

DETERMINANTS OF ENGLISH PROFICIENCY AMONG COLLEGE STUDENTS

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Abstract: This study investigated the determinants of English Proficiency Test performance among 288 college students at VMA Global College using a one-shot survey design and stratified random sampling. The cohort was predominantly 18-year-old males enrolled in maritime courses, most of whom entered with "Fair" high school English grades. Data were collected via a validated teacher-made instrument and institutional records to assess proficiency across five sub-areas, including sentence structure and reading skills. Findings revealed that 50.3% of respondents demonstrated moderate overall English proficiency. While students showed relative strengths in vocabulary and word order, they struggled significantly with subject-verb agreement, verb forms, and inferential reading comprehension. Statistical analysis indicated that English Placement Test (EPT) performance and College English Grades significantly varied by personal characteristics—such as sex and course—but not by year level. Crucially, the study established that both EPT scores and college grades are significant predictors of English proficiency; higher performance in these areas directly correlates with superior proficiency outcomes. Based on these conclusions, the study recommends strengthening the English curriculum through bridging programs, establishing a dedicated Language Department, and implementing gender-responsive motivating activities to address the specific needs of the predominantly male maritime student population.

Keywords: English proficiency, college students, determinants, English Placement test, predictive ability.

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Introduction

According to David Crystal (2003) English in this 21st century became "a language on which the sun never sets". He also added that English achieves a genuinely global status when it develops a special role that is recognized in every country. Lord Alan Watson of English Speaking Union described English language as the working language of the global village (Redmann, 2005).

The need for a global language is particularly appreciated by the international academic and business communities, and it is here that the adoption of a single lingua franca is most evident, both in lecture rooms and board rooms, as well as thousands of individual contacts being made daily all over the globe. The English language is in the right.

English is now the dominant or official language in over 75 territories and represented in every continent and in the three major oceans- Atlantic, Indian, and Pacific. It is this spread of representation which makes the application of the term 'world language' a reality. In the survey last 2001, the grand total of 2,214 million, which is over a

third of the world's population is utilizing the English language in their communication. In the Philippines out of 83 million Filipinos there were 20,000 of them uses English as their first language while 40 million of them utilize English as their second language. The Philippines has 63.71% of the 66.7 million people aged 5 years and above who could speak English.

English language proficiency is now considered to be the key to landing a job (Marcelo, 2010). For an employee to operate in high levels, he or she must have a high proficiency both in spoken and written English (2010). As part of the global community engaging competition among other countries, Filipinos have to face the reality that English is still number one language in the entire world. Reports on the other hand show that this mastery in English is fast declining and as a result the Philippines is now lagging behind compared to the other Asian and European countries (Gonzalez, 2010). This was reflected in many surveys and reports.

Studying the potential predictors of English proficiency is crucial to the academic planning and solving the country's declining proficiency in English. Studies conducted about predictors of English

proficiency were carefully examined and considered to find out possible areas and questions that researchers have failed to venture.

The purpose of this study was to find out the predictive validity of students' English Placement Test performance and College English Grades performance in their English proficiency. Positive relationship between these predictor variables and English proficiency will have practical implications in the development and implementation of the school's English language program. Besides, this study will contribute to the limited body of knowledge on English proficiency and its predictors. Hence, this study was conducted to determine whether English Placement Test performance and College English Grades are significant determinants of English proficiency among college students.

Objectives of the Study

This study was conducted to find out whether or not the English Placement Test performance and College English Grades are determinants of English Proficiency among college students.

Specifically this aimed to:

1. describe the profile of the students according to the following personal characteristics: sex, course, age, year level and High School English Grade.
2. describe the performance of the students in their English Placement Test Performance and College English Grades .
3. determine the English Proficiency of the students particularly in the area of sentence structure and reading skills;
4. determine if there is a significant difference in the English Placement Test performance of the students when grouped according to their personal characteristics;
5. determine if there is a significant difference in the students' College English Grades according to their personal characteristics;
6. determine if there is a significant difference in the English Proficiency Test Performance of students in sentence structure and reading skills as to their personal characteristics;
7. determine whether or not there is significant relationship between English Placement Test Performance and personal characteristics of the respondent;
8. whether or not there is a significant relationship between College English Grades and personal characteristics of the respondents; determine whether or not there is a significant relationship between English Proficiency Test Performance and their personal characteristics.
9. determine whether or not there is a significant relationship between English Placement Test Performance and English Proficiency Test Performance.
10. determine whether or not there is a significant relationship between College English Grades and English Proficiency Test Performance.
11. determine the predictive ability of English Placement Test Performance and College English Grades Performance in the English Proficiency level of the respondents.

Hypotheses

1. There is no significant difference in the English Placement Test Performance of the students based on the personal characteristics such as sex, course, age, year level and High School English Grade.
2. There is no significant difference in the College English Grades

Performance based on their personal characteristics.

3. There is no significant difference in the English Proficiency Test Performance especially in sentence structure and reading skills as the respondents are classified based on their personal characteristics.
4. There is no significant relationship between English Placement Test Performance and personal characteristics of the respondents.
5. There is no significant relationship between College English Grades and personal characteristics of the respondents.
6. There is no significant relationship between English Placement Test performance and English Proficiency Test Performance.
7. There is no significant relationship between College English Grades Performance and English Proficiency Test Performance.
8. There is no significant relationship between English Proficiency Test Performance and the personal characteristics of the respondents.
9. English Placement Test performance and College Grades in English have no predictive validity in the English Proficiency level of the respondents.

Theoretical Background

This study hinges on the theory of Spearman (1904) on General Intelligence as the dominant factor in language proficiency. The General Intelligence Theory is further explained that the primary abilities are organized at general level into two principal classes or dimensions. One of these is referred to as the fluid intelligence which is said to be the major measurable outcome of the influence of biological factors on intellectual development. It is responsible for the development of construct or competence level which is independent from a specific textbook or pedagogical method. The other dimension is crystallized intelligence which is said to be the principal manifestation of experimental- educative acculturation influences. It is responsible for the performance level which is reflected in a test achievement.

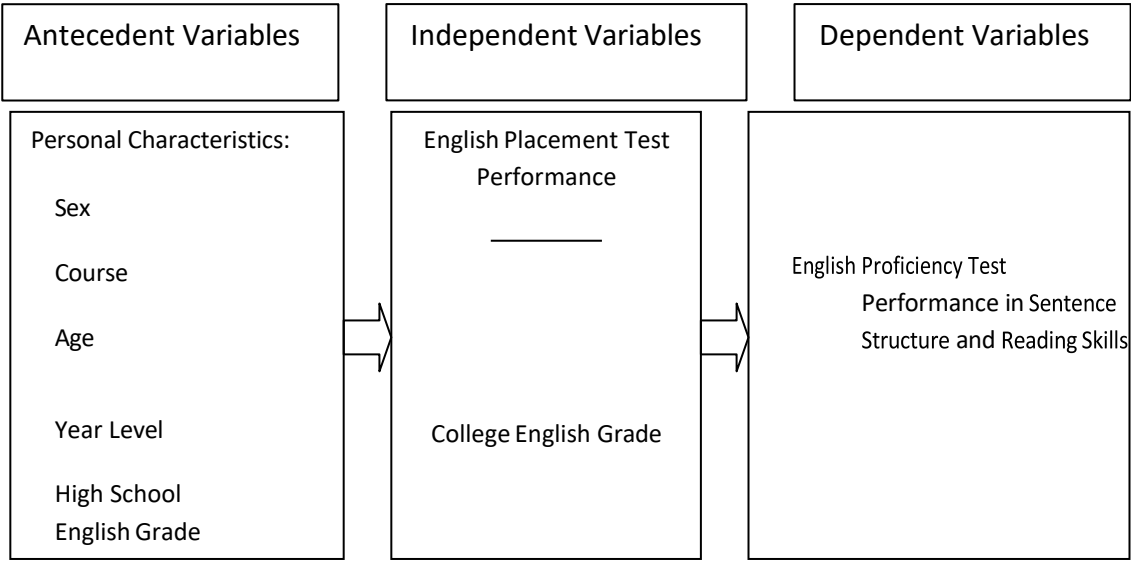
Moreover, proficiency (Otter, 1991) is the holistic language ability which is manifested through the four language modes of listening, speaking, reading and writing and that accordingly, it is possible to predict language proficiency from the output of any one of these modes.

