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Research Article

The Level of the English Proficiency Affecting the Academic Performance of the Freshmen College Students at Gordon College, Olongapo City

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ABSTRACT

The objective of the study is to determine the level of proficiency in the four English language skills of freshmen students of selected courses at Gordon College and established its relationship to academic performance. The design used was descriptive method with the questionnaire as the main instrument in gathering the data. The researcher devised new research questionnaire that would suit to present study. The researcher made a 50-item English Proficiency Test which covered the four language skills in English which are reading, listening, writing, and grammar. It was concluded that: 1. Typical freshman student-respondent is a female, 17 years old, whose parent is college graduate or a college undergraduate, enrolled as BSHRM, BCSC/IT or BSBA and products of private or public high schools. 2. The level of performance of a student-respondent in reading is excellent (10.27), in listening (8.33) and writing (8.1) above average and in grammar (7.69) average. 3. The academic performance in English is above average. 4. There is significant difference in the level of proficiency of student-respondents in the four (4) language skills. 5. There is significant difference in the level of proficiency in the four (4) language skills when respondents are grouped according to age, course, parent's highest educational attainment and type of high school graduate from but no significant difference when grouped according to sex. 6. There is significant relationship between the level of performance in the four (4) language skills and academic performance in English subjects of the student-respondents.

Keywords: *English Proficiency, Freshmen, Grammar, Listening, Reading, Writing*

Introduction

In our modern world, new technologies used innovative gadgets and a modern way of life are being prioritized. Each country must be globally competitive enough to acquire higher level of modern living. Where will the students learn the English language if the country is not an English speaking country? Of course in

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school if from the moment the student steps in his feet in school, English language is taught already, why is it that it cannot still be mastered by many?

The teaching of English language is schools here in the Philippines has started many centuries ago, way back to the occupation of the Americans. During that time, English language was insisted to be learned by Filipinos. Books in Filipino and Spanish version were translated to English language which made it a very important language to be learned. It has been very long and tough since then but study shows that we have a very low percentage in English proficiency test both in secondary and tertiary levels.

The focus mainly of this study is to assess the level of English proficiency of Gordon

College's First Year students mainly because I used to teach in this school.

Despite the fact that the majority of the Philippine population has at least some degree of fluency in the English language, a gradual deterioration can be observed based on the EF English Proficiency Index (an annual ranking by their level of English) over the past years from 14th place in 2018 to 20th in 2019, the Philippine`s ranking dropped to 27th in 2020. Though in 2021, the Philippines climbed up to rank 18, it is still far from its 13 ranking way back in 2016. In February 2018, an article published by the GMA News and PhilStar Global mentioned that the English proficiency level of College graduates from the Philippines is lower than the target English proficiency of High school students in Thailand and the competency requirement for taxi drivers in Dubai according to a study conducted by the Hopkins International Partners.

Philippine representative to the group called Test of English for International Communication (TOEIC). Rex Wallen Tan, general manager of Hopkins International Partners, explained that this was alarming considering that taxi drivers in Dubai, United Arab Emirates, were expected to have a TOEIC proficiency score of 650, and business process outsourcing agents should have a score of 850 in the metric, while the average English proficiency score of a Philippine college graduate was only 631.4, based on the metrics of the Test of English for International Communication. There was also a report by Andrew King, country director for the Philippines of IPD Education (an Australian Company offering English language testing in 80 countries for students, professionals, and others wanting to migrate, seeking to work, or pursue higher education to English speaking countries), that the overall average score of Filipino IELTS takers was disappointing because many of them were supposedly "educated". This reflects that English standards in the Philippines are slipping, according to the results compiled by IPD Education in 2021.

Suarez, 2020 mentioned that the English used by Filipinos has "deteriorated". She further discussed that there is a lack of (good) model input in and out of the classroom. As she observed, even some English teachers don't have the same great command of the language as before. In the past, we even had Native English Speakers as teachers. Students in their 30s and 40s had the chance to learn and acquire the language under them. The implication of this to language teaching is that the input that the students receive might contain some inaccuracies in terms of pronunciation and grammar. Perhaps we could study and get to the root of this issue by looking through the current English classroom situation and ESL situations.

