

Academic Achievement of BSEd2 Students In Literature 102

Jose P. Pichay
University of Northern Philippines
Vigan City
josepichay@gmail.com

ABSTRACT

Literature is considered by students especially those who could hardly articulate their ideas and feelings as one of the most annoying and difficult subjects. In spite of this, Literature faculty do everything they can in order to make their students appreciate the diverse literary pieces discussed in class, thereby the performance of these students in the subject will improve. It is in this light that researcher conducted this study with the purpose of assessing the performance of select BSEd students in Lit 102. To statistically treat the data gathered, the researcher made use of mean and simple correlation analysis. It was found out that the performance of the respondents is average and it is not significantly correlated with their profile. As such, the researcher recommends that syllabi have to be updated, diagnostic test also has to be administered, and ideally tests given to students have to be validated. Finally, faculty members should be updated relative to the test construction.

Key words: Academic achievement, Literature, Education students, Assessment

Introduction

Providing good education is a fundamental responsibility of any institution of learning whether it is run by the government or by private individuals. These institutions are the ones that will build a foundation of a strongly developed country. Good education is considered the greatest asset in one national effort and developed as a people. Nowadays, one must identify new formulae, new techniques and strategies that will meet the demand of the changing norms of the society. There are times that problems cannot be solved by accustomed ways and traditional practices. There must be continuing search for new assumption in restructuring some deteriorating institutions.

It is believed that true education is very important for people to nation. We could hardly imagine one future if our products/ graduates will be inefficient and incompetent who will take one place in the world of work, to carry out the responsibilities and to build the nation. The teachers in the classroom cannot just talk and assume the lead roles he must update himself with the new trends, strategies and objectives geared towards the present educational system. They must be sensitive and vigilant enough to the problems of students particularly along academic performance and must always be ready to provide the most appropriated solutions.

Literature as a subject is considered by many students as one of the difficult

subjects. This reality could be associated by the fact that if one is poor in vocabulary, he will certainly encounter problems in understanding and eventually appreciating a piece of literature. One of the best means to vocabulary enhancement is through knowing the dictionary meaning of difficult words. There are instance, however, when the reader just relies on verbal context to arrive at understanding of words. Although the word may be unfamiliar, its meaning becomes clear to us as we listen. We look into the succeeding sentences and they are helpful in our understanding the meaning of words.

It has been observed a lot of language teachers that literature is hated if not cursed by many students across levels, (Urbis, 2012). These misconceptions regarding the subject have led to this situation, hence students now give lesser time for the subject because they think that it is just an ordinary story reading and telling. Though this is the nature of the subject, some students easily feel bored because they could hardly understand what they are reading.

Literature is a subject that embraces the integration of values for its being an artistic expression of beauty and truth. Literature teachers may find this easy as this deals mainly with life. It guides a man into discovering what life is and what it can give. It is life itself, life articulate thrilling and in exhaustively beautiful. Among the various forms of literary genre, short story is most likely an instrument for the inculcation of values. Selga as cited by Rubia (1993) said in her analysis of selected stories said that the beauty of nature, the simplest beauty of our lives, the tropical air of our homeland, our passion and our needs which are expressed in the light of human experience

are reflected experience in short stories. She further said that they also underscore the simplicity of our women, and the typical oriental customs and traditions.

One aspect of literature for us to have a more meaningful appreciation to what we read is the so called literary criticism. This refers to the art of sound condemnation or praise. It includes explanation, analysis, and interpretation of literature designed to throw light into literary words. Samuel Johnson calls the literary critic "a man able to distinguish the faults and beauties of writing." Literary criticism depends on the several factors: knowledge of the relations between literary conventions and traditions, literature and aesthetics, appreciation of the beautiful, observation of the principles of good taste. And techniques of analyzing literary works, and on the historical social, and biographical background on which the writer draws his work. Some literary critics and reviewers put meanings, messages, and symbols which the author never intends to have in his works.