Conceptual Framework

Student's general intelligence is the dominant factor in language proficiency. The General Intelligence of a student is further reflected in the English Placement Test Performance and College English Grades which are assumed to have predictive power in the students' English Proficiency level. In the study of Qin and Wen (2002) results showed that English Proficiency can be attributed to factors such as past learning experiences and language competence. The high-achievers hold an active and positive attitude to classroom teaching and acknowledge the good learning environment, whereas the low-achievers do not consider the classroom teaching much helpful to their study of English as a Foreign Language (Qin 2002). Classroom learning, teachers and efforts of both students and teachers are factors in the success of English as Foreign Language (Platt, 1988 and Georgiou, 1999).

Personal characteristics of the respondents such as sex, course, age, year level and High School English Grade are antecedent variables of the study. The conceptual framework of the study is illustrated in the schematic diagram which follows.

Schematic Diagram



Methodology

Research Design

This study utilized the correlation research design using the one-shot survey. Furthermore, the post-test only survey was utilized in the gathering of the data on students' English proficiency. It is also called a one shot survey because the data was collected only once (O). The one shot survey design belongs to non-experimental designs which are appropriate for collecting descriptive information about a population or subject of the study (David, 2005). Consistent to the objectives and nature of the study, the one shot survey is believed to be the most suitable and reliable design.

Subject-Respondents of the study

The study included the second year and third year regular students enrolled in Bachelor of Science in Marine Engineering, Bachelor of Science in Marine Transportation, Bachelor of Science in Tourism Management, Bachelor of Science in Hotel and Restaurant Management, Bachelor of Science in Business Administration and Bachelor of Science in Information Technology. The 1st year and 4th year students were excluded for two reasons: firstly, the 1st year students have just enrolled their English 1, Study and Thinking Skills in English. Thus, they do not have available College English Grades as being one of the predictors to be tested in this study. Secondly, the 4th year maritime classes were having their on board internship training program when the study was conducted as they were distributed to different shipping companies for their internship training programs.

The study included the total population of 1,128 second year and third year college students. From this, a sample of 288 students was drawn using the stratified random sampling. The 1,128 total population of students require the 288 of students as sample size with 0.05 maximum sampling error. Utilizing the stratified random sampling, the sample was drawn from various strata which are the different courses and year levels. The sample from each stratum was drawn by the use of random start and the succeeding 7th students were marked until the 288 samples were completely determined.

Data Gathering Procedure

A letter of request to conduct the study was addressed to the Dean of Academics of the College. In response the Dean of Academics approved the proposal and requested the Research Office to assist the researcher in the conduct of the study. The academic records on High School English Grade and College English Grades of each 288 samples were requested from the Office of the Registrar while the English Placement Test Performance were secured from the Guidance Office. Replacement was made after some who were disqualified due to lack of available data.

As soon as the pertinent academic records of each 288 samples had been checked and secured, the schedule for English Proficiency Test was set. The study was conducted two months after the classes started. Since every 3:00-4:00 in the afternoon of Tuesdays and Thursdays are free schedules for students and some teachers, the researcher conducted the study on second Tuesday of the month. The 288 students were divided into eight classrooms. Each classroom accommodated 36 students. A proctor was assigned to each classroom to properly administer the test.

Research Instrument

To attain the purposes of this study, the researcher formulated an instrument that underwent a process of validation from professors in English. Part I of the test contained the information data of the subject namely: name, sex, age, course and year level. Part II -The English proficiency test was designed to evaluate the respondents to measure their skill and competence in using English language. The instrument has 10 items on word order, 20 items on subject-verb agreement, 15 on verb forms, 15 questions on reading comprehension based on three selections and 15 difficult words on vocabulary test based on the context of the chosen words with a total of 75 points.

The performance of the respondents on the result of the test as reflected in their passing test scores are determined by using the following code or guide with verbal interpretation on five category level.

Table2. English Proficiency Test Score Range and Descriptive Interpretation

Total Score							Interpretation
SCORE	10	15	20	30	45	75	
	9-10	13-15	17-20	25-30	37-45	61-75	Very High Proficiency
	7-8	10-12	13-16	19-24	28-36	46-60	High Proficiency
	5-6	7-9	9-12	13-18	19-27	31-45	Moderate Proficiency
	3-4	4-6	5-8	7-12	10-18	16-30	Low Proficiency
	1-2	1-3	1-4	1-6	1-9	1-15	Very Low Proficiency

Validity and Reliability of the Instrument

To ensure the validity of the research instrument, a group of Professors in English were requested to establish its content validity. The corrections and suggestions made by the authorities in the field of English language were all incorporated in the second draft.

This study utilized the test-retest method in checking the reliability of the instrument. The test was administered twice to the thirty (30) College-Teacher Education Department students with the interval of one week after the test was first conducted. The two sets of scores were computed using a Pearson-product moment correlation coefficients that resulted to 0.92 coefficients. Thus, the instrument is reliable due to its high positive correlation.

In consonance to the validity and reliability of the test instrument, the item analysis was employed. To arrive at the objective assessment of the items two important measures were used. The Difficulty Index was used in order to determine the difficulty level of test items. It is computed by dividing the number of students who choose the correct answer by the total number of students who took the test. A rough "rule-of-thumb" categorized the very difficult items from the very easy ones. That is, if the item difficulty is more than .75, then that is easy. But, if the item difficulty is below .25, then it is difficult item. Based on the above mentioned formula, the proportions of students who got the correct answer on test items is between seventy five to eighty percent with the absence of very easy and very difficult item. It simply means that the difficulty index test items are moderately easy.

Data Processing and Analysis

In this study, a coding sheet manual was prepared prior to data processing. The statistical package for social sciences or SPSS software was used in the processing of data. In analyzing data, descriptive and inferential statistics were employed.

For objective numbers 1-6 which require a description of the characteristics of the population according their personal characteristics, Mean, Standard Deviation, Frequency and Percentage were used.

For the test of difference in the level of English proficiency Test Performance in Sentence Structure and Reading Comprehension grade in English and English Placement Test Performance of the respondents when grouped according to: Sex, Year Level and age T-test was used.

While conducting a test of difference when classifying respondents according to course and High School Grade, One-way ANOVA was employed.

To answer objectives 7-11 on the significant relationship among levels of proficiency, English Placement Test Performance, College

English Grades and Personal Characteristics Pearson product moment correlation Gamma and Chi-square test were used.

Finally to find out the predictive validity of the predictor variables in objective number 12 the schematic analysis utilized is Multiple linear Regression. Fraenkel and Wallen (1993) define Multiple Regression as a technique that enables researcher to determine a correlation between variables and the best combination of two or more predictor variables.

Results and Discussion

Personal Characteristics of Students

Table 3 presents the profile of the students in terms of their personal characteristics such as: sex, age, course, year level and High School English Grade. The table reveals that the population of the male students is almost seven times bigger (87.2 percent) than that of female students' population (12.8 percent).

This means that maritime schools are still dominated by male students despite of the current trend that schools are accepting both male and female enrollees. The distribution of the respondents according to age shows that a little more than half (55.9 percent) of them are 18 years old or with the rest older than 18 years old (44.1percent). This kind of distribution of student's age is supported by the results with average of 18.61 and with standard deviation of 1.499. When respondents are classified according to year level, almost the same distribution as of age is revealed. Where the 2nd year students constitute more than half (55.6 percent) and the remaining almost half (44.4 percent) of the students are 3rd year. This logically implies that the ideal age for 2nd year and 3rd year students are shown in the results- that is almost 18 years old for 2nd year students and more than 18 years of age for 3rd year students.

The distribution according to their course shows that eight in every ten students (83.4 percent) enrolled in either one of the two marine courses: the Bachelor of Science in Marine Transportation (43.8 percent) or Bachelor of Science in Marine Engineering (39.6 percent). While the remaining minority of 16.7 percent enrolled in non-maritime courses: that includes Bachelor of Science in Hotel and Restaurant Management (6.6 percent), Bachelor of Science in Tourism Management (4.2 percent), Bachelor of Science in Information Technology (3.5 percent) and Bachelor of Science in Business Administration (2.4 percent).

When students are classified as to their performance in High School English Grade, the table shows that six in every ten students exhibit Poor to Fair performance (34.7 percent Fair; 28.8 percent Poor).