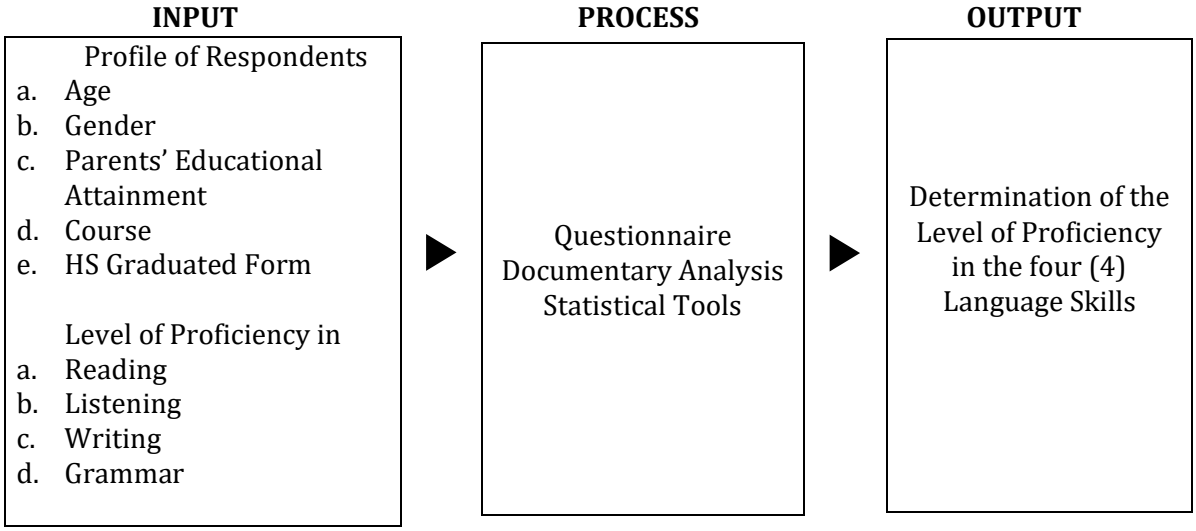
Furthermore, the tertiary education in the country requires proficiency in English since it is used as a medium of instruction in the majority of the courses offered. However, since the implementation of bilingual education in the Philippine schools as stipulated in Department Order No. 9 s. 1973, the problem of developing Filipinos competence in both English and Filipino still continues to this day.

Accordingly, it is observed that while Filipino is gaining headway, English is lagging behind. Further, it is said that the English of Filipinos has deteriorated. Accordingly, this deterioration is manifested in the inability to use grammatically correct English in oral and written discourses, the lack of language frequency, the poor reading comprehension skills caused by the lack of interest in reading and the poor or incoherent writing (Soriano, 2022).

Conceptual Framework

All Stakeholders are well aware of the instrumental value of English in its ability to open doors for students, both at school and in their careers (Pal, 2005; Ramanathan and Bruning, 2003), though the intrinsic value of learning English is nothighly prized. Teachers are acutely aware of their need to master the language as a requirement for academic success and consequently hold the belief that students "should learn to communicate freely and to understand (English)" (Ramanathan and Bruning, 2003).

English proficiency is therefore perceived as a requirement for upward social and economic mobility and lack of fluency in English reading, writing, speaking and listening would affect personal and professional advancement (Pal, 2005).



Paradigm of Study

Figure 1, the Paradigm of the study shows input box consists of the profile of the respondents, the level of proficiency of the student-respondents in the four (4) language skills . Variables under profile are sex, age, course, educational attainment of parents and type of high school graduated from. The level of proficiency in the four English language skills consists of listening, reading, writing and grammar. The process box consists of the instruments used to gather the needed information and data. The output box identifies the outcome of this study which is to determine the students' level of proficiency in four (4) language skills.

Statement of the Problems:

Generally, this study aims to determine the level of English proficiency of the one hundred (150) freshmen college students at Gordon College.

Specifically, this aims to answer the following questions;

1. What is the profile of the student-respondents in terms of:
   1.1 sex
   1.2 age
   1.3 educational attainment of parents
   1,4 course
   1.5 type of high school graduated from
2. What is the level of proficiency of student-respondents in the four (4) English language skills?
   2.1 reading
   2.3 writing
   2.2 listening
   2.4 grammar
3. Is there a significant difference in the level of proficiency of the student-respondents as to:
   4.1 reading
   4.3 writing
   4.2 listening
   4.4 grammar
4. Is there a significant difference in the level of proficiency in the four (4) language skills

when student-respondents are grouped according to the variables cited in Problem # 1?

Hypotheses

The researcher hypothesized that:

1. There is no significant difference in the level of proficiency of student-respondents in the four (4) English language skills: reading, listening, writing, and grammar.
2. There is no significant difference in the level of proficiency in the four (4) language skills when student-respondents are grouped according to variables cited in Problem 1.

Significance of the Study

The result of this study will be very important to the following:

Administrators. The results can help the administrators in planning programs, developing and providing appropriate materials, and in making a curriculum that will help the students in improving their performance in English.

Teachers. Through this study, the teachers in English can appraise and assess the weakness of their students in the different language skills in English and at the same time know the factors that affect the students' performance in English so as to do remedial measures to help students develop their communicative competence. The teacher will have to look at the problems more effectively for the improvement of the teaching- learning process and to master the language to some extent.

Students. Ultimately, the researcher hopes that there will be improvement in the performance of college students in English.

Parents. The researcher hopes that the parents will be motivated to provide assistance especially on the availability of English instructional materials and expose their children into English learning experiences.

Community. Likewise, the researcher hopes that community leaders will provide reading and internet centers so that the youth will have easy access of English materials.

Scope and Limitation

This study focused on the English proficiency of one hundred and fifty (150) first year college students from the one thousand ninety four (1,094) first year college students of selected courses at Gordon College for the second semester of school year 2010-2011. I used the method of convenience to this study for the reason that since I left the school it was hard for me to do the work without the approval from the authorities. But I am thankful that I was given the opportunity to gather data from the one hundred fifty (150) students.

Student-respondents came from the different courses of the college. These courses were as follows: Bachelor in Secondary Education (BSED), Bachelor of Science in Elementary Education (BEED), Bachelor of Science in Hotel and Restaurant Management (BSHRM), Bachelor of Science in Information Technology (BSIT), Bachelor of Science in Business Administration and Bachelor of Science in Nursing (BSN).

