(RESEARCH ARTICLE)

HUMSS students' academic and English-related program preferences

Jona Mae Ballon Angeles, Christine Jamie Lavadia Camacho, Adriel Catana, Arlene Carag Copioso, James Tocmo Perez * and Jovelle Maglantay Reyes

College of Education, Laguna University, Santa Cruz, Laguna, Philippines.

Abstract

This study investigates the academic preferences of Grade 12 HUMSS students at Laguna University concerning English-related programs and their corresponding academic preferences in English. Utilizing questionnaire surveys, the study explores students' preferences in writing, speaking, and reading, as well as their inclinations towards specific English-related courses.

The findings reveal that the majority of students exhibit agreement in their preferences for writing, speaking, and reading, as indicated by weighted averages of 3.94, 3.92, and 3.96, respectively. Moreover, students generally express agreement towards various English-related programs, with teaching English as a second language garnering the highest preference (mean = 4.01).

Furthermore, R value indicates significant relationships between students' academic preferences in English and their preferences for specific English-related programs. While journalism shows a significant positive relationship with writing, reading, and speaking preferences, teaching English as a second language, theater arts, and majoring in English exhibit little to no significant relationship with students' academic preferences in English.

These findings underscore the importance of aligning educational programs with students' interests and preferences to enhance their learning experiences in English-related fields.

Keywords: academic preferences; English-related programs; Pearson correlation analysis; Grade 12 HUMSS students

1. Introduction

1.1. Background of the study

The province of Laguna in the Philippines is known for its diverse educational institutions, including Laguna University. Laguna University offers various programs that require a strong foundation in the English language, such as English education, communication arts, and literature. Understanding the relationship between students' academic performance in English and their future English-related program choices can provide valuable insights for educators, policymakers, and students themselves. In recent years, the demand for English language proficiency has surged, driven by globalization and the need for effective cross-cultural communication. Consequently, educational institutions worldwide have placed increased emphasis on English language education. While English is often taught as a second language in many countries, students' academic preferences in English can vary significantly. Some students may excel in language-related strong inclination towards pursuing English-related programs, such as English literature, linguistics, translation studies, or English education. Conversely, others may prioritize other academic disciplines or struggle with English proficiency, leading to different course preferences. Numerous external factors influence students'

academic preferences in English. Societal and cultural aspects, educational policies, access to resources, and the perceived value of English proficiency play vital roles in shaping students' attitudes towards English language learning. Moreover, micro-level factors, including individual aptitude, motivation, learning style, and prior exposure to English, can further impact students' academic preferences and subsequent course choices. Understanding these factors and their interplay is crucial for developing effective strategies to optimize English language education and support students in their academic and career trajectories.

By investigating the relationship between students' academic preferences in English and their future English-related course choices, this study seeks to contribute to the existing body of research on English language education. The findings will provide valuable insights into the factors influencing students' decision-making processes and inform educational stakeholders in designing targeted interventions to enhance English language learning outcomes and guide students towards fulfilling academic pathways that align with their interests and strengths.

1.2. Research Instrument

A validated self-assessment tool questionnaire was used by the researchers in the study. The questionnaire was used to gather information on students' preferences for English-related programs, attitudes toward English, subjective norms, and perceived behavioral control. The Likert Rating Scale was used to determine the mean level of Grade

12 HUMSS students' academic preference in English and their preferences for English-related programs. The respondents answered these questionnaires, which was imperative to obtain the needed quantitative data. This research made use of closed-ended questions, specifically Likert rating scale questions, to limit the number of responses that could be gathered within the scope of the study. The questionnaire is in the form of a checklist, and the responses were interpreted as Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, and Strongly Disagree.

2. Results and Discussion

2.1. Significant Findings

These were the significant findings based on the data analysis:

Writing skills attained a mean score of 3.94 and a standard deviation of 3.55 and were "agree"; speaking skills attained a mean score of 3.92 and a standard deviation of 3.54 and were "agree." Lastly, reading skills attained a mean score of 3.96 and a standard deviation of 3.58 and were "agree."

The level of Grade 12 HUMSS students' preferences for English-related programs attained a weighted average of 3.90. The majority also have agreed that they will always prefer teaching English as a second language since it accrued a higher weighted mean of compared to the other courses stated below.

For the types of preferences related to English courses, the majority have answered agree for every course with a total of 3.90 weighted average. The majority also have agreed that they will always prefer teaching English as a second language since it accrued a higher weighted mean of 4.01 compared to the other courses stated below.

Table 1 Level of Academic Preference of Grade 12 HUMSS Students

Questions	Mean	Standard Deviation	Verbal Interpretation
Writing Preferences	3.94	0.762	Agree
Reading Preferences	3.961	0.818	Agree
Speaking Preferences	3.92	0.751	Agree

Legend: 4.20- 5.00 Strongly Agree, 3.41-4.20 Agree, 2.61-3.40 Neutral, 1.81-2.60 Disagree, *1.0-1.80 Strongly Disagree*

For the types of preferences by the students, the majority have answered agree for reading preference with a total of 3.96 weighted average. The majority also have agreed that they will always prefer reading materials and reading literature than writing short stories or public speaking as the verbal interpretation suggests.

