

A COMPARATIVE STUDY OF PUPILS' INTEREST AND ACADEMIC PERFORMANCES IN MATHEMATICS AND ENGLISH SUBJECTS

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ABSTRACT

In the interest of providing new insights during the pandemic, this research focuses on comparing the pupils' interests and academic performances in English and Mathematics subjects across their socio-demographic profile. Behavioral, cognitive, and emotional aspects of interest towards English were examined; while teacher's presentation of content, interest and value towards Mathematics were also determined. Descriptive-comparative approaches were utilized to explore differences on these domains with respect to gender and age. Data were collected from 30 males and 30 females which were randomly selected from the three sections of Grade-6 elementary pupils. Adopted scale questionnaires were administered to measure the constructs and academic performances were retrieved from offices. Results of the study reflected no significant differences on the academic performances both in English and Mathematics concerning gender and age levels. Findings also revealed no significant differences on interest towards English with respect to gender. However, older students were found to have significant and higher emotional aspect of attitude towards English ($t(58) = -2.32, p = .02$). Regarding interest towards Mathematics, there was no significant differences across gender and age brackets. The empirical evidences on interests towards the subjects revealed modular distance learning program for elementary pupils were inclusive in the context of gender and age. Other implications, conclusions, and recommendations were incorporated in the study.

Keywords: interest towards Mathematics, interest towards English, academic performance, comparative analysis