Methods

This chapter discusses the research design, the respondents, the sampling, the data gathering instrument, the data gathering procedures and the statistical treatment that I had used.

Research Design

The descriptive method was used with the questionnaire as the main instrument in gathering the data.

Descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It can answer *what*, *where*, *when* and *how* questions, but not *why* questions. A descriptive research design can use a wide variety of research methods to investigate one or more variables. Unlike in experimental research, the researcher does not control or manipulate any of the variables, but only observes and measures them (MCCombes 2019).

Research Locale

This area in which the research has been conducted is at Gordon College, Olongapo City. It is located at the former hospital. In the second vicinity, we can also find the Olongapo City Convention Center. And in front of the school is the Leo's Park and furthermore, we can also find the Marikit Park and which is also utilized

by the students for activity practices and school intramurals. The study was conducted from February 2011 to March 2011.

Research Instrument

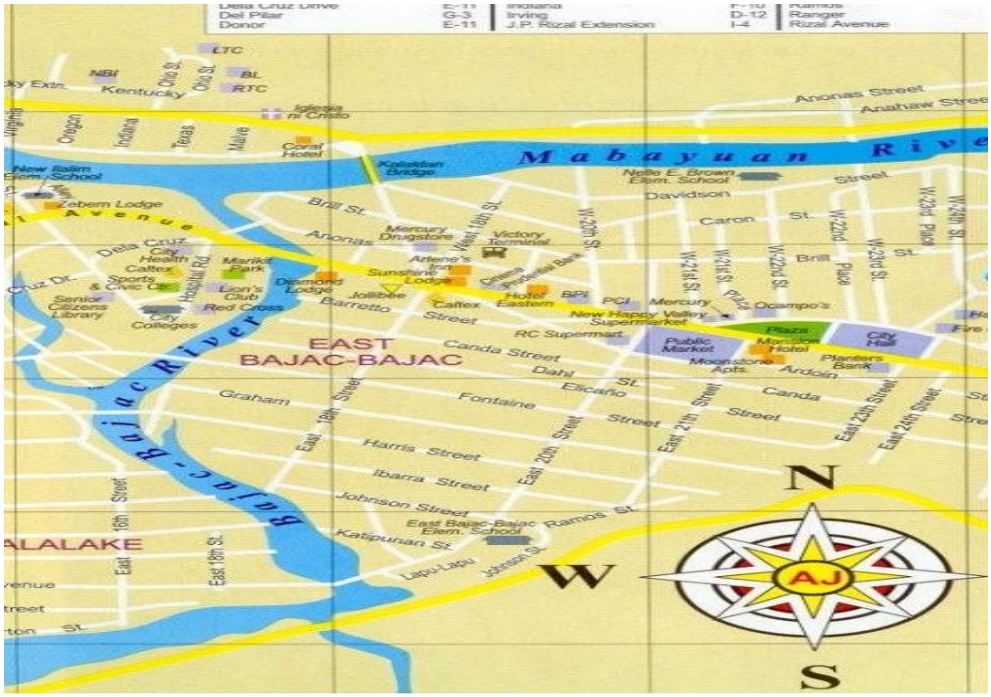
The researcher adopted research instrument (questionnaire). The researcher also made used of the sample test presented by Flores (2000) in the Journal of English Studies and Comparative Literature. The researcher utilized these in devising a new research questionnaire that would suit to present study. The researcher made a 50-item English Proficiency Test which covered the four (4) language skills in English which are reading, listening, writing, and grammar.

The test consisted two parts. Part 1 aimed to gather information on the students' profile such as sex, course, age, school type graduated from, parent's educational attainment.

Part 2 is the English Language Proficiency test. It composed of four parts – reading, listening, writing and grammar.

Respondents

This study focused on the English proficiency of one hundred and fifty (150) first year college students from the one thousand ninety four (1,094) first year college students of selected courses at Gordon College for the second semester of school year 2010-2011. I used the method of convenience to this study for the reason that since I left the school it was hard for me to do the work without the approval from the authorities. But I am thankful that I was given the opportunity to gather data from the one hundred fifty (150) students.



Map of Olongapo City

Validation of Instrument

To test the validity and reliability of the English Language Proficiency Test, the researcher discussed the test to the English teachers for critiquing and recommendations. The questionnaire which was given to the respondents were questions on the students related factors which comprise of their age, gender, parent's educational attainment, courses taken and the high school they graduated from. Results of the test and the suggestions will be noted and incorporated to further improve the said test.

Data Gathering Procedures

This determination of the inputs of this study marked the beginning of the data gathering. On February 04, 2011, it was my last day

at Gordon College. I had given a proficiency examination on my Speech and Oral Communication Classes. There were forty three (43) second year students whom I had given the exam. The exam that I used was the same exam I used during the review of our graduating students who will take the board exams afterwards. The result was quite satisfactory.

After the questionnaires and tests have been accomplished, the researcher asked the approval of Gordon College to administer the tests through a formal letter. I had written two requests addressed to the president of the school. It was the request for the school data and the request to conduct the study. When the school official, particularly the president approved the requests, the researcher administered the tests to the respondents. The researcher distributed, assisted, collected, and checked the papers afterwards. The questionnaires separately accomplished by the respondents. Questionnaires have many uses, most notably to discover what the masses are thinking. These include: market research, political polling, customer service feedback, evaluations, opinion polls, and social science research (O'Leary, 2014).

