

Empirical Analysis of the Associations Between Learners' Academic Performance in English for Academic and Professional Purposes (EAPP) and Practical Research 1(PR1)

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Abstract

This study examined the relationship between learners' academic performance in English for Academic and Professional Purposes (EAPP) and Practical Research 1 (PR1) using a descriptive correlational design. Secondary data were obtained from the Electronic Class Record of 45 senior high school learners. Mean and standard deviation were used to describe performance, while Pearson's r measured the relationship between variables. Results revealed that learners performed at an "Outstanding" level in EAPP ($M = 96.38$, $SD = .94$) and "Highly Proficient" in PR1 ($M = 89.89$, $SD = 1.98$), with higher achievement in EAPP. A moderately positive and significant relationship was found between the two subjects ($r = .456$, $p < .05$), indicating that stronger academic literacy skills are associated with better research performance. Findings suggest that EAPP serves as a foundation for research competence. However, additional support and further studies using varied tools and variables are recommended to enhance learners' research skills.

Keywords: Academic Performance, English for Academic and Professional Purposes (EAPP), Practical Research 1 (PR1)

I. Introduction

Learners' academic performance is a primary indicator of the Philippine educational system's effectiveness and a vital determining factor of learners' educational success. Assessments are necessary in measuring the extent to which students achieve their short-term and long-term educational goals. Understanding the factors that influence academic performance is essential for educators, policymakers, and researchers to develop strategies that enhance learning outcomes and promote student success.

In the Department of Education (DepEd) K-12 Senior High School curriculum, English for Academic and Professional Purposes (EAPP) is a core applied subject designed to develop learners' communication skills for academic and workplace contexts. Typically offered in Grades 11 or 12 with about 80 hours per

semester, it emphasizes the functional and contextual use of English across disciplines (Department of Education (DepEd, 2013)). The subject focuses on building academic literacy by training students to read and analyze scholarly texts, identify key ideas, and understand various text structures. It also develops essential writing skills such as summarizing, paraphrasing, and composing structured outputs like critiques and concept papers, which are necessary for academic success (DepEd, 2013).

Furthermore, as an applied subject, EAPP plays a crucial role in preparing students for higher education and research-related tasks, particularly in subjects such as Practical Research 1 (PR1), where strong academic writing and analytical skills are essential. Overall, it serves as a foundation for effective knowledge production and communication in both academic and professional environments (DepEd, 2013).

Limgas (2024) identified the difficulties teachers face in developing the research skills of senior high school learners. Her research findings indicated that in building research skills, their lack of competence and writing skills were the roadblocks that prevented the teachers from conducting research writing. Meanwhile, to cope with the challenges of senior high school teachers in building students' research skills, they make use of their time by providing technical assistance to students.

Also, Cua and Marañon (2021) investigated the teachers' research exposure and competence in relation to learners' performance. In this descriptive correlational study, it was found that teachers' exposure to research could significantly influence their level of competence, but learners' performance in research was not significantly affected by teachers' exposure to and competence in research. Lastly, teachers' exposure to and competence in research do not significantly predict learners' performance.

These two preceding studies prompted the researcher to determine whether the skills learners acquired in the English for Academic and Professional Purposes subject prior to their Practical Research I subject have aided their research performance. Also, as an English teacher teaching research, the researcher was interested in whether the technical assistance provided to the learners had helped them cope with their research difficulties.

Hence, this study aimed to determine the relationship between learners' academic performance in English for Academic and Professional Purposes (EAPP) and Practical Research I (PR I). Specifically, it aimed to answer the following questions: 1. What is the academic performance of the learners in English for Academic and Professional Purposes? 2. What is the academic performance of the learners in Practical Research I? and 3. Is there a significant relationship between learners' academic performance in English for Academic and Professional Purposes and in Practical Research (PR) I?

II. Methodology

This study employed a descriptive correlational research design to describe and measure relationships among two or more variables without manipulating them. This design allowed the researcher to observe and analyze the natural occurrence and relationships between variables, providing a snapshot of how they are related in a given context.

In this study, secondary data were used. The learners' final grades in English for Academic and Professional Purposes in the first and second quarters of the first semester, and their final grades in Practical Research I in the third and fourth quarters of the second semester, were used.

