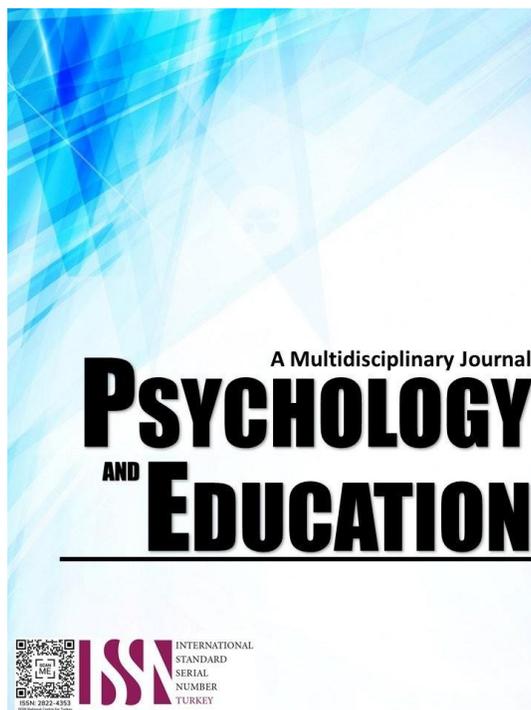


SELF- EFFICACY ON LANGUAGE MACRO SKILLS OF LEARNERS IN RELATION TO GRAMMATICAL COMPETENCE: BASIS FOR DEVELOPMENTAL PROGRAM



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Self- Efficacy on Language Macro Skills of Learners in Relation to Grammatical Competence: Basis for Developmental Program

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Abstract

Language learning is a multifaceted process that involves developing macro skills—listening, speaking, reading, and writing—alongside grammatical competence. Self-efficacy, or a learner’s belief in their ability to succeed in language-related tasks, plays a pivotal role in mastering these skills. This study aimed to examine the relationship between language macro skills and grammatical competence among 196 fourth-year Education students enrolled in various academic programs at a local college during the 2023-2024 academic year. A descriptive-correlational design was employed. The results indicated that the majority of respondents were female (81.6%), aged 21–22 years (59.2%), and from economically disadvantaged backgrounds (61.7%). Respondents were enrolled in diverse programs, including Bachelor of Elementary Education (15.3%), Bachelor of Physical Education (32.1%), Bachelor of Secondary Education majoring in Mathematics (9.2%), Social Studies (15.3%), and Filipino (28.1%). The study found that respondents exhibited a very high level of language macro skills (Mean= 3.57) and proficient grammatical competence (Mean= 76.09). There were no significant differences in language macro skills based on sex ($p = 0.624$), age ($p = 0.362$), or economic status ($p = 0.097$), but a significant difference was observed across academic programs ($p = 0.014$). Similarly, no significant differences in grammatical competence were found based on sex ($p = 0.145$), age ($p = 0.092$), or economic status ($p = 0.083$), with a significant difference noted across academic programs ($p = 0.021$). A significant relationship was established between language macro skills and grammatical competence ($p = 0.031$). The study emphasized the critical role of language macro skills—speaking, listening, reading, and writing—in enhancing grammatical competence. The findings highlighted the need for academic programs to integrate these skills into their curricula to foster overall language proficiency.

Keywords: *self-efficacy, macro skills, grammatical competence*

Introduction

Language is expressed in four ways: listening, speaking, reading, and writing. These four language skills are also defined as the macro skills of communication for any language, including English. These macro skills typically refer to the broad, overarching abilities that are essential for effective communication and problem-solving (Council of Europe, 2020).

Self-efficacy theory posits that individuals develop positive performance expectations while working on simple tasks and negative performance expectations while working on complex tasks, and that the presence of others activates corresponding positive or negative expectations regarding performance evaluation, (Schunk & DiBenedetto (2021).

To keep up with the outside world's rapid progress, learning English is essential. Since practicing listening, speaking, reading, and writing in English is the best approach to becoming fluent in the language, learning English as a second language can then be accomplished through a variety of media and sources as well as through everyday interaction (Nuriska, 2021). According to recent research, as the language education system places more emphasis on a skills-oriented evaluation technique, integrating macro skills into language training is growing in popularity as a pedagogical strategy (Raymundo, 2023).

Many college students struggled with grammatical competency correctness, which hampered effective communication in academic and professional contexts. Furthermore, good communication was essential in a variety of areas; excellent grammar abilities enabled students to express their views more precisely and effectively.

Research Questions

This study determined the level of self-efficacy on language macro skills of learners in relation to grammatical competence in one of the local colleges. Specifically, it sought to answer the questions that follow:

1. What is the profile of the respondents in terms of:
 - 1.1. age;
 - 1.2. gender; and
 - 1.3. level of technological skills?
2. What is the level of self-efficacy in language macro skills of the respondents as a whole in terms of:
 - 2.1. listening;
 - 2.2. speaking;
 - 2.3. reading;
 - 2.4. writing?

3. What is the grammatical competence level of the respondents when grouped according to the aforementioned variables?
4. Is there a significant difference in the level of self-efficacy on language macro skills of the respondents when grouped according to the aforementioned variables?
5. Is there a significant difference in the grammatical competence level of the respondents when grouped according to the aforementioned variables?
6. Is there a significant relationship between the self-efficacy on language macro skills and the grammatical competence of the students?