Table 3 Distribution of the Respondents according to Personal Characteristics

Personal Characteristics	f	%
Sex	251	87.2
Male Female	37	12.8
Total	288	100.0
Age	161	55.9
3 years old and below Above 18 years old	127	44.1
Total	288	100.0

Mean Age = 18.61 years old**SD = 1.499**

	114	39.6
	126	43.8
Course	12	4.2
SMARE BSMT BSTM BSHRM BSBA BSIT	19	6.6
	7	2.4
	10	3.5
Total	288	100.0
Year Level	160	55.6
1 st Year 3 rd Year	128	44.4
Total	288	100.0
	1	0.3
High School Grade	37	12.8
Excellent	67	23.3
Very Satisfactory Satisfactory	100	34.7
Fair Poor	83	28.8
Total	288	100.0

Performance in English Placement Test Performance and College English Grades

Performances of the students in their English Placement Test and College English Grades are shown in Table 4. The table shows that almost half of the students (49.7 percent) indicated an Average performance in their English Placement Test and another almost half (48.3 percent) performed Moderately High. While a very little percentage (2.0 percent) were shared by students who posted High (0.7 percent), Moderately Low (1.0 percent) and Low (0.3 percent) performances in the English Placement Test. The table further reveals that almost a hundred percent (98 percent) of the students belong to Average – Moderately High Performance. The English Placement Test result reflects the difficulty of the students in English language while they were in High School. The English Placement Test Performance serves as the first challenge for every freshmen student upon entering college. Hence, the Moderately High Performance of the students in English Placement Test can be attributed their High School English

proficiency level and their strong desire to pass the test and be accepted by the school.

The table also shows the performance of the students in their College English Grades. This variable has five categories: Excellent, Very Satisfactory, Satisfactory, Fair and Poor. The data on the table indicate more than one-third of the population (37.8 percent) posted a Fair performance, one-third (33.0 percent) are Satisfactory Performance. Only 16.7 percent exhibited a Very Satisfactory performance and one-eight (12.5 percent) registers a Poor performance in College English Grades. When compared to High School English Grade by the time they enrolled in College ([Poor-Fair Performance](#)), a slight development can be observed in College English Grades ([Fair-Satisfactory Performance](#)). This simply shows the impact of the English teaching program of the school to students after two-three years in school. Furthermore, the school is challenged by the fact that one in every eight students showed a Poor performance.

Table 4. Distribution of students according to their English Placement Test Performance and College English Grades

English Placement Test Performance	f	%
High	2	0.7
Moderately High	139	48.3
Average	143	49.7
Moderately Low	3	1.0
Low	1	0.3
Total	288	100.0
College English Grades	f	%
Excellent	0	0.0
Very Satisfactory	48	16.7
Satisfactory	95	33.0
Fair	109	37.8
Poor	36	12.5
Total	288	100.0

English Proficiency Test Performance

The test on sentence structure has three areas: word order, subject-verb agreement and verb form. The table shows that items number 4, 9 and 10 of Test I had the proportion of below 50 percent. Among them the item number 9 has the lowest proportion of students who answered correctly (18.7 percent). This implies that the students experienced difficulty in arranging the words to come up with grammatically and logically meaningful sentences, particularly in sentences with verb phrases, adjective phrases and adverbial phrases. However, they showed strength in arranging sentences involving a clause.

Moreover, the Test II on subject-verb agreement shows that items number 2, 3, 4 and 19 had the proportion of below 50 percent. It further shows that students had encountered difficulty on subject-verb agreement. They showed confusion whether verb with 's' in the present tense is singular or plural. They also manifested difficulty in applying the rules of subject-verb agreement when the subject of a sentence is indefinite pronouns or collective noun or when there is an intervening phrase between subject and verb.

The test III on verb form revealed low proportions of students who got the correct answer on items 7, 4, 10 and 15. These items showed their difficulty in using simple future tenses, past perfect tense, and future perfect tense. On the other hand they showed strength on past tense and progressive tenses.

Table 5. Proportions of students who have answered correctly items on sentence structure

N	f	%
Sentence Structure		
Word order		
8. One of Jane's favorite subjects in school is drama because <u>she really has</u> lots of fun and enjoys being part of it all.	243	84.3
6. I think Jane deserved to be fired for her <u>totally irresponsible behavior</u> .	213	73.9
3. Honore de Balzac said "The errors of <u>almost women always spring</u> , from their faith in the good, or their confidence in the true".	210	72.9
7. <u>The unpleasant pungent odor of burning plastic</u> appeared to be coming from the science lab next door.	196	68
1. <u>The beautifully written novel</u> explores the nature of guilt and responsibility and builds to a remarkable conclusion.	192	66.7
2. Over time the young students will perfect the art of piano playing. After all, such <u>a finely tuned instrument</u> needs delicate handling.	177	61.4
5. The tenants were asked to throw all recyclable trash into <u>the big green plastic bag</u> .	167	57.9
4. In that particular department of the company, production <u>often keeps going</u> day and night.	114	39.5
10. The archaeologists were astonished to find such <u>an incredibly beautiful rare artifact</u> at that particular site.	87	30.2
9. Only after they had completed the analysis to that degree <u>did they begin to ask</u> how to apply technology to the needs of our enterprise.	54	18.7
Subject-Verb Agreement		

3. Some of the books on the table <u>belong</u> to me.	240	83.3
17. Neither the students nor the teacher <u>cares</u> about what happens on this trip.	232	80.5
18. The couple always <u>disagree</u> with each other.	231	80.2
19. The water is running.	229	79.5
10. As most sports magazines can attest, playing sports such as tennis and basketball <u>require</u> not only mental ability but also physical strength.	226	78.4
4. What is the impetus behind tonight's meeting with the members of the committee?	217	75.3
15. The Food and Drug Administration (FDA) <u>does</u> not regulate vitamins and herbs.	216	75
2. The large companies in our area <u>need</u> a cheap source of labor.	209	72.5
6. One half of the apples <u>taste</u> bad.	209	72.5
20. The news <u>hasn't</u> changed for days.	206	71.5
12. Some pages of this book <u>are</u> not very entertaining.	195	67.7
14. My brothers or my mother <u>wants</u> to meet the train.	187	64.9
11. A train or several buses <u>are</u> available on Sundays.	187	64.9
7. A number of refugees <u>have</u> turned back at the border.	182	63.1
5. Neither the teacher nor the students <u>want</u> to use this book again.	162	56.2
13. A carton of grapefruits from Magallon <u>was</u> delivered.	158	54.8
8. Nobody <u>argues</u> about religion.	116	40.2
9. Of all the countries in that area of the world, perhaps Nigeria <u>has</u> the most potential.	121	40.1
1. Common knowledge to anyone who studies science, the earth revolves on its own axis once every twenty-four hours.	91	31.5
16. The jury has made its decision.	91	31.5
Verb Form		
12. I was reading the newspaper when my mother called.	209	72.5
2. They will be announcing the winner tomorrow.	205	71.1
8. They were watching television when we arrived.	196	68
13. We are sending the fax right now.	193	67
3. Jason tried to improve his writing yesterday.	161	55.9
5. At the time of the robbery, they were staying with my parents.	153	53.1
11. When the doctor arrives, we will ask him about his prescription.	148	51.3
14. Your credit cards had been recovered by the time you reported the loss.	146	50.6
1. Ted plays bowling every Tuesday.	131	45.4
6. Tomorrow at noon, I will go to the bank.	118	40.9
9. The farmers had harvested their crops when the storm came.	114	39.5
15. By the time summer ends, we shall have learned more about swimming.	96	33.3
10. Next year I will have been working in the company for 30 years.	89	30.9
4. I will have seen that movie twice before you see it.	80	27.7
7. Let's hope the volcanic eruption will have been finished before we arrive on the island.	73	25.3

Table 5-A shows the distribution of students in their English Proficiency in Sentence Structure. It has three sub areas: Word Order,

Subject-Verb Agreement and Verb Form. In the Word Order a very few students exhibited a Very High Proficiency performance (7.6 percent).

Only one-third of the students showed a High Proficiency (33.3 percent) and relatively low percentage of 28.5 percent exhibited Moderate Proficiency. It can be observed that more than one half of students posted a performance from Moderate Proficiency -High Proficiency (28.5 percent, 33.3 percent, respectively). Almost one fourth of them manifested a Low Proficiency (24.7 percent) and a very few percentage performed Very Low Proficiency (5.9 percent). Sentence structure is governed by syntax (Owens, 2001).

The Moderate Proficiency -High Proficiency performance pattern that was observed in Word Order Test is reversed in the Subject-Verb Agreement Test results with an increase in distribution of 88.6 percent

(High Proficiency 43.1 percent; Moderate Proficiency 45.5 percent). Moreover, the remaining more than ten percent is shared by students with Low Proficiency and Very High Proficiency performance (4.9 percent, 6.6 percent, respectively).