To determine the learners' academic performances in English for Academic and Professional Purposes and Practical Research (PR) I subjects, Mean and Standard Deviation were employed. Meanwhile, Pearson's

r was utilized to measure the strength and direction of the linear relationship between the learners’ academic performances in these two subjects.

III. Results

This study aimed to determine the relationship between learners’ academic performance in English for Academic and Professional Purposes (EAPP) and Practical Research I (PR I).

For the descriptive results, data in the table below showed that the learners’ academic performance in the English for Academic and Professional Purposes subject was categorized as “Outstanding” with a mean grade of 96.38, SD=.94. Meanwhile, their academic performance in Practical Research I belonged to the standard as “Highly Proficient” with a mean grade of 89.89, SD=1.98. It also showed that the learners obtained a higher academic performance in English for Academic and Professional Purposes than in Practical Research.

Table 1
EAPP and PR1 Grades

Variables	N	SD	M	Description
English for Academic and Professional Purposes Grades	45	.94	96.38	Outstanding
Practical Research 1 Grades	45	1.98	89.89	Highly Proficient

Scales: Outstanding (90.00-100.00); Highly Proficient (85.00-89.99); Proficient (80.00-84.99); Passing (75.00-75.99); Fail (Below 75.00)

For the inferential data analysis, the data revealed a significant relationship between the EAPP and PR1 grades, $r = .456$, $p = .039$. It showed a moderately positive correlation, implying that those who obtained higher grades in EAPP are more likely to obtain higher grades in PR1. This implied that the more skills the learners learned in EAPP, the better they performed in their research class. These data are shown in the table below.

Table 2
Relationship Between EAPP and PR1 Grades

Variables	r	Degree of Correlation	Sig. (2-tailed)
English for Academic and Professional Purposes Grades	.456	Moderately Positive	.039*
Practical Research 1 Grades			

*Significant at $p < 0.05$

IV. Discussion

The results indicate that learners demonstrated high academic achievement in both subjects, with notably higher performance in EAPP (M = 96.38, SD = .94, Outstanding) than in PR1 (M = 89.89, SD = 1.98, Highly Proficient). This gap suggests that while students excel in language-related competencies, their performance declines slightly when these skills are applied to more complex, research-oriented tasks. This finding aligns with the nature of EAPP as an applied subject that builds foundational academic literacy, such as reading, writing, and comprehension, which are essential but may not fully translate into the more demanding processes involved in research, including data analysis, methodological design, and critical

inquiry (DepEd, 2013). Moreover, the relatively higher variability in PR1 grades ($SD = 1.98$) compared to EAPP ($SD = 0.94$) suggests that learners experience more diverse levels of difficulty with research tasks, possibly due to differences in their ability to independently apply learned skills.

The inferential results further revealed a moderately positive and significant relationship between EAPP and PR1 performance ($r = .456$, $p = .039$), indicating that students who perform well in EAPP are more likely to achieve better outcomes in PR1. This supports the assumption that competencies developed in EAPP, such as academic writing, critical thinking, and proper citation, may contribute meaningfully to research performance. The finding reinforces EAPP's role as a preparatory subject for research, as highlighted in the K–12 curriculum (DepEd, 2013). However, the moderate strength of the correlation suggests that EAPP is not the sole determinant of success in PR1, and other factors, such as research skills training, teacher support, and students' analytical abilities, may also play significant roles. This is consistent with the findings of Limgas (2024), who identified gaps in research and writing competencies as challenges in developing students' research skills, and with Cua and Marañon (2021), who found that teacher-related factors alone do not significantly predict learners' research performance. Overall, the results imply that while EAPP provides a strong foundation, additional targeted support is necessary to enhance students' research competencies and ensure higher achievement in PR1.

In conclusion, the findings show that learners perform better in English for Academic and Professional Purposes (EAPP) than in Practical Research 1 (PR1), and that a significant, moderate positive correlation exists between EAPP skills and research performance. This highlights EAPP's role in building academic literacy and supporting research readiness. However, since the study relied only on secondary data from the Electronic Class Record and excluded variables such as prior research experience and attitudes toward research, the results should be interpreted with caution. Future researchers are encouraged to use additional data-gathering tools, such as tests or surveys, and include more relevant variables. Teachers may likewise use assessment results to improve instructional strategies and enhance learners' academic performance.

V. References

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