Literature Review

The study by Juayong-Caldoza and Cruz (2023) identified key factors impacting the development of productive macro skills in English among junior high school students, including movies, songs, books, social networking sites, video games, instant messaging, magazines, and newspapers. The research found that students generally exhibit good productive macro skills, with listening to English songs having the most significant positive effect. Watching English movies notably enhances writing skills, while reading English books greatly improves speaking skills. Social networking sites, reading English books, and listening to English songs significantly influence speaking skills. Interestingly, none of these factors have a marked effect on writing skills.

Moreover, they found that based on student perceptions, English songs are highly favored. Thus, it is recommended that teachers integrate English songs into classroom discussions, particularly for writing and speaking topics. Using English movies in writing lessons is also suggested as a starting point or for evaluation activities. Teachers are encouraged to have students write screenplays, alternate endings, and movie reviews, which involve various creative skills. Given the importance of speaking and writing skills in communication, activities that develop these skills should not be overlooked. Future research should explore other potential factors, such as watching television shows, anime, and reading signage, to understand their contributions to developing students' productive macro skills in English.

The study indicated that only a few profile variables significantly impact students' grammatical competence. These include sex (3.87/0.05), English grades during the 1st and 2nd grading periods (42.492/0.000 and 32.227/0.000), monthly family income (10.867/0.028), and access to online reading materials (7.807/0.007). The effect size showed that monthly family income has a medium or typical effect, while the other variables have small effects. The significance level was set at 0.05. Students' sex, grades, family income, and access to online reading materials significantly relate to their grammatical competence (Sioco & de Vera, 2018).

Herlina's (2022) study revealed no significant difference in the language learning abilities of males and females. However, differences in beliefs about language learning between the genders were found. Specifically, both males and females agreed on four aspects: English language aptitude, difficulty of language learning, learning and communication strategies, and motivation and expectation. However, they differed in their beliefs about the nature of language learning, with females placing more importance on vocabulary as a crucial part of learning a foreign language than males.

The study of Muico and Pineda (2019) revealed notable differences in the language learning levels of AB-English students based on gender. Specifically, it found that females outperformed males, with an average score of 36.10 compared to 29.18 for males. This indicates that females excel in vocabulary, grammar, and comprehension. Additionally, the Study examined the role of technology in language learning but discovered no significant correlation between technology use and language learning proficiency.

Age consideration is essential in understanding macro skills like reading, listening, speaking, writing, and viewing in English, which are key components of language teaching practices. It is often assumed that many challenges learners encounter while studying English are due to the differences between their native language and English. Language learners frequently make pronunciation errors influenced by their first language, such as incorrectly applying its grammatical patterns to the second language, mispronouncing certain sounds, or confusing vocabulary items. This phenomenon is called language transfer or "language interference" (McKay, 2018).

A comparative analysis of language skills between students in STEM (Science, Technology, Engineering, and Mathematics) and humanities programs revealed that students in humanities programs generally demonstrated stronger language macro skills. This was particularly evident in areas that required complex communication and critical analysis (Jones & Brown, 2021).

Economic status has been increasingly recognized as crucial in learning foreign languages (e.g., Butler & Le, 2018; Huang et al., 2018; Shin & So, 2018). Previous research has primarily focused on the relationship between economic status and various aspects such as learning strategies, motivational attitudes, and foreign language proficiency. Several studies across different nations and regions (e.g., Hungary: Nikolov, 2009; mainland China: Butler & Le, 2018; Taiwan: Huang et al., 2018) and at different educational levels (secondary school: Butler & Le, 2018) have found a direct correlation between economic status and foreign language proficiency. Additionally, the connection between economic status and learning strategies has been examined. For instance, Shin and So (2018) surveyed grade 8 students in South Korea and discovered that students with higher economic status employed more learning strategies in foreign language learning than those with lower economic status. Furthermore, socioeconomic status is closely linked to motivational beliefs in foreign language learning. For example, urban students in China with higher economic status have stronger motivational beliefs in learning English than rural students with lower economic status (Ma et al., 2021).

Amida et al. (2020) conducted an evaluation of a model grounded in self-determination theory (SDT) to investigate the academic progress of graduate students. According to SDT, factors such as professional objectives, motivation, and time management play critical roles in perceived success. The findings of the study revealed that female students demonstrated significantly better time management skills compared to their male counterparts, highlighting gender differences in this aspect of academic performance. This underscores the importance of tailored strategies to support time management skills among all students, enhancing their overall academic success.

The findings of the Meisani et al. (2020) study, "Factors Affecting the Indonesian Learners' Grammatical Competence Level," showed that the respondents' age had no bearing on their level of grammatical competence. Nonetheless, there was a correlation between gender and competence.

The study by White, D. (2024) revealed that curricular design significantly impacts English language proficiency outcomes. Their research across multiple institutions demonstrated that programs integrating language-intensive coursework and extensive communication tasks tend to yield higher levels of grammatical competence among students, irrespective of their initial language background or academic discipline.

Huang et al. (2018) found that students who frequently travel abroad are exposed to English at an earlier age and in a wider variety of contexts. The study also revealed that parents of teenagers from higher economic status backgrounds generally exhibit greater levels of grammatical competence, which may suggest that these adolescents have more opportunities to observe and meaningfully use English through their parents' example.

