

Students' Proficiency and Performance in English in Relation to Academic Performance

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Abstract:

This study investigated students' proficiency levels in the K-12 Education Program within a small division during the 2023-2024 academic year. It examined student demographics and proficiency in English across reading, writing, speaking, and listening domains. Findings revealed that many students with older age, fewer siblings, and lower-income backgrounds exhibit proficiency levels below planning standards across all assessed areas. The study underscored the need for targeted interventions tailored to the linguistic needs of students within identified demographic profiles. Specifically, most respondents were seniors with fewer siblings and belonged to lower-income families. Despite comparable proficiency levels across demographic groups, a statistically significant difference in writing proficiency based on age was observed. Recommendations included implementing targeted intervention programs, developing structured curricula, introducing interactive exercises, and fostering a supportive learning environment to enhance English proficiency. Additionally, further investigation into factors influencing writing proficiency and the continuous adaptation of teaching methods was advised to promote academic success in English education.

Keywords: Academic performance, student's performance, student's proficiency.

Introduction:

Nature of the Problem

The importance of English proficiency across various domains has become increasingly evident in recent years. From academic success to career advancement, competency in reading, writing, speaking, and listening in English has emerged as a crucial skill set. This study aims to delve into the intricacies of students' performance in these critical areas and its correlation with overall academic achievement. Recently, studies have highlighted the significance of English proficiency in educational settings. Research by Pearson (2021) demonstrated a strong correlation between English proficiency and academic success, emphasizing the need for comprehensive language education. Additionally, Schleppegrell (2019) underscored the importance of integrating speaking and listening skills into English language curricula to enhance proficiency. These studies, among others, underscore the critical role of English proficiency in shaping students' academic trajectories.

Despite recognizing the importance of English proficiency, a persistent challenge still needs to be addressed regarding students' reading, writing, speaking, and listening performance. Studies by Gomez, Smith, and Jones (2020) and Lee and Chen (2021) have highlighted deficiencies in students' language skills, indicating a pressing need for intervention and improvement strategies. The gap between the expected proficiency levels and actual performance raises concerns about the effectiveness of current teaching methodologies and curriculum frameworks.

As an English teacher, the researcher has observed firsthand the challenges students face in mastering English across various competencies. Difficulties in reading comprehension, expressing ideas coherently in writing, articulating thoughts orally, and actively engaging in listening activities have been recurrent issues. These observations underscore the necessity of investigating the underlying causes contributing to students' persistent low proficiency levels in English. Driven by a passion for fostering language proficiency and enabling students to achieve their full potential, the researcher is motivated to conduct this study. Systematically analyzing data aims to identify the root causes of students' struggles in English proficiency. This study sought to provide evidence-based insights that can inform targeted interventions and instructional approaches, ultimately enhancing students' reading, writing, speaking, and listening competencies, thus improving their overall academic performance.

Current State of Knowledge

For Weir (2021), effective comprehension strategies are crucial for understanding written and spoken English. Predicting involves making educated guesses about the content or direction of a text or conversation based on prior knowledge and context clues. Summarizing requires condensing critical information into concise statements, facilitating retention and comprehension. On the other hand, questioning encourages active engagement with the material by generating inquiries to clarify understanding. Visualizing involves creating mental images to enhance comprehension and retention, particularly in descriptive passages or narratives.

The significance of vocabulary acquisition in language learning cannot be overstated. Various techniques can be employed to expand vocabulary, such as using context clues to infer word meanings, exploring word families to understand related words and their usage patterns, and maintaining vocabulary journals to record and review new words regularly. A rich vocabulary enhances receptive (reading, listening) and productive (writing, speaking) language skills, enabling individuals to express themselves more precisely and comprehensively (Lund, 2023).

Reading proficiency is indispensable for academic achievement and lifelong learning. Abad and Abad (2019) underscore its pivotal role in comprehending complex texts, extracting information, and critically evaluating ideas. Proficient readers possess a repertoire of strategies, including skimming, scanning, and inferencing, to navigate various types of texts effectively. They demonstrate comprehension by synthesizing information, making connections, and drawing conclusions from the text. Moreover, reading proficiency extends beyond decoding words; it encompasses higher-order thinking skills such as analysis, synthesis, and evaluation. Proficient readers engage with texts actively, asking questions, making predictions, and reflecting on their understanding, which enhances their overall cognitive development.

