

ABSTRACT

English is one competitive advantage which the Philippines is yielding to its neighbors, causing alarm for institutions here that are targeting to produce graduates who are proficient in both technical and communication skills. Hence, the researcher assessed the factors influencing English proficiency among second year students of the Bachelor of Technical Teacher Education of Carlos Hilado Memorial College – Alijis Campus for Academic Year 2014-2015 and determined the significant relationship between the factors influencing profile variables.

The instrument used was the “Factors Influencing English Proficiency Descriptive Questionnaire” which was validated and reliability tested. The means and standard deviation were employed as descriptive statistics while One-Way Analysis of Variance and Pearson Product Moment Coefficient of correlations were used as inferential statistics.

The study revealed that: (1)the factors influencing the English proficiency of the students such as the teachers themselves, subject itself, learning strategies, outside class learning activities and personality traits when taken as a whole and grouped was “Highly influential” and (2) significantly differ in the given profile variables ; while (3) these are significantly related to sex, type of school graduated from, parent’s educational attainment, economic status, exposure to mass media and academic achievement was :Highly influential.

Keywords: Education, Assessment, English Proficiency, Factors Influencing English Proficiency, Bachelor Technical Teacher Education Students, Descriptive Research, Alijis, Bacolod City, Philippines

I. INTRODUCTION

Being proficient in English is a necessary requirement if an institution would want its graduate to be more marketable in the global arena and gain a certain degree of respectability. For many years the Philippines would like to believe that it has this competitive advantage. This perception can be traced in the educational system itself of the country where English is used a medium of instruction. The language is valued for its functionality and practicality.

For the masses who are seeking employment abroad English is important more than ever. Though Filipino skills and cheap labor are in demand, but more so is their command and comprehension of English language. Proficiency in this language facilitates communication with their foreign employers.

However this competitive advantage is fast fading. In fact Philippines is no longer the top English-speaking according to the recent language test results by the IDP Education Pty. Ltd. Philippines, an accredited group that administers the International English Language Testing System (IELTS) to Filipinos seeking to work and migrate abroad. The Philippines places only second to Malaysia in English proficiency in Asia. Moreover, in the list published by the Education First: World Leader in the International Education in 2014 Philippines was not included among the Top 60 countries with a high English Proficiency.

This indeed is a cause for alarm for institutions which are targeting to produce graduates who are not only efficient in their skills but more so proficient in communication. Student in the technical fields would all the more need this proficiency in English not only because technical terms are in English but even so that they can understand instructions and communicate their ideas to their employers and colleagues.

It is in this light that the researcher conducted a study assessing the factors influencing English proficiency among students of the Bachelor of Technical Teacher Education.

II. OBJECTIVES

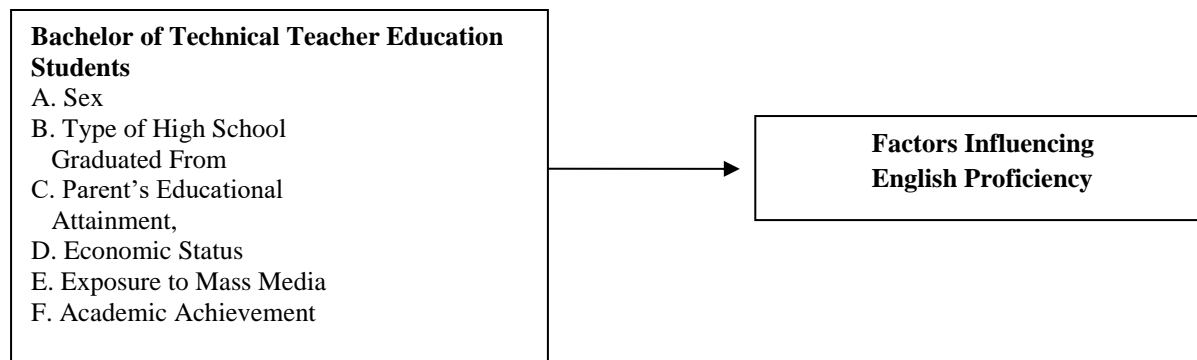
The purpose of the study is to determine the factors influencing the English proficiency of the Bachelor of Technical Teacher Education (BTTE) students of CHMSC- Alijis Campus for AY 2015-2016.

Specifically, it aims to determine the factors influencing the English proficiency of the Bachelor Technical Teacher Education (BTTE) students of CHMSC – Alijis Campus when taken as a whole and grouped according to sex,

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type of high school graduated from, parent's educational attainment, economic status, exposure to mass media and academic achievement. It also wants to determine if there is a significant difference in the factors influencing the English proficiency of the Bachelor Technical Teacher Education (BTTE) students of CHMSC – Alijis Campus when taken as a whole and grouped according to sex, type of high school graduated from, parent's educational attainment, economic status, exposure to mass media and academic achievement. Lastly, it aims to find out if there is a significant relationship in the factors influencing the English proficiency of the Bachelor Technical Teacher Education (BTTE) students of CHMSC – Alijis Campus when taken as a whole and grouped according to sex, type of high school graduated from, parent's educational attainment, economic status, exposure to mass media and academic achievement.

III. CONCEPTUAL FRAMEWORK



IV. METHODOLOGY

The descriptive method of research was used in this study. Descriptive research is a design which aims to describe the nature of a situation as it exists at the time of the study and to explore the causes of particular phenomena (Gay, 1997). Random sampling was employed in the selection of the participants.