Statistical Treatment of Data

This checking of the answered test and questionnaires was followed by the tabulation of data. The tests has undergone item analysis to determine the points of difficulty of the respondents in the questions provided. Then, ANOVA was used as the statistical treatment.

ANOVA is used to determine a significant or non-significant relationship between the student related factors, school related factors between the English Proficiency levels of the students.

Steps in the Computation of ANOVA

1. First step is to compute for the total sum of the squares

   $TSS = (\sum x)^2 / N$

   Where : TSS = Sums of the Squares
   $\sum x^2$ = sum of the squares of each entry
   $\sum x$ = sum of all columns
   N= total number of entries

Steps in the Computation of ANOVA

2. Second step is to compute of the squares between column

   SSb = 1/no. of rows x (Sum of each column)2 – (x)2/N

   Where: SS = sum of squares between column
   X = sum of all columns
   N = total number of entries

Steps in the Computation of ANOVA

3. The third step is to compute for the sum of squares within =column

   $SS_w = TSS – SS^B$

   Where: SSB = sum squares within-column
   TSS = total sum of squares
   SSB = sum of squares between-column

Steps in the Computation of ANOVA

4. To complete the ANOV table, calculate the mean of sum of squares.

   MSS = SS / df
   SS sum of squares (between – column ad within-column)
   Df = degrees of freedom
   F= test formula is applied after completing the NOVA table.

   Where: SSB = mean of squares between-column
   SSw =mean sum of squares within-column

Steps in the Computation of ANOVA

5. ANOVA used to test the hypothesis

F=MMSB/MSSw

Where: TSS = Sum of square total
SSb= sum of square between
SSw= sum of squares within

Steps in the Computation of ANOVA

6. Interpretation for the level of performance the different language skills in English

Table 1

Score	Descriptive Rating
13-15	Excellent
10-12	Above Average
7- 9	Average
4-6	Below Average
0-3	Poor

There were two parts of the test that have fifteen (15) points and two that have ten (10) points. For fifteen (15) items, 13-15 is considered an excellent, 10-12 is considered above average, 7-9 is average, 2-6 is below average and 0-3 is poor.

Table 1-A

Score	Descriptive Rating
9-10	Excellent
7-8	Above Average
5-6	Average
3-4	Below Average
1-2	Poor

There were two parts of the test that have fifteen (15) points and two that have ten (10) points. For ten (10) items, 9-10 is considered an excellent, 7-8 is considered above average, 5-6 is average, 3-4 is below average and 1-2 is poor.

Results and Discussion

This chapter presents, analyzes and interprets the data collected for the study. It presents the profile of the student-respondents, the level of performance in the four (4) language skills in English.

Profile of the Respondents

1. Sex

Table 2. Distribution of Respondents According to Sex

Respondent's Sex	Frequency	Percentage
Male	**53**	**35.34**
Female	**97**	**64.66**
Total	**150**	**100.0**

Table 2 presents the distribution of respondents according to sex. As gleaned from the table, seventy-eight (53) or 35.34 percent are males and one ninety seven (97) or 64.66 percent are females.

Generally, records from the Registrar's Office show that almost all courses in the institution are female dominated. It is also a trend because usually females continue college education based on the data related to enrolment trends. More families allow the female members to enroll college as female have higher employment chances.

The non-significance of sex may be attributed to the fact that both sexes have a common goal which is to become proficient in the English language. Every individual, whether male or female, sees the significance of English language nowadays. Because of the stiff competition, being proficient in the language is a major factor in securing a work. It is a requirement. Most companies prefer applicants with good communication skills both in written and oral.

Table 2-A. T-test on the Difference Between Respondents' Gender

Gender	N	Mean	Std. Deviation	DF	Computed t	Critical t	Significance
Male	53	33.45	6.244	148	1.572	1.660	Not Significant
Female	97	35.04	5.730				

Table 2-A shows that descriptive statistics of the respondents as grouped according to their sexes with the t-test of the difference in means. It can be gleaned that females have higher mean (35.04) than males (33.45) with standard deviation of 5.730 and 6.244 respectively, thus heterogeneous scores are observed. The computed t is 1.572 which is less than the critical t of 1.660, thus the difference is not significant. Null hypothesis is accepted. Even though females have a two-point gain in average against males, that difference is not significant. Male and female have an equally scored mean.

2. Age

Table 3. Distribution of Respondents according to Age

Respondent's Age	Frequency	Percentage
15 years old	2	.13
16 years old	51	34
17 years old	66	44
18 years old and above	31	21.67
Total	150	100.0

Table 3 presents the distribution of respondents according to age. As shown in the table, two (2) or .13 percent is 15 years old; fifty-one (51) or 34 percent are 16 years old; sixty six (66) or 44 percent are 17 years old and thirty one (31) or 21.66 percent area 18 years an above. The mean age is 17.0 years old.

It is understandable that student-respondents' mean age is 17.0 years for a Filipino child starts primary education at the age of 7 and respondents are in the freshman year of college education. It can be observed that Filipino families usually aim to finish education at an age not beyond twenty five years old for four-year degree course. It is a Filipino culture that family heads prefer to send children at a continuous phase no matter how difficult it will be.

