



## **Impact of English Language Courses and English Proficiency on Academic Performance of Junior Business Administrators**

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### **Biodata**

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### **Abstract**

The importance of English language in globalization is seen in different institutions as foreign students who want to pursue a degree may have to take a test and assessment of the language. The importance of academic excellence is much needed in today's world because it will be a passport of one student and soon to be a graduate in order to earn decent employment. Indeed, English language proficiency is key to high academic performance. This study emphasizes the importance of English courses to all students taking-up programs outside the language courses. English courses are taken by students during the freshman and sophomore years, to be accepted in Junior years or 3<sup>rd</sup> year in College, the student should pass all the English courses. The objective of this study is to investigate the impact of the academic performance in English courses, and student's English language proficiency, on the academic performance of the students in minor, foundation and core courses. A data analysis, which includes all the grades of the students was collected to determine the General Weighted Average (GWA) of students in English courses, foundation courses, minor courses, and core courses. A validated examination was tested to determine the language proficiency of the

student which tested the vocabulary, grammar, and reading comprehension. Based on the findings, the English proficiency of the business administration students is low proficient. Lastly, there is no significant relationship between English proficiency and academic performance in core courses. It is recommended that policymakers and school admission and testing, may develop an action plan to improve the language proficiency of college students.

**Keywords:** English, academic performance

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### **1. Introduction**

The success of a business relies on administrators who manage the growth of the organization. Globalization is one way to expand the market and earn more customers globally (Smith, 2018). In order to achieve globalization, a business organization should learn the language that is understood by the global. English is known as the global lingua franca, where it is used in writing and speaking. Future business managers are expected to be expert in the language itself (Neeley, 2012; Nickerson, 2005), one study has shown that the workers' perceptions of their needs, wants and lacks are greatly affected by their attitudes toward English (Al-khatib, 2005). It is expected that as early as college years, students are learning the international language in order to pass the academic requirements and to prepare them in a global environment.

The importance of academic excellence is much needed in today's world because it will be a passport of one student and soon to be a graduate in order to earn decent employment. Indeed, English language proficiency is key to high academic performance.

#### **1.1 Statement of the Problem**

This study aims to answer the following questions:

1. What is the Profile of the Graduating Business Administration Students in terms of
  - a. Age

- b. Sex
- 2. What is the English Proficiency of Students?
- 3. What is the Academic Performance of the Students ...
  - a. ...in English Communication Courses
  - b. ...in Minor Courses
  - c. ...in Foundation Courses
  - d. ...in Core Courses
- 4. Is there a significant relationship between the Academic Performance of Students in English Courses ...
  - a. ...and in English Proficiency of Students
  - b. ...and in Minor Courses
  - c. ...and in Foundation Courses.
  - d. ...and Core Courses.
- 5. Effects of English Communication Courses in Academic Performance.

## 1.2 Significance of the Study

The significance of the study is to determine if there is an effect of language courses on academic performance, specifically in the business administration program. Since the study also measures the English proficiency of the students, It also measures the relationship between English proficiency and academic performance of the students. The result of the study is an eye-opener to the program in order to provide intervention based on the result.

## 1.3. Definition of Terms

**Core Courses** – Also known as major subjects. There are the core courses or major subjects in business administration, and it tackles advanced topics in administration.

**English Language Courses** – also known as English subjects. These are the courses that teach the English language.

**Foundation Courses** – these are the foundation courses in business in preparation of the student to core courses. These subjects are prerequisite to the core courses in order for the student equipped with basic knowledge in business.

**Junior Business Administrators** – students of Pangasinan State University taking BS Business Administration program.

**Minor Courses** – Also known as minor subjects, these include general education subjects such as Literature, Physical Education, and others.

**Number of Credits** – Also known as Units. Each course has 3 units, and 3 units are equivalent to 3 hours per week of classes.

**Programs** – It is a degree program offered by the institution. BS Business Administration is a program offered by Pangasinan State University.

## **2. Related Studies**

A study conducted that proficiency in English has effect on academic performance such as revealed in one study that there are significant differences in language proficiency and multilingualism in relation to academic performance (Martirosyan, Hwang, & Wanjohi, 2015) The highest the academic performance was evident among students who had reported high levels of self-perceived English language proficiency, and among students who spoke at least three languages. It is also evident that English language difficulties appear to negatively affect the academic achievement of some graduate students (Berman & Cheng, 2010). Based on the several studies, participants who had high TOEFL scores were more likely to have a high GPA, and those who had low TOEFL scores were more likely to have a low GPA (Cho & Bridgeman, 2012; Ginther & Yan, 2018; Lonir, Wati, Vu, & Vu, 2013; Wait & Gressel, 2009).

