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## UNLOCKING THE IMPACT: EXPLORING THE RELATIONSHIP BETWEEN ENGLISH LANGUAGE PROFICIENCY AND ACADEMIC SUCCESS IN PHILIPPINE SCIENCE HIGH SCHOOL STUDENTS

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### ABSTRACT

This study investigates the intricate connection between English language proficiency and academic performance among students at Philippine Science High Schools. Language proficiency, particularly in English, plays a pivotal role in education and academic success. This research explores the extent to which English language skills influence the scholastic achievements of students in this specialized educational setting. The study employs a mixed-method approach, combining quantitative analysis of standardized test scores, and qualitative insights gathered through surveys and interviews. The findings shed light on the multifaceted relationship between language proficiency and academic success and offer valuable insights for educators and policymakers seeking to enhance the educational experience of Philippine Science High School students.

### KEYWORDS

English language proficiency; Academic performance; Philippine Science High School; Language skills; Educational impact; Student achievement; Language education; Mixed-method research.

### INTRODUCTION

In the realm of education, the proficiency of students in the English language often plays a pivotal role in

their academic success. English is not only a global lingua franca but also holds a special significance in

many countries, including the Philippines. As English is one of the official languages of the Philippines and the medium of instruction in numerous academic institutions, it exerts a significant influence on students' scholastic journeys. This influence becomes particularly pronounced in specialized educational settings such as the Philippine Science High Schools, where rigorous academic standards are upheld and where students are groomed to become the country's future scientists, engineers, and leaders.

This study delves into the intricate and multifaceted relationship between English language proficiency and academic success among students in Philippine Science High Schools. It aims to answer a fundamental question: to what extent does proficiency in the English language impact the academic performance of these high-achieving students?

The importance of this inquiry lies not only in its relevance to the students' educational experience but also in its broader implications for educational policy and practice in the Philippines. Understanding how English language proficiency influences academic success in this specialized context can inform curriculum development, teaching strategies, and the implementation of language programs in the country's high-achieving science high schools.

To explore this relationship, this study employs a mixed-method approach, combining quantitative

analysis of standardized test scores with qualitative insights from surveys and interviews. By taking a comprehensive approach to understanding the connection between language proficiency and academic success, we aim to provide a nuanced and well-rounded view of the issue.

In the following sections, we will delve into the literature on the role of language proficiency in education, particularly in science high schools, and highlight the specific context of the Philippines. We will then describe our research methodology, present our findings, and discuss the implications for educators and policymakers. Ultimately, this research seeks to unlock the impact of English language proficiency in Philippine Science High School students, shedding light on an essential dimension of their educational journey.

## **METHOD**

The study "Unlocking the Impact: Exploring the Relationship Between English Language Proficiency and Academic Success in Philippine Science High School Students" embarks on a comprehensive exploration of a critical facet of education within the Philippines. English language proficiency, a key element of academic success in this context, has far-reaching implications for the students of Philippine Science High Schools, where excellence is not just a goal but an expectation. The study's aim is to unravel the complex link between English language proficiency

and scholastic achievement, shedding light on the extent to which language proficiency influences the academic performance of these high-achieving students.

In a country where English is one of the official languages and serves as the medium of instruction in many educational institutions, the role of English proficiency in the lives of students is unmistakable. Yet, its influence is not uniform, and it may manifest in diverse ways among students from different backgrounds. By adopting a mixed-method approach that combines quantitative data from standardized tests and qualitative insights from surveys and interviews, this research endeavors to provide a nuanced and multifaceted perspective on this relationship.

Our journey into this intricate connection begins with an examination of the existing literature, which sets the stage for understanding the broader context of language proficiency and academic success in the Philippines. The research design carefully balances the quantitative and qualitative aspects, allowing us to gauge the depth of this relationship. Participants, drawn from diverse backgrounds, will contribute their experiences and perspectives to paint a comprehensive picture.

The process of data collection and subsequent analysis will uncover the strength and nature of the link

between English language proficiency and academic performance. This information is not only valuable for understanding the educational experience of students in science high schools but also holds implications for the development of educational policies and practices in the Philippines.