3. Highest Educational Attainment

Table 4. Distribution of Respondent's Parents Highest Educational Attainment

Respondents	Frequency	Percentage
Master's Degree Holder	1	.67
College Graduate	61	40.67
College Undergraduate	28	18.67
High School Graduate	52	34.67
High School Undergraduate	4	2.67
Elementary Graduate	4	2.67
Total	**150**	**100.0**

The above table presents the distribution of respondent parent's highest educational attainment. Four (4) or 2.67 percent are elementary graduates; four (04) or 2.67 percent are high school undergraduates; fifty-two (52) or 34.67 percent are high school graduates; twenty eight or 18.67 percent are college undergraduates; sixty one (61) or 40.67 percent are college graduates; one (1) or . 67 percent is a Masteral holder.

Most of the student-respondent parents had pursued or obtained college education, validating earlier findings that parents who are better educated intend to have their children pursue higher education also. It is a Filipino culture and a status symbol if one was able to send their children to school and finish college. To finish college degree or education is now accessible.

However, there are still individuals who only finish high school due to financial constraints and early marriages though they still pursue when economic recovery occurs. This only shows that parents really value education specially those parents who were not able to finish their studies. They strive hard to send children to school for they do not want their children to experience what they had experienced before.

4. Course

Table 5. Distribution of Respondents by Course

Respondent's Course	Frequency	Percentage
BEED	16	10.67
BSBA	31	20.67
BSED	12	8
BSHRM	41	27.33
BSCS/IT	28	18.67
BSN	22	14.67
Total	**150**	**100**

Table 5 shows the distribution of respondents by course. As found in the table, twelve (12) or eight percent are BSED students; sixteen (16) or 10.67 percent are BEED students; twenty two (22) or 14.67 percent are BS Nursing students; twenty-eight (28) or 18.67 percent area BSCS/IT students; thirty one (31) or 20.67 percent are BSBA students and forty one (41) or 27.33 percent are BSHRM students.

BSHRM, BSCS/IT, and BSBA students account for the greater number of student-respondents for these three courses have the highest number of freshmen enrolled during the school year/semester under study. Career preference of students is dependent on several factors. One of the factors that they consider is employability. Knowing that computer graduates and computer literates are highly preferred in most companies, making students decide to enroll in computer related courses. BSHRM is one of the most in demand career abroad. As for BSBA, this course has a higher

chance of having a good job and good for future business. Another factor that they consider is financial. They choose a course that is not too expensive.

5. Type of School They Graduated From

Table 6. Distribution of Respondents According to Type of High School They Graduated From

Type of HS They Graduated From	Frequency	Percentage
Public	97	65
Private	53	35
Total	150	100

Table 6 shows the distribution of respondents according to the type of high school graduated from. As gleaned from the table, fifty (53) or 35 percent are graduates of private secondary schools and ninety seven (97) or 65 percent are from public high schools. The greater portion of the student-respondents (65%) are from public high schools. It can be attributed to the observation that more families are sending children to public due to financial matter.

Though, there are also more parents send their children to private schools as shown in 35% result of the survey. This also shows that parents are selective and particular when it comes to school where they send their children. Parents who can afford usually enroll or send their children to private secondary high schools for the reason that their children can be given full attention.

Moreover, parents nowadays are practical. Mostly, parents no longer send their children in different colleges and universities in Manila and Baguio because of financial constraints. Hence, the college does not only cater to graduates of public secondary high schools but also to the students from private secondary schools.

Table 7-A. Level of Performance of Student-Respondents in Reading Skills

Score Group	Descriptive Rating	Frequency	Percentage
13-15	Excellent	29	19.3
10-12	Above Average	69	46.1
7- 9	Average	38	25.3
4-6	Below Average	11	7.3
0-3	Poor	3	2
Total		150	100.0

$\overline{x}$ = 10.27 (Excellent)

Table 7-A presents the level of performance of student-respondents in Reading skills. Twenty nine (29) or 19.33 percent of the respondents obtained scores within the range of 13-15, sixty nine (69) or 46.1 percent had scores within the range 10 -12 ; thirty eight (38) or 25.3 percent within 7 – 9 ; eleven (11) or 7.3 percent in 4-6 and three (3) or 2 percent within the 0-3 range. The mean score is excellent.

Table 7-B. Level of Performance of Student-Respondents in Listening Skills

Score Group	Descriptive Rating	Frequency	Percentage
9-10	Excellent	74	49.3
7-8	Above Average	66	44
5-6	Average	10	6.7
3-4	Below Average		
1-2	Poor		
Total		150	100.0

$\overline{x}$ = 8.33 (Above average)

Table 7-B presents the level of performance of student-respondents in Listening skills. Seventy four (74) or 49.3 percent of the respondents obtained scores within the range of 9-10, sixty six (66) or 44 percent had scores within the range 7-8 ; ten (10) or 6.7 percent within 5-6. The mean score is 8.28 interpreted as above average.