In some studies conducted in Grade 8 students, there is a significant relationship between the students' English language proficiency and their academic performance (Racca & Lasaten, 2016), this shows that the English language has an effect on the academic performance of the students in lower grade level and other programs. Based on the review of related studies, A person who does not know English, for instance, may not have access to the world's known scientific and technological discoveries that are predominantly written in English This means that students need to be proficient in English for a better grasp of knowledge in Technology, Science, and Mathematics. This means that the English language is necessary in order to improve knowledge and be globalized.

While several studies conducted that English proficiency has an effect on academic performance, most researchers didn't classify the courses or subjects that may contribute to academic expertise. Several studies only assess self-perceived English proficiency but failed to correlate with academic performance, specifically in English language courses. This study understands the importance of validation by knowing the English proficiency of the students based on the result of the validated examination. It also classifies courses to determine the academic performance of each of the classified courses. Lastly, it measures the English proficiency of future managers, specifically the business administration students.

### 3. Methodology

#### 3.1 Research Design

This research study will investigate the academic performance of the Graduating Students taking up Business Administration. Document analysis will be the main methodology of the study, where the grades of the students will be investigated. In this research study, the researcher adopted the quantitative and document analysis method of research. It used the survey, document analysis, and interview method of data.

#### 3.2 Sources of Data and Processing

The graduating senior students of Pangasinan State University, Lingayen Campus taking up BS Business Administration for the SY 2018-2019 were the sources of data for this study. All of the students are invited to participate in an English Proficiency Examination, and the researcher requested a copy of the Grades of the students from Freshman to Junior years. A purposive sample used that is selected based on characteristics of a population and the objective of the study.

#### 3.3 Statistical Treatment Used

Frequency and Percentage were used in the first problem. On the second problem, the researcher conducted an English Proficiency Examination to all Graduating Students.

**Table 1. English Proficiency Interpretation**

Range		Descriptive Equivalent	Passing Equivalent
<b>120.20</b>	150.00	High Proficiency	High Passed
<b>90.40</b>	120.19	Proficient	Passed
<b>60.60</b>	90.39	Low Proficiency	Low Passed
<b>30.80</b>	60.59	Very Low Proficiency	Failed
<b>1.00</b>	30.79	Not Proficient	Failed

Document analysis was used in other problems, while the interview was used in order to determine the effects of English language in academic performance. A Pearson correlation was also used and measured Correlation that is significant at the 0.01 level (2-tailed). In order to simplify statistical computation, all data was inputted into the software SPSS for faster analysis of data.

#### 4. Results of the Study

This part of the study discusses the profile of future business administrators in terms of age and sex. Followed by the result of the English Proficiency of Students based on the test and Academic Performance of the Students based on the grades. Next is, the significant relationship between the academic performance of students in English course in the different variables. Lastly, the result of the interview on the effects of English communication courses in academic performance as perceived by the students.

##### 4.1 Profile of the Graduating Business Administration Students

The 51 Business Administration students from Pangasinan State University, Lingayen Campus are the respondents of this study.

**Table 2 Shows the Profile of the Respondents in terms of Sex**

<b>Sex</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Female</b>	46	90.2%
<b>Male</b>	5	9.8%
<b>TOTAL</b>	51	100%

Based on the profile of the respondents, the majority of the students are Female with 90.2 percent compared to a few males. This implies that there is a more female student in the program. This data agrees with several statistics that there are more women than man (Petersen, 2018; UN Population, Census Reports, UN Statistical, 2017). In the present time, a study agrees that more and more companies are being managed by women (Ibarra, Ely, & Kolb, 2013).

**Table 3 Shows the Profile of the Respondents in terms of Age**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
<b>18</b>	4	7.8%
<b>19</b>	24	47.1%
<b>20</b>	21	41.2%
<b>21</b>	2	3.9%
<b>TOTAL</b>	51	100.0%

Based on the profile of the respondents according to Age, majority of the respondents are 19 and 20 years old, which composed of 24 and 21 students with a total of 45 students. These students are the second to the last batch of the students who didn't undergo Senior High School (WENR, 2018).