In the Test on Verb Form a little more than one half registered a Moderate Proficiency performance (51.4 percent), a little more one fourth manifested a Low Proficiency Performance (27.4 percent) and almost one sixth of them showed a High Proficiency performance (15.3 percent). On the other hand a very few percentages were posted by two extreme opposite performances that included a Very High Proficiency (0.7 percent) and Very Low Proficiency (5.2 percent).

Table 5-A Distribution of students in their English Proficiency Test Performance in Sentence Structure

Sentence Structure	f	%
Word Order		
Very High Proficiency High Proficiency Moderate Proficiency Low Proficiency	22	7.6
Very Low Proficiency	96	33.3
	82	28.5
	71	24.7
	17	5.9
Total	288	100.0
Subject-Verb Agreement		
Excellent	19	6.6
High Proficiency Moderate Proficiency Low Proficiency	124	43.1
Very Low Proficiency	131	45.5
	14	4.9
	0	0.0
Total	288	100.0
Verb Form		
Very High Proficiency High Proficiency Moderate Proficiency Low Proficiency	2	0.7
Very Low Proficiency	44	15.3
	148	51.4
	79	27.4
	15	5.2
Total	288	100.0

Table 6 reveals the Reading Skills Performance of the students particularly in the areas of Reading Comprehension and Vocabulary. The table shows that four items (2, 3, 5 and 6) on the Reading Comprehension Test showed the proportions of below 50 percent of the

students who answered correctly. Questions on these items are related to developing insights or inferences. The second area of Reading Skills is on vocabulary. The words *thermostat* and *contiguous* are two most difficult words for the students.

Table 6. Proportions of students who answered correctly on Reading Skills

Reading Skills		
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Reading Comprehension	F	%
2. When sea animals die, some leave behind <u>shells</u> .	233	80.9
12. The sun causes materials to <u>expand</u> .	212	73.6
13. This selection is mainly about <u>the purpose of corn's silk-like threads</u> .	209	72.5
3. The White Cliffs of Dover was formed because <u>the ocean floor rose up</u> .	196	68
15. Pollen makes it possible for kernels to become <u>seeds</u> .	192	66.6
14. The part of corn that we eat is <u>kernels</u> .	190	65.9
4. Some train tunnels <u>allow the train to go through chalk</u> .	187	64.9
1. This selection is mainly about <u>the natural history of chalk</u> .	182	63.1
9. This story is mainly about <u>the effect of heat on everything</u> .	178	61.8
10. Another word for "swells" is <u>expands</u> .	156	54.1
7. Some heat on the ocean floor comes from <u>radium</u> .	144	50
8. One heat-producing element is <u>gold</u> .	98	34
11. Empty spaces allow room for a material to <u>contract</u> .	91	31.5
5. This story is mainly about <u>gold and silver</u> .	70	24.3
6. Oxygen and hydrogen <u>are elements</u> .	39	13.5
Vocabulary		
5. <i>oceanography</i> - <u>study of the sea</u>	240	83.3
8. <i>saline</i> - <u>salty</u>	226	78.4
7. <i>consumption</i> - <u>use</u>	212	73.6
9. <i>conversion</i> - <u>change</u>	210	72.9
1.colossal- <u>huge</u>	208	72.2
12. <i>plankton</i> - <u>tiny sea life</u>	198	68.7
6. <i>probe</i> - <u>examine</u>	192	66.6
13. <i>nurtured</i> - <u>raised</u>	191	66.3
2. <i>constituents</i> - <u>important part</u>	188	65.2
11. <i>abound</i> - <u>are many</u>	180	62.5
14. <i>inedible</i> - <u>not fit to eat</u>	172	59.7
10. <i>exorbitant</i> - <u>much too high</u>	155	53.8
15. <i>awful</i> - <u>unpleasant</u>	155	53.8
3. <i>thermostat</i> - <u>regulating device</u>	89	30.9
4. <i>contiguous</i> - <u>nearby</u>	82	28.4

Table 6-A shows the distribution of students according to their English Proficiency Test Performance in Reading Skills. It has two sub areas: Reading Comprehension and Vocabulary. In Reading Comprehension Test the data show that more than one third of the students showed a High Proficiency performance (36.5 percent), more than one fourth registered a Low Proficiency (25.7 percent) and another almost one fourth exhibited a Moderate Proficiency performance (24.7 percent). The two lowest percentages were manifested by students with Very Low Proficiency (7.3 percent) and Very High Proficiency performance (5.9 percent). Data from the three levels of performances

revealed an alarming status where more than one half (57.7 percent) of the students in VMA Global College manifested a Very Low Proficiency-Moderate Proficiency on Reading Comprehension.

The test results on Vocabulary reveal that only one third of the students posted a High Proficiency performance (33.3 percent) and almost one-half is shared by students with Moderate Proficiency (23.3 percent) and Low Proficiency (22.9 percent) performances. While more than one-tenth of the students registered a Very High Proficiency (13.2 percent) and a very few percentage manifested a Very Low Proficiency performance (7.3).

Table 6-A Distribution of students according to their English Proficiency Test Performance in Reading Skills

Reading Skills	f	%
Reading Comprehension		
Very High Proficiency High Proficiency Moderate Proficiency Low Proficiency	17	5.9
	105	36.5
Very Low Proficiency	71	24.7
	74	25.7
	21	7.3
Total	288	100.0
Vocabulary		
Very High Proficiency High Proficiency Moderate Proficiency Low Proficiency	38	13.2
	96	33.3
Very Low Proficiency	67	23.3
	66	22.9
	21	7.3
Total	288	100.0

The table 7 showed the performance of the students in their English Proficiency Test. As shown in the table, a little more than one-half (50.3 percent) of the students exhibited a Moderate Proficiency performance in their English Proficiency Test Performance. Another more than one-third of them (36.8 percent) posted a High Proficiency performance. While, a little more than one-tenth (11.1 percent) showed a Low Proficiency performance and a very little percentage (1.7

percent) manifested a Very High Proficiency performance. The ratio that one in every ten students manifested a Low Proficiency performance painted an alarming percentage in relation to language learning. Consistent to the performance of students in five areas of the test, the Moderate Proficiency performance only showed the mediocre emphasis on the study of English language.

Table 7. Distribution of students according to their English Proficiency Test Performance

English Proficiency Test Performance	f	%
Very High Proficiency High Proficiency Moderate Proficiency Low Proficiency	5	1.7
	106	36.8
	145	50.3
	32	11.1
Total	288	100.0

English Placement Test Performance and Personal Characteristics of the Respondents

Table 8 shows the results for the significant difference in the English Placement Performance of the VMA Global College students when classified according to their personal characteristics such as sex, age, course, year level and High School English Grade. The data reveal a significant difference in the English Placement Test Performance of the VMA Global College students when classified according to their personal characteristics except for Year Level which has the t-value= -1.428, p=0.154. Hence, the null hypothesis that there is no significant difference in the English Placement Test Performance of the students when classified according to their Year Level is accepted.

Comparatively, the female students posted a higher mean in English Placement Test Performance (34.4595) than that of male students (30.4542) with a difference of 4.005. The t-value for the test for the significance of difference is significant at 0.5level (5.901, p=0.000). This means that students in English Placement Test Performance vary according to sex. Hence, the null hypothesis that there is no significant difference in the English Placement Test Performance of students when classified according to their sex is rejected.

Likewise, the data on the table also revealed that respondent with the age of 18 years old below reflect superior performance (M=31.6335) than students with age above 18 years old (M=30.1260). The t-value calculation signified at 0.05 level shows a significant

difference in the age of the respondent with (3.166, $p=0.002$). Surprisingly, this further indicates that the younger student tend to perform well in English Placement Test Performance compared to older students.

A trend of significant difference continues to exist in the English Placement Test Performance of the students when classified as to their Course. The ANOVA results reveal that $F= 10.970$, $p=0.000$ at 0.05 level of significance. Thus, the null hypothesis that there is no significant difference in the English Placement Test Performance of students when classified as to their Course is rejected.

When they are classified according to High School English Grade the ANOVA results revealed a significant difference in their English Placement Test Performance $F= 25.904$, $p=0.000$ at 0.05 significance. Comparatively, students who performed Very Satisfactorily ($M= 35.1081$) tend to exhibit superiority when compared to students with Excellent performance ($M=30.0000$) in their High School English Grade at a difference of 5.1081. The null hypothesis that there is no significant difference in the English Placement Test Performance of the student when classified according to High School English Grade is rejected.

Table 8. Comparison of English Placement Test Performance of students according to their Personal Characteristics.