V. RESPONDENTS OF THE STUDY

The participants of this study were the 45 second year students of the Bachelor of Technical Teacher Education (BTTE) for Academic Year 2015- 2016.

There was one research instrument utilized in this study. This was the Factors Influencing English Proficiency Descriptive Questionnaire. The items from the said questionnaire was modified from the questionnaire used by Rany (2013) in his study on the Factors Causes Low Language Learning: A Case Study in the National University of Laos.

To establish the validity of the instruments, a panel of three jurors who were experts in this field validated the content of the questionnaire. This was evaluated using the criteria developed for the evaluation of survey questionnaires set forth by Carter V. Good and Douglas B. Scates. The final draft of the questionnaire was prepared after considering the juror's corrections and suggestions for improvement.

The statistical tool used to determine the reliability and the interval consistency of the instrument was the alpha coefficient known as Cronbach Alpha. The questionnaire was pilot tested and the result of the pilot administration was subjected to reliability test using the Statistical Package for Social Sciences (SPSS) Software. The obtained reliability coefficient Cronbach Alpha was 0.83 for the Rating Scale on Factors Influencing English Proficiency Descriptive Questionnaire.

The data pertaining to the academic achievement was provided by the Office of the Registrar's.

The means and standard deviation was employed as descriptive statistics while One- Way Analysis of Variance and Pearson Product Moment Coefficient of correlations were used as inferential statistics.

Table 1

Distribution of the Bachelor of Technical Teacher Education (BTTE) Students

Category	f	%
Entire Group	45	100
A. Sex		
Male	27	60.00
Female	18	40.00
B. Type of High School Graduated from		
Public	39	86.7
Private	6	13.3
C. Mother's Educational Attainment		
Elementary Level	2	4.4
Elementary Graduate	3	6.7
High School Level	4	8.9
High School Graduate	18	40.0
College Level	9	20.0
College Graduate	6	13.3
Masterate Level	2	4.4
Master's Graduate	1	2.2
D. Father's Educational Attainment		
Elementary Level	4	8.9
Elementary Graduate	2	4.4
High School Level	2	4.4
High School Graduate	15	33.3
College Level	11	24.4
College Graduate	10	22.2
Masterate Level	1	2.2
Master's Graduate	0	0.0
E. Economic Status		
Low	28	62.2
Below Average	9	20.0
Average	6	13.3
Above Average	2	4.4
F. Exposure to Mass Media		
Books		20.0
Never	9	33.3
Rarely	15	37.8
Sometimes	17	2.2
Often	1	4.4
Always	2	2.2
Magazines/Journals/Newspaper		
Never	2	4.4
Rarely	10	22.2
Sometimes	20	44.4
Often	11	24.4
Always	2	4.4
Radio		
Never	5	11.1

Rarely	19	42.2
Sometimes	16	35.6
Often	3	6.7
Always	2	4.4
Computer/Internet		
Never	15	33.3
Rarely	13	28.9
Sometimes	12	26.7
Often	5	11.1
Always	2	4.4
Motion Pictures		
Never	7	15.6
Rarely	9	20.0
Sometimes	20	44.4
Often	7	15.6
Always	2	4.4
G. Academic Achievement		
Excellent	0	0.00
Superior	0	0.00
Very Good	7	15.15
Good	38	84.85
Fair or Passing	0	0.00
Failed	0	0.00

VI. RESULTS

The major findings of the study were as follows:

1. The Factors Influencing English Proficiency of the Bachelor of Technical Teacher Education Students When Taken as a Whole and Grouped according to Gender

The Factors Influencing English Proficiency of the Bachelor of Technical Teacher Education Students as an entire group was “Very Highly Influential” (M=4.39, SD=.47) in terms of personal factors. In terms of English teachers (M=4.10, SD=.44), Subject itself (M=3.86, SD=.51), learning strategies (M=3.92, SD=.41) and outside class learning activities (M=3.87, SD=.67) was “Highly Influential”.

Table 2

Category	Factors Affecting English Proficiency														
	English Teachers			Subject Itself			Learning Strategies			Outside Class Learning Activities			Personal Factors		
	M	SD	VI	M	SD	VI	M	SD	VI	M	SD	VI	M	SD	VI
A.As a Whole	4.10	.44	HI	3.86	.51	HI	3.92	.41	HI	3.87	.67	HI	4.39	.47	VHI
A.Sex															
Male	3.98	.44	HI	3.66	.47	HI	3.83	.43	HI	3.83	.44	HI	4.20	.46	HI
Female	4.20	.49	HI	4.05	.49	HI	3.99	.39	HI	3.93	.83	HI	4.56	.41	VHI

Legend:

Scale	Description
4.21-5.00	Very Highly Influential
3.41- 4.20	Highly Influential
2.61-3.40	Influential
1.81-2.60	Moderately Influential
1.00-1.80	Not Influential

The data in Table 2 showed that when the participants were grouped as to sex, both male and female rated English teachers, subject itself, learning strategies and outside class learning activities to be “Highly Influential”.

However, in terms of personal factors male rated it to be “Highly Influential” while female “Very Highly Influential”.