#### 4.2. English Proficiency of the Students

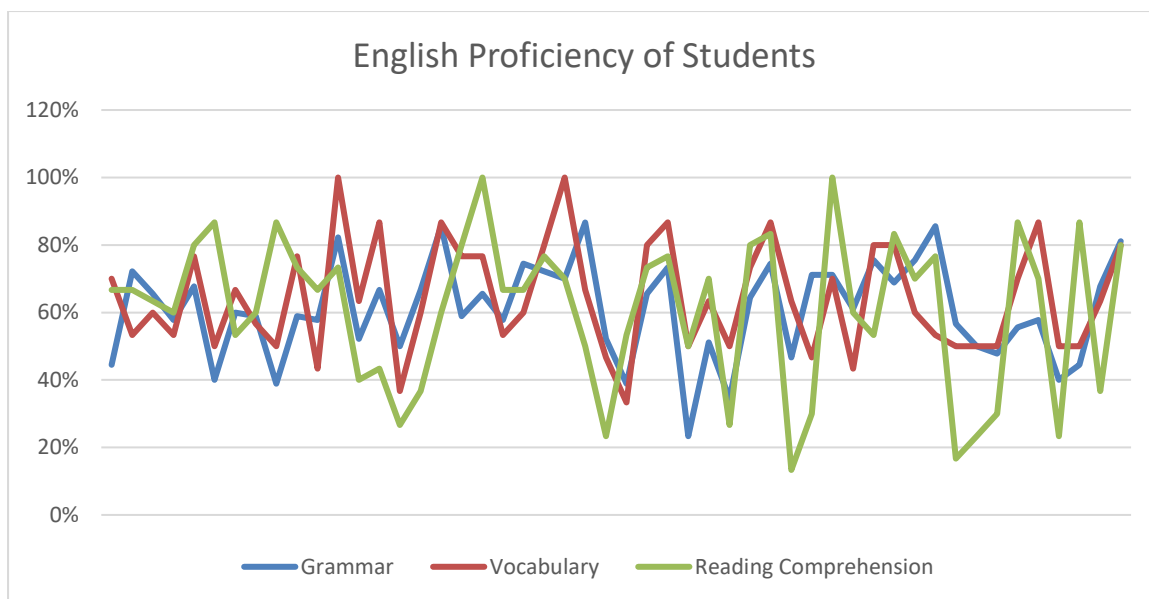
English proficiency of the students was measured based on the validated examination given to the students. The examination is divided into 3 types of test which consists of Grammar, Vocabulary, and Reading Comprehension.

**Table 4 shows the English Proficiency of the Students based on Examination**

Type of Test	Average Score	Percentage	Interpretation
<b>Grammar</b>	54.82	60.91%	Low Proficiency
<b>Vocabulary</b>	19.32	64.40%	Low Proficiency
<b>Reading Comprehension</b>	18.18	60.60%	Low Proficiency
<b>Total Scores</b>	<b>92.34</b>	<b>61.56%</b>	<b>Low Proficiency</b>

Based on the result of the examination, the overall average score of students is 92.34 points out of 150 points. In a grammar test, the average points of the students are 54.82 points out of 90, with an average percentage of 60.91%. In a vocabulary test, the average points of the students are 19.32 points out of 30, with an average percentage of 64.40%. Lastly, in the reading comprehension test, the average points of the students are 18.18 points out of 30, with an average percentage of 60.60%.

The result shows that BS Business Administration students have low proficiency in terms of vocabulary, grammar and reading comprehension. This implies that the business administration students are not expert in the field of English language.



**Figure 1 Shows the Graphical Breakdown of Students' English Proficiency**

The English language is important in the business to achieved globalization, based on one study the self-perceived English language proficiency and HR practices that promote learning a foreign language have direct and interactive effects on the effective and normative commitment to their firms' globalization (Yamao & Sekiguchi, 2015).

The figure shows the graphical breakdown of students' English proficiency. It shows that most of the students have lower reading comprehension.