	N	Mean	SD	Test Statistics	p
Sex					
Male	251	30.4542	3.79380	t-value = -5.901	0.000*
Female	37	34.4595	4.25307		
Age					
18 years old and below	161	31.6335	3.83192	t-value = 3.166	0.002*
Above 18 years old	127	30.1260	4.23139		
Course					
BSMARE	144	30.5965	3.14465	F = 10.970	0.000*
BSTMT	126	30.0873	4.19337		
BSTMT BSTM BSHRM	12	34.9167	2.74552		
BSBA	19	33.2632	4.09393		
BSIT	7	38.1429	1.95180		
	10	32.2000	5.45283		
Year Level					
1 st Year	160	30.6625	4.15560	t-value = -1.428	0.154
2 nd Year	128	31.3516	3.95564		
3 rd Year					
High School Grade					
Excellent	1	30.0000	0.00000	F = 25.904	0.000*
Very Satisfactory	37	35.1081	3.21268		
Satisfactory	67	32.7015	3.67636		
Fair	100	29.9700	2.96939		
Poor	83	28.9398	4.06157		

*Significant at 0.05 level

Table 8-A shows the Post Hoc Test results of Six Courses. Pair-wise comparison using Scheffe Test reveals that BSMARE students' English Placement Test Performance is significantly lower than the BSBA and BSTM ($p= 0.015$) at 0.05 level of significance.

Similarly, BSMT student performance is significantly lower than BSTM ($p= 0.003$), BSHRM ($p= 0.041$) and BSBA 0.009) at 0.05 level of significance. The difference can be attributed to the type of training the respondents are undergoing. The BSBA are trained in trade and commerce where competence in language is imperative. While the BSMARE and BSMT training are focused on the skill development.

Table 8-A Post Hoc Test on English Placement Test Performance According to Personal Characteristics

Course	Mean Difference	p
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BSMARE	BSMT	0.50919	0.954
	BSTM	-4.32018*	0.015
	BSHRM	-2.66667	0.750
	BSBA	-7.54637*	0.000
	BSIT	-1.60351	0.892
BSMT	BSMARE	-0.50919	0.954
	BSTM	-4.82937*	0.003
	BSHRM	-3.17586*	0.041
	BSBA	-8.05556*	0.000
	BSIT	-2.11270	0.712
BSTM	BSMARE	4.32018*	0.015
	BSMT	4.82937*	0.003
	BSHRM	1.65351	0.922
	BSBA	-3.22619	0.661
	BSIT	2.71667	0.724
BSHRM	BSMARE	2.66667	0.150
	BSMT	3.17586*	0.041
	BSTM	-1.65351	0.922
	BSBA	-4.87970	0.130
	BSIT	1.06316	0.991
BSBA	BSMARE	7.54637*	0.000
	BSMT	8.05556*	0.000
	BSTM	3.22619	0.661
	BSHRM	4.87970	0.130
	BSIT	5.94286	0.071
BSIT	BSMARE	1.60351	0.892
	BSMT	2.11270	0.712
	BSTM	-2.71667	0.724
	BSHRM	-1.06316	0.991
	BSBA	-5.94286	0.071

*Significant at 0.05 level

College English Grades According to Their Personal Characteristics

The data on table 9 further show the significant difference in the College English Grades when classified according to their personal characteristics except for year level which has the t-value=1.541, $p=0.124$. The table shows that the computed $p=0.000$ through the T-test was -3.670 and is significant at 0.05 level which implies a significant difference in the College English Grades of the respondents when classified according to sex. Thus, the null hypothesis that there is no significant difference in the College English Grades performance of the students when classified according to sex is rejected.

Moreover, the result of the value Means of Female ($M=87.2703$) students is significantly higher than that of Male ($M=84.4940$) students. This only shows that Female students had higher grades in College English compared to that of Male students. Likewise, the College English Grades of students manifests a significant difference when classified according to age. The t-value=4.983, $p=0.000$ is significant at 0.05 level. This proves contrary to the null hypothesis that there is no significant difference in the College English Grades of students when grouped according to their age.

This is reflected in the Mean results of the two groups, where the younger group has the Satisfactory performance in their College English

Grades (M= 85.9503) compared to older group with only Fair performance (M=83.4567).

Moreover, the ANOVA computation reveals a significant difference, $F= 4.870$, $p=0.000$ at 0.05 level of significance, when

students are classified according to their Course. Thus, the null hypothesis that there is no significant difference in the students' College English Grades when classified according to their Course is rejected.

Table 9. Comparison of the students' College English Grades According to their Personal Characteristics.

Personal Characteristics	N	Mean	SD	Test Statistics	p
Sex	251	84.4940	4.45275	t-value = -3.670	0.000*
Male Female	37	87.2703	2.98746		
Age	161	85.9503	4.49903	t-value = 4.983	0.000*
18 years old and below Above 18 years old	127	83.4567	3.82817		
High School Grade					
Excellent	1	90.5000	0.00000		
Very Satisfactory Satisfactory	37	89.8108	2.44197		
Fair Poor	67	87.6791	3.38524	F= 66.503	0.000*
	100	84.1550	3.54245		
	83	81.1265	2.78371		
Year Level	160	85.2063	4.47579	t-value = 1.541	0.124
2 nd Year 3 rd Year	128	84.4063	4.25179		
Course	114	84.4386	3.30134		
BSMARE BSMT BSTM BSHRM BSBA	126	84.2540	5.29821		
BSIT	12	86.4583	2.45374	F = 4.870	0.000*
	19	87.6842	3.04690		
	7	89.7857	1.52362		
	10	86.3000	3.32666		

*Significant at 0.05 level

Table 9-A shows the Post Hoc Test comparison of students' Grade in English according to their personal characteristics. To identify the factors that vary among six courses, the Post Hoc test was computed.

A significant difference showed at $F=66.503$, $p= 0.000$ in the students College English Grades when classified according to their Course. A significant difference can be observed between students

enrolled Bachelor of Science in Maritime Transportation and Bachelor of Science in Business Administration. This simply shows BSBA students are more likely to consider English language as the necessary skill for their future employment than that of the students in BSMT. This unfavorably contradicts the null hypothesis that there is no significant difference in the students' College English Grades when they are grouped according to their course.

Table 9-A Post hoc Test for Comparison of Students' College English Grades According to Their Personal Characteristics

Course		Mean Difference	p
BSMARE	BSMT	0.18463	1.000
	BSTM	-2.01974	0.783
	BSHRM	-3.24561	0.094
	BSBA	-5.34712	0.067
	BSIT	-1.86140	0.880
BSMT	BSMARE	-0.18463	1.000
	BSTM	-2.20437	0.707
	BSHRM	-3.43024	0.059
	BSBA	-5.53175*	0.050
	BSIT	-2.04603	0.828
BSTM	BSMARE	2.01974	0.783
	BSMT	2.20437	0.707
	BSHRM	-1.22588	0.987
	BSBA	-3.32738	0.744
	BSIT	0.15833	1.000
BSHRM	BSMARE	1.05249	0.094
	BSMT	1.04530	0.059
	BSTM	1.56615	0.987
	BSBA	1.87793	0.939
	BSIT	1.65936	0.983
BSBA	BSMARE	5.34712	0.067
	BSMT	5.53175*	0.050
	BSTM	3.32738	0.744
	BSHRM	2.10150	0.939
	BSIT	3.48571	0.735
BSIT	BSMARE	1.86140	0.880
	BSMT	2.04603	0.828
	BSTM	-0.15833	1.000
	BSHRM	-1.38421	0.983
	BSBA	-3.48571	0.735

*Significant at 0.05 level

Table 10 shows that there is a significant difference in the students' English Proficiency Test performance when classified into personal characteristics such as sex, age, year level, course and High School English Grade.

First, the T-test reveals the significant difference in the English Proficiency Test performance of students when they are classified according to sex, $T = -5.930$, $p = 0.000$, at 0.05 level of significance. This contradicts the null hypothesis that there is no significant difference in the students' performance in English Proficiency Test Performance when they are classified according to their sex.

Moreover, the Mean scores of both groups revealed that Mean of Female students ($M = 50.6216$) is significantly higher than that of Male ($M = 41.2430$). Similarly, a significant difference in the English Proficiency Test Performance of students when they are grouped according to Age, $t = 2.212$, $p = 0.028$ at 0.05 margin of error. Thus, the null hypothesis that there is no significant difference in the students' English Proficiency Test Performance when classified according to their age is rejected.