Heft and Braun (2022) investigated the influence of age, sibling number, and family income on writing proficiency among students. Results indicate a significant difference in writing proficiency between younger and older students, highlighting the relevance of age-related developmental aspects in shaping writing skills and emphasizing the need for targeted instructional strategies across age groups. However, the analysis suggests that the number of siblings and family income do not significantly influence writing proficiency. These findings underscore the importance of individualized interventions for writing skills while emphasizing the need for a more comprehensive understanding of factors affecting language development beyond familial variables.

Besides, Tran and Nguyen (2021) provided a detailed examination of factors influencing listening proficiency among students, focusing on age, number of siblings, and average family monthly income. Results indicate non-significant differences in listening proficiency between younger and older students and non-significant associations between listening proficiency and the number of siblings and family income levels. These findings highlight the complexity of factors influencing listening proficiency and underscore the importance of a holistic approach in addressing the diverse learning needs of students in this area.

After all, Bautista and Dela Cruz (2022) examine age-related differences in English proficiency across reading, writing, listening, and speaking competencies among students grouped into younger and older age categories. Analysis reveals that the older group outperforms the younger group across all competencies. For instance, the older group demonstrates higher proficiency in reading than the younger group. Similar patterns are observed in writing, listening, and speaking. Despite these differences, neither age group meets the expected proficiency levels across all competencies. Notably, the standard deviations are consistently lower in the older group, indicating a more concentrated distribution of scores than the younger group. These findings highlight the presence of age-related disparities in English proficiency and underscore the need for targeted interventions for both younger and older students. Recommendations include curriculum adjustments, individualized support mechanisms, and continuous monitoring to address age-related differences effectively and improve language learning outcomes for all students.

Theoretical Underpinnings

This study's theoretical framework is based on Lev Vygotsky's Socio-Cultural Theory of Learning, developed in the early 20th century. Vygotsky emphasizes that cognitive development is shaped by social interaction and cultural influences, with "making meaning" primarily dependent on these interactions (Vygotsky, 1978).

According to the Socio-Cultural Theory, learning is viewed as a socially mediated activity, wherein understanding and interpretations of the world are shaped through social interactions and cultural influences. The theory highlights the impact of cultural and social contexts on learning and development, emphasizing that learning is a collaborative process. It also underscores the importance of social interaction, cultural context, and interpersonal communication in language learning in acquiring language skills (Lantolf & Thorne 2006).

This theory is particularly relevant to the present study as it provides a comprehensive framework for understanding the diverse factors that may influence students' performance in English within the K-12 Education Program. By adopting this theory, the study acknowledges the interconnected nature of various factors and their embeddedness

within the social and cultural contexts of the student's learning environment. The research can also explore the factors affecting students' English performance, such as curriculum and instruction, language learning motivations and attitudes, language assessment and feedback, and the dynamic interplay between these factors and the broader social and cultural context.

Hence, this theoretical framework allows a holistic examination of the multifaceted influences on students' English language learning outcomes. It provides a lens through which to analyze the intricate connections between social interactions, cultural influences, and academic performance.

Objectives of the Study

This study aimed to determine the student proficiency in English in the K-12 education program in a small-sized division for the school year 2023-2024. Specifically, this study sought answers to the following questions: 1) the level of students' proficiency in English according to the areas of reading, writing, speaking and listening; and 2) the significant difference in the student proficiency level in English when grouped and compared according to the abovementioned variables.

Methodology:

This section presents the discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedure for data analysis.

Research Design

This study utilized descriptive research design in determining the level of students' proficiency in English in relation to their academic performance. According to Loeb (2017), descriptive research is a type of research that describes the characteristics of a population. It collects data to answer a wide range of what, when, and how questions on a particular population or group. It also does not answer questions about why a specific phenomenon occurs or its causes. Descriptive studies explore correlations between variables, though they do not prove causality. They help identify variables that may explain a phenomenon and are often used to generate hypotheses for further testing with more rigorous methods.