In understanding and enjoying the novel on the other hand, the reader might find out the novelist's intentions in presenting a fictional world. He is realistic in style when he presents characters, events and objects which may actually in real life.

The literature survey inaugurated by the International Association for the Evaluation of Educational Achievement which was undertaken in 9 countries; Belgium, Chile, England, Finland, Iran, Italy, New Zealand, Sweden and the United States. Information was sought concerning the curriculum in literature for two age levels—age 14, the highest age at which all students in each of the participating nations were still in school, and age 18, the pre-university year.

The major hypotheses of the study dealt with the relationships among the stated aims of literature instructions and relationship of those aims to the place of literature in the nation's culture, the outcomes of literature instructions in terms of cognitive achievement, interests, attitudes, and the patterns of expressed responses of the individuals to the works they read. Findings showed that ability to comprehend and interpret literary texts was a subset of reading ability and was less the result of any particular curricular effort of the school done it was the result of a favorable home and school environment.

In modern literature, the term *avantgarde*, comes to view. In this, human behavior is greatly determined by an irrational impulses. Closely used with this in the world absurd which shows life's senselessness and uselessness. Devoid of purpose, the human condition presented in each absurdity and meaninglessness. A stamp of theatre of the absurd is shown through: devaluation of the language, and concrete, disjointed stage images.

Only when we can adequately provide solutions to problems encountered in the classrooms can we hope to also deliver quality education to our students. We the educators therefore bear the brunt of their responsibility. The direction towards which this generation and the next generation will take greatly depends on how we perform respective roles both in the classroom and in the community. We should then implement the educational thrust religiously and effectively.

This research output no matter how simply it may be, it will not only be for the teacher-researcher's personal consumption but it will be the students who will be eventually benefitted because by identifying the students' strengths and

weaknesses, the teacher would know what measures to institute.

STATEMENT OF THE PROBLEM

This research output sought answers to the following questions, to wit:

1. What is the profile of the respondents in terms of the following: sex; high school graduated from; residence; religion; and family income?
2. What is the level of performance in their subject?
3. In the High performing group, what is the average of the students in the following levels of questions: knowledge; comprehension; application?
4. In the low performing group, what is the average of the students in the following levels of questions: knowledge; comprehension; application?
5. Is there significant relationship between the achievement of these of students in Literature and the following variables: sex; high school graduated from; residence; religion; and family income?

Theoretical Framework

In order for the researcher to craft a comprehensive conceptualization of this research undertaking, he tried to browse diverse reading materials as well as online resources, and here are some of them.

A multitude of linguistic applications to literature had been made to show the relevance of stylistic analysis to the teaching of literature. Yet, such a linguistic approach to literature continuous to be met with reservation and even antagonism from literary scholars and educationist in many universities around

the world. The present paper adopts the point of view of a literary man concern with such linguistic processes and aims to show how the solid theoretical premises and the set of tools of analysis offered by Critical Linguistics are likely to yield interesting clue useful in interpreting poems. The essence of this research is that in order to achieve a “healthy” explorations of poems, there is a need for perspective of a linguist. Such a perspective will likely to lead to fresh inferences by pointing to potentially seminal areas in the poem and allowing students to improve their linguistic competence as well as their overall appreciation of and delight in poetry.

Against a background of theoretical reflections on myth, history and memory one can discuss their use as narrative strategies in texts from Australia and New Zealand. Scholars differ as to the meaning of myth whether it is formed by “contradictory narratives, which became involved in one another like threads of tapestry, two intertwined to summarize adequately, and endless” as Bidermann and Scharfstein suggests (1993, 9); “a system of communication” (Barthes 1972); for the expression of “man’s understanding of himself in the world in which he lives.”(Bultman 1993). That myth is not only associated with the past as it is evident in Oodgeroo’s *Stories from the Old and New Dreamtime* which raises some interesting questions about the use of myth. The boundaries between history and memory are often blurred and fluid in fiction, as is evident in the work of the New Zealand writer, Yvonne Fraser. Historical memory is a determining feature of her texts, where the boundaries between historical facts and memories of life in Denmark haunt her protagonists. In *Frederique* this intertwining becomes a strategy for investigating Frederique’s

Albert’s situation, a young woman of both French and Danish origin whose memories, fictional and real, determine many of her actions and show the tenuous link between memory and dreams.

