	0.58*	7.82	Substantial Relationship
Opportunistic	0.38*	3.31	Slight Relationship
Dependable	0.29*	4.49	Slight Relationship
Mean	0.42		Substantial Relationship
t-critical value	= 1.98		
Degrees of freedom (df)	= 120		

* Significant at 0.05 probability level

CONCLUSIONS

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

- Generally, the psychological traits of the respondents have been rated as average. This means that their analytical traits as indicated by their complexity, breadth of interest, and innovation traits; and emotional traits indicated by their tolerance, empathy, anxiety and cooperativeness have been rated as average.
- The sociological traits of the respondents, classified in terms of extroversion, opportunistic and dependable, were average.
- The respondents perform average in their English subjects.
- There is substantial relationship between the English achievement of the respondents and their psychological traits in terms of analytical

abilities. This connotes that the improvement of their analytical abilities of the respondents can also mean the improvement of their grades in English. However, their emotional traits and English achievement did not relate significantly.

- The English achievement and the sociological traits of the respondents are significantly related.

RECOMMENDATIONS

The findings and conclusions of the study paved the way for the following recommendations:

- English teachers should develop a background knowledge of the social environment that may possibly influence the English achievement of their students.
- English teachers should likewise endeavor to explore different pedagogical techniques,



progressive techniques, progressive teaching methods and the social and cultural aspects of the language being taught in order to improve the English achievement of the learners.

3. The analytical abilities of the students should be enhanced by using situational approaches. This may serve as motivation for the students to improve their English achievement.
4. Teachers and parents should develop mutual interest in order to understand and enhance the desirable sociological traits and the corresponding needs of the respondents.

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