#### 4.3. Academic Performance of Students

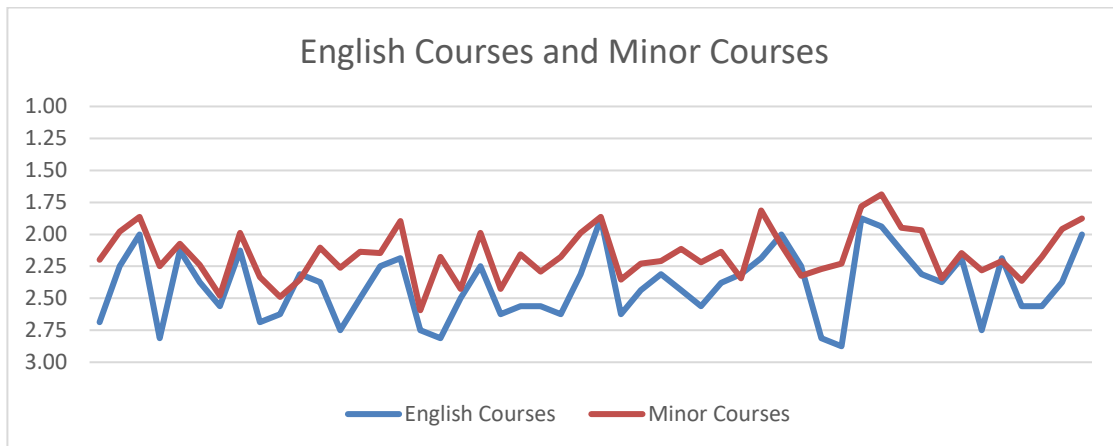
In Pangasinan State University, the grading system is based on a numerical value, where 1.00 is the highest with an equivalent of 97 to 100, followed by 1.25, 1.50, 1.75, and so on. To pass the course, the student should secure at least 3.00 or higher.

**Table 5 Academic Performance of Students**

Type	No. of Credits	Average
English Courses	4.00	2.40
Minor Courses	24.00	2.16
Foundation Courses	13.00	2.45
Core Courses	8.00	2.21
<b>Overall General Weighted Average (GWA)</b>		2.31

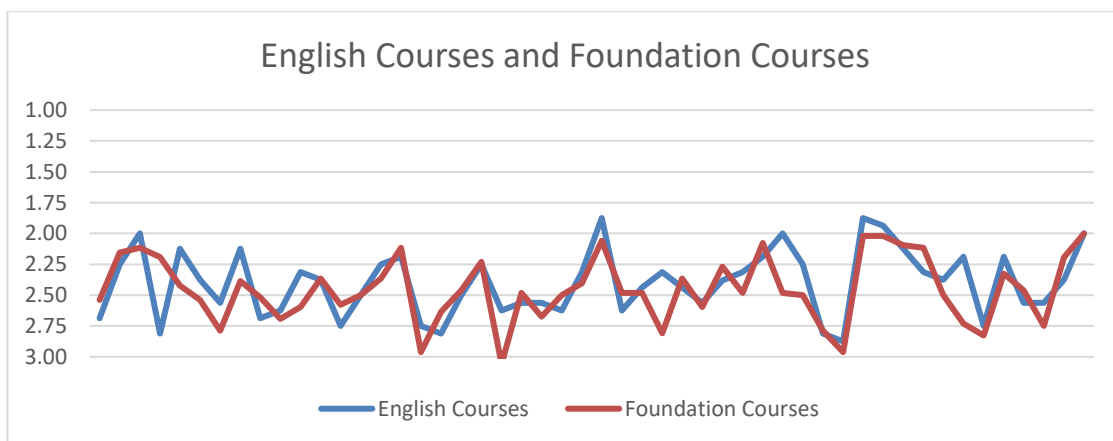


Based on the documentary analysis of the students' academic performance, the average of the students is higher in minor courses, followed by core courses.



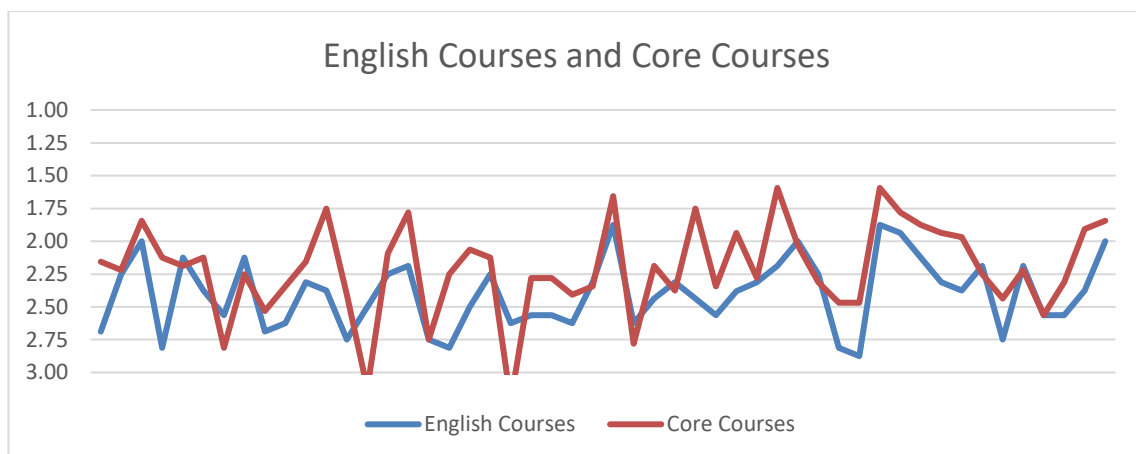
**Figure 2 Graphical Breakdown of Academic Performance in English Courses and Minor Courses**