2. The Factors Influencing English Proficiency of the Bachelor of Technical Teacher Education Students When Taken as a Whole and Grouped according to Type of High School Graduated

The Factors Influencing English Proficiency of the Bachelor of Technical Teacher Education Students as an entire group was “Very Highly Influential” (M=4.39, SD=.46) in terms of personal factors. In terms of English teachers (M=4.10, SD=.44), Subject itself (M=3.36, SD=.51), learning strategies (M=3.92, SD=.42) and outside class learning activities (M=3.88, SD=.67) was “Highly Influential”.

Table 3

Category	Factors Affecting English Proficiency														
	English Teachers			Subject Itself			Learning Strategies			Outside Class Learning Activities			Personal Factors		
	M	SD	VI	M	SD	VI	M	SD	VI	M	SD	VI	M	SD	VI
A.As a Whole	4.10	.44	HI	3.86	.51	HI	3.92	.42	HI	3.88	.67	HI	4.39	.46	V HI
Type of High School Graduated from															
Public	4.10	.05	HI	3.60	.06	HI	4.10	.05	HI	4.60	.05	VHI	4.80	.56	V
Private	4.00	.44	HI	3.82	.62	HI	3.86	.42	HI	3.91	.46	HI	4.32	.41	HI

Legend:

Scale	Description
4.21-5.00	Very Highly Influential
3.41- 4.20	Highly Influential
2.61-3.40	Influential
1.81-2.60	Moderately Influential
1.00-1.80	Not Influential

The data in Table 3 showed that when the participants were grouped as to type of high school graduated from, both public and private, rated English teachers, subject itself and learning strategies to be “Highly Influential” and personal factors to be “Very Highly Influential”.

However, in terms of outside class learning activities it was rated to be “Very Highly Influential” for those who came from public schools and “Highly Influential” for those who came from private schools.

3. The Factors Influencing English Proficiency of the Bachelor of Technical Teacher Education Students When Taken as a Whole and Grouped according to Mother’s Educational Attainment

The Factors Influencing English Proficiency of the Bachelor of Technical Teacher Education Students as an entire group was “Very Highly Influential” (M=4.39, SD=.46) in terms of personal factors. In terms of English teachers (M=4.10, SD=.44), Subject itself (M=3.36, SD=.51), learning strategies (M=3.92, SD=.42) and outside class learning activities (M=3.88, SD=.67) was “Highly Influential”. Refer to Table 4.

Table 4

Category	Factors Affecting English Proficiency														
	English Teachers			Subject Itself			Learning Strategies			Outside Class Learning Activities			Personal Factors		
	M	SD	VI	M	SD	VI	M	SD	VI	M	SD	VI	M	SD	VI
A.As a Whole	4.10	.44	HI	3.87	.51	HI	3.92	.42	HI	3.88	6.67	HI	4.39	.47	VHI
Mother's Educational Attainment															
Elementary Level	4.60	.00	VHI	3.88	.54	HI	3.96	.41	HI	3.89	.67	HI	4.39	.46	VHI
Elementary Graduate	4.12	.26	HI	3.76	.09	HI	3.92	.35	HI	3.76	.71	HI	4.36	.59	VHI
High School Level	4.48	.16	VHI	4.36	.26	VHI	3.94	.36	HI	3.88	.30	HI	4.56	.54	VHI
High School Graduate	3.96	.40	HI	3.78	.54	HI	3.93	.37	HI	3.89	.81	HI	4.50	.45	VHI
College Level	4.11	.55	HI	3.83	.59	HI	4.93	.52	VHI	4.25	.51	VHI	4.33	.55	VHI
College Graduate	4.12	.54	HI	3.80	.51	HI	3.46	.41	HI	3.48	.50	HI	4.00	.28	VHI
Masterate Level															
Master's Graduate	4.30	.68	VHI	4.20	.34	HI	4.30	.55	VHI	3.80	.55	HI	4.20	.89	HI

Legend:

Scale	Description
4.21-5.00	Very Highly Influential
3.41- 4.20	Highly Influential
2.61-3.40	Influential
1.81-2.60	Moderately Influential
1.00-1.80	Not Influential

The data in Table 4 showed that when the participants were grouped as to Mother's educational attainment, in terms of **English teachers**, those participants whose mothers were Elementary graduates, high school graduates, college level and college graduates rated it to be "Highly Influential" however those participants whose mothers educational attainment were elementary level, high school level and masterate level rated it to be "Very Highly Influential".

In terms of **subject itself**, high school level "Very Highly Influential" and elementary level, elementary graduate, high school graduate, college level, college graduate and masterate level rated it to be "Highly Influential".

In terms of **learning strategies**, elementary level, elementary graduates, high school level, high school graduate, and college graduate rated it to be "Highly Influential" while college level and masterate level rated it to be "Very Highly Influential".

In terms of **outside class learning activities** only those whose mothers were in the college level rated it to be "Very Highly Influential".

In terms of **personal factors**, only those whose mothers were in masterate level rated it to be "Highly Influential", all the rest "Very Highly Influential".

4. The Factors Influencing English Proficiency of the Bachelor of Technical Teacher Education Students When Taken as a Whole and Grouped according to Father's Educational Attainment

The Factors Influencing English Proficiency of the Bachelor of Technical Teacher Education Students as an entire group was "Very Highly Influential" (M=4.39, SD=.46) in terms of personal factors. In terms of English teachers (M=4.10, SD=.44), Subject itself (M=3.86, SD=.51), learning strategies (M=3.92, SD=.42) and outside class learning activities (M=3.88, SD=.67) was "Highly Influential".