The study by Mapalad and Bautista (2022), titled "Macro Skills in English of Grade 11 Senior High School in Balayan, Batangas: A Guided Learning Activity," explores the significant challenges faced by Grade 11 students in developing their macro skills, which include listening, speaking, reading, writing, and viewing. The researchers found that these difficulties were closely linked to the students' grammatical competence. They developed guided learning activities to address these challenges to provide structured and engaging practice opportunities inside and outside the classroom. The Study's findings indicate that these activities significantly improved the students' grammatical competence and overall macro-English skills, highlighting the importance of well-designed educational interventions for enhancing language proficiency.

Methodology

Research Design

This study employed a descriptive-correlational research design to investigate the language macro skills of 4th year Education students in relation to their grammatical competence. Descriptive quantitative research design is a systematic approach utilized to collect, analyze, and interpret numerical data, aiming to describe and summarize the characteristics, behaviors, or aspects within a specific population or sample. A correlational research design investigates relationships between variables without the researcher controlling or manipulating any of them. This study combined two research strategies—descriptive design and correlational research into a quantitative descriptive correlational research design. Observing and objectively characterizing individual behavior in connection to situational circumstances is the goal of descriptive design (Sharma, 2019).

Respondents

The subject and respondents of the study were the one hundred ninety-six (196) fourth-year education students enrolled in different programs in one of the local colleges in Negros Occidental for the academic year 2023-2024. This study employed the stratified sampling technique, a variation of simple random sampling commonly utilized in research, to ensure a representative sample selection from a population. It involved dividing the population into distinct subgroups, or strata, and subsequently selecting individuals randomly from each stratum. This method guaranteed that every subgroup within the population was proportionally represented in the sample, thereby enhancing the accuracy of estimations and minimizing sampling biases. The following was the distribution of samples using the stratified sampling technique

Table 1. *Distribution of Respondents per Program*

<i>Programs</i>	<i>Population (N) Sample (n)</i>	
Bachelor of Elementary Education	60	30
Bachelor of Physical Education	123	63
Bachelor of Secondary Education Major in Mathematics	35	18
Bachelor of Secondary Education Major in Social Studies	60	30
Bachelor of Secondary Education Major in Filipino	108	55
Total	N = 386	n = 196

Instrument

This study utilized two sets of questionnaires to evaluate both language macro skills and grammatical competence. The first questionnaire, developed by the researcher, aimed to assess learners' language macro skills in relation to their grammatical competence.

The second questionnaire was adapted from the Standardized Test for English Proficiency (STEP) by Ali (2019). The STEP test serves multiple purposes, including its use as an admission test for English university programs, a placement test for assessing language proficiency, and an evaluation tool for professional applications.

To ensure the validity of the instruments, the questionnaires underwent validation using Good and Scate's validity test. Three experts in education and research critically evaluated and rated the questionnaire, resulting in a validity score of 4.95, which was interpreted as "Excellent."

To further ensure the consistency and stability of the questionnaire, a reliability test was conducted. A pilot test was administered to a separate group of college students who were not direct respondents in the study. Using Cronbach's alpha for reliability testing, the researcher-made questionnaire obtained a score of 0.970, interpreted as "Excellent," while the adapted questionnaire (STEP) received a score of 0.880, interpreted as "Good."

The questionnaire consisted of three parts. The first part gathered demographic information from the respondents, including sex, age, academic program, and economic status. The second part assessed learners' language macro skills—listening, speaking, reading, and writing—through various situational statements, with responses measured using a five-point Likert scale: (5) Strongly Agree, (4) Agree, (3) Neutral, (2) Disagree, and (1) Strongly Disagree. The third part was a 100-item multiple-choice test adapted from the Standardized Test for English Proficiency (STEP) (Ali, 2019), which measured students' English proficiency across four sections: reading comprehension, sentence structure, listening comprehension, and composition analysis.

Procedure

As the validity and reliability of the instrument were established, the researcher sent a letter seeking permission from the college president of the local college and the department head to conduct the questionnaire administration among the fourth-year students of the Teacher Education Department. The survey questionnaires were given to the respondents personally to establish accuracy, accompanied by a letter explaining the study's purpose. This communication emphasized the voluntary nature of participation and the assurance of strict confidentiality of their responses.

After the collection of all the data, the researchers analyzed the responses using descriptive statistics such as frequencies, mean, and standard deviation. Furthermore, appropriate statistical tools, with the recommendation of the statistician, were employed for the treatment of data.

Data Analysis

The data gathered were tabulated and analyzed using appropriate statistical tools. To address Problem 1, which pertained to the profile of the respondents, frequency and percent distribution were utilized. For Problem 2 and 3, concerning the level of language macro skills and grammar competency of the respondents, the mean was computed. In answering Problem 4, which explored the significant difference in the level of language macro skills among the respondents, the Mann-Whitney U test and Kruskal-Wallis H tests were applied. Similarly, for Problem 5, which examined the significant difference in the grammatical competence level of the respondents, both the Mann-Whitney U test and Kruskal-Wallis H test were used. Finally, to address Problem 6, which investigated the significant relationship between language macro skills and grammatical competence, the gamma coefficient was employed.

