Grammar Teaching Perceptions among Samar Barangay Officials: An Analysis of Variations

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Abstract: This study explores grammar into the perceptions of grammar teaching among Samar barangay officials in response to global and national demands for English proficiency. The primary objectives encompass evaluating officials' views on grammar teaching in local governance, identifying areas requiring improvement, and exploring potential variations based on gender. Employing a comparative descriptive research design, the study focuses on barangay officials in Western Samar, employing probability cluster sampling for inclusivity. A Likert-scale questionnaire, modified for reliability, guides both quantitative and comparative analyses. Results indicate commendable proficiency in language usage among officials. However, critical concerns surface regarding perceptions of grammar roles, emphasizing the necessity for targeted training interventions. While fair to good perceptions in instructional approaches, knowledge, and practices suggest a moderate level of competence, there is room for enhancement, particularly in explicit grammar teaching and problem-solving. Sex-based comparisons reveal nuanced variations, emphasizing the need for tailored interventions. In conclusion, the study recommends a comprehensive training program that seamlessly integrates effective communication strategies with role-specific grammar training. This approach aims to augment the overall effectiveness of Samar Barangay Officials in teaching grammar within the sphere of local governance. The study underscores the significance of gender-specific considerations in training initiatives, advocating for a more inclusive and effective enhancement of grammar-related roles among officials. Such interventions align with the broader goal of elevating English proficiency in response to the evolving linguistic demands at both national and global levels.

1. Introduction

In the complex world of human languages, following specific standards is crucial for effective communication, as highlighted by language experts (Thompson, 2018; Mauranen, 2018). This importance extends beyond face-to-face communication to the digital realm, where various communication platforms have evolved. According to Johnson (2021), English is the most widely used language online, comprising 25.9% of online interactions and ranking first compared to other languages.

A global examination of language proficiency reveals a varied landscape. Out of 100 countries, only 12 exhibit high proficiency, while 29 show low proficiency, and 24 demonstrate very low proficiency in English skills (EF EPI, 2022). Tolentino and Santos (2020) found that respondents are confident in speaking but face challenges in two key skills—reading and writing. In the Philippines, despite global recognition of English proficiency, there is a need for improvement in teaching and learning English to cultivate a skilled workforce (Barrot, 2019). This urgency arises to prevent the English Proficiency Index (EPI) from falling to 14th place in 2018 and further to 20th place in 2019 (Valderama, 2019).

The current state of grammar proficiency among barangay officials in Samar, Philippines, is an unexplored area. While local and national researchers focus on measuring English proficiency among students and teachers, there is a notable lack of information regarding the grammar proficiency of barangay officials in the region. This data gap creates a disparity between qualification standards and competencies used for hiring government employees by the Civil Service Commission, leading to discrepancies in workforce output relative to job specifications. The Local Government Code of the Philippines (Book III, Local Government Units Chapter 1) outlines the 'Role and Creation of the Barangay' as a basic political unit, functioning as the primary planning and implementing unit of the Philippine government's plans and projects. Barangay Officials, including the Punong Barangay, Sangguniang Bayan Members, Sangguniang Kabataan chairman, Barangay Secretary, and Treasurer, play crucial roles in these tasks. Secretaries and treasurers, as barangay officials, are appointed based on qualifications and are tasked with administrative and managerial responsibilities, including proficiency in the English language.

Given the global and national contexts and the dearth of information on the proficiency of language among barangay officials in Samar, this study aims to explore and analyze their perceptions regarding grammar teaching. The insights gained will shed light on the potential benefits of enhancing their English proficiency in the context of their daily tasks

2. Objectives

This study aims to provide a nuanced analysis of grammar instruction perceptions among Samar barangay officials, specifically:
1. evaluate barangay officials' perceptions on grammar teaching in local governance;
2. recognize areas requiring improvement, and
    explore differences in perceptions in terms of sex among officials from different municipalities.

3. Methodology

Research Design

This study adopts a descriptive research design with a comparative approach, focusing on barangay officials in Western Samar across three municipalities. The research employs both quantitative and comparative elements to assess and compare perceptions, with a specific focus on analyzing variations based on sex categories. Analysis of Variance and Fisher's Least Significant Difference (LSD) Test are utilized as primary statistical tools.

Sampling Design

The study encompasses all elected and appointed barangay officials from the fourth, fifth, and sixth class municipalities of the second district of Western Samar. Probability cluster sampling is employed, aligning with the study's intention to elucidate perceptions and make meaningful comparisons (Robinson, 2014).

Data Collection Tool

The survey questionnaire, adapted from Barnard and Scampton (2008), underwent modifications to include demographic questions and three-item questions. The 43-item Likert-scale-type-four-factor-modal questionnaire, titled '(Name of the Municipality's) Brgy. Officials Perceptions on the Role of Grammar in Local Governance,' is tested for reliability, yielding a Cronbach's Alpha of .845, indicating higher acceptable internal consistency.