Table 5

Category	Factors Affecting English Proficiency														
	English Teachers			Subject Itself			Learning Strategies			Outside Class Learning Activities			Personal Factors		
	M	SD	VI	M	SD	VI	M	SD	VI	M	SD	VI	M	SD	VI
A.As a Whole	4.10	4.44	HI	3.87	.52	HI	3.92	.42	HI	3.88	.67	HI	4.39	.47	VHI
Father's Educational Attainment															
Elementary Level	4.60	.00	VHI	3.60	.00	HI	3.70	.00	HI	3.60	.00	HI	4.20	.00	HI
Elementary Graduate	4.10	.28	HI	4.00	.00	HI	4.10	.28	HI	3.70	.42	HI	4.20	.57	HI
High School Level	4.48	.16	VHI	4.36	.26	VHI	3.94	.36	HI	3.84	.30	HI	4.56	.55	VHI
High School Graduate	3.96	.40	HI	3.78	.54	HI	3.92	.47	HI	3.88	.81	HI	4.50	.45	VHI
College Level	4.11	.55	HI	3.83	.59	HI	4.13	.52	HI	4.25	.51	VHI	4.33	.55	VHI
College Graduate	4.12	.54	HI	3.80	.51	HI	3.46	.41	HI	3.48	.50	HI	4.00	.28	HI
Masterate Level	4.30	.	VHI	4.20	.	HI	3.30	.	I	3.80	.55	HI	4.20	.	HI
Master's Graduat															

Legend:

Scale	Description
4.21-5.00	Very Highly Influential
3.41- 4.20	Highly Influential
2.61-3.40	Influential
1.81-2.60	Moderately Influential
1.00-1.80	Not Influential

The data in Table 5 showed that when the participants were grouped as to Father's educational attainment, in terms of English teachers, those participants whose fathers were Elementary graduates, high school graduates, college level and college graduates rated it to be "Highly Influential" however, those participants whose fathers educational attainment were elementary level, high school level and masterate level rated it to be "Very Highly Influential".

In terms of subject itself, high school level "Very Highly Influential" and elementary level, elementary graduate high school graduate, college level, college graduate and masterate level rated it to be "Highly Influential".

In terms of learning strategies, elementary level, elementary graduates, high school level, highly school graduate, college level and college graduate rated it to be "Highly Influential" while masterate level rated it to be "Influential".

In terms of outside class learning activities only those whose fathers were in the college level rated it to be "Very Highly Influential". In terms of personal factors, those whose fathers were in high school level, high school graduate and college level rated it to be "Very Highly Influential", all the rest "Highly Influential".

5. The Factors Influencing English Proficiency of the Bachelor of Technical Teacher Education Students When Taken as a Whole and Grouped according to Exposure to Mass Media (Books)

The Factors Influencing English Proficiency of the Bachelor of Technical Teacher Education Students as an entire group was "Highly Influential" (M=3.80, SD=.46) in terms of personal factors. In terms of English teachers (M=4.30, SD=.46), Subject itself (M=3.87, SD=.51), learning strategies (M=3.87, SD=.51) and outside class learning activities (M=3.92, SD=.67) was "Very Highly Influential".

Table 6

Category	Factors Affecting English Proficiency														
	English Teachers			Subject Itself			Learning Strategies			Outside Class Learning Activities			Personal Factors		
	M	SD	VI	M	SD	VI	M	SD	VI	M	SD	VI	M	SD	VI
A.As a Whole	4.10	4.44	HI	3.87	.51	HI	3.92	.42	HI	3.89	.67	HI	4.39	.47	VHI
A. Exposure to Mass Media Books															
Never	4.30	.46	VH	4.00	.78	HI	3.90	.09	HI	3.40	.67	I	3.80	.90	HI
Rarely	3.70	.52	HI	3.60	.88	HI	3.70	.78	HI	3.60	.65	HI	4.40	.17	VHI
Sometimes	4.11	.55	HI	4.00	.42	HI	4.16	.34	HI	4.16	.62	HI	4.54	.36	VHI
Often	4.10	.48	HI	3.73	.55	HI	3.86	.41	HI	3.68	.74	HI	4.34	.54	VHI
Always	4.13	.50	HI	3.93	.67	HI	3.88	.51	HI	4.15	.44	HI	4.28	.48	VHI

Legend:

Scale	Description
4.21-5.00	Very Highly Influential
3.41- 4.20	Highly Influential
2.61-3.40	Influential
1.81-2.60	Moderately Influential
1.00-1.80	Not Influential

The data in Table 6 showed that when the participants were grouped as to exposure to mass media specifically to books, those answered sometimes, often and always rated English teachers to be “Highly Influential” rarely to be “Highly Influential” and Never “Very Highly Influential”.

In terms of subject itself and learning strategies those who answered never, rarely, sometimes, often and always rated them to be “Highly Influential”.

In terms of outside learning activities only those who answered never rated it to be “Influential” all the others rated it to be “Highly Influential”.

In terms of personal factors those who answered never rated it to be “Highly Influential”, all the others rated it to “Very Highly Influential”.