Ethical Considerations

The researcher ensured that respondent's confidentiality and data privacy were prioritized. Access to individual survey data was strictly limited to the researcher and thesis adviser. Additionally, to maintain anonymity, respondents' names were intentionally omitted from the final report. This meticulous approach underscores the commitment to ethical research practices and the protection of participants' identities.

Results and Discussion

Distribution of Respondents According to Profile

Table 2 shows the distribution of respondents according to profile such as sex, age, academic program, and economic status.

As shown in Table 2, out of 196 respondents, 36 or 18.4% were male and 160 or 81.6% were female. 116 or 59.2% were 21–22 years old, and 80 or 40.8% were above 22 years old. 30 or 15.3% took Bachelor of Elementary Education (BEED), 63 or 32.1% took Bachelor of Physical Education (BPEd), 18 or 9.2% took Bachelor of Secondary Education Major in Mathematics (BSED- Math), 30 or 15.3% took Bachelor of Secondary Education Major in Social Studies, and 55 or 28.1% took Bachelor of Secondary Education Major in Filipino. The economic status of the respondents showed that 121 or 61.7% belong to the poor category, 56 or 28.6% belong to low income but not poor, 14 or 7.1% belong to low middle, and 5 or 2.6% belong to middle category.

The results showed that the majority of the respondents were female, ages 21–22. Most of the respondents took Bachelor of Physical Education program and had poor economic status.

In support of these findings, the National Center for Education Statistics (2020) reported that students from low-income families

consistently score lower on standardized tests and have higher dropout rates compared to their more affluent peers, emphasizing the correlation between economic status and academic performance.

Table 2. *Frequency and Percent Distribution of Respondents According to Profile*

<i>Profile</i>	<i>Category</i>	<i>f</i>	<i>%</i>
Sex	Male	36	18.4
	Female	160	81.6
	Total	196	100
Age	21-22	116	59.2
	Above 22	80	40.8
	Total	196	100
Academic Program	BEED	30	15.3
	BPED	63	32.1
	BSED-Mathematics	18	9.2
	BSED-Social Studies	30	15.3
	BSED-Filipino	55	28.1
	Total	196	100
Economic Status	Poor	121	61.7
	Low but not Poor	56	28.6
	Low Middle	14	7.1
	Middle	5	2.6
	Total	196	100

Level of Language Macro Skills

Table 3 shows the level of language macro skills of the respondents when taken as a whole and when grouped according to listening, speaking, reading, and writing.

Table 3. *Level of Language Macro Skills of the Respondents when taken as a whole and when grouped according to listening, speaking, reading, and writing*

<i>Language Macro Skills</i>	<i>n</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
Writing	196	3.53	0.55	Very High
Speaking	196	3.41	0.62	Very High
Listening	196	3.57	0.63	Very High
Reading	196	3.76	0.63	Very High
As a Whole	196	3.57	0.63	Very High

Legend: 4.21-5.00, Very High; 3.41-4.20, High; 2.61-3.40, Average; 1.81-2.60, Low; 1.00-1.81, Very Low

As shown in Table 3, the level of language macro skills of the respondents according to listening obtained a mean of 3.57, speaking with a mean of 3.41, reading with a mean of 3.76, and writing with a mean of 3.53, all interpreted as very high. Although all have the same verbal interpretation, it can be seen in the result that reading had the highest mean and speaking got the least. When taken as a whole, the level of language macro skills of the respondents was very high, with a mean of 3.57. This implies that the language skills of the respondents were excellent. Reading stands out as the strongest skill, while speaking is the weakest. This overall proficiency suggests strong communication abilities, but lower scores in speaking and writing highlight areas for improvement.

In support of these findings, Dela Cruz (2023) study showed that the values of the intercept indicate the level of the productive macro skills, speaking and writing, that a student will get if the factors affecting the productive macro skills are zero or not available while the value of the coefficient determines the change in the value of the productive macro skills for every change in the value of the factors affecting it such as movies, social networking sites, books, songs, video games, texting, magazines, and newspapers. Results revealed that although listening to English songs was rated the highest among the factors, it is watching English movies that contributes most to the level of writing skills of the students. The results, however, showed that none of the factors have a significant influence on the level of writing skills of the students. This implied that students are more inspired to write after watching English movies. What they learn from watching, they practice more effectively in writing. The result, however, is not statistically significant.

Level of Grammatical Competence

Table 4 below shows the level of grammatical competence of the respondents as a whole and when grouped according to profile.

As shown in Table 4, the level of grammatical competence of the respondents according to profile in terms of sex was as follows: the male obtained a mean of 76.89 and the female got a mean of 75.91, both interpreted as proficient. As to age, 21–22-year-olds obtained a mean of 76.99, and those over 22-year-olds got a mean of 74.79, both interpreted as proficient. As to academic program, Bachelor of Elementary Education got a mean of 79.03, Bachelor of Physical Education got a mean of 75.05, Bachelor of Education Major in Mathematics got a mean of 78.50, Bachelor of Education Major in Social Studies got a mean of 78.87, and Bachelor of Education



Major in Filipino got a mean of 73.38, all interpreted as proficient. As to economic status, respondents belonging to the poor got a mean of 75.45, those who were low but not poor got a mean of 76.04, both interpreted as proficient, while respondents with a low middle income got a mean of 81.21, interpreted as very proficient, and those with a middle income got a mean of 78.00, interpreted as proficient.