Table 7-C. Level of Performance of Student-Respondents in Writing Skills

Score Group	Descriptive Rating	Frequency	Percentage
9-10	Excellent	74	49.3
7-8	Above Average	57	38
5-6	Average	15	10
3-4	Below Average	2	1.4
1-2	Poor	2	1.3
Total		150	100.0

$\overline{x}$ = 8.1 (above average)

Table 7-C presents the level of performance of student-respondents in writing skill. It shows that seventy four (74) or 49.3 percent got the scores of 9- 10; fifty seven (57) or 38 percent within the 7 - 8; fifteen (15) or 10 percent within 5-6; two (2) or 1.4 percent in below the average; and two (2) or 1.3 percent within the lowest range 1-2 . The mean score is 8.1 which is above average.

The performance could be attributed to the constant use of mobile phones which allows the practice of sending short and abbreviated text messages which led to the gradual deterioration of writing abilities. Because of limited characters, users have to use abbreviated forms in which writing standards/mechanics are sacrificed. This problem is being manifested in all the written outputs submitted by students like in their paragraphs, reports, reaction papers and the like.

Table 7-D. Level of Performance of Student-Respondents in Grammar Skill

Score Group	Descriptive Rating	Frequency	Percentage
13-15	Excellent	3	
10-12	Above Average	28	18.7
7- 9	Average	72	48
4-6	Below Average	43	28.6
1-3	Poor	4	2.7
Total		150	100.0

$\overline{x}$ = 7.69 (average)

The above table presents the level of performance of student-respondents in grammar skill. Three (3) or 2 percent obtained scores within 13-15; twenty eight (28) or 18.7 percent within 10-12; seventy two (72) or 48 percent within 7-9; forty three (43) or 28.6 percent within 4- 6 and four (4) or 2.7 percent within 1-3 range. The mean score is 7.69 which is average.

The level of proficiency of students in grammar is average. Grammar is about form and one way to teach form is to give students rules; however, grammar is about much more than forms and its teaching is ill served if students re simply given rules and let them memorized (Larsen-Freeman, 2001).

Mastery of the linguistic rules of the language is much more effective or becomes effective if these sets of rules are being used in various interactive language situations or activities which allows students to use the language. It would be useless if they know the rules yet they could not apply them in real situations.

Since the end goal is communicative competence, so much emphasis must be given to practical use of the language in order for students to deeply internalize grammatical structures and to express their ideas accurately, meaningfully and appropriately.

Table 8. Summary of Performance of Student-Respondents in the Four (4) Language Skills

Language Skill	X	Descriptive Rating	Rank
Reading	10.27	Excellent	1
Listening	8.33	Above average	2
Writing	8.1	Above average	3
Grammar	7.69	Average	4

$\overline{x}$ = 8.62 (above average)

Table 8 summarizes the level of performance of student-respondents in the four (4) language skills in English. As gleaned from the table, their performance in reading is excellent (10.27), in listening (8.33) and writing (8.1) above average and in grammar (7.69) average.

Among the language skills, the respondents performed average in grammar which may be attributed to the exposure of modern technology like mobile phones and internet. The emergence of short message service and instant message with its extensive use among students has adversely affected their writing skills or proficiency. On the other hand, the performance in writing is above average which may be attributed to the fact that students clearly see the importance of it to meet the demands of their respective courses.

As for grammar, this may be attributed to the lack of exposure to the language or communicative situations, in which they can apply the rules of grammar. Practical application of the language is only done or limited when students are in their English classes. Also, so much attention is given to the form rather than use.

Table 9. Mean and Standard Deviation Distribution of the Respondents as Grouped According to Language Skills

	N	Mean	Std. Deviation
Reading	150	10.2733	2.63405
Listening	150	8.3333	1.15082
Writing	150	8.1800	1.73038
Grammar	150	7.6933	2.40231
Total	600	8.6200	2.28129

Table 9 is the descriptive statistics of the four language skills. As gleaned from the table, each skills where taken by 150 respondents, the mean for reading is 10.27 with standard deviation of 2.63 which means the scores of the respondents for reading is close to 10 but their deviation is seemingly high thus heterogeneous scores occurs among respondents. The heterogeneity of scores also occurs on grammar with 2.40 standard deviation and mean of 7.69, scores clusters to 7. writing (8.18) and listening (8.33) have scores cluster to 8 with standard deviation of 1.73 and 1.15 respectively, both interpreted as homogeneous scores occurs with respect to reading and grammar. The average score of 8.62 with standard deviation of 2.28 means that scores clusters to 8 but are heterogeneous. This means that the scores are scattered, the group have great variances in terms of scores.

Table 10. ANOVA Contingency Table of Significant Difference

ANOVA on the respondents as group according to their Language Skills						
Source of Variation	Sum of Squares	Df	Mean Square	F Computed	F tabular	Sig.
Language Skills	580.200	3	193.400	45.431	2.629 @ 0.05	Significant
Error	2537.160	596	4.257		3.984 @ 0.01	
Total	3117.360	599				

In the Level of Proficiency in the Four (4) Language Skills

Table 10 shows the contingency table of significant difference in the four (4) language skills. As gleaned from the table, the F-value (45.431) is greater than the critical value (3.984) using 0.01 level of significance; thus, there is a significant difference. Therefore the hypothesis is rejected.

As results/findings showed, the student-respondents performed excellent in reading, above average in listening and writing and average in grammar. There scores varies among the four skills identified.