6. The Factors Influencing English Proficiency of the Bachelor of Technical Teacher Education Students When Taken as a Whole and Grouped according to Exposure to Mass Media (Magazines/Journals/Newspapers)

The Factors Influencing English Proficiency of the Bachelor of Technical Teacher Education Students as an entire group was “Very Highly Influential” (M=4.39, SD=.47) in terms of personal factors. In terms of English teachers (M=4.10, SD=.44), Subject itself (M=3.87, SD=.51), learning strategies (M=3.92, SD=.42) and outside class learning activities (M=3.89, SD=.67) “Highly influential”.

Table 7

Category	Factors Affecting English Proficiency														
	English Teachers			Subject Itself			Learning Strategies			Outside Class Learning Activities			Personal Factors		
	M	SD	VI	M	SD	VI	M	SD	VI	M	SD	VI	M	SD	VI
A.As a Whole	4.10	.44	HI	3.87	.51	HI	3.92	.42	HI	3.89	.67	HI	4.39	.47	VHI
A. Exposure to Mass Media (Magazine/Journals/Newspaper)															
Never	4.16	.45	HI	3.99	.53	HI	4.06	.37	HI	3.96	.72	HI	4.38	.47	VHI
Rarely	3.98	.11	HI	3.58	.35	HI	3.47	.22	HI	3.48	.39	HI	4.22	.11	VHI
Sometimes	4.08	.35	HI	3.84	.55	HI	4.16	.19	HI	3.36	.43	HI	4.52	.39	VHI
Often	4.20	.45	HI	4.16	.66	HI	4.15	.67	HI	4.09	.90	HI	4.25	.88	VHI
Always	4.20	.67	HI	3.78	.81	HI	4.19	.88	HI	4.13	.67	HI	4.28	.54	VHI

Legend:

Scale	Description
4.21-5.00	Very Highly Influential
3.41- 4.20	Highly Influential
2.61-3.40	Influential
1.81-2.60	Moderately Influential
1.00-1.80	Not Influential

The data in Table 7 showed that when the participant were grouped as to exposure to mass media specifically to magazines, journals and newspaper, those who answered never, rarely, sometimes, often, always rated English teachers, subject itself, learning strategies and outside class learning activities rated “Highly Influential” and personal factors to be “Very Highly Influential”.

7. The Factors Influencing English Proficiency of the Bachelor of Technical Teacher Education Students When Taken as a Whole and Grouped according to Exposure to Mass Media (Computer / Internet)

The Factors Influencing English Proficiency of the Bachelor of Technical Teacher Education Students as an entire group was “Very Highly Influential” (M=4.39, SD=.47) in terms of personal factors. In terms of English teachers (M=4.30, SD=.44), Subject itself (M=4.87, SD=.51), learning strategies (M=4.92, SD=.42) and outside class learning activities (M=4.89, SD=.67).

Table 8

Category	Factors Affecting English Proficiency														
	English Teachers			Subject Itself			Learning Strategies			Outside Class Learning Activities			Personal Factors		
	M	SD	VI	M	SD	VI	M	SD	VI	M	SD	VI	M	SD	VI
A.As a Whole	4.30	.44	HI	4.87	.52	HI	4.92	.42	HI	4.88	.67	HI	4.39	.47	VHI
Exposure to Mass Media (Computer /Internet)															
Never	4.27	.29	VHI	4.67	.12	VHI	4.40	.17	VHI	4.53	.46	VHI	4.47	.46	VHI
Rarely	4.35	.40	VHI	4.21	.48	VHI	4.27	.32	VHI	4.25	.41	VHI	4.39	.50	VHI
Sometimes	4.28	.36	VHI	4.44	.50	VHI	4.24	.43	VHI	4.22	.77	VHI	4.39	.48	VHI
Often	4.80	.08	VHI	4.21	.09	VHI	4.60	.36	VHI	4.40	.09	VHI	4.40	.09	VHI
Always	4.50	.56	VHI	4.35	.28	VHI	4.50	.98	VHI	4.55	.89	VHI	4.28	.26	VHI

Legend:

Scale	Description
4.21-5.00	Very Highly Influential
3.41- 4.20	Highly Influential
2.61-3.40	Influential
1.81-2.60	Moderately Influential
1.00-1.80	Not Influential

The data in Table 8 showed that when the participants were grouped according to exposure to mass media specifically to computer /internet, those who answered never, rarely, sometimes, often and always rated English teachers, subject itself, learning strategies, outside class learning activities and personal factors to be “Very Highly Influential”.

8. The Factors Influencing English Proficiency of the Bachelor of Technical Teacher Education Students When Taken as a Whole and Grouped according to Exposure to Mass Media (Motion Pictures)

The Factors Influencing English Proficiency of the Bachelor of Technical Teacher Education Students as an entire group was “Very Highly Influential” (M=4.39, SD=.47) in terms of personal factors. In terms of English teachers (M=4.30, SD=.44), Subject itself (M=4.87, SD=.51), learning strategies (M=4.92, SD=.42) and outside class learning activities (M=4.89, SD=.67) “Highly Influential”.