Table 4. *Level of Grammatical Competence of the Respondents as a Whole and When Grouped According to Profile*

Profile	Category	n	Mean	Interpretation
Sex	Male	36	76.89	Proficient
	Female	160	75.91	Proficient
Age	21-22	116	76.99	Proficient
	Above 22	80	74.79	Proficient
Academic Program	BEED	30	79.03	Proficient
	BPED	63	75.05	Proficient
	BSED-Mathematics	18	78.50	Proficient
	BSED-Social Studies	30	78.87	Proficient
	BSED-Filipino	55	73.38	Proficient
Economic Status	Poor	121	75.45	Proficient
	Low but not Poor	56	76.04	Proficient
	Low Middle	14	81.21	Very Proficient
	Middle	5	78.00	Proficient
As a Whole		196	76.09	Proficient

Legend: 81 – 100, Very Proficient; 61 – 80, Proficient; 41 – 60, Fair; 21-40, Modest; 1-20, Limited

The level of grammatical competence of the respondents as a whole obtained a mean of 76.09, interpreted as proficient. These results show that grammatical proficiency is consistently high across demographic variables, with significant variations associated with educational background and socioeconomic standing. Targeted sharing of successful teaching techniques to improve others' grammar abilities may be advantageous for programs with higher averages.

In support of these findings, Sioco's (2018) study showed that across the relationship of profile variables with students' level of grammatical competence, only a few variables are significantly related to grammatical competence. The variables include "sex" (3.87 income" (10.867/0.028), and "online reading materials "(7.807/0.007). Moreover, based on the computed effect size, "monthly family income" has a medium or typical effect, while the other three significant variables have small effect. The level of significance is set at 0.05.

Difference in the Level of Language Macro Skills in terms of Sex

Table 5.1 below shows the difference in the level of language macro skills in terms of sex.

Table 5.1. *Difference in the Level of Language Macro Skills in terms of Sex*

Sex	n	Mean Rank	U	P-value	Decision @ 0.05
Male	36	99.68	2837.5	0.890	Accept Ho
Female	160	98.23			
Total	196				

As shown in Table 5.1 shows that in terms of sex, male respondents got a mean rank of 99.68, while female respondents got a mean rank of 98.23. The finding shows that male respondents got the highest mean rank.

A computed value (U) of 2837.5 was obtained with a p-value of 0.890, which is higher than the 0.05 level of significance. The result showed that there is no significant difference in the level of language macro skills in terms of sex. Thus, the null hypothesis was accepted. This implies that sex did not affect the level of language macro skills.

These findings were supported by the results of Herlinda's (2022) study, "The Difference Between Male and Female Beliefs in Learning English," which found that there is no difference in the language learning of males and females. However, other studies have documented differences in language learning when grouped according to sex (Muico, 2019).

Difference in the Level of Language Macro Skills in terms of Age

Table 5.2 shows the difference in the level of language macro skills in terms of age.

Table 5.2 showed that in terms of age, respondents aging 21–22 years old got a mean rank of 100.61, while respondents aging above 22 years old got a mean rank of 95.44. The finding showed that respondents ages 21–22 got the highest mean rank. A computed (U) value of 4395.5 was obtained with a p-value of 0.531, interpreted as not significant at the 0.05 level of significance.

Table 5.2. *Difference in the Level of Language Macro Skills in terms of Age*

Age	n	Mean Rank	U	P-value	Decision @ 0.05
21-22 years old	116	100.61	4395.5	0.531	Accept Ho
Above 22 years old	80	95.44			
Total	196				

The result showed that there is no significant difference in the level of language macro skills in terms of age. Thus, the null hypothesis was accepted. This implies that age did not affect the level of language macro skills.

However, the finding of this study was contrary to the work of McKay (2018) who found that age is considered in understanding macro skills such as reading, listening, speaking, writing, and viewing in English, which are the components of language teaching practice.

It was often assumed that most of the difficulties that learners face in the study of English is a consequence of the degree to which their native language differs from English.

Difference in the Level of Language Macro Skills in terms of Academic Program

Table 5.3 shows the difference in the level of language macro skills in terms of academic program.

Table 5.3. *Difference in the level of language macro skills in terms of academic program*

Academic Program	n	Mean Rank	H	P-value	Decision @ 0.05
BEED	30	102.47	11.47	0.022	Reject Ho
BPED	63	93.86			
BSED-Mathematics	18	66.28			
BSED-Social Studies	30	102.47			
BSED-Filipino	55	110.04			

Table 5.3 showed that in terms of academic program, BEED obtained a mean rank of 102.47, BPED got a mean rank of 93.86, BSED-Mathematics got a mean rank of 66.28, BSED-Social Studies got a mean rank of 102.47, and BSED-Filipino got a mean rank of 110.04. The finding shows that BSED-Filipino got the highest mean rank, while BSED-Mathematics got the lowest mean rank.