Thirdly, the ANOVA computation reveals that there is a statistically significant difference at 0.05 level of significance in the students' English Proficiency Test performance when classified according to Course, $F = 12.133$, $p=0.000$. The null hypothesis that there is no significant difference in the students' English Proficiency Test performance when classified according to their course is rejected. Likewise, the t-test computation of students' English Proficiency Test performance significantly vary when classified according to year level, $t=-2.761$, $p=0.000$ at 0.05 margin of error. Comparatively, the Mean score of third year students ($M=44.1563$) is significantly higher than

that of the second year students ($M=41.0813$) at a slight difference of 3.075.

Finally, the ANOVA computations reveal a significant difference in the students' English Proficiency Test Performance when they are classified as to their High School English Grade, $F=50.291$, $p=0.000$ at 0.05 level margin of error. Thus, this findings disagrees with the null hypothesis that there is no significant difference in the students' English Proficiency Test performance when classified according to High School English Grade.

Table 10 Students' English Proficiency Test Performance According to their Personal Characteristics

Personal Characteristics	N	Mean	SD	Test Statistics	p
Sex	251	41.2430	9.24774	t=5.930	0.000*
Male Female	37	50.6216	6.84491		
Age	161	43.5404	9.63587	t = 2.212	0.028*
18 years old and below Above 18 years old	127	41.0630	9.17705		
Course					
BSMARE BSMT BSTM BSHRM BSBA BSIT	114	41.7719	7.95344	F = 12.133	0.000*
	126	39.8333	9.86124		
	12	50.1667	6.01261		
	19	52.2105	8.09375		
	7	53.8571	3.89138		
	10	47.3000	6.20125		
Year Level	160	41.0813	9.64200	t = -2.761	0.006*
2 nd Year 3 rd Year	128	44.1563	9.07054		
High School Grade	1	62.0000	0.00000	F= 50.291	0.000*
Excellent	37	52.4595	5.81948		
Very Satisfactory Satisfactory	67	48.2836	8.31903		
Fair Poor	100	40.3700	7.53263		
	83	35.5422	6.75043		

*Significant at 0.05 level

To identify the significant difference of English Proficiency Test performance of students when grouped according to their Courses, particularly within and among the six categories, the Post Hoc Test was computed. Table 10-A shows the Post Hoc Test result for English Proficiency Test Performance of the students according to their personal characteristics. BSMARE students manifested a significantly lower English Proficiency Test performance than BSHRM and BSBA. The

BSMT group of students also has shown a significantly lower performance than BSHRM, BSBA and BSTM. The maritime courses and non-maritime courses significantly vary in their Mean scores. The Mean of the non-maritime courses is significantly higher than that of the maritime courses. This means that the non-maritime students considered English language as an important tool and skill for them to master so they can land a good job in their chosen profession.

Table 10-A. Post Hoc Test for English Proficiency Test Performance according to their Personal Characteristics

Course		Mean Difference	p
BSMARE	BSMT BSTM BSHRM BSBA BSIT	1.93860	0.704
		-8.39474	0.075
		-10.43860*	0.000
		-12.08521*	0.028
		-5.52807	0.592
BSMT	BSMARE BSTM BSHRM BSBA BSIT	-1.93860	0.704
		-10.3333*	0.010
		-12.37719*	0.000
		-14.02381*	0.005
		-7.46667	0.237
BSTM	BSMARE BSMT BSHRM BSBA BSIT	8.39474	0.075
		10.3333*	0.010
		-2.04386	0.995
		-3.69048	0.977
		2.86667	0.988
BSHRM	BSMARE BSMT BSTM BSBA BSIT	10.43860*	0.000
		12.37719*	0.000
		2.04386	0.995
		-1.64662	0.999
		4.91053	0.836
BSBA	BSMARE BSMT BSTM BSHRM BSIT	12.08521*	0.028
		14.02381*	0.005
		3.69048	0.977
		1.64662	0.999
		6.55714	0.800
BSIT	BSMARE BSMT BSTM BSHRM BSBA	5.52807	0.592
		7.46667	0.237
		-2.86667	0.988
		-4.91053	0.836
		-6.55714	0.800

*Significant at 0.05 level

Relationship of English Placement Test Performance and Personal Characteristics

Table 11 shows the relationship of English Placement Test Performance of the students and personal characteristics. The table reveals that students' English Placement Performance is significantly related to their personal characteristics such as sex, age, course and High School English Grade except in the Year Level. The distribution of students in their English Placement performance showed that 55.4 percent of 251 Male students exhibited an Average performance. While

out 37 Female students 86.5 percent posted a Moderately High performance.

The table also indicates that the students' English Placement Test Performance is significantly related to the sex of the respondents (Cramer's $V=0.308$, $p=0.000$). Thus, the null hypothesis that there is no significant relationship between English Placement Test Performance and sex of the respondents is rejected.

It also reveals that the English Placement Test Performance is significantly related to the age of the students, where the 52.2 percent of

161 students that posted a Moderately High performance came from students with 18 years old and below. While 53 percent of 127 students with age above 18 years old showed only an Average performance. It implies that the older group tends to perform well in taking the English Placement Test compared to that of younger students. Hence, the age of the respondent is significantly related to their English Placement Performance (Cramer's $V=0.194$, $p=0.002$).

In the same vein, the course has significant relationship with students' English Placement Performance (Cramer's $V=0.641$, $p=0.000$). A similar pattern can be traced between students' English Placement Test Performance and their High School English Grade performance (Gamma= 0.641, $p=0.000$).

Table 11. Distribution of students according to their English Placement Test Performance and Personal Characteristics

Personal Characteristics	English Placement Test Performance											
	High		Moderately High		Average		Moderately Low		Low		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Sex												
Male	2	0.8	107	42.6	139	55.4	2	0.8	1	0.4	251	100.0
Female	0	0.	32	86.5	4	10.8	1	2.7	0	0.0	37	100.0
Total	2	0.7	139	48.3	143	49.7	3	1.0	1	0.3	288	100.0

Cramer's $V=0.308$

$p=0.00$ significant

Age												
18 years old and below	2	1.2	84	52.2	75	46.6	0	0.0	0	0.0	161	100.0
Above 18 years old	0	0.0	55	43.3	68	53.5	3	2.4	1	0.8	127	100.0
Total	2	0.7	139	48.3	143	49.7	3	1.0	1	0.3	288	100.0

Gamma = -0.231

$p=0.04$ significant

Course												
BSMARE	1	0.9	47	41.2	66	57.9	0	0.0	0	0.0	114	100.0
BSMT	1	0.8	52	41.3	70	55.6	2	1.6	1	0.8	126	100.0
BSTM	0	0.0	12	100.0	0	0.0	0	0.0	0	0.0	12	100.0
BSHRM	0	0.0	14	73.7	5	26.3	0	0.0	0	0.0	19	100.0
BSBA	0	0.0	7	100.0	0	0.0	0	0.0	0	0.0	7	100.0
BSIT	0	0.0	7	70.0	2	20.0	1	10.0	0	0.0	10	100.0
Total	2	0.7	139	48.3	143	49.7	3	1.0	1	0.3	288	100.0

Cramer's $V=0.194$

$p=0.002$ significant

Year Level												
2 nd Year	2	1.3	74	46.3	81	50.6	2	1.3	1	0.6	160	100.0
3 rd Year	0	0.0	65	50.8	62	48.4	1	0.8	0	0.0	128	100.0
Total	2	0.7	139	48.3	143	49.7	3	1.0	1	0.3	288	100.0

Gamma = 0.061

$p=0.596$ not significant

High School Grade												
Excellent	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	1	100.0
Very Satisfactory	0	0.0	35	94.6	2	5.4	0	0.0	0	0.0	37	100.0
Satisfactory	1	1.5	48	70.1	19	28.4	0	0.0	0	0.0	67	100.0
Fair	0	0.0	37	37.0	62	62.0	1	1.0	0	0.0	100	100.0
Poor	1	1.2	20	24.1	59	71.1	2	2.4	1	1.2	83	100.0
Total	2	0.7	139	48.3	143	49.7	3	1.0	1	0.3	288	100.0

Gamma = 0.641

p = 0.000 significant

Relationship between College English Grades and Personal Characteristics

Table 12 shows the relationship of College English Grades and personal characteristics of the respondents.

It is hypothesized that there is no significant relationship between College English Grades and Personal Characteristics of the students. However, the results of the study show that students' College English Grades Performance is significantly related to their personal characteristics such as sex, age, course, and High School English Grade except in year level. Hence, the null hypothesis that there is no significant relationship between College English Grades and year level is rejected.