Table 9

Category	Factors Affecting English Proficiency														
	English Teachers			Subject Itself			Learning Strategies			Outside Class Learning Activities			Personal Factors		
	M	SD	VI	M	SD	VI	M	SD	VI	M	SD	VI	M	SD	VI
A.As a Whole	4.10	.44	HI	3.87	.51	HI	3.92	.42	HI	3.88	.67	HI	4.39	.47	VHI
A. Exposure to Mass Media (Motion Picture)															
Never	4.36	.28	VHI	4.60	.25	VHI	3.24	.38	I	4.38	.36	VHI	4.60	.40	VHI
Rarely	4.06	.12	HI	3.75	.12	HI	3.83	.38	HI	3.74	.71	HI	4.41	.17	VHI
Sometimes	4.16	.50	HI	3.91	.48	HI	4.09	.37	HI	4.02	.47	HI	4.35	.38	VHI
Often	3.30	.45	HI	3.00	.10	I	3.00	.19	I	3.20	.55	I	3.20	.73	I
Always	4.25	.09	VHI	4.21	.67	VHI	4.28	.23	VHI	3.95	.10	HI	3.25	.88	I

Legend:

Scale	Description
4.21-5.00	Very Highly Influential
3.41- 4.20	Highly Influential
2.61-3.40	Influential
1.81-2.60	Moderately Influential
1.00-1.80	Not Influential

The data in Table 9 showed that when the participants were grouped as to exposure to mass media specifically to motion pictures, those who answered never and always rated English teachers to be “Very Highly Influential” and those who answered rarely, sometimes and often rated it to be “Highly Influential”.

In terms of subject itself, those who answered never and always rated it to be “Very Highly Influential” while those who answered often rated it to be “Influential” and those who answered rarely and sometimes rated it to be “Highly Influential”.

In terms of learning strategies, those who answered never and often rated it to be “Influential”, rarely and often rated it to be “Highly Influential” and always to be “Very Highly Influential”.

In terms of outside class learning activities, those who answered never, rated it to be “Very Highly Influential”, often “Influential” and rarely, sometimes and always rated it to be “Highly Influential”.

In terms of personal factors, those who answered never, rarely and sometimes rated it to be “Very Highly Influential” while those who answered often and always rated it to be “Influential”.

9. The Factors Influencing English Proficiency of the Bachelor of Technical Teacher Education Students When Taken as a Whole and Grouped according to Academic Achievement

The Factors Influencing English Proficiency of the Bachelor of Technical Teacher Education Students as an entire group was “Very Highly Influential” (M=4.39, SD=.47) in terms of personal factors. In terms of English teachers (M=4.10, SD=.44), Subject itself (M=3.87, SD=.51), learning strategies (M=3.92, SD=.42) and outside class learning activities (M=3.89, SD=.67) “Highly Influential”.

Table 10

Category	Factors Affecting English Proficiency														
	English Teachers			Subject Itself			Learning Strategies			Outside Class Learning Activities			Personal Factors		
	M	SD	VI	M	SD	VI	M	SD	VI	M	SD	VI	M	SD	VI
A.As a Whole	4.10	.44	HI	3.87	.51	HI	3.92	.42	HI	3.88	.67	HI	4.39	.47	VHI
Academic Achievement															
Superior	4.50	.52	VHI	4.20	.35	HI	4.50	.17	VHI	4.27	.23	VHI	4.33	.23	VHI
Very Good	4.03	.13	HI	3.83	.61	HI	3.91	.10	HI	3.86	.52	HI	4.36	.55	VHI
Good	4.11	.45	HI	3.85	.50	HI	3.91	.38	HI	3.93	.77	HI	4.47	.44	VHI

Legend:Scale
 4.21-5.00
 3.41- 4.20
 2.61-3.40
 1.81-2.60
 1.00-1.80
Description
 Very Highly Influential
 Highly Influential
 Influential
 Moderately Influential
 Not Influential

The data in Table 10 showed that when the participants were grouped according to academic achievement, those who were superior rated English teachers to be “Very Highly Influential” while those who were very good and good rated it to “Highly Influential”.

In terms of subject itself it was rated “Highly Influential” by those who were superior, very good and good academically.

In terms of learning strategies, those who were superior rated it to be “Very Highly Influential” while those who were very good and good rated it to be “Highly Influential”.

In terms of outside class learning activities, those who were superior rated it to be “Very Highly Influential” while those who were very good and good rated it to be “Highly Influential”.

In terms of personal factors, it was rated to be “Very Highly Influential” by those who were superior, very good and good in academics.

Those who were considered as superior do not put much weight on the subject as much as on the teacher from whom the facilitation of the teaching strategies and learning activities would mostly depend.

11. Table 11 t-test Results for the Differences between Factors Influencing English Proficiency and Grouping Variables

12. ANOVA Test Results for the Differences between Reading Comprehension of the Bachelor of Technical Teacher Education (BTTE) Students and Mother's Educational Attainment

ANOVA test result revealed that there was a significant difference that exists between mother's educational attainment and the factors influencing English proficiency such as subject itself and personal factors.

13. ANOVA Test Results for the Differences between Reading Comprehension of the Bachelor of Technical Teacher Education (BTTE) Students and Father's Educational Attainment

ANOVA test result revealed that there was a significant difference that exists between father's educational attainment and learning strategies.

14. ANOVA Test Results for the Differences between Reading Comprehension of the Bachelor of Technical Teacher Education (BTTE) Students and Economic Status

ANOVA test result revealed in the following table that there was a significant difference that exists between economic status and factors influencing English proficiency such as learning strategies and outside class learning activities.