Study Respondents

The study sampled 132 out of 199 grade 9 students, using Cochran's formula to calculate sample size based on confidence level and margin of error (Cochran, 1977). Proportionate stratified random sampling was applied, dividing the population into subgroups and selecting samples from each based on their proportion in the total population, improving representativeness and accuracy (Kadam et al., 2015).

Instruments

The researcher gathered data by administering the survey questionnaire to the 132-sample teacher population within the identified schools in the district. It was subjected to validity (4.48-excellent) and reliability (0.712-acceptable). All of them were interpreted as worthy and good; respectively. The researcher utilized a two-part questionnaire to determine the students' English proficiency level. Part 1 contains queries on respondents' profiles, such as their age, number of siblings, and average family monthly income. Part 2 includes the proper questionnaire, consisting of 40-item test questions. Questions are classified into four (4) components: reading, writing, listening, and speaking, with ten (10) questions per component.

To measure student proficiency in 4 areas, the MPS were interpreted according to the following guide: 90% - 100% (Outstanding), 85% - 89% (Very Satisfactory), 80% - 84% (Satisfactory), 75% - 79% (Fairly Satisfactory), and 74% below (Did Not Meet Expectations).

Data Gathering Procedure

The data-gathering procedure for the study of students' proficiency in English in relation to their academic performance is as follows: Firstly, the target population for the study was identified, including students in the K-12 Education Program in a small division in the central Philippines for the school year 2023-2024. A representative sample of students was selected using a stratified random sampling technique, ensuring the inclusion of participants from different grade levels and schools within the division. A pilot test was done with a small group to ensure the questions were straightforward. Revisions were made based on the feedback. Once the questionnaires were finalized, permission was sought from relevant educational authorities, and informed consent was obtained from the participants. The questionnaires were administered to the selected sample of students in a suitable location within the division. Clear instructions were provided, emphasizing the importance of privacy and confidentiality of their

responses. Participants were given ample time to complete the questionnaires, and researchers were available to address any queries or concerns. The collected data was coded and entered into statistical analysis software for analysis.

Data Analysis and Statistical Treatment

Objective No.1 used a descriptive-analytical scheme and mean to determine the level of student proficiency in English.

Objective No. 2 used a comparative analytical scheme and T-test to determine whether or not significant differences existed in the level of students' proficiency in English when grouped and compared according to the abovementioned variables.

Ethical Consideration

The researcher ensured voluntary participation of the respondents to this study; names were not included in the data, and each identity was not disclosed; they were assured of the complete confidentiality of the data with the researcher as the sole person with data access. After the data were tabulated and analyzed, electronic data were discarded, and print-outs were shredded to prevent unauthorized access to the information.

Results and Discussion:

This section deals with the presentation, analysis and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

Table 1
Students' Proficiency in English in Reading

Item	Mean	Interpretation
1. What is the main economic activity mentioned in the passage?	96.21	Outstanding
2. What is a significant aspect of Seaside's cultural heritage, as mentioned in the passage?	91.67	Outstanding
3. What sequence signal or connector indicates the transition from describing the bookstore's ambiance to introducing Mr. Thompson?	68.94	Did Not Met Expectation
4. How does the passage use sequence signals or connectors to convey information about the bookstore?	56.82	Did Not Met Expectation
5. Based on your understanding of the passage, which of the following best represents the author's purpose in describing the scene?	34.85	Did Not Met Expectation
6. Which key idea is emphasized through the author's descriptions in the passage?	71.97	Did Not Met Expectation
7. Based on the passage, which statement best synthesizes the common elements in the two tales?	59.85	Did Not Met Expectation
8. Considering the information in the passage, how would you evaluate the differences in the portrayal of the forest between the two tales?	53.79	Did Not Met Expectation
9. Considering the information provided in the passage, how would you evaluate the effectiveness of the library's brochure in enticing potential visitors?	64.39	Did Not Met Expectation
10. Imagine you are a visitor planning a trip to the art gallery. How would you apply the information in the gallery's pamphlet to make the most of your visit?	59.85	Did Not Met Expectation
Overall Mean	65.83	Did Not Met Expectation

Table 1 provides insights into students' proficiency in English reading comprehension, presenting mean scores for various items related to understanding a given passage. The overall mean proficiency score of 65.83 indicates that, on average, students did not meet expectations in comprehending the passage. Among the items, "What is the main economic activity mentioned in the passage?" received the highest mean score of 96.21, indicating outstanding comprehension. However, the item "Based on your understanding of the passage, which of the following best represents the author's purpose in describing the scene?" garnered the lowest mean score of 34.85, indicating a "Did

Not Meet Expectation" level of comprehension. This implies that students struggled significantly to grasp the author's purpose behind describing the scene.

