

Bacas, Mary Joyce M., Borra, Kae Selle G., De Angel, Roger E., Manatad, Mae Ann E., Osabel, Patrice F. "LEVEL OF ENGLISH GRAMMAR PROFICIENCY AMONG TED STUDENTS". Unpublished Undergraduate Thesis, Bachelor of Secondary Education, Northern Iloilo Polytechnic State College, Estancia, Iloilo, 2017.

ABSTRACT

This descriptive-correlational research study assessed the level of English grammar proficiency by using a researchers-made questionnaire. Using proportional stratified random sampling, this study tested 96 students of the Teacher Education enrolled in the 1st semester of Academic Year 2016-2017. The independent variables were sex, program and year level; the dependent variable was the level of English grammar proficiency among TEd students and the intervening variable was the exposure to English reading materials. The data gathered were analyzed using frequency counts, percentages, standard deviation, rank, pearson's r, t-test, mean and One Way Analysis of Variance (ANOVA) with the level of significance set at 0.05. In conclusion, results revealed that when the respondents were taken as an entire group and when they were classified as to sex, program, and year level exhibited "proficient" with that of the level of English grammar proficiency in terms of syntax, morphology prefix, and morphology suffix. As to Exposure to English reading materials, the TEd students were exposed to dictionary. There was no significant difference on the level of English grammar proficiency in terms of syntax, morphology prefix, and morphology suffix among Ted students when they were classified as to sex and program. However, there was a significant difference when students were classified as to year level. There was no significant difference on the exposure of TEd students to English reading materials when they were classified as to sex and program, but a significant difference was noted when students were classified as to year level. There was no significant relationship between TEd students' English grammar proficiency in terms of syntax and morphology and their exposure to English reading materials but a significant relationship was noted between TEd students' English grammar proficiency in terms of morphology suffix and their exposure to English reading materials.