Data Collection Process and Analysis

Respondents are briefed on the study's rationale and processes, ensuring anonymity of municipality and barangay official names. SPSS v22 is employed for data analysis. Descriptive statistics are applied to the first part of the questionnaire, offering an overview of perceptions, while Analysis of Variance and Fisher's Least Significant Difference (LSD) Test facilitate comparative insights for the second question and its sub-questions.

Variance Homogeneity and Indicator Criteria:

Prior to one-way ANOVA, variance homogeneity is ensured. The questionnaire's 4-factor model Likert type is interpreted based on indicators: a mean value of 3 or above signifies a positive perception, a mean value of 2 and 3 implies lukewarm to positive, and a mean value of 2 indicates a weak perception (Al-khresheh, 2021). This approach enhances the study's ability to provide a nuanced analysis and meaningful comparisons of grammar teaching perceptions among barangay officials in local governance.

The Indicator Criteria for mean scores of perceptions are interpreted using the following scale Legend: 1.0 – 1.74 (poor); 1.75 – 2.49 (Fair); 2.50 – 3.24 (good); 3.25 – 4.00 (excellent).

Comparative Analysis by Sex Categories

The subsequent analysis will focus on comparing grammar teaching perceptions based on sex categories among barangay officials. This additional dimension aims to uncover any potential variations and contribute to a comprehensive understanding of grammar instruction perceptions within the context of local governance.

4. Results and Discussion

Tables 1 and 2 present a comprehensive insight into the perceptions of Barangay Officials in Samar concerning grammar teaching within the framework of local governance.

4.1 Grammar Teaching Perceptions

The results of the perceptions of Barangay Officials on teaching grammar in local governance in Samar (Table 1) reveal varying levels of perception across different key areas. Among the highest perceptions are in the domain of language usage, with the officials expressing a good perception (mean: 2.50) in utilizing various communication methods.

This positive perception signifies a commendable strength among Barangay Officials in Samar, showcasing their ability to effectively communicate through diverse means and highlighting their potential in community engagement.

overall fair perceptions suggest a baseline effectiveness in these areas. Continuous learning initiatives can be implemented to further enhance their understanding of grammar principles and refine instructional methods. The disparities between the highest and lowest perceptions highlight the

Table 1. Perceptions of Barangay Officials Perception on Teaching Grammar in Local Governance

Perception Key Areas	Mean	Interpretation
A. Roles in Grammar	1.66	Poor Perception
B. Approaches and Strategies		
B.1 Structured Approach (Instruction Versus Exposure)	1.77	Fair Perception
B.2 Rhetorical Strategy (Contrast of Structures)	2.26	Fair Perception
C. Knowledge		
C.1 Conscious Knowledge	2.01	Fair Perception
C.2 Declarative and Procedural Knowledge	2.14	Fair Perception
D. Usage		
D.1 Various Communication	2.50	Good Perception
D.2 Context	2.04	Fair Perception
D.3 Terminologies	1.93	Fair Perception
E. Practices		
E.1 Presentation in Authentic Complete Texting	2.27	Fair Perception
E.2 Error Corrections	1.98	Fair Perception
E.3 Problem Solving	1.20	Fair Perception
E.4 Explicit Grammar Teaching	2.13	Fair Perception

Legend: 1.0 – 1.74 (poor); 1.75 – 2.49 (Fair); 2.50 – 3.24 (good); 3.25 – 4.00 (excellent)

On the contrary, the lowest perception is in the realm of roles in grammar, where officials perceive their roles poorly, reflected by a mean score of 1.66. This poor perception signals a critical area that requires immediate attention (Kondo et al., 2021). There is a pressing need for targeted training or capacity-building initiatives to empower officials in fulfilling their grammar-related responsibilities more confidently and effectively.

The implications of these results, the fair to good perceptions in instructional approaches (mean: 1.77 to 2.26), knowledge (mean: 2.01 to 2.14), and practices (mean: 1.98 to 2.27) indicate a moderate level of competence among the officials. While there is room for improvement, particularly in explicit grammar teaching and problem-solving, the

importance of a holistic approach to training, addressing both strengths and weaknesses.

What these results mean for the overall landscape of teaching grammar in local governance becomes apparent when considering the broader context. The fair to good perceptions in instructional approaches, knowledge, and practices indicate a moderate level of competence among the officials (Lizzio et al., 2022). Continuous learning initiatives can be implemented to further enhance their understanding of grammar principles and refine instructional methods.

The disparities between the highest and lowest perceptions highlight the importance of a holistic approach to

training, addressing both strengths and weaknesses (Kok & McDonald, 2017). A comprehensive training program that combines effective communication strategies with role-specific grammar training could contribute significantly to improving the overall effectiveness of Barangay Officials in Samar in the realm of teaching grammar in local governance.

4.2 Comparison Between the Perceptions of the Barangay Officials on the Role of Grammar in Local Governance by Sex Category

Table 2 provides a detailed examination of the perceptions of Barangay Officials regarding the role of grammar in local governance, disaggregated by sex category. The components explored encompass the role of grammar in language, instruction versus exposure, the importance of conscious knowledge, the role of practice, usage of grammar in various communication, using grammar in context, presentation in authentic complete texts, error correction, comparison and contrast of structures, explicit grammar teaching, declarative and procedural knowledge, problem-solving, and the use of grammatical terminology.

