

**RELATIONSHIP BETWEEN SELECTED FACTORS AND ACADEMIC  
PERFORMANCE OF KOREAN ELEMENTARY STUDENTS OF  
VARIOUS SCHOOLS IN ILOILO CITY,  
SCHOOL YEAR 2005-2006**

**A THESIS**

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**by:**

**Lee, Kyung-Sook**

**ABSTRACT**

This study was conducted to determine the association between selected factors such as sex, age, living arrangement, parents'/guardian's involvement in school, tutor's involvement in school performance in English, length of stay in the Philippines, level of attitude towards teachers and peers, and academic performance of Korean elementary students in six elementary schools in Iloilo City for the school year 2005-2006.

The 45 respondents of this study were officially enrolled in Central Philippine University Elementary School, Iloilo Chinese Commercial Elementary School, Iloilo Scholastics Academy, Ateneo de Iloilo, Assumption College School, and Sta. Clarita International School. These schools were chosen because they had at least five students enrolled for the school year 2005-2006. One-shot survey design was employed and data were collected using a self-administered questionnaire prepared and validated prior to data gathering. The questionnaire was written in both Korean and English to avoid misinterpretation.

In consonance with the objectives of the study, it was hypothesized that Korean students' academic performance significantly vary according to sex, age, living arrangement, parents'/guardian's and tutor's involvement in school, performance in English, length of stay in the Philippines, level of attitude towards teachers, and level of attitude towards peers. It was further hypothesized that all these factors were significant predictors of their

academic performance in school.

## **Findings**

The researcher found out that the male Korean elementary students studying in Iloilo city were more than one half percent bigger than the female students. This study further showed that a higher percentage of female students than male students who obtained an academic grade of 86 and above. This means that the female Korean students are much better than the Korean male students in their academic performance. The students' attitude towards their academic performance varied between the two groups.

Those who had a very favorable attitude towards their teachers were mostly female students. This means that female students were able to adjust better and regard their teachers more favorably than the boys did. This may be attributed to the fact female students can easily confide in and build solid relationships with their female teachers compared to their male counterparts.

This study further revealed that most Korean Elementary students were living with their parents. Those who were living with their parents obtained higher grades compared to those who were living with others. This indicates that living arrangement is related to academic performance. It is an advantage for parents to be good in English so they can better guide and follow up their children's education.

For Koreans, English proficiency determines eventual success in schools in the Philippines where the main language of instruction is English. Contrarily, Korean education system is in Korean. A typical Korean school has only one English language subject in their curriculum, even this is taught in mixed Korean and English. In fact, many families bring their children to the Philippines for the sole reason of learning Basic English language. Majority of these students employ tutors to help them cope with school and provide

additional English classes. On the other hand, the findings in this study indicate that tutor's involvement in school does not have significant association with Korean Elementary student's academic performance.

This study further revealed that those who got the highest performance in English also obtained the highest academic performance. Therefore, English proficiency affects Korean students' academic performance.

Majority of the Korean students had very favorable attitude towards their teachers and peers. The absence of significant relationship between the level of attitude towards teachers and peers, and academic performance indicates that the students' relationship with their teachers and peers had nothing to do with their academic achievement. In addition to that, there were still a number of students who could not build a good relationship with their teachers and peers due to cultural and language gap between Koreans and Filipinos.

## **Conclusions**

In view of the findings, the following conclusions were drawn:

1. There is significant relationship between sex, living arrangement, and performance in English and academic performance of Korean elementary students. Male and female students have different learning capacities. Girls perform better in English and other verbal skills compared to the boys. Moreover, students who live with their parents and those who are fluent in English are more likely to perform better in school academically.

2. There is no significant relationship between age, parents'/guardian's and tutor's involvement during the week, and length of stay in the Philippines and academic performance of Korean elementary students. Academic performances of Korean students are not affected by age, parents'/guardian's involvement in school, and length of stay in

the Philippines.

3. There is no significant relationship between the level of attitude toward teachers and peers and academic performance of Korean Elementary students. Students' academic performance is not affected by their level of attitude towards both peers and parents.

4. There is significant relationship between sex and the level of attitude toward teachers. Many of the female students viewed their teachers favorably compared to their male counterparts. Thus, the female students seem to easily relate to them compared to the boys.

5. There is no significant relationship between age, living arrangement, parents'/guardian's and tutor's involvement, performance in English, length of stay in the Philippines and the level of attitude toward teachers. Most students have a highly favorable attitude towards their teachers irregardless of age, living arrangement, parents'/guardian's and tutor's involvement, performance in English, and length of stay in the Philippines.

6. There is no significant relationship between sex, age, living arrangement, parents'/guardian's and tutor's involvement, performance in English, length of stay in the Philippines and the level of attitude toward peers. Korean students have a highly favorable attitude towards their peers irregardless of age, living arrangement, parents'/guardian's and tutor's involvement, performance in English, and length of stay in the Philippines.

## **Recommendations**

In light of the findings in this study, the following recommendations are made:

1. This study covers only a small population of Korean Elementary students in the six elementary schools in Iloilo city. The researcher suggests that the population should

also cover not only the population of Korean students in Iloilo city but also the population of Korean elementary students in the main cities in the Philippines. The more population of Korean Elementary students we use, the more information we will have.

2. Since, this study covered Elementary students in Iloilo City, future researchers should consider the inclusion of academic performance of Korean high school and college students in Iloilo city.

3. Interaction between parents and school should be encouraged, especially among newly immigrated Korean parents. Parents need to know and understand their children's progress so they could better guide and help their children cope with school work. There should be an interaction between teachers and parents to discuss whatever difficulty the ESL students are having especially in their English subjects. This will make the parents feel that they are not alienated from their children's learning experience.

4. Korean and Filipino children should be given more chance to interact. Korean children tend to befriend only their fellow Korean students. They feel that they do not belong with the others simply because they do not speak the local language. Positive relationship between locals and foreigners within the school will create a more relaxed and conducive environment for learning.