Based on Fakeye’s (2009) investigation on the extent to which general preference of students would predict their achievement in literature in English in senior high school students. The results show that students referred prose to any other genre, the preference for prose has a significant contribution to the achievement of students in literature; and prose literature is the only genre capable of predicting students’ achievement in the subject.

Mendoza (2014), revealed in his research under taking entitled *Performance of Students in Literature of the World in North Luzon Philippines State College* that the overall level of the respondents in literature 102 is average. The length of service and monthly income of Lit 102 instructors are negatively correlated with the performance of the student-respondents in the Literatures of Europe while the relevant seminars and trainings they attended are positively correlated with the performance of these students in the Literature of Australia. As a whole, none among their profile is correlated with the performance of the respondents in the Literatures of the World

The researcher further disclosed that age is negatively correlated with the level of performance in the Literatures of Australia and Literatures of Middle East, while course is positively correlated with performance in the Literatures of South-East Asia and Literatures of America. However, place of residence and specialization are negatively correlated with performance in all the learning areas in the Literatures of the World and this

holds true to performance in the Literatures of the World.

The foremost problem encountered by lit 102 instructors was that “most students are hard up in answering comprehension questions following the higher order thinking skills”. Almost all the respondents felt that “the subject is interesting” and a few felt that “the subject is boring”. The challenge becomes bigger when critical or even more difficult questions are asked about a given literary piece. It must be noted that based on some investigations, females tend to perform better than males in English subject but the latter perform better in Math subjects. In Literature, a good command of the English language is a must in order for the reader to be able to intelligently fathom what the author would like to put across. Subsequently, the reader can also participate actively in sharing what he understands about the literary genre.

Part of the discussion of a piece is value identification and generation coming from individual readers and which are based on what is read. Posner (2001) as cited by Rosario (2009) explains that a value is a belief, mission or a philosophy that is meaningful. Whether people are consciously aware of them or not, every individual has a core set of personal values. Values can range from a commonplace, such as belief and hard work and punctuality, to the more psychological, such as self-reliance, concern for others, and harmony of purpose.

According to Lickona (1991) in a discussion of character and education for young children in school as cited by Urbiz (2012), “Character so conceived has three interrelated parts: moral knowing, moral feeling and moral behavior... habits of the mind, habits of the art, and habits of

action”. Literature also indicates that there are age related differences in these male and female performance patterns.

The program in World Literature and Culture Studies (Reid: 2001), as cited by Mendoza is dedicated to the study of literature and cultures in a broad interlingual, intercultural and interdisciplinary framework. It offers students the opportunity to explore various cultures and literature through the study of the text, either in the original language or in translation and to develop a more global consciousness and awareness. World Literature and Culture Studies introduced students to literatures of two or more languages and cultures; the questions and theories about literatures and cultures; and the contemporary and/or historical perspective on two or more cultures.

The study of different texts and cultures will enrich and enhance students' understanding of their own as well as of other cultures. This process is facilitated by the systematic comparison of such questions as literary genres, periods, movement, and dominant themes and motifs, or in the context of the mutual impact of two or more national or regional cultures. When these students will have chances going to these places, they already have at least background knowledge about who these people are, what kind of cultures they have and other vital information which will facilitate their adjustments.

It is indeed necessary to further enhance this subject as it has a very high significant contribution to the cognitive and moral development of individuals. Those who would otherwise choose to study one national or regional literature may find here a broader frame of reference for their interest. Students have the opportunity to read intriguing and

challenging texts from around the world while discovering the connections between literature and other disciplines and among the various literature studied in the program; this program offers students the possibility of exploring the relations between literature and such areas as, ideology, colonialism, film and other visual arts, gender studies, political thought and International Development Studies.