The table indicates that the students' College English Grades Performance is significantly related to the sex of the respondents (Cramer's V=0.248, p= 0.000). The data reveal that more than half of the female students (54.1 percent) showed a Satisfactory performance

and another more than one-fourth (27.0 percent) posted a Very Satisfactory performance. Male counterparts on the other hand, showed a relatively high percentage (40.6 percent) of them fairly performed and almost one-sixth of them (14.3 percent) performed poorly. Thus, the null hypothesis that there is no significant relationship between College English Grades and sex is rejected.

Likewise the age of the respondent is significantly related to their College English Grades (Cramer's V= 0.401, p=0.002). In the same vein, the course has significant relationship with students' College English Grades (Cramer's V= 0.283, p=0.000). A similar pattern can be traced between students' College English Grades and their High School English Grade performance (Gamma= 0.798, p=0.000). A significant pattern of relationship can be observed in the table where a single student who registered an Excellent performance in College English Grades Performance was posted by student who had Excellent performance in High School English Grade.

Table 12 Distribution of Students according to their College English Grades and Personal Characteristics

Personal Characteristics	College English Grades									
	Very Satisfactory		Satisfactory		Fair		Poor		Total	
	f	%	f	%	f	%	f	%	f	%
Sex										
Male	38	15.1	75	29.9	102	40.6	36	14.3	251	100.0
Female	10	27.0	20	54.1	7	18.9	0	0.0	37	100.0
Total	48	16.7	95	33.0	109	37.8	36	12.5	288	100.0

Cramer's V = 0.248

p = 0.000

significant

Age	41	25.5	55	34.2	49	30.4	16	9.9	161	100.0
8 years old and below	7	5.5	40	31.5	60	47.2	20	15.7	127	100.0
Above 18 years old										
Total	48	16.7	95	33.0	109	37.8	36	12.5	288	100.0

Gamma = -0.401

p = 0.000 significant

Course										
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BSMARE	7	6.1	42	36.8	58	50.9	7	6.1	114	100.0
BSMT	28	22.2	26	20.6	43	34.1	29	23.0	126	100.0
BSTM	1	8.3	9	75.0	2	16.7	0	0.0	12	100.0
BSHRM	6	31.6	10	52.6	3	15.8	0	0.0	19	100.0
BSBA	4	57.1	3	42.9	0	0.0	0	0.0	7	100.0
BSIT	2	20.0	5	50.0	3	30.0	0	0.0	10	100.0
Total	48	16.7	95	33.0	109	37.8	36	12.5	288	100.0

Cramer's V = 0.283

p = 0.000

significant

Year Level										
1 st Year	32	20.0	54	33.8	54	33.8	20	12.5	160	100.0
3 rd Year	16	12.5	41	32.0	55	43.0	16	12.5	128	100.0
Total	48	16.7	95	33.0	109	37.8	36	12.5	288	100.0

Gamma = -0.145

p = 0.111 not significant

High School Grade										
Excellent	1	100.0	0	0.0	0	0.0	0	0.0	1	100.0
Very Satisfactory	21	56.8	15	40.5	1	2.7	0	0.0	37	100.0
Satisfactory	20	29.9	35	52.2	12	17.9	0	0.0	67	100.0
Fair	6	6.0	38	38.0	45	45.0	11	11.0	100	100.0
Poor	0	0.0	7	8.4	51	61.4	25	30.1	83	100.0
Total	48	16.7	95	33.0	109	37.8	36	12.5	288	100.0

Gamma = 0.798

p = 0.000 significant

Relationship between English Proficiency Test Performance and Personal Characteristics

Table 13 shows the relationship between English proficiency Test Performance and personal characteristics of the respondents. It is hypothesized that there is no significant relationship between English Proficiency Test Performance and Personal Characteristics of the students. However, the data in table 13 show that the English Proficiency Test Performance of students is significantly related their personal characteristics such as sex, year level, course, and High School English Grade except in age.

Comparatively, two-thirds of the female students posted a High Proficiency performance (70.3 percent) and almost one-fourth (24.3 percent) registered a Moderate Proficiency performance in their English Proficiency Test Performance. The table indicates that the students' English Proficiency Test Performance is significantly related to the sex of the respondents (Cramer's V=0.304, p= 0.000). Thus, the null

hypothesis that there is no significant relationship between English Proficiency Test Performance and sex is not accepted. Likewise, the year level of the respondent is significantly related to their English Proficiency Test Performance (Cramer's V= 0.264, p=0.009). It means that the higher the academic level of the respondents the higher is his English proficiency level.

In the same vein, the course has significant relationship with students' English Proficiency Test Performance (Cramer's V= 0.289, p=0.000). It means that students' English proficiency level is significantly related to the concerns, expectation and attitudes impliedly required in an academic course. A similar pattern can be traced between students' English Proficiency Test Performance and their High School English Grade performance (Gamma= 0.723, p=0.000). This simply means that the higher the student's High School English Grade the higher is his English proficiency Test Performance.

Table 13. Distribution of students according to their English Proficiency Test Performance and Personal Characteristics

Personal Characteristics	English Proficiency Performance									
	Very Proficiency		High Proficiency		Moderate Proficiency		Low Proficiency		Total	
	F	%	F	%	f	%	f	%	f	%
Sex										
Male	3	1.2	80	31.9	136	54.2	32	12.7	251	100.0
Female	2	5.4	26	70.3	9	24.3	0	0.0	37	100.0
Total	5	1.7	106	36.8	145	50.3	32	11.1	288	100.0

Cramer's V = 0.304

 $p = 0.000$

significant

Age	5	3.1	61	39.8	74	46.0	18	11.2	161	100.0
8 years old and below	0	0.0	42	33.1	71	55.9	14	11.0	127	100.0
Above 18 years old										
Total	5	1.7	106	36.8	145	50.3	32	11.1	288	100.0

Gamma = -0.161

 $p = 0.116$

not significant

Course										
BSMARE	0	0.0	37	32.5	70	61.4	7	6.1	114	100.0
BSMT	2	1.6	35	27.8	64	50.8	25	19.8	126	100.0
BSTM	0	0.0	8	66.7	4	33.3	0	0.0	12	100.0
BSHRM	3	15.8	12	63.2	4	21.1	0	0.0	19	100.0
BSBA	0	0.0	7	100.0	0	0.0	0	0.0	7	100.0
BSIT	0	0.0	7	70.0	3	30.0	0	0.0	10	100.0
Total	5	1.7	106	36.8	145	50.3	32	11.1	288	100.0

Cramer's V = 0.289

 $p = 0.000$

significant

Year Level										
1 st Year	4	2.5	47	29.4	87	54.4	22	13.8	160	100.0
3 rd Year	1	0.8	59	46.1	58	45.3	10	7.8	128	100.0
Total	5	1.7	106	36.8	145	50.3	32	11.1	288	100.0

Gamma = 0.264

 $p = 0.009$

significant

High School Grade										
Excellent	1	100.0	0	0.0	0	0.0	0	0.0	1	100.0
Very Satisfactory	3	8.1	29	78.4	5	13.5	0	0.0	37	100.0
Satisfactory	1	1.5	44	65.7	19	28.4	3	4.5	67	100.0
Fair	0	0.0	25	25.0	65	65.0	10	10.0	100	100.0
Poor	0	0.0	8	9.6	56	67.5	19	22.9	83	100.0
Total	5	1.7	106	36.8	145	50.3	32	11.1	288	100.0

Gamma = 0.723

 $p = 0.000$

significant

Relationship among students' English Placement Test Performance, College English Grades and English Proficiency Test Performance

Table 14 shows the relationship between English Proficiency Test Performance and English Placement Test Performance. The data show that almost two-thirds (68.5 percent) of the students who exhibited a High performance in their English Placement Test Performance posted a Moderate Proficiency performance in their English Proficiency Test. Another 60.4 percent of students with High Proficiency performance in English Proficiency Test were manifested by students who showed a Moderately High performance in their English Placement Test Performance. This implies that English Placement

performance is significantly related to English Proficiency Test Performance.

The data in table 14 reflects that the English Proficiency Test Performance as significantly related to English Placement Test Performance with $r=0.422$, $p=0.000$ at 0.05 margin of error. Therefore the null hypothesis that there is no significant relationship between students' English Placement Test Performance and English Proficiency Test Performance is rejected. Furthermore, result is interpreted as moderate correlation or substantial relation. Hence, those students who performed well in their English Placement Test Performance are also performing well in their English Proficiency Test.