This finding underscores a potential challenge student's face in understanding the underlying intentions of the author's descriptive techniques, which could hinder their ability to analyze and interpret textual nuances effectively. Addressing this issue is crucial as understanding the author's purpose is fundamental to comprehending and critically engaging with the text. A related study by Martirosyan, Hwang, and Wanjohi (2015) found a strong correlation between students' proficiency in identifying authorial intent and their overall reading comprehension abilities. This underscores the significance of enhancing students' skills in recognizing the purpose behind the author's narrative choices, as it directly impacts their comprehension levels and analytical capabilities. Therefore, interventions to improve students' understanding of authorial intent could enhance reading proficiency across various texts.

Table 2
Students' Proficiency in English in Writing

Item	Mean	Interpretation
1. Based on the passage, which type of writing prioritizes artistic and imaginative expression?	96.97	Outstanding
2. Based on the excerpt, which type of writing is described?	47.73	Did Not Meet Expectation
3. Based on the passages, which is an example of informative writing?	53.03	Did Not Meet Expectation
4. Based on the passages, which one is an example of literary writing?	40.91	Did Not Meet Expectation
5. Based on the excerpts, which passage demonstrates a strong use of descriptive language characteristic of literary writing?	46.21	Did Not Meet Expectation
6. Which of the following elements would best contribute to the literary quality of your story?	59.85	Did Not Meet Expectation
7. Which of the following is an example of a Haiku?	43.94	Did Not Meet Expectation
8. Based on the poem, what imagery is predominantly used?	55.30	Did Not Meet Expectation
9. Imagine you are tasked with writing a poem about the changing seasons. Which of the following literary devices would be most effective in creating vivid imagery in your poem?	43.94	Did Not Meet Expectation
10. Which literary device is most prominently used in these lines?	59.09	Did Not Meet Expectation
Overall Mean	54.70	Did Not Meet Expectation

Table 2 provides an overview of students' proficiency in English writing, presenting mean scores for various items related to different aspects of writing. The overall mean proficiency score is 54.70, indicating that, on average, students did not meet expectations in writing proficiency. The item with the highest mean score is "Based on the passage, which type of writing prioritizes artistic and imaginative expression?" with a mean score of 96.97, indicating outstanding comprehension. On the other hand, the item "Based on the excerpt, which type of writing is being described?" received the lowest mean score of 47.73, indicating a "Did Not Meet Expectation" level of comprehension. This implies that students struggled to identify the type of writing described in the excerpt.

Data highlights a potential challenge student's face in understanding and recognizing different types of writing. Students may need further guidance and instruction in distinguishing between various writing styles, essential for effective communication and comprehension. A related study by Aina (2015) found that students' ability to identify different types of writing significantly correlated with their overall writing proficiency. This supports the claim that improving students' recognition skills and understanding of various writing styles could enhance writing proficiency. Therefore, targeted interventions focusing on teaching different writing styles and their characteristics are beneficial in improving students' writing abilities.

Table 3
Students' Proficiency in English in Listening

Item	Mean	Interpretation
1. What is the only astronomical object known to harbor life?	90.15	Outstanding
2. What is the leading cause of earthquakes?	37.12	Did Not Meet Expectation
3. What instruction should the customer service representative give to the customer?	59.85	Did Not Meet Expectation

4.	What is the most crucial step in writing a research paper?	57.58	Did Not Met Expectation
5.	What is the student's intention in telling the teacher this?	69.70	Did Not Met Expectation
6.	What does the politician's tone of voice suggest about their feelings about the economy?	34.09	Did Not Met Expectation
7.	Which of the following is a paraphrase of the passage?	40.91	Did Not Met Expectation
8.	Which of the following is the best way to explain the passage to a young child?	56.82	Did Not Met Expectation
9.	Which is the best way to promote recycling in your community?	37.12	Did Not Met Expectation
10.	<i>The speaker is giving a speech on the benefits of a universal healthcare system. They say, "A universal healthcare system would ensure everyone has access to quality healthcare, regardless of income or employment status. This would lead to a healthier and more productive population."</i>	40.15	Did Not Met Expectation
Overall Mean		52.35	Did Not Met Expectation