It is apparent that students' level of proficiency in the reading, listening, writing and grammar differ from each other in value. One factor is the exposure of students to different reading materials. The result is due to the fact that students are more exposed in reading over the three other skills. More often when students are asked to give comments on issues, they refer to the internet and use the artificial intelligence in giving opinions. Thus, students' critical thinking skills are developed. Also, most of the time, students are asked to read selections, articles, stories, etc. which are related to their lessons. Availability of reading materials is another great factor to be considered. Nowadays, there are lots of reading materials available in the market.

Average result in listening skill is due to the fact that there are inadequate school facilities like speech laboratory and audio-visual resources like audiotapes, DVDs and CDs. Adequacy and availability of these facilities and equipment will eventually enhance the listening skills of the students. Another reason is the class size. Because of a huge number of enrollees, classes are usually overcrowded and noisy. Too much noise hinders or affects the listening aptitude of students in which their attention and concentration are at risk.

The average level of proficiency of students in grammar is attributed to the fact students have not fully internalized and mastered grammar rules. In order for one to learn a particular language, one has to expose himself to the language. The more a person is exposed to the language the faster he learns. Exposure and constant practice are necessary.

As for writing, results only show the adverse effects of modern technology specifically the use of mobile phone's feature text-messaging. A new form of writing has evolved from this technology in which students have adapted considerably. Marks of this are very evident in their written works as observed by language teachers. Students exhibit problems in paragraph and sentence constructions and organization. Students are somewhat having a hard time in generating ideas, developing sentences and organizing paragraphs in a coherent and logical order. Correct spelling, punctuation, paragraph structures, English patterns, vocabulary and rules of capitalization which are deemed important are disregarded.

Table 11. ANOVA Contingency Table for Significant Difference in the Level of Proficiency in the Four (4) Language Skills When Respondents Are Grouped According to Profile Variables

Variables (ANOVA)	Level of Significance in Four (4) Skills	Interpretation
Age	1.687	Not Significant
Course	1.653	Not Significant
Parent's Educational Attainment	1.458	Not Significant

The four (4) language skills when grouped according to age, using the ANOVA is 1.687, in course is 1.653, in parents` educational attainment is 1.458 which are all significant in the proficiency level determination.

Table 12.

Variables (T –test)	Level of Significance in Four (4) Skills	Interpretation
Sex	-1.572	Not Significant
H.S. Graduated From	0.912	Not Significant

The four (4) language skills when grouped according to sex, using the T-test is -1.572, in high school they graduated from is 0.912 which are all significant in the proficiency level determination.

The relationship between level of proficiency in the four language skills as gleaned from the table, null the hypothesis of no significant relationship. There is a significant relationship. The relationship is marked or moderate.

This is attributed to the fact that students' proficiency in the four English language skills will define their academic performance or grades in their other English subjects. Proficiency in these four language skills are indispensable factor in learning all their English subjects. Thus, there is a marked significance in the overall academic achievement of students. It can be said that students who perform well in the different language skills are most likely perform well in their English subjects while students who perform poorly in the different language skills are most likely perform poorly in their English subjects. Students cannot move to the next level unless they have gained a certain mastery of the other skills.

Table 13. Mean and Standard Deviation Distribution of the Respondents as Grouped According to Age

	N	Mean	Std. Deviation
15	2	34.00	.000
16	51	35.96	5.440
17	66	33.53	6.696
18	31	34.10	4.812
Total	150	34.48	5.945

Table 13 shows the mean and standard deviation of the respondents as grouped according to their ages. It can be seen that the mean score for age 15 is 34 with zero standard deviation; this means that the two respondents have the same score. Ages 16, 17 and 18 have means of 35.96, 33.53 and 34.10 with standard deviation of 5.44, 6.696 and 4.81 respectively. This means that their scores are from 33 to 35 but basing from their standard scores, their scores are heterogeneous in nature, thus scores are scattered. And the average mean of 34.48 is computed with 5.945 standard deviation; thus heterogeneous scores occur among ages of the respondents.

Table 14. ANOVA on the respondents as grouped according to their Ages

Source of Variation	Sum of Squares	df	Mean Square	F Computed	F tabular	Sig.
Age	176.369	3	58.790	1.687	2.629 @ 0.05	Not Significant
Error	5089.071	146	34.857		3.984 @ 0.01	
Total	5265.440	149				

Table 14 shows the ANOVA of the respondents in terms of scores according to their ages. It can be gleaned on the table that the computed f of 1.687 is less than the critical f of 2.629 at 0.05 level of significance. Thus there is no significant difference among the variations of scores as group according to ages. Null hypothesis is accepted. The significance of age may be attributed to the level of maturity of the students. It can be said that students who are older most especially those who are above 18 years old take their studies seriously than those who are younger.