Table 14 Distribution of Students' According to Their English Placement Test Performance and English Proficiency Test Performance

English Placement Test Performance	English Proficiency Test Performance									
	Very High Proficiency		High Proficiency		Moderate Proficiency		Low Proficiency		Total	
	F	%	f	%	f	%	f	%	f	%
Very High Proficiency	0	0.0	1	50.0	0	0.0	1	50.0	2	100.0
Highly Proficient	4	2.9	84	60.4	44	31.7	7	5.0	139	100.0
Satisfactory	1	0.7	21	14.7	98	68.5	23	16.1	143	100.0
Less Proficient	0	0.0	0	0.0	2	66.7	1	33.3	3	100.0
Poor	0	0.0	0	0.0	1	100.0	0	0.0	1	100.0
Total	5	1.7	106	36.8	145	50.3	32	11.1	288	100.0

$r = 0.422$

$p = 0.000$

significant

Table 15 shows the relationship between English Proficiency Test Performance and College English Grades. The data in the table show that more than two-thirds (70.8 percent) of the students who perform very satisfactorily in their College English Grades Performance posted a High Proficiency performance in English Proficiency Test. Another 73.4 percent of the students who performed fairly in College English Grades Performance register Moderate Proficiency performance in English Proficiency Test. On the other hand one-third (33.3 percent) of students who performed poorly in their College

English Grades showed a Low Proficiency performance in their English Proficiency Test.

The data in table 15 reflect that the English Proficiency Test Performance is significantly related to College English Grades with $r=0.592$, $p=0.000$ at 0.05 margin of error. Thus, the null hypothesis that there is no significant relationship between students' College English Grades and English Proficiency Test Performance is rejected. This means that students who perform well in their English classes tend to have high English Proficiency performance.

Table 15 Distribution of students' according to their College English Grades and English Proficiency Test Performance

College English Grades	English Proficiency Test Performance									
	Very High Proficiency		High Proficiency		Moderate Proficiency		Low Proficiency		Total	
	F	%	f	%	f	%	f	%	f	%
Very Satisfactory	5	10.4	34	70.8	9	18.8	0	0.0	48	100.0
Satisfactory	0	0.0	57	60.0	33	34.7	5	5.3	95	100.0
Fair	0	0.0	14	12.8	80	73.4	15	13.8	109	100.0
Poor	0	0.0	1	2.8	23	63.9	12	33.3	36	100.0
Total	5	1.7	106	36.8	145	50.3	32	11.1	288	100.0

$r = 0.592$

$p = 0.000$

significant

Predictive ability of English Placement Test Performance and College English Grades in students' English Proficiency Test Performance

Table 16 shows the predictive ability of English Placement Test Performance and College English Grades on students' English Proficiency Test Performance. Results show that the linear regression model that considers Grade in English and English Placement Test performance as predictor variables is a good model to predict English proficiency Test performance of students. This is reflected by the resulting F test statistic value of 120.718 with a p-value of 0.000. The model describes that English Proficiency Test Performance = $-67.979 + 1.051 (\text{English Grade}) + 0.687 (\text{English Placement Test Performance})$.

This model shows that a unit increase in the English grade of the student with the other predictor variable held constant will increase the English Proficiency Test Score by 1.051 units. On the other hand, considering English grade to be constant, English Proficiency test score is expected to increase by 0.687 for every unit increase in the English placement Test Performance of a student. As observed, both independent variables are directly related to English proficiency test performance. Thus, an increase in the value of these variables will also mean an increase in the value of the dependent variable which is English proficiency Test performance a student.

Table 16. Predictive ability of English Placement Test Performance and College English Grades on Student's English Proficiency Test Performance

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	11879.836	2	5939.918	120.718	.000
Residual	14023.383	285	49.205		
Total	25903.219	287			

- a. Dependent Variable: English Proficiency Test Performance
 b. Predictors: (Constant), Grade in English, placement test performance in English

Model Summary

Model	Coefficients B	t	Sig.	R	R Square
(Constant)					
College English Grades and	-67.979	-8.442	.000	.677 ^b	.459
English Placement Test	1.051	9.792	.000		
Performance	.687	5.950	.000		

Dependent Variable: English Proficiency Test Performance

Summary

This study is about the Determinants of English Proficiency Test Performance among College Students. A one –shot survey design is used in this particular study. There were 288 sample population respondents that include six courses BSMARE, BSMT, BSTM, BSHRM, BSBA, and BSIT. They were selected using Stratified Random Sampling Procedure to proportionate sampling size.

The research instrument utilized in this study was teacher- made research instrument, where its validity and reliability testing was established through a validation check by professors in English Language and run through a test-retest reliability and item analysis procedures. Other data of the respondents were taken from the Registrar's Office of the College, Guidance Office and from the respondents upon answering the Research Instrument.

Findings

Based on the data presented, the following are the findings of the study:

1. Majority of the respondents is male, with age 18 years old and below and mostly are enrolled in the course Bachelor of Science in Marine Transportation. More than half of the respondents (55. 6

percent) are 2nd year college and majority of them which is 34. 7 percent exhibits **Fair** performance in their High School English Grade.

2. Majority of them which is the 49.7 percent posted an **Average** performance in English Placement Test. In terms of their College English Grades Performance majority of them (37.8 percent) manifested a **Fair** performance.

3. Over half of the respondents demonstrated a moderate level of overall English proficiency, showing relative strengths in vocabulary and word order despite specific struggles with subject-verb agreement and verb forms. Although students achieved high proficiency in reading comprehension, they continued to face significant challenges with inferential questions and specific grammatical structures across all test sub-areas.4. When differences in English Placement Test Performance were considered as to their personal characteristics, only the year level manifests the absence of significance.

5. The College English Grades of the respondents significantly varies based on their personal characteristics except for year level. Furthermore, obvious significant difference manifests between BSMARE and BSBA courses.

6. Students' English Proficiency Test performance significantly varies as to their personal characteristics. Among the six courses, differences lie between BSMARE and BSBA and between BSBA and BSMT.

7. Students' English Placement Test Performance is significantly related to their personal characteristics except in the year level.

8. College English Grades Performance is significantly related to the personal characteristics of the students except in year level.

9. Relationship exists between English Proficiency Test Performance and students' personal characteristics except in age.

10. Students' English Placement Test Performance is significantly related to English Proficiency Test Performance which means that the higher the students' English Placement Test performance, their English Proficiency Test Performance tended to be higher also.

11. Students' College English Grades Performance is significantly related to English Proficiency Test Performance that means the higher the students' College English Grades, the higher their English Proficiency Test Performance will be.

12. English Placement Test Performance and College English Grades are predictors of students' English Proficiency Test Performance that means the higher the students' performance in English Placement Test and College English Grades, the higher their performance will be in English Proficiency Test.

Conclusions

Based on the findings presented, the following conclusions were made:

1. Majority of students are male students consistent to a global culture that maritime schools are dominated by male students.
2. Students' level of difficulty in sentence structure and reading skills is attributed to low academic performance grade in English subjects.
3. The English Placement Test Performance was given to prospective freshmen students. Hence, it logically explains why English Placement Performance does not vary according to year level.
4. English Proficiency Test Performance most like vary based on the personal characteristics of the respondents.
5. The English Placement Test Performance of the students has an influence on their English Proficiency Test Performance.
6. The College English Grades Performance has to do with the English Proficiency Performance of the students.
7. The English Placement Test performance and College English Grades are valid determinants of English Proficiency.

Recommendations

From the aforementioned findings and conclusions, this study recommends the following to the administration:

1. Strengthen its curriculum in English Language by offering English upgrading program to students who performed poorly in their English Placement Test Performance and High School English Grade.
2. Develop language awareness and motivating activities in school so students will be able to maintain their interest and motivation in

studying the English language. A

Language Department is also recommended in the school for administration to study and develop its emphasis on English Language.

3. enriched the language curriculum by providing adequate, varied and updated instructional materials and facilities in every classroom. It is further recommended that the school library as the center of resource must also contain adequate, varied, updated and attractive reading materials on English language.

4. consistently maintain and develop adequate English language trainings for all academic levels especially in Elementary and High School levels.

To teachers:

1. update themselves with knowledge and skills on the use of varied and effective teaching strategies. Moreover, teachers must motivate male students to study the English language so their English proficiency will keep in step with their female counterparts.
2. give more emphasis on Reading and developing the reading skills of students. When it is possible, include in the curriculum the subject on Developmental Reading.

To students:

1. develop their intrinsic motivation in studying the English language and participate in all of the schools activities that will help them improve their competence in English language.
2. strive to perform well in all of their English subjects by utilizing all the opportunities and positively responding to language learning challenges so they can develop their language proficiency

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