Moreover, this subject allows students to improve their analytical and critical thinking skills, develop their abilities in expository writing and oral communications, and expand the context of functionality in a second or even third language. Finally, students not only gain perspective on the world, but also deeper insights into their own culture (Reid: 2001)

In the study of Ibanez (2013), she further revealed that the pre-service English teachers of NLPSC, ISPSC and UNP had a fairly adequate level of content knowledge in the English; while those from DWCV, they had slightly adequate level of knowledge. As a whole, the pre-service English Teachers in Ilocos Sur had

a fairly adequate level of knowledge on English content”

On the other hand, a study on the performance of the first year students in the College of Arts and Sciences was conducted by Ragunjan (2005). He revealed among other things that the respondents have fair performance in sequencing events, in forming conclusions, and in skimming; however they have good performance in following instructions, in drawing implications, in getting the main idea, in scanning and in library skills. Significant relationships exist between the performance of the student in study and thinking skills and their high school grade average, CAT scores and their courses.

It is in the light of the preceding discussion with the related studies that provided the researcher a lucid and comprehensive conceptualization of this research undertaking; hence the conceptual paradigm below;

Conceptual Paradigm

The following research paradigm guided the researcher in the conduct of the study:

Independent Variables

Profile of the Respondents

- ❖ Sex
- ❖ Residence
- ❖ Religion
- ❖ Family Income
- ❖ School Graduated from

Dependent Variable

Performance in Literature

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Figure 1. The Conceptual Paradigm

The paradigm shows that the independent variables can influence the dependent variables. It further shows the

relationship between the profile of the respondents and their performance in literature.

Methodology

This research undertaking is a descriptive and correlational. This is a research design used to level the performance of the respondents in their literature subject. It is descriptive because the level of their performance is describe and co relational because it try to determine the relationship between the profile of the respondents under level of performance.

As far as the population is concerned all the 46 students under the

Knowledge	Comprehension	Application	Overall	DR
0-2	0-2	0-.06	0-5	VL (Very low)
3-5	3-4	.07-1.2	6-10	L (Low)
6-8	5-6	1.3-1.8	11-15	A (Average)
9-11	7-8	1.9-2.4	16-20	H (High)
12-13	9	2.5-3.0	21-25	VH (Very High)

researcher were considered. Relative to the date gathering instrument the researcher formulated a 25 item test which were item analyzed this test was meant to assess the level of performance of the respondents in their literature subject.

In determining the level of performance of the respondents the following range of scores and descriptive rating were use:

RESULTS AND DISCUSSION

It is disclosed in the table 1 that the majority of the respondents are female. This is supported by a frequency equivalent to 34 for female and 12 for male. It indicates that education is still a female-dominated course. Relative to their places of residence, the majority of them

live in the rural areas backed up a frequency of 29 out of 46 respondents. As far as their religion is concerned, most of them are Catholic, with a frequency of 35 and the family income bracket with highest frequency is 15,000-20,000, 17 and most of them are products of public high school with 32 out of 46 respondents.

Table 1
Distribution of the Profile of the Respondents

Profile		Frequency	%
Sex			
	Male	12	26.08
	Female	34	73.92
Total		46	100%
Residence			
	Rural	29	63.04
	Urban	17	36.96
Total		46	100%
Religion			
	Catholic	35	76.09
	None Catholic	11	23.91

Total		46	100%
Family Income			
	20,001 and above	13	28.26
	15,001-20,000	17	36.96
	10,001-15,000	11	23.91
	5,001-10,000	5	10.87
	5,000 and below	0	0
Total		46	100%
School Graduated From?			
	Public	32	69.57
	Private	14	30.43
Total		46	100%

Table 2 reveals the performance of the respondents in their subject, Literature. Their performance is average which is supported by a computed mean equivalent of 13.80. This goes to show that indeed this subject is quite difficult and is disliked by some students. This finding can be backed up by the study of Ragonjan (2005) on the assessment of the study skills of

selected College of Arts and Sciences Students. He found out that his respondents had a fair performance along sequencing events, forming conclusions and skimming. These skills are also expected from students; meaning, these must be exhibit by students in Literature classes especially in the discussion of any literary type.