Pairwise Comparison of Academic Program

Academic Program	P-value	Interpretation
BEED vs BSED-Social Studies	0.415	Not Significant
BPED vs BEED	0.548	Not Significant
BPED vs BSED-Math	0.005	Significant
BPED vs BSED-Social Studies	0.728	Not Significant
BSED Math vs BEED	0.003	Significant
BSED Math vs BSED-Social Studies	0.023	Significant
BSED Fil vs BEED	0.860	Not Significant
BSED Fil vs BPED	0.348	Not Significant
BSED Fil vs BSED-Math	0.001	Significant
BSED Fil vs BSED-Social Studies	0.270	Not Significant

Using the pairwise comparison of academic program, BEED vs BSED-Social Studies got a p-value of 0.415, BPED vs BEED got a p-value of 0.548, both interpreted as not significant; BPED vs BSED-Mathematics got a p-value of 0.005, interpreted as significant; BPED vs BSED-Social Studies got a p-value of 0.728, interpreted as not significant; BSED-Mathematics vs BEED got a p-value of 0.003, BSED-Mathematics vs BSED-Social Studies got a p-value of 0.023, both interpreted as significant; BSED-Filipino vs BEED got a p-value of 0.860, BSED-Filipino vs BPED got a p-value of 0.348, both interpreted as not significant; BSED-Filipino vs BSED-Math obtained a p-value of 0.001, interpreted as significant; and BSED-Filipino vs BSED-Social Studies got a p-value of 0.270, interpreted as not significant. A computed (H) value of 11.47 was obtained with a p-value of 0.022, interpreted as significant at the 0.05 level of significance.

The results showed that there was a significant difference in the level of language macro skills in terms of academic programs. Thus, the null hypothesis was rejected. This implies that the chosen academic program of the respondents greatly affect the level of language macro skills of a student.

These findings were supported by Jones and Brown (2021) who conducted a comparative analysis of language skills among students in STEM (science, technology, engineering, and mathematics) versus humanities programs. Their findings revealed that students in humanities program generally exhibited stronger language macro skills, particularly in areas requiring complex communication and critical analysis.

Difference in the Level of Language Macro Skills in terms of Economic Status

Table 5.4 shows the difference in the level of language macro skills in terms of economic status.

Table 5.4. *Difference in the Level of Language Macro Skills in terms of Economic Status*

<i>Economic Status</i>	<i>n</i>	<i>Mean rank</i>	<i>H</i>	<i>P-value</i>	<i>Decision @ 0.05</i>
Poor	121	108.34	12.62	0.006	Reject Ho
Low but not Poor	56	83.94			
Low Middle	14	77.18			
Middle	5	83.10			
Total	196				

Table 5.4 showed that in terms of economic status, poor respondents got a mean rank of 108.34, respondents with low but not poor income got a mean rank of 83.94, low middle-income respondents got a mean rank of 77.18-, and middle-income respondents got a mean rank of 83.10. The finding showed that the poor got the highest mean rank, while those with low or middle income got the lowest mean rank.

Pairwise Comparison of Economic Status

<i>Economic Status</i>	<i>P-value</i>	<i>Interpretation</i>
Poor vs Low	0.008	Significant
Poor vs Low Middle	0.004	Significant
Poor vs Middle	0.171	Not significant
Low vs Low Middle	0.189	Not significant
Low vs Middle	0.671	Not significant
Middle vs Low Middle	0.709	Not significant

Using the pairwise comparison of economic status, poor vs. low income got a p- value of 0.008; poor vs. low middle income got a p-value of 0.004, both interpreted as significant. Poor vs. middle income obtained a p-value of 0.171; low vs. low middle income got a p-value of 0.189; low vs. middle income got a p-value of 0.671; and middle vs. low middle income got a p-value of 0.709, all interpreted as not significant. A computed (H) value of 12.62 was obtained with a p-value of 0.006, interpreted as significant at the 0.05 level of significance.

The result of this study means that there was a significant difference in the level of language macro skills in terms of economic status. Thus, the null hypothesis was rejected. The findings implies that the economic status of respondents has an impact on their level of language macro skills.

In summary, students from high-social economic status families tend to do better in foreign languages, have stronger motivating beliefs, and employ more learning strategies than students from low-social economic status families. This implies that in order to reduce these inequalities brought about by social economic status, it is necessary to identify characteristics in which interventions can be made.

This study confirmed earlier research (Butler & Le, 2018; Huang et al., 2018; Shin & So, 2018) by showing that students with higher social economic status performed better when learning English. A plausible rationale could be that kids from high-social economic status households have access to more resources and a more conducive learning environment (Ma et al., 2022).

Difference in the Level of Grammatical Competence in terms of Sex

Table 6.1 shows the difference in the level of grammatical competence in terms of sex.

Table 6.1. *Difference in the Level of Grammatical Competence in terms of Sex*

<i>Sex</i>	<i>n</i>	<i>Mean rank</i>	<i>U</i>	<i>P-value</i>	<i>Decision @ 0.05</i>
Male	36	107.65	2550.5	0.283	Accept Ho
Female	160	96.44			
Total	196				

Table 6.1 showed that in terms of sex, male respondents got a mean rank of 107.65, while female respondents got a mean rank of 96.44. It showed that male respondents had the highest mean rank. A computed (U) value of 2550.5 was obtained with a p-value of 0.283, interpreted as not significant at the 0.05 level of the result showed that there was no significant difference in the level of grammatical competence in terms of sex. Thus, the null hypothesis was accepted. This implied that sex did not affect the level of grammatical competence of the respondents.