Table 15. Mean and Standard Deviation Distribution of the Respondents as Grouped According Course

	N	Mean	Std. Deviation
BSN	22	36.91	4.966
BSCS / IT	28	34.29	7.055
BSHRM	41	33.51	5.395
BSEd	12	37.00	6.045
BSBA	31	33.97	5.102
BEEd	16	33.06	7.169
Total	150	34.48	5.945

Table 15 shows the descriptive measures of the respondents as grouped according to course. This indicates that BSEd students has the highest mean of 37 with standard deviation of 6.045, which implies that the scores are close to 37 but are scattered with some low and high scores. The second high score is from BSN with mean of 36.91 and standard deviation of 4.966, close to the mean score of the BSEd respondents but with lesser deviation, but still heterogeneous. BSCS, BSHRM, BSBA and BEEd have mean scores of 34.29, 33.51, 33.97 and 33.06 with standard deviations of 7.055, 5.395, 5.102 and 7.169 respectively. Their scores clusters to 33-34 and standard deviation is seemingly high also, which can be interpreted as heterogeneous group also occurs.

Table 16. ANOVA on the respondents as grouped according to their Courses

Source of Variation	Sum of Squares	Df	Mean Square	F Computed	F tabular	Sig.
COURSE	285.758	5	57.152	1.653	2.305 @ 0.05	Not Significant
Error	4979.682	144	34.581		3.206 @ 0.01	
Total	5265.440	149				

Table 16 shows the ANOVA of the respondents in terms of scores according to their courses. It can be gleaned on the table that the computed f of 1.653 is less than the critical f of

2.305 at 0.05 level of significance. Thus there is no significant difference among the variations of scores as group according to courses. Null hypothesis is accepted. The significance of course may be attributed to the open admission policy of the university. On the other hand, some colleges require students to take the qualifying examination and they must meet the grade requirement before they will be allowed to enroll. Aside from this, students are required to take and pass the battery examination before they can continue their third and fourth year. This is one way of ensuring quality graduates.

Table 17. Mean and Standard Deviation Distribution of the Respondents as Grouped According to Parents HIGHEST EDUCATIONAL ATTAINMENT

	N	Mean	Std. Deviation
Elementary Graduate	6	34.17	4.750
High School Undergraduate	1	38.00	.
High School Graduate	48	33.19	6.696
College Undergraduate	32	35.84	6.139
College Graduate	62	34.90	5.159
MA Graduate	1	25.00	.
Total	150	34.48	5.945

Table 17 shows the descriptive statistics of the respondents as grouped according to Highest Educational Attainment. It can be gleaned from the table that the highest mean is 38 with zero standard deviation, this mean that student with parents highest educational attainment is a high school graduate has the greatest score. And the least score is 25 with zero standard deviation. The rest of the scores ranges from 34-35 with high standard deviation, which means that the scores are heterogeneous.

Table 18. ANOVA on the respondents as grouped according to their Parents Highest Educational Attainment

Source of Variation	Sum of Squares	df	Mean Square	F Computed	F tabular	Sig.
HEA	253.656	5	50.731	1.458	2.305 @ 0.05	
ERROR	5011.784	144	34.804		3.206 @ 0.01	
Total	5265.440	149				

Table 18 shows the ANOVA of the respondents in terms of scores according to their Parents Highest educational Attainment. It can be gleaned on the table that the computed f of 1.458 is less than the critical f of 2.305 at 0.05 level of significance. Thus there is no significant difference among the variations of scores as group according to Parents Highest educational Attainment. Null hypothesis is accepted.

Parent's educational attainment is significant because this serves a prime mover for the children to study well. It significantly contributed to the positive attitude of the students towards learning. And the significance of type of high school graduated from may be attributed to the fact that students from private secondary schools perform well than the students from public schools because there is a huge difference in terms of instructions, facilities, availability of resources like books and other teaching materials and the like.

Table 19. T-test on the difference between respondents' Type of School Last Attended

Type of School	N	Mean	Std. Deviation	DF	Computed t	Critical t	Significance
Private	56	35.05	6.394	148	.912	1.660	Not Significant
Public	94	34.14	5.667				

Table 19 shows that descriptive statistics of the respondents as grouped according to type of school last attended with the t-test of the difference in means. It can be gleaned that Private have higher mean (35.05) than public (34.14) with standard deviation of 6.394 and 5.667 respectively, thus heterogeneous scores are observed. The computed t is 0.912 which is less than the critical t of 1.660, thus the difference is not significant. Null hypothesis is accepted. The language skills of the private and public school students are equal.

Conclusion

1. A typical freshman student-respondent is a female, 17 years old, whose parent is college graduate or a college undergraduate, enrolled as BSHRM, BCSC/IT or BSBA and products of private or public high schools.
2. The level of performance of a freshman student-respondent in reading is (10.27) which is excellent, in listening (8.33) an above average and writing (8.1) also an above average and in grammar (7.69) an average.
3. There is significant difference in the level of proficiency of student-respondents in the four (4) language skills.
4. There is significant difference in the level of proficiency in the four (4) language skills when respondents are grouped according to age, course, parent's highest educational attainment and type of high school graduate from but no significant difference when grouped according to sex.

Recommendations

1. Greater emphasis must be given to writing especially in sentence and paragraph structures, capitalization, and punctuation by providing necessary activities that will improve their writing skills.
2. Teachers should further improve the proficiency level of the students in listening, reading and grammar.
3. Language teachers should provide students not only activities relevant to their needs but also a class climate where communication is possible and where language is a natural outcome.
4. There is a need to revisit the curricula of English subjects if they are still catering to the fast changing needs of the students.
5. Students need to be more concerned with, highly involved, autonomous in, active with and responsible for their learning.
6. Similar study should be conducted in the future to substantiate the results of the study.

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