The graphical breakdown of academic performance in English courses and minor courses shows that academic performance in minor courses is higher than English courses.



**Figure 3 Graphical Breakdown of Academic Performance in English Courses and Foundation Courses**

The graphical breakdown of academic performance in English courses and foundation courses shows that academic performance in foundation courses are closer to the English courses.



**Figure 4 Graphical Breakdown of Academic Performance in English Courses and Core Courses**

The graphical breakdown of academic performance in English courses and core courses shows that academic performance in core courses are intermittent together.

#### 4.4. Correlation of English Courses, Proficiency and Academic Performance

The relationship between the Academic Performance of Students in English Courses compared to other courses was computed based on the Pearson correlation. As shown in Table 6, there is no significant relationship between the academic performance in core courses and in English Proficiency of the student.

**Table 6 Results of Pearson Correlation**

		<b>Correlations</b>				
		Proficiency	English Course	Minor Course	Foundation Course	Core Course
<b>English Proficiency</b>	Pearson Correlation	1	-.462**	-.624**	-.539**	-.262
	Sig. (2-tailed)		.002	.000	.000	<b>.094</b>
	N	51	51	51	51	51
<b>English Courses</b>	Pearson Correlation	-.462**	1	.718**	.689**	.598**
	Sig. (2-tailed)	.002		.000	.000	.000
	N	51	51	51	51	51

<b>Minor Courses</b>	Pearson Correlation	-.624**	.718**	1	.784**	.688**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	51	51	51	51	51
<b>Foundation Courses</b>	Pearson Correlation	-.539**	.689**	.784**	1	.716**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	51	51	51	51	51
<b>Core Courses</b>	Pearson Correlation	-.262	.598**	.688**	.716**	1
	Sig. (2-tailed)	.094	.000	.000	.000	
	N	51	51	51	51	51
<b>**.</b> Correlation is significant at the 0.01 level (2-tailed).						

This implies that English proficiency of the student based on the result of the examination has no effect on the academic performance of the student in Core Courses. Major subjects are in still being taught in English medium, but the courses are more on technology that may not require expertise in the English language. Several countries use local language as a medium of instruction and still produces professional in different fields (Doiz, Lasagabaster, & Sierra, 2011; Hu & Alsagoff, 2010; Llurda, 2013).

The result of the study agrees with several studies that the English instruction has effect on the academic performance of the students (Martirosyan et al., 2015) that the highest the academic performance was evident among students who had reported high levels of self-perceived English language proficiency, In some studies conducted in Grade 8 students, there is a significant relationship between the students' English language proficiency and their academic performance (Racca & Lasaten, 2016), this shows that the English language has an effect on the academic performance of the students in lower grade level and other programs. While several studies measure the overall academic performance, the findings of this study show that there is no significant relationship to the language proficiency of the student, and academic performance in major or core courses.

#### **4.5 Effects of English Courses in Academic Performance**

A follow-up interview was made to selected students asking the respondents on the effects of English courses to their academic performance. Majority of them agrees that language courses have affected their academic performance in minor and foundation courses, but language courses have no effect in major or core courses. The result of the interview validates the result of the study that is based on the grades of the students.

#### **5. Conclusions and Recommendations**

The result of the study shows that there are more female students than male, and most of the respondents are 19 to 22 years old. The result also shows that BS Business Administration students have low proficiency in terms of vocabulary, grammar, and reading comprehension where the business administration students are not expert in the field of English language. Also, the English proficiency of the student based on the result of the examination has no effect on the academic performance of the student in Core Courses. It is recommended that the institution should create an intervention plan in order to increase the English proficiency of the students in order to be prepared globally.

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