However, Olusiji (2018) found that female learners' superior English competence over male learners is partly attributable to their more optimistic attitudes toward English language education and self-confidence in their ability to learn the language successfully.

Furthermore, Amida et al. (2020) evaluated a projected model based on self-determination theory (SDT), it showed that female students were significantly more adept at managing their time than their male counterparts.

Difference in the Level of Grammatical Competence in terms of Age

Table 6.2 shows the difference in the level of grammatical competence in terms of age.

Table 6.2. *Difference in the Level of Grammatical Competence in terms of Age*

Age	n	Mean Rank	U	P-value	Decision @ 0.05
21-22 years old	116	104.73	3917.5	0.064	Accept Ho
Above 22 years old	80	89.47			
Total	196				

As Table 6.2 showed that in terms of age, respondents with the age range of 21–22 years old got a mean rank of 104.73, while respondents aging above 22 got a mean rank of 89.47. This showed that respondents aged 21–22 got the highest mean rank. A computed (U) value of 3917.5 was obtained with a p-value of 0.064, interpreted as not significant at the 0.05 level of significance.

The outcome demonstrated that there was no discernible age-related variation in the degree of English competence. As a result, the null hypothesis was held. This suggested that the respondents' age did not entirely determine their degree of English competence.

The results of the study showed that there were no appreciable variations in the Grammatical competence levels of the Grade 11 students based on gender and age, refuted previous research suggesting that learners' proficiency increases with age and that males are more proficient than females or vice versa. However, the findings of the Meisani et al. (2020) study, "Factors Affecting the Indonesian Learners' Grammatical Competence Level," showed that the respondents' age had no bearing on their level of grammatical competence. Nonetheless, there was a correlation between gender and competence.

Difference in the Level of Grammatical Competence In terms of Academic Program

Table 6.3 shows the difference in the level of grammatical competence in terms of academic programs.

Table 6.3. *Difference in the level of Grammatical Competence in terms of Academic Program*

Academic Program	n	Mean rank	H	P-value	Decision @ 0.05
BEED	30	117.5	17.30	0.002	Reject Ho
BPED	63	90.82			
BSED-Mathematics	18	115.75			
BSED-Social Studies	30	120.83			
BSED-Filipino	55	79.11			

Table 6.3 showed that in terms of academic program, Bachelor of Elementary Education obtained a mean rank of 117.5, Bachelor of Physical Education got a mean rank of 90.82, Bachelor of Secondary Education Major in Mathematics got a mean rank of 115.75, Bachelor of Secondary Education Major in Social Studies got a mean rank of 120.83, and Bachelor of Secondary Education Major in Filipino got a mean rank of 79.11. The finding showed that Bachelor of Secondary Education Major in Social Studies got the highest mean rank, while Bachelor of Secondary Education Major in Filipino got the lowest mean rank.

Pairwise Comparison of Academic Program

Academic Program	P-value	Interpretation
BEED vs BSED-Social Studies	0.820	Not significant
BPED vs BEED	0.034	significant
BPED vs BSED-Math	0.100	Not significant
BPED vs BSED-Social Studies	0.017	significant
BSED Math vs BEED	0.917	Not significant
BSED Math vs BSED-Social Studies	0.763	Not significant
BSED Fil vs BEED	0.003	significant
BSED Fil vs BPED	0.263	Not significant
BSED Fil vs BSED-Math	0.017	significant
BSED Fil vs BSED-Social Studies	0.001	significant

Using the pairwise comparison of academic program, Bachelor of Elementary Education vs Bachelor of Secondary Education Major in Social Studies got a p-value of 0.820, interpreted as not significant; Bachelor of Physical Education vs Bachelor of Elementary Education got a p-value of 0.034, interpreted as significant; Bachelor of Physical Education vs Bachelor of Secondary Education Major in Mathematics got a p-value of 0.100, interpreted as not significant; Bachelor of Physical Education vs Bachelor of Secondary Education Major in Social Studies got a p-value of 0.017, interpreted as significant; Bachelor of Secondary Education Major in



Mathematics vs Bachelor of Elementary Education got a p-value of 0.917, and Bachelor of Secondary Education Major in Mathematics vs Bachelor of Secondary Education Major in Social Studies got a p-value of 0.763, both interpreted as not significant; Bachelor of Secondary Education Major in Filipino vs Bachelor of Elementary Education got a p-value of 0.003, interpreted as significant; Bachelor of Secondary Education Major in Filipino vs Bachelor of Physical Education got a p-value of 0.263, interpreted as not significant; Bachelor of Secondary Education Major in Filipino vs Bachelor of Secondary Education Major in Mathematics obtained a p-value of 0.017, and Bachelor of Secondary Education Major in Filipino vs Bachelor of Secondary Education Major in Social Studies got a p-value of 0.001, both interpreted as significant. A computed (H) value of 17.30 was obtained with a p-value of 0.002, interpreted as significant at the 0.05 level of significance.

The result showed that there was a significant difference in the level of grammatical competence in terms of the academic program. Thus, the null hypothesis was rejected. This implies that the academic program in which the respondents enrolled has an effect on their level of grammatical competence.