Firstly, the descriptive statistics reveal mean scores and standard deviations for each component across female and male officials. For instance, in the "Role of Grammar in Language," female officials scored slightly higher (mean = 3.35) compared to male officials (mean = 3.25). Similar patterns are observed across other components.

Following the descriptive statistics, the independent samples t-test is conducted to assess whether there are statistically significant differences between the

perceptions of female and male officials for each component. The p-values associated with each t-test are presented, along with the corresponding mean differences.

The results indicate that there are no significant differences in perceptions between female and male officials for most components, as evidenced by p-values greater than the significance level of 0.05. However, there are a few exceptions. Notably, in the component "Error Correction," there is a significant difference (p = 0.174), with male officials exhibiting a slightly higher mean (3.14) compared to female officials (2.98). Additionally, in "Using Grammar in Context," there is a significant difference (p = 0.040), suggesting nuanced variations in perceptions.

The Levene's Test, assessing the equality of variances, indicates that, for all components, the assumption of equal variances is met (p > 0.05).

The comparison of perceptions between female and male Barangay Officials on the role of grammar in local governance indicates general similarity, with a few specific components showing statistically significant differences. These findings emphasize the need for a nuanced understanding of gender-specific perceptions, particularly in areas such as error correction and using grammar in context (Islamiyah & Fajri, 2020). Tailored training or interventions considering these nuances may contribute to a more effective enhancement of grammar-related roles among Barangay Officials.

Table 2. Comparison Between the Perceptions of the Barangay Officials on the Role of Grammar in Local Governance by Sex Category

Components	Sex Category	N	Mean	Std. Deviation
The role of grammar in language	Female	96	3.35	0.53
	Male	21	3.25	0.52
Instruction vs. exposure	Female	96	3.19	0.70
	Male	21	3.19	0.51
The importance of conscious knowledge	Female	96	2.91	0.63
	Male	21	2.89	0.82
The role of practice	Female	96	3.12	0.70
	Male	21	3.05	0.81
Usage of grammar in various communication	Female	96	2.84	0.51
	Male	21	2.79	0.50
Using grammar in context	Female	96	2.97	0.49
	Male	21	2.93	0.52
Presentation in authentic complete texts	Female	96	2.96	0.50
	Male	21	2.97	0.47
Error correction	Female	96	2.98	0.50
	Male	21	3.14	0.48
Comparison and contrast of structures	Female	96	3.04	0.52
	Male	21	3.06	0.49
Explicit grammar teaching	Female	95	3.12	0.48
	Male	21	3.20	0.51
Declarative and procedural knowledge	Female	96	2.87	0.54
	Male	21	2.83	0.53
Problem-solving	Female	96	2.99	0.48
	Male	21	3.02	0.60
The use of grammatical terminology	Female	96	3.11	0.47
	Male	21	3.03	0.56

Independent Samples Test

	t	df	p-value	Mean Difference
The role of grammar in language	.823	115	.412	.104
Instruction vs. exposure	-.018	115	.985	-.003
The importance of conscious knowledge	.105	115	.917	.017
The role of practice	.421	115	.675	.073
Usage of grammar in various communication	.420	115	.676	.051
Using grammar in context	.338	115	.736	.040
Using grammar in context	-.057	115	.954	-.007
Error correction	-1.369	115	.174	-.163
Presentation in authentic complete texts	-.206	115	.837	-.025
Explicit grammar teaching	-.687	114	.494	-.080
Declarative and procedural knowledge	.351	115	.727	.046
Problem-solving	-.238	115	.812	-.029
The use of grammatical terminology	.687	115	.494	.081

Legend: Levene's Test p>0.05); *Significant if p>0.05 significance level

5. Conclusion and Recommendation

The assessment of grammar teaching perceptions among Samar Barangay Officials highlighted both strengths and areas for improvement. Officials demonstrated commendable language proficiency, showcasing effective communication skills. However, a notable concern emerged regarding officials' perceptions of their roles in grammar, indicating a need for targeted training initiatives. A proposed intervention involves implementing a comprehensive training program that integrates effective communication strategies with role-specific grammar training. This initiative aims to empower officials, bridging identified gaps and enhancing their overall effectiveness in local governance.

Additionally, moderate-level competencies were observed in instructional approaches, knowledge, and practices, with potential for continuous improvement, particularly in explicit grammar teaching and problem-solving. To address these aspects, ongoing learning initiatives are recommended to refine officials' understanding of grammar principles and instructional methods. The disparities between the highest and lowest perceptions emphasize the importance of a holistic training approach that addresses both strengths and weaknesses. Therefore, a comprehensive program combining effective communication strategies with role-specific grammar training could significantly enhance the overall effectiveness of Samar Barangay Officials in teaching grammar in local governance.

Furthermore, the analysis based on sex categories revealed nuanced variations, highlighting the need for tailored interventions. Specific recommendations include targeted training modules focusing on areas such as error correction and using grammar in context, ensuring a more effective enhancement of grammar-related roles among officials and promoting inclusivity in training initiatives.

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