Table 3 evaluates students' proficiency in English listening comprehension, displaying mean scores for various items related to listening tasks. The overall mean proficiency score is 52.35, indicating that, on average, students did not meet expectations in listening comprehension. The item with the highest mean score is "What is the only astronomical object known to harbor life?" with a mean score of 90.15, indicating outstanding comprehension. This suggests that students generally excelled in identifying astronomical objects known to harbor life. Meanwhile, the item "What is the main cause of earthquakes?" received the lowest mean score of 37.12, indicating a "Did Not Meet Expectation" level of comprehension. This implies that students struggled significantly in identifying the leading cause of earthquakes.

Data highlights students' potential difficulty comprehending specific scientific concepts related to natural phenomena. It suggests that students need further instruction and practice in understanding complex scientific topics, which are crucial for academic success and real-world comprehension. As per Wenneng (2024) stated that Students don't know which method to use to make a decision, students are not very daring to express themselves in the course, how to apply the knowledge learned in the course to practical life and learning. Further, a related study by Azkiyah et al. (2023) found that students' proficiency in listening comprehension significantly correlated with their overall academic performance. This supports the claim that improving students' listening skills and understanding of various concepts could enhance academic achievement. Therefore, targeted interventions focusing on enhancing listening comprehension abilities are beneficial in improving overall academic performance.

Table 4
Students' Proficiency in English in Speaking

Item	Mean	Interpretation
1. Which element of speech delivery is crucial for creating emphasis and conveying the emotions of a piece in a dramatic choir performance?	66.67	Did Not Met Expectation
2. You are performing a piece of poetry that conveys excitement and anticipation. How would you adjust your rate of speech and intonation to communicate this mood to the audience?	65.15	Did Not Met Expectation
3. Which of the following is an example of a suprasegmental feature of speech that is important in delivering lines of poetry and prose in a speech choir or rap performance?	52.27	Did Not Met Expectation
4. the lyrics contain a fast-paced rhythm with rhyming patterns in a rap performance. How might you adjust your delivery of segmentals to match this style?	34.09	Did Not Met Expectation
5. What is an example of an effective speech convention commonly expected in speech choir presentations?	46.21	Did Not Met Expectation
6. You are tasked with leading a speech choir presentation. Analyze the importance of synchronized movements and voice modulation in enhancing the impact of the performance. Choose the MOST accurate statement from the options below:	35.61	Did Not Met Expectation
7. Which of the following is an example of a non-verbal strategy that can create an impact on the audience during a Readers Theatre or Chamber Theatre performance?	17.42	Did Not Met Expectation

8. You are about to perform a dramatic scene in a Chamber Theatre production. How might you use body language to convey the emotions and intentions of your character?	25.00	Did Not Met Expectation
9. Which of the following sounds does the student produce incorrectly?	21.97	Did Not Met Expectation
10. Create a short dialogue (5-10 sentences) that includes the following sounds:	17.42	Did Not Met Expectation
Overall Mean	38.18	Did Not Met Expectation

Table 4 evaluates students' proficiency in English speaking, showcasing mean scores for various items related to speaking tasks and performance. The overall mean proficiency score is 38.18, indicating that, on average; students did not meet expectations in speaking proficiency. This suggests a general need for improvement in speaking skills among the students. The item with the highest mean score is "Which element of speech delivery is crucial for creating emphasis and conveying the emotions of a piece in a dramatic choir performance?" with a mean score of 66.67. However, it still falls below the expected level. This suggests that students showed relatively better comprehension of the importance of speech delivery elements in dramatic choir performances. Conversely, the item "Create a short dialogue (5-10 sentences) that includes the following sounds:" received the lowest mean score of 17.42, indicating a significant deficit in proficiency. This implies that students struggled considerably in producing sounds correctly within a dialogue context.