These findings were supported by recent educational research by White, D. (2024) which extended this understanding by exploring how curricular design impacts English language proficiency outcomes. Their study across multiple institutions highlighted that programs integrating language-intensive coursework and extensive communication tasks tend to yield higher levels of grammatical competence among students, regardless of their initial language background or academic discipline.

Difference in the Level of Grammatical Competence in terms of Economic Status

Table 6.4 shows the difference in the level of grammatical competence in terms of economic status.

Table 6.4. *Difference in the Level of Grammatical Competence in terms of Economic Status*

<i>Economic Status</i>	<i>n</i>	<i>Mean rank</i>	<i>H</i>	<i>P-value</i>	<i>Decision @ 0.05</i>
Poor	121	94.14	7.22	0.065	Accept Ho
Low but not Poor	56	97.47			
Low Middle	14	136.54			
Middle	5	109.00			
Total	196				

Table 6.4 shows that in terms of economic status, poor income respondents got a mean rank of 94.14, respondents of low but not poor income got a mean rank of 97.47, low middle income got a mean rank of 136.54, and middle income got a mean rank of 109.00. It showed that the low- to middle-income respondents got the highest mean rank, while the poor-income respondents got the lowest mean rank. A computed (H) value of 7.22 was obtained with a p-value of 0.065, interpreted as not significant at the 0.05 level of significance.

The result showed that there was no significant difference in the level of grammatical competence in terms of economic status. Thus, the null hypothesis was accepted. This implies that the economic status of respondents did not matter in terms of their level of grammatical competence.

Huang et al. (2018) discovered however, that students who go overseas frequently may be exposed to English at an earlier age and in a wider variety of contexts. Their study also discovered that parents of teenage students from higher economic status backgrounds typically have greater levels of grammatical competence, which may suggest that adolescents will have more opportunity to watch their parents use English meaningfully.

Relationship Between Level of Language Macro Skills and Level of Grammatical Competence

Table 7 below shows the relationship between the level of language macro skills and grammatical competence.

Table 7. *Relationship Between Level of Language Macro Skills and Level of Grammatical Competence*

<i>Level of Language Macro Skills</i>	<i>Level of Grammatical Competence</i>					<i>Total</i>
	<i>Very Proficient</i>	<i>Proficient</i>	<i>Fair</i>	<i>Modest</i>	<i>Limited</i>	
Very High	0	0	0	0	0	
High	12	9	0	0	0	21
Average	48	57	11	0	0	116
Low	16	35	6	0	0	57
Very Low	2	0	0	0	0	2
Total	78	101	17	0	0	196

Computed (G) value: 0.245
 P-value: 0.031
 Decision: Reject Ho
 Interpretation: Significant at 0.05 level of significance

Using the Gamma Coefficient test, a computed (G) value of 0.245 was obtained with a p-value of 0.031, which was lower than the 0.05 level of significance. Thus, the null hypothesis was rejected. This means that there was a significant relationship between the level of

language macro skills and the level of grammatical competence. This implies that the level of language macro skills has significantly affected the level of grammatical competence.

These findings were supported by the study of Mapalad and Bautista, 2022, "Macro Skills in English of Grade 11 Senior High School in Balayan, Batangas: A Guided Learning Activity," which demonstrated the difficulties the respondents faced and their ability to improve macro abilities in their grammatical competence were significantly correlated. The researcher created guided learning exercises to help students improve their macro skills.

Conclusions

The majority of respondents were female, aged 21 to 22, and many of those with low economic status were enrolled in the Bachelor of Physical Education program. The respondents demonstrated exceptionally high levels of language macro skills (speaking, listening, reading, and writing). When classified by sex, age, academic program, and economic status, most respondents exhibited proficient grammatical competency, with those of lower economic status demonstrating exceptional proficiency. There was no significant difference in the level of language macro skills based on age and sex, but a notable disparity existed concerning educational program and economic status. Similarly, no variation in grammatical proficiency was observed concerning age, sex, and economic status, except for a marked distinction in the academic program. Lastly, it was found that language macro skills significantly influenced grammatical competency.

In conclusion, the study emphasizes the critical role of language macro skills—speaking, listening, reading, and writing—in enhancing grammatical competence. The findings highlight the need for academic programs to integrate these skills into their curricula to foster overall language proficiency. Additionally, institutions should design tailored support systems, especially for students from low-income backgrounds, to address disparities linked to economic status and academic programs. Professional development for educators is also essential, focusing on strategies that strengthen language skills across all areas for a holistic approach to learning. While no significant differences were found based on sex and age, policies must ensure equal opportunities for all students to excel in language education. To put these findings into practice, higher education institutions should refine their curriculum design by incorporating targeted language strategies and adopting modern instructional approaches. Continuous professional development is key, ensuring educators are equipped with up-to-date teaching methodologies. Student-centered activities, like debates and writing workshops, can further enhance language proficiency. Parental and community involvement should also be encouraged, fostering literacy development at home. Moreover, institutions should provide adequate resources such as language labs and tutoring programs to support diverse student populations. Finally, further research should investigate demographic and instructional factors that influence language competency, informing the development of more effective education policies and practices.

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