Table 2
Level of Performance of the Respondents in the Lit 102

Performance	\bar{X}	DR
Lit 102	13.30	A

Table 3 indicates the distribution of questions classified as knowledge, comprehension and application. It is

reflected in said table that out of 25 questions, 13 are classified as knowledge, 9 are comprehension and 3 are analysis.

Table 3
Distribution of Questions Based on Knowledge, Comprehension and Application

Levels of questions	Objectives	# of items	%
Knowledge	<ol style="list-style-type: none"> To define some literary terms To cite the values of literature To identify some of the Greek gods and 	13	52%

	goddesses		
Comprehension	<ol style="list-style-type: none"> 1. To compare and contrast the different literary types 2. To differentiate the Shakespearean sonnet from the Italian sonnet 3. To identify the different Figures of Speech with illustrative examples 	9	36%
Analysis	<ol style="list-style-type: none"> 1. To be able to fill in the appropriate words in order to come up with the following Rhyme schemes. 2. Masculine 3. Feminine 4. Triple 5. To illustrate with examples the main kind of poetic feet 	3	12%
	Total	25	100%

Table 4 reveals the item mean scores of students in the three levels of questions. (High Performing Group). It is disclosed in the table that the overall mean score of students is $x = 13.80$, taken singly, the students have an average score on

knowledge ($x = 7.83$) and on application (1.52); low ($x = 4.58$) on comprehension. Obviously, the students have the highest mean on knowledge. This is so because this level entails only simple recall on facts or information.

Table 4
Item Mean Scores of Students in the Different Levels of Questions
(High- Performing Group)

Levels of questions	HPS	\bar{X}	DR
Knowledge	13	7.83	A
Comprehension	9	4.58	L
Application	3	1.52	A
Total	25	13.93	A

Table 5 shows the item mean scores of students in the different levels of questions (Low Performing Group). It revealed that the low performing group has low overall performance ($X = 9.00$) and on the three levels. They have again scored highest on knowledge $X = 3.0$ and

application with a mean rating equivalent of 1.17 the same trend holds true with the high performing group students. It must be noted that the researcher item analyzed the questions constructed before they were finally administered to the respondents.

Table 5
Item Mean Scores of Students in the Different Levels of Questions
(Low- Performing Group)

Levels of questions	HPS	—	DR
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		X	
Knowledge	13	4.83	L
Comprehension	9	3.00	L
Application	3	1.17	L
Total	25	9.00	L

Table 6 reveals the result of the correlation analysis showing significant relationship between the profile of the respondents and their performances in Literature 102. It was found out that the profile of the respondents along sex, residence, religion, monthly family income and high school graduated from yielded no significant relationship on the respondents'

performance in the subject as observed by the computed correlation coefficient values of less than 0.388 at .05 level of significance. This means that male and female respondents, live in the urban areas or rural areas, Catholics or non-Catholics, graduate from public or private secondary schools, and financially able or not tend to have the same performance in Literature.

Table 6
Relationship between the Profile of the Respondents and their Performance

Profiles	Performance in Literature
Sex	.018
Residence	.112
Religion	.025
Monthly Family Income	.263
High School Graduate From	.359

Conclusions and Recommendations

Based on the findings of this research undertaking, the following are the conclusions and their corresponding recommendations:

1. The level of performance of the respondents in the subject is Average. This being the case, it is necessary to update and enhance the syllabus, make the subject more interesting, provide more practical activities that require or encourage maximum students' participation.
2. Since profile is not significantly related performance, it necessitates to conduct similar study to identify and validate if this finding also holds true to a group of students who are about to take literature.

3. Faculty members must also be provided with test construction and item analysis updates, if any. Doing this will enable them to craft more effective and objective means of assessing and evaluating the performance of students.

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