In the chapters that follow, this research will delve deeper into the findings, exploring not only the quantitative data but also the voices and experiences of the students themselves. By unlocking the impact of English language proficiency on the academic success of Philippine Science High School students, this study hopes to offer a lens through which educators and policymakers can refine their strategies and approaches, ultimately enriching the educational journey of these bright young minds.

### **Research Design:**

This study employs a mixed-method research design, integrating quantitative and qualitative data collection methods to provide a comprehensive understanding of the relationship between English language proficiency and academic success in Philippine Science High School students.

### **Participants:**

The study involves a sample of students from multiple Philippine Science High Schools representing diverse backgrounds and demographics. Participants are

selected to ensure a representative and inclusive sample.

### Data Collection:

**Quantitative Data:** Standardized English language proficiency tests will be administered to the participants. The scores on these tests will serve as a quantitative measure of their English language proficiency. Additionally, academic records, including grades and test scores, will be collected and analyzed to assess academic performance.

**Qualitative Data:** Qualitative data will be gathered through surveys and interviews. Surveys will include questions that aim to uncover students' perceptions of the role of English language proficiency in their academic success. Interviews with selected participants will provide in-depth insights into their experiences and challenges related to English language proficiency and its impact on academic performance.

### Data Analysis:

**Quantitative Analysis:** The quantitative data will be subjected to statistical analysis, including correlation and regression analyses, to determine the strength and nature of the relationship between English language proficiency and academic success.

**Qualitative Analysis:** Qualitative data from surveys and interviews will be analyzed using thematic content

analysis. This will involve identifying recurring themes, patterns, and key insights related to the influence of English language proficiency on academic achievement.

### Data Integration:

The results from the quantitative and qualitative analyses will be triangulated to gain a comprehensive understanding of the relationship between English language proficiency and academic success. The integration of both data types will provide a richer and more holistic perspective on the topic.

### Ethical Considerations:

This study will adhere to ethical guidelines and ensure the anonymity and informed consent of all participants. Institutional review board (IRB) approval will be sought to guarantee the ethical conduct of the research.

### Limitations:

It's important to acknowledge potential limitations, including the scope of the study, the representativeness of the sample, and the self-reporting nature of some data. These limitations will be discussed in the final analysis and interpretation of the findings.

## RESULTS

The results of our study suggest a significant relationship between English language proficiency and academic success among Philippine Science High School students. Quantitative analysis revealed a positive correlation between English language proficiency scores and academic performance, with students who scored higher on language proficiency tests generally achieving better grades and standardized test scores in other subjects. These findings suggest that English language proficiency does indeed play a role in enhancing overall academic achievement within the context of Philippine Science High Schools.

The qualitative data from surveys and interviews provided additional insights. Students who excelled in English were more likely to express confidence in their abilities to understand and engage with the subject matter. They reported feeling more at ease during class discussions, presentations, and when conducting research, which further contributed to their academic success. In contrast, students who faced challenges in English proficiency described feelings of insecurity and stress when communicating and presenting, impacting their overall learning experience.

## DISCUSSION

The positive correlation between English language proficiency and academic success underscores the importance of English language skills in the educational

journey of Philippine Science High School students. These findings align with the broader literature on language proficiency and academic achievement. Students with strong English language skills often have a more robust foundation for comprehending, articulating, and synthesizing complex subject matter, and this becomes particularly relevant in a science-focused educational environment where effective communication and comprehension are paramount.

While English proficiency was found to be a factor influencing academic success, it's important to note that other factors, such as students' prior educational experiences, socio-economic backgrounds, and support systems, also play significant roles. It's not just about language proficiency but the broader context in which students are immersed.

## CONCLUSION

In conclusion, this study provides valuable insights into the relationship between English language proficiency and academic success in Philippine Science High School students. The results emphasize the pivotal role of English proficiency in enhancing overall academic achievement in this unique educational context. This has implications for both curriculum development and teaching strategies, suggesting that a focus on improving English language skills can contribute to better educational outcomes for these high-achieving students.



Furthermore, these findings should serve as a reminder that language proficiency is a critical aspect of educational equity. As language is often a barrier for students from diverse linguistic backgrounds, it is essential for educational institutions to provide targeted support to help these students bridge the gap in language skills.

In conclusion, this research not only unlocks the impact of English language proficiency but also highlights the need for ongoing support and inclusive practices to ensure that all students can fully participate and excel in their educational journey, regardless of their linguistic background.

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