Economic Status		Sum of Squares	df	Mean Square	F	Sig.	
Economic Status	English Teacher	Between Groups	.278	2	.139	.707	.499
		Within Groups	8.442	43	.196		
		Total	8.720	45			
	Subject Itself	Between Groups	1.381	2	.691	2.817	.071
		Within Groups	10.543	43	.245		
		Total	11.924	45			
	Learning Strategies	Between Groups	3.339	2	1.670	15.651	.005
		Within Groups	4.587	43	.107		
		Total	7.926	45			
	Outside Class Learning Activities	Between Groups	3.219	2	1.610	4.115	.023
		Within Groups	16.819	43	.391		
		Total	20.038	45			
	Personal Factors	Between Groups	1.194	2	.597	2.959	.063
		Within Groups	8.678	43	.202		
		Total	9.872	45			

15. ANOVA Test Results for the Differences between Reading Comprehension of the Bachelor of Technical Teacher Education (BTTE) Students and Exposure to Mass Media (Books)

ANOVA test result in the following table revealed that there was a significant difference that exists between exposure to mass media specifically to books and the factors influencing English proficiency such as English teachers, subject itself and learning activities.

Exposure to Mass Media (Books)			Sum of Squares	df	Mean Square	F	Sig.
	English Teachers	Between Groups		3.182	3	1.061	8.045
Within Groups			5.538	42	.132		
Total			8.720	45			
Subject Itself	Between Groups		2.407	3	.802	3.540	.023
	Within Groups		9.518	42	.227		
	Total		11.924	45			
Learning Strategies	Between Groups		1.831	3	.610	4.206	.011
	Within Groups		6.095	42	.145		
	Total		7.926	45			
Outside Class Learning Activities	Between Groups		2.528	3	.843	2.021	.125
	Within Groups		17.510	42	.417		
	Total		20.038	45			
Personal Factors	Between Groups		.090	3	.030	.128	.943
	Within Groups		9.782	42	.233		
	Total		9.872	45			

16. ANOVA Test Results for the Differences between Reading Comprehension of the Bachelor of Technical Teacher Education (BTTE) Students and Exposure to Mass Media (Magazine/Journal/ Newspaper)

ANOVA test result revealed that there was a significant difference that exists between exposure to mass media specifically to magazines, journals and newspaper and the factors influencing English proficiency such as subject itself, learning strategies and personal factors.

17. ANOVA Test Results for the Differences between Reading Comprehension of the Bachelor of Technical Teacher Education (BTTE) Students and Exposure to Mass Media (Radio)

ANOVA test result revealed that there was a significant difference that exists between exposure to mass media specifically to radio and the outside class learning activities.

18. ANOVA Test Results for the Differences between Reading Comprehension of the Bachelor of Technical Teacher Education (BTTE) Students and Exposure to Mass Media (Computer / Internet)

ANOVA test result revealed that there was a significant difference that exists between exposure to mass media specifically to computer and internet and the learning strategies.

19. ANOVA Test Results for the Differences between Reading Comprehension of the Bachelor of Technical Teacher Education (BTTE) Students and Exposure to Mass Media (Motion Pictures)

ANOVA test result revealed that there was a significant difference that exists between exposure to mass media specifically to motion pictures and factors influencing English proficiency such as English subject, learning strategies and outside class learning activities.

20. ANOVA Test Results for the Differences between Reading Comprehension of the Bachelor of Technical Teacher Education (BTTE) Students and Academic Achievement

Academic Achievement			Sum of Squares	df	Mean Square	F	Sig.
	English Teacher	Between Groups		.611	3	.204	1.055
Within Groups			8.109	42	.193		
Total			8.720	45			
Subject Itself	Between Groups		1.274	3	.425	1.675	.187
	Within Groups		10.650	42	.254		
	Total		11.924	45			
Learning Strategies	Between Groups		1.917	3	.639	4.468	.008
	Within Groups		6.009	42	.143		
	Total		7.926	45			
Outside Learning Activities	Between Groups		5.823	3	1.941	5.735	.002
	Within Groups		14.215	42	.338		
	Total		20.038	45			
Personal Factors	Between Groups		.144	3	.048	.207	.891
	Within Groups		9.728	42	.232		
	Total		9.872	45			

ANOVA test result from the table above revealed that there was a significant difference that exists between academic achievement and factors influencing English proficiency such as learning strategies and outside class learning activities.

21. Pearson's r Results for the Relationship between Factors Influencing English Proficiency of the Bachelor of Technical Teacher Education (BTTE) Students and Grouping Variables

Pearson's r result revealed that there was a significant relationship that exists between sex and subject itself and personal factors, type of high school graduated from and learning strategies, exposure to mass media specifically to books and subject itself, exposure to magazines, journals and newspapers and outside class learning activities and exposure to radio and learning strategies.

