

**ENGLISH PROFICIENCY, MOTIVATION AND ACADEMIC PERFORMANCE  
OF BSED ENGLISH MAJORS IN THE STATE UNIVERSITIES  
AND COLLEGES IN CAMARINES SUR**

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## **ABSTRACT**

This study was conducted to determine the correlation between and among the English proficiency level, motivation and academic performance of the BSED English majors in the State Universities and Colleges in Camarines Sur. Specifically, the researcher sought answer to the following questions: (1) What is the demographic profile of the BS Education students major in English in the State Universities and Colleges in Camarines Sur along: a) age b) gender c) type of high school attended d) parents' educational attainment; (2) What is the English proficiency level of the respondents along: (a) listening (b) speaking (c) reading (d) writing? (3) What is the motivation level of BS education students major in English in the state universities and colleges in Camarines Sur? (4) Is there a significant correlation between and among the students: a) demographic profile, English proficiency and academic performance and; b) motivation, English proficiency and academic performance?

The descriptive-correlational method was employed in the study wherein two types of data were generated: the quantitative and qualitative. A modified English Proficiency Test with Standardized Reading Comprehension Test and modified motivation survey questionnaire were utilized to generate data and determine the relationship between and among the respondents' demographic profile, their level of proficiency, academic performance and motivation to learn English. Actual observations were conducted to identify some strategies and approaches applied by the teachers and the extent of the motivation of the students inside the classroom while face to face interviews were done to follow up the survey motivation results.

A total of 96 respondents from among the three (3) State Universities and Colleges in Camarines Sur were considered for the purpose of gathering the essential information.

Based from the gathered data, the study revealed the following findings and conclusions: Age has no relationship with the students' motivation to learn the English subject. The independent variables such as school, year level, and gender, type of high school attended and source of financial support were not significantly related to students' level of motivation. The father's educational attainment and mother's educational attainment have significant relationship to the students' level of motivation. As educational attainment of parents increases the level of motivation of students to learn English subject also increases.

With regards to the relationships between selected students' profile and academic performance, this study found out that six (6) out of eight (8) variables were found to be not significantly related to academic performance. The age, school where they graduated; gender; type of high school attended; father's educational attainment; and source of financial support did not show relationship to academic performance.

The variable which was found to have significant relationship to academic performance is the mother's educational attainment. The study found out the importance of mother's educational attainment to improve academic performance of their children.

The English Proficiency of students is not significantly related to both their academic performance and motivation to learn English. This finding means that English proficiency is seen to be less contributory to their academic performance. Likewise, motivation to learn English is not related to their English Proficiency. Conversely, results show that the students' motivation to learn English posted a positive significant correlation to their academic performance. This means that as motivation of students to learn English increases their academic performance also improves, however it is not necessary related to English Proficiency.

In view of the foregoing findings and conclusions, the following are recommended : (1) The respective universities and colleges may design their own language enrichment program which should co-exist with the school curriculum geared towards the development of the four macro skills; (2) Teachers should be creative, inventive, original and resourceful in making language-learning not only beneficial to the learners but also enjoying on the part of the learners; (3) Results and findings of this study may be the reference in revisiting and improving the English Curriculum of the concerned State Universities and Colleges ; (4) Finally, similar studies may be conducted to confirm or refute the findings of this study.