This finding highlights students' difficulty in accurately reproducing and effectively utilizing sounds in spoken communication. Students require focused instruction and practice in phonetics and sound production to improve their speaking proficiency. A related study by Lee, Jang, and Plonsky (2017) found that students' proficiency in phonetics significantly correlated with their overall speaking proficiency. This supports the claim that addressing deficiencies in sound production skills could improve speaking abilities overall. Therefore, targeted interventions focusing on improving phonetic accuracy and sound production may be beneficial in enhancing students' speaking proficiency.

Table 5

Difference in Reading when grouped and compared according to the Abovementioned Variables

Variable	Category	N	Mean Rank	t-value	p-value	Sig. level	Interpretation
Age	Younger	63	64.13	-1.501	.136		Not Significant
	Older	69	67.39				
Number of Siblings	Few	68	64.41	-1.346	.181	0.05	Not Significant
	Many	64	67.34				
Average Family Monthly Income	Lower	65	66.92	.988	.325		Not Significant
	Higher	67	64.78				

Table 5 compares reading proficiency among students based on age, number of siblings, and average family monthly income. The analysis reveals no statistically significant differences in reading proficiency when grouped according to these variables, as indicated by the p-values exceeding the significance level of 0.05. This suggests that age, number of siblings, and economic background may not significantly impact students' reading abilities. However, it is essential to note that while the differences may not be statistically significant, there could still be practical implications worth considering. For instance, even though there is no significant difference in reading proficiency based on age or family income, teachers may still want to provide tailored support or resources to specific student groups to ensure equitable access to reading materials and opportunities for improvement.

A related study by Laurence (2022) corroborates these findings, demonstrating that socio-economic status can influence academic outcomes. Its impact may vary depending on the specific skill being assessed. In the context of reading proficiency, Smith et al. found that while socio-economic factors may play a role in overall academic achievement, they may not necessarily translate into significant differences in reading ability among student groups. This supports the notion that interventions targeting reading skills may need to be multifaceted and address various factors beyond socio-economic status.

Table 6

Difference in Writing when grouped and compared according to the Abovementioned Variables

Variable	Category	N	Mean Rank	t-value	p-value	Sig. level	Interpretation
Age	Younger	63	50.63	-2.015	.046		Significant
	Older	69	58.41				
Number of Siblings	Few	68	52.94	-.928	.355	0.05	Not Significant
	Many	64	56.56				
Average Family Monthly Income	Lower	65	51.69	-1.526	.129		Not Significant
	Higher	67	57.61				

Table 6 compares writing proficiency among students based on age, number of siblings, and average family monthly income. The analysis reveals a statistically significant difference in writing proficiency based on age, with younger students (mean rank = 50.63) demonstrating lower proficiency compared to older students (mean rank = 58.41), as indicated by the p-value of .046, which falls below the significance level of 0.05. Data suggests that teachers should implement targeted interventions to support younger students in improving their writing skills. These interventions may include age-appropriate instructional strategies, such as more scaffolded writing tasks, explicit instruction on writing conventions, and increased opportunities for practice and feedback tailored to the developmental stage of younger learners. Additionally, teachers should closely monitor younger students' writing proficiency progress to identify specific areas of need and provide timely support and remediation to ensure they achieve proficiency benchmarks.

Data implies that interventions to improve writing skills may need to be mainly targeted toward younger students, potentially incorporating age-appropriate instructional strategies or additional support to address proficiency gaps. However, teachers need to continue monitoring and assessing students' progress across various demographic variables to ensure equitable educational opportunities for all. A related study by Cartajenas et al. (2020) supports the finding of age-related differences in writing proficiency, highlighting the importance of developmental factors in acquiring writing skills. Their research underscores the need for differentiated instruction and targeted interventions to support students at different stages of writing development.

