

Factors Affecting the Performance of Out of School Youth Students in Composition Writing

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Abstract: This study was conducted as an action research to determine the factors affecting the performance of Out of School Youth (OSY) students in composition writing in Palauig District, Philippines. The descriptive survey method was utilized to determine student performance in composition writing and its relationship to the degree of seriousness of the problems encountered by students in taking the course. The study involved a total of fifty (50) respondents enrolled in Alternative Learning System Program in Palauig, Zambales. The researcher utilized the survey-questionnaire constructed and developed based on existing literature. The data obtained from the respondents were tallied, tabulated, analyzed and interpreted accordingly using descriptive and inferential statistics. Findings revealed that sex, and reading materials used at home were predictors of the performance in composition writing. Further analysis of data revealed that female student performed well as compared to male OSY students.

Keywords: Alternative Learning, Composition Writing, Factors, Out of School Youth, Perception, Student Performance.

I. INTRODUCTION

Writing is the primary basis upon which one's work, learning, and intellect will be judged—in school, in the workplace, and in the community. Writing is an essential job skill. Writing skills are critical to academic success. Academicians and business people view writing skills as crucial, yet increasing numbers of these professionals note steady erosion in the writing abilities of graduates. The Bureau of Alternative Learning System (BALS) was created to expand access to educational opportunities for citizens of different interest, capabilities and origins. Alternative Learning System (ALS) was established to provide out-of-school children, youth and adults population with basic education such as reading, writing and numeracy skills. The Alternative Learning System Accreditation & Equivalency Test results showed a low performance of Student in Composition Writing both in Percent Correct (PC) and Standard Score (SS). What could be the reason or the main culprit for the poor performance of Out -Of- School Youth (OYS) students in Composition Writing? Is it due to home and parent involvement, ALS center physical condition, or methods and teaching factors? Some studies in writing performance stressed out that parent's involvement and guidance play a crucial role in determining the writing competencies of students. Home and Environment factors greatly affect reading performance in English. This was verified by Cannonizado (2004) in her study that parents should spend time to guide pupils in reading and assist their children in doing homework and school activities. She added that teacher should initiate reading program activities and identify slow reader to improve reading level of students. In contrast, others argued that writing skills do not solely depend on pupil-related factors. Materials read in school, supervised writing activities and teaching techniques play an important role in writing skills of students. These pressing issues in the poor performance of students in the Alternative Learning System Accreditation and Equivalency Test have moved the researcher to seek answers to question on what really are the reasons of diminishing writing ability and low Percent Correct (PC) and Standard Score (SS) of takers.

II. BODY OF ARTICLE

STATEMENT OF THE PROBLEM:

The study aimed to determine the factors affecting the performance of out of school youth in composition writing in Palauig District, Philippines. Specifically; it sought answers to the following questions:

1. How may the factors and problems encountered in composition writing be described in terms of:
 - 1.1 Home and Parent Involvement
 - 1.2 ALS Center Physical Facilities
 - 1.3 Methods, Strategies and Evaluation Used by Mobile Teachers
 - 1.4 Administration and Supervision
2. Is there a significant difference between the responses of respondent when grouped according to their profiles variables?
3. Is there a significant relationship between Performance in Composition Writing and Factors encountered by the students?

NULL HYPOTHESES:

To make the data more lucid, the following hypotheses were tested:

1. There is no statistical significant difference between the responses of respondent when grouped according to their profiles variables.
2. There is no statistical significant relationship between Performance in Composition Writing and Factors encountered by the students.

III. METHODOLOGY

The study was designed as an action research. Action research according to Calmorin (2003) is a decision-oriented research involving the application of the steps of the scientific method in response to an immediate need to improve existing practices. This process involves practitioner who study a certain problem in vivo and from such experience draw their decisions and actions as well as evaluation. The researcher utilized the survey-questionnaire consists of two parts constructed and developed based from the readings of different theses and dissertation and on-line researches. Part I of the instrument contains the profile of the respondents accomplished by the OSY students. Part II-A of the instrument focused on the factors affecting the performance of OSY student in composition writing. Each column contains a descriptive rating such as (5) Very Intense, (4) Intense, (3) Somewhat Intense, (2) Less Intense, and (1) Not Intense. A documentary analysis of Alternative Learning System Accreditation & Equivalency Test results was also employed. Descriptive and Inferential Statistics were used to analyze data such as frequency count, percentage, weighted mean, t-test, anova and Pearson r.

RESPONDENTS OF THE STUDY:

The fifty (50) out of school youth (OSY) students from Alternative Learning System were the subjects of the study. The respondents were labeled 1-50 to maintain privacy and confidentiality of their responses as per ethics in research explained by Fraenkel (2003 p.58).