Table 2 Level of Preference in English-related Courses by Grade 12 HUMSS Students

Questions	Mean	Standard Deviation	Verbal Interpretation
Journalism	3.84	1.09	Agree
Teaching English As A Second Language	4.01	1.02	Agree
Theater Arts	3.75	1.06	Agree
Major in English	3.98	1.01	Agree
Total	3.90	1.04	Agree

Legend: 4.20- 5.00 Strongly Agree, 3.41-4.20 Agree, 2.61-3.40 Neutral, 1.81-2.60 Disagree, *1.0-1.80 Strongly Disagree*

For the types of preferences related to English courses, the majority have answered agree for every course with a total of 3.90 weighted average. The majority also have agreed that they will always prefer teaching English as a second language due to the fact that it accrued a higher weighted mean of 4.01 compared to the other courses stated below.

Table 3 Pearson R Correlation between the preferences of Grade 12 HUMSS Students in Journalism

Academic Preferences	R Value	P Value	Decision
Writing Preferences	0.638	<.001	Reject H0
Reading Preferences	0.784	<.001	Reject H0
Speaking Preferences	0.715	<.001	Reject H0

The r value represents the level of relationship between the variables. For table 3, the academic preferences gathered a value of 0.638, 0.784, and 0.715 respectively. This explains that journalism and the type of preference has a significant relationship for the three variables while writing preference is under moderate positive relationship, reading and speaking preference has a strong relationship with journalism which is the main ground for the course itself. The value of <.001 also suggests that we should reject the null hypothesis because there is a significant relationship between the two.

Table 4 Pearson R correlation between the preferences of Grade 12 HUMSS Students in Teaching as a Second Language

Academic Preferences	R Value	P Value	Decision
Writing Preferences	-0.243	0.241	Accept H0
Reading Preferences	-0.205	0.325	Accept H0
Speaking Preferences	-0.226	0.278	Accept H0

For the next course which is teaching as a second language, the result ended up being negative which simplifies that there is an inverted growth between the two variables. The results for the three preferences are under 0 to - 0.300 which explains that there is a little to no relationship between the two variables. The p values of 0.241, 0.325 and 0.278 respectively states that we should accept the null hypothesis thus, concluding that the type of preferences is not significantly related to teaching English as a second language.

Table 5 Pearson R correlation between the preferences of Grade 12 HUMSS Students in Theater Arts

Academic Preferences	R Value	P Value	Decision
Writing Preferences	-0.112	0.595	Reject H0
Reading Preferences	-0.261	0.207	Reject H0
Speaking Preferences	-0.101	0.632	Reject H0

For the next course which is theater arts, the result ended up being negative which simplifies that there is an inverted growth between the two variables. The results for the three preferences are under 0 to -0.300 which explains that there is a little to no relationship between the two variables. The p values of 0.595, 0.207 and 0.632 respectively states that we should accept the null hypothesis thus, concluding that the type of preferences is not significantly related to theater arts.

Table 6 Pearson R correlation between the preferences of Grade 12 HUMSS Students in Major in English Language

Academic Preferences	R Value	P Value	Decision
Writing Preferences	0.287	0.138	Accept H0
Reading Preferences	0.281	0.147	Accept H0
Speaking Preferences	0.289	0.136	Accept H0

For the last course which is majoring in English, the result ended up being positive which simplifies that there is an equal growth between the two variables. The results for the three preferences are under 0 to 0.300 which explains that there is a little to no relationship between the two variables. The p values of 0.138, 0.147 and 0.136 respectively states that we should accept the null hypothesis thus, concluding that the type of preferences is not significantly related to Majoring in English Language. The finding relates to the study of Yu (2019), which investigated the students' secondary English language education experience. The findings of her research showed that secondary English education is more focused on enhancing learners' literacy skills such as speaking, reading, and writing. These types of skills are considered examination-oriented for international communication.

3. Conclusion

Based on the findings, several conclusions can be drawn regarding Grade 12 HUMSS students' academic and English-related program preferences. The majority of students demonstrated a preference for reading and exhibited agreement towards pursuing English-related courses. However, the correlation analysis revealed that while Journalism aligns closely with academic preferences in English, other programs such as Teaching English as a Second Language, Theater Arts, and Major in English Language showed minimal associations with students' academics. The result is similar to Waluyo and Panmei's study (2021) to ascertain the connection between the academic success of students who forecasted their English programs. According to the report, students' academic preferences are more closely related to their English programs. These two are connected since they are critical to academic performance, which affects students' studies as well as their future jobs.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest to be disclosed.

Statement of informed consent

Informed consent was obtained from all individual participants included in the study.

References

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