Table 7

Difference in Listening when grouped and compared according to the Abovementioned Variables

Variable	Category	N	Mean Rank	t-value	p-value	Sig. level	Interpretation
Age	Younger	63	49.84	-1.672	.097		Not Significant
	Older	69	54.64				
Number of Siblings	Few	68	49.85	-1.799	.074	0.05	Not Significant
	Many	64	55.00				
Average Family Monthly Income	Lower	65	51.23	-.762	.447		Not Significant
	Higher	67	53.43				

This table compares listening proficiency among students based on age, number of siblings, and average family monthly income. Technically, the analysis indicates that there are no statistically significant differences in listening proficiency based on age ($t = -1.672$, $p = 0.097$), number of siblings ($t = -1.799$, $p = 0.074$), or average family monthly income ($t = -0.762$, $p = 0.447$). These p-values are all greater than the significance level of 0.05, suggesting that the differences observed are not statistically significant.

The findings suggest that demographic variables such as age, number of siblings, and average family monthly income may not significantly influence students' listening proficiency. Therefore, teachers should consider other factors or instructional strategies impacting listening skills development. Resources and interventions to improve listening skills should be tailored to individual student needs rather than demographic characteristics.

A study by Nicomedes (2022) examining the impact of demographic factors on students' listening skills in a similar context found consistent results. Their research concluded that age, family size, and socio-economic status did not

significantly correlate with listening proficiency levels. Instead, they highlighted the importance of instructional methods and classroom environments in fostering practical listening comprehension skills among students.

Table 8

Difference in Speaking when grouped and compared according to the Abovementioned Variables

Variable	Category	N	Mean Rank	t-value	p-value	Sig. level	Interpretation
Age	Younger	63	40.48	2.182	.031		Significant
	Older	69	36.09				
Number of Siblings	Few	68	37.79	-.391	.697	0.05	Not Significant
	Many	64	38.59				
Average Family Monthly Income	Lower	65	39.54	1.315	.191		Not Significant
	Higher	67	36.87				

This table compares speaking proficiency among students based on age, number of siblings, and average family monthly income. Technically, the analysis indicates a statistically significant difference in speaking proficiency based on age ($t = 2.182$, $p = 0.031$), with younger students (mean rank = 40.48) demonstrating higher proficiency compared to older students (mean rank = 36.09). However, there are no statistically significant differences in speaking proficiency based on the number of siblings ($t = -0.391$, $p = 0.697$) or average family monthly income ($t = 1.315$, $p = 0.191$).

These findings have significant implications for educational practices. While age plays a role in speaking proficiency, with younger students exhibiting higher proficiency levels, other demographic factors such as the number of siblings or family income do not significantly impact. Educators should consider age-specific instructional approaches or curricular adjustments to further enhance speaking skills among older students. The findings suggest that interventions to improve speaking proficiency may not need to focus on family size or socio-economic status.

A related study by Wilson (2023) conducted in a similar educational context found identical results regarding the impact of age on speaking proficiency. Their research also highlighted the importance of age-appropriate teaching methods and classroom activities in promoting speaking skills among students of different ages.

Conclusions:

As revealed by the assessment results, the students' English proficiency was way below the planning standards in all areas; it rated equivalents as did not meet expectations in all areas assessed: reading, writing, listening, and speaking. Therefore, the teachers failed to develop mastery among the students. This trend signifies the failure of teachers to cope with the learning modalities of the students, inappropriate use of teaching strategies, and maybe a lack of mastery of the English competencies. Data signals a need for reflection, intervention, and changes in educational practices to support student learning and success in the target language. The students' proficiency in English between groups was comparable in all areas assessed when they were grouped according to age, the number of siblings, and average family monthly income; therefore, the student's proficiency is consistent across demographics, making it primarily attributable to teacher factors. When analyzed based on age, a statistically significant difference was observed in the writing domain, meaning that older and younger students differ in writing proficiency. To enhance overall proficiency in reading, this study calls to implement targeted intervention programs that focus on comprehension, vocabulary, and critical analysis skills. Diversifying reading materials to cater to varied interests and abilities and encouraging independent reading habits are essential. Providing additional support through peer-assisted reading activities further complements these efforts: 1) Implement targeted intervention programs focusing on comprehension, vocabulary, and critical analysis skills; 2) Develop a structured curriculum emphasizing grammar, sentence structure, and essay organization to elevate student writing proficiency; 3) Introduce interactive exercises, such as audio materials, podcasts, and group discussions, to further develop listening skills; and 4) Design interactive activities that promote oral communication skills, such as group discussions, role-playing, and presentations.

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