IV. RESULTS AND DISCUSSION

1. Factors Affecting the Performance of Out of School Youth (OSY) Students:

TABLE I shows the responses of the respondents with regards to the factors affecting the performance in composition writing. As shown, they perceived these problems as “less intense” on Home and Parent Involvement with a weighted mean of 2.48, Administration and Supervision with a weighted mean of 2.34, on Methods, Strategies and Evaluation with a weighted mean of 2.51. On the other hand, on ALS Facilities/Equipment/ Materials recorded the highest weighted mean

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of 2.65 interpreted as “somewhat intense”. The overall weighted mean is 2.50 with a descriptive rating of “less intense”. From the result, it could be inferred that the ALS administration and faculty were doing their roles and responsibility in the implementation of its program.

TABLE I: Perception of OSY Students on the Factors Affecting the Performance in Composition Writing

	Problems Encountered	Weighted Mean	Descriptive Rating
1	Home and Parent Involvement	2.48	Less Intense
2	ALS Facilities/Equipment/ Materials	2.65	Somewhat Intense
3	Administration and Supervision	2.34	Less Intense
4	Methods , Strategies and Evaluation	2.51	Less Intense
	Over all Weighted Mean	2.50	Less Intense

2. Significant difference between the responses of respondent when grouped according to profiles variables:

TABLE II displays the computed f-values when the performance in composition writing was tested against the profile variables. As shown in the table, it is significant in terms of sex and reading materials used at home since the computed f values of 4.59 and 3.05 respectively are greater than the tabular values of 4.00 and 2.17 respectively at 0.05 level of significance. The effect of age, civil status, type of family, highest educational attainment, and income respectively are not significant on the performance of OSY students since the computed f values of 2.04, 0.75, 1.77, 0.96, and 1.48 are less than the tabular values of 2.45, 2.76, 4.00, 2.25, and 2.17 respectively at 0.05 level of significance. The data provided sufficient evidence to conclude that sex, and reading materials used at home are predictors of the performance in composition writing. Further analysis of data reveals that female student performed well as compared to male OSY students. Findings also revealed that OSY students who used dictionary, newspapers and magazine at home performed well in their Alternative Learning System Accreditation and Equivalency Test.

TABLE II: ANOVA Table on the Effect of Profile Variables in Composition Writing

Performance	Sources Of Variance	df	SS	MS	F computed	F critical	p-value	Interpretation
Age	Treatment	9	2.69	0.30	1.0	2.04	0.44	Not Significant
	Error	40	11.79	0.30				
Sex	Treatment	1	1.27	1.27	4.59	4.00	0.04	Significant*
	Error	48	13.22	13.22				
Civil Status	Treatment	3	0.67	0.22	0.75	2.76	0.53	Not Significant
	Error	46	13.81	0.30				
Type of Family	Treatment	1	0.52	0.52	1.77	4.00	0.19	Not Significant
	Error	48	13.96	0.29				
Family Income	Treatment	6	1.71	0.29	0.96	2.25	0.46	Not Significant
	Error	43	12.77	0.30				
Education of Parents	Treatment	11	4.35	0.40	1.48	2.17	0.18	Not Significant
	Error	38	10.13	0.27				
Reading Materials Used at Home	Treatment	7	4.88	0.70	3.05	2.17	0.01	Significant*
	Error	42	9.6	0.23				

3. Relationship of Performance and Problems Encountered in Composition Writing:

Pearson (r) was employed to test the relationships between Academic Performance and Factors encountered as perceived by the OSY students in Palauig District. The Pearson (r) value of -0.0301 shows that Performance and the Factors Encountered have negative negligible relationship. A t-Test for significance was used to conclude if the value of (r) = -0.0301 is significant at 0.05 level of significance two tailed test. The table also reveals that the computed value of -0.20 is less than the tabular value of -2.02. Thus, the null hypothesis of no significance was not rejected. The findings show that at 5% significance level, the data provided sufficient evidence to conclude that Performance in Composition Writing in Alternative Learning System Accreditation and Equivalency Test and Problems Encountered have negative negligible relationship.

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TABLE III: t-Test for Significance of Performance And the Problems Encountered

Performance	Pearson (r)	n	df	t stat	critical value	Interpretation
Problems Encountered	-0.0301	50	48	-0.20	2.02	Not Significant*

V. CONCLUSION

The following conclusions were drawn based on the findings of the study:

1. The overall assessments showed that perceived problems is “less serious”. From the result, it could be inferred that the ALS administration and faculty were doing their roles and responsibility in the implementation of its program especially in composition writing but it does not totally imply that administration should relax from striving for improvement. Still, there are certain areas that must be improved especially on ALS Facilities and Materials with the greatest overall mean of 2.65 interpreted as “somewhat serious”. It must be noted that improvement is a continuous process and there is no end to it.
2. Sex, and reading materials used at home are predictors of the performance in composition writing. Parents are encouraged to provide supplementary reading materials to be read at home such as dictionary, magazine and newspapers.
3. Performance in Composition Writing in Alternative Learning System Accreditation and Equivalency Test and Problems Encountered have negative negligible relationship. .

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