VII. CONCLUSIONS

In view of the findings, the following conclusions were drawn:

1. The Factors Influencing English Proficiency of the Bachelor of Technical Teacher Education Students When Taken as a Whole and Grouped according to Sex was "Very Highly Influential" in terms of personal factors. In terms of English teachers, Subject itself learning strategies and outside class learning activities was "Highly Influential".
2. The Factors Influencing English Proficiency of the Bachelor of Technical Teacher Education Students When Taken as a Whole and Grouped according to Type of High School Graduated was "Very Highly Influential" in terms of personal factors. In terms of English teachers, Subject itself, learning strategies and outside class learning activities was "Highly Influential".
3. The Factors Influencing English Proficiency of the Bachelor of Technical Teacher Education Students When Taken as a Whole and Grouped according to Mother's Educational Attainment was "Very Highly Influential"

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- in terms of personal factors. In terms of English teachers), Subject itself, learning strategies and outside class learning activities was “Highly Influential”.
4. The Factors Influencing English Proficiency of the Bachelor of Technical Teacher Education Students When Taken as a Whole and Grouped according to Father’s Educational Attainment was “Very Highly Influential” in terms of personal factors. In terms of English teachers, Subject itself, learning strategies and outside class learning activities was “Highly Influential”.
 5. The Factors Influencing English Proficiency of the Bachelor of Technical Teacher Education Students When Taken as a Whole and Grouped according to Exposure to Mass Media (Books) was “Highly Influential” in terms of personal factors. In terms of English teachers, Subject itself, learning strategies, and outside class learning activities was “Very Highly Influential”.
 6. The Factors Influencing English Proficiency of the Bachelor of Technical Teacher Education Students When Taken as a Whole and Grouped according to Exposure to Mass Media (Magazines/ Journals/Newspapers) was “Very Highly Influential” in terms of personal factors. In terms of English teachers, Subject itself, learning strategies and outside class learning activities “Highly influential”.
 7. The Factors Influencing English Proficiency of the Bachelor of Technical Teacher Education Students When Taken as a Whole and Grouped according to Exposure to Mass Media (Computer / Internet) was “Very Highly Influential” in all categories.
 8. The Factors Influencing English Proficiency of the Bachelor of Technical Teacher Education Students When Taken as a Whole and Grouped according to Exposure to Mass Media (Motion Pictures) was “Very Highly Influential” in terms of personal factors. In terms of English teachers, Subject itself, learning strategies and outside class learning activities “Highly Influential”.
 9. The Factors Influencing English Proficiency of the Bachelor of Technical Teacher Education Students When Taken as a Whole and Grouped according to Academic Achievement was “Very Highly Influential” in terms of personal factors. In terms of English teacher, Subject itself, learning strategies and outside class learning activities “Highly Influential”.
 10. There was a significant difference between sex and the factors influencing English proficiency such as the teacher, subject itself, learning strategies, outside class learning activities and personal factors.
 11. There was a significant difference between mother’s educational attainment and the factors influencing English proficiency such as subject itself and personal factors.
 12. There was a significant difference between father’s educational attainment and learning strategies.
 13. There was a significant difference between economic status and the factors influencing English proficiency such as learning strategies and outside class learning activities.
 14. There was a significant difference between exposure to mass media specifically to books and the factors influencing English proficiency such as English teachers, subject itself and learning activities.
 15. There was a significant difference between exposure to mass media specifically to magazines, journals and newspaper and the factors influencing English proficiency such as subject itself, learning strategies and personal factors.
 16. There was a significant difference between exposure to mass media specifically to radio and the outside class learning activities.
 17. There was a significant difference between exposure to mass media specifically to computer and internet and the learning strategies.

18. There was a significant difference between exposure to mass media specifically to motion pictures and factors influencing English proficiency such as English subject, learning strategies and outside class learning activities.
19. There was a significant difference between academic achievement and factors influencing English proficiency such as learning strategies and outside class learning activities.
20. There was a significant relationship between sex and subject itself and personal factors, type of high school graduated from and learning strategies, exposure to mass media specifically to books and subject itself, exposure to magazines, journals and newspapers and outside class learning activities and exposure to radio and learning strategies.

VIII. RECOMMENDATIONS

In view of the findings and conclusions of the study, the following are recommended:

1. Since “personal factors” was mostly rated “Very Highly Influential” as the different variables in this research were considered, it is therefore a must to develop programs that will target the attitude of Technical Teacher Education students themselves towards valuing English as a significant tool in understanding and communicating the technical subjects that they were supposed to teach in the near future. The College of Arts and Sciences, which runs the program, with the help of all faculty handling English subjects must design programs that aim to motivate students to be proficient in the English language.
2. One outstanding variable that received a “Very Highly Influence” rate from all the factors considered in this research is exposure to computer and the internet. The use of computer/ internet therefore has to be maximized in English instruction. English teachers must first be proficient in the use of this technology in instruction. Hence, constant training and updating in computer/internet of English teachers for Technical Teacher Education students is called for. Computer/internet has to be always considered as an important factor in designing the teaching strategies of the English subject for technical teachers.
3. English teachers of Carlos Hilado Memorial State College, who are foremost facilitators of teaching strategies and learning activities of Technical Teacher Education students, must follow a program for updating and training in their field of expertise in order to keep abreast with the rapid changes happening in the education arena.
4. The present study focused only on the factors influencing English proficiency among Bachelor of Technical Teacher Education students. It is recommended that further research should be done by taking into considerations other variables like different multiple intelligences and learning styles.
5. Since “factors influencing English proficiency” is significantly related to the academic achievement, there is a must to seriously design and implement intensive English Program considering these influential factors of the English proficiency as bases.
6. Other researches could replicate, confirm, disprove or expand this study by making deeper analysis of the variables being studied.

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