Profile and Attitude of Criminology College Students Towards English Remedial Classes

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Abstract

This study investigated college students' attitudes towards English remedial classes, employing a quantitative research design with descriptive correlational analysis. Profile variables including age, gender, native language, and academic performance were examined alongside attitudes towards remedial classes. Findings reveal overwhelmingly positive attitudes towards remedial education, with no significant relationships observed between profile variables and attitudes. Additionally, students demonstrated satisfactory performance in English subjects, affirming the potential of remedial classes in enhancing communication skills. Recommendations emphasize the importance of comprehensive remediation programs covering academic content and essential life skills, fostering a supportive environment for seeking assistance. Institutions are urged to promote the benefits of remedial education, empowering students to leverage these resources effectively for academic and professional success.

Keywords: *Remedial classes, academic performance; English communication skills criminology college students*

INTRODUCTION

In today's competitive landscape, strong communication skills stand as a cornerstone for success, particularly for recent graduates entering the workforce. Studies underscore the pivotal role of communication abilities, emphasizing their significance for new graduates navigating professional environments. Remedial classes (Mustafa, & Zain, 2009) and (Sheets, 1995) serve as effective mechanisms for addressing skill gaps by providing tailored instruction and support, aiding students in meeting academic demands and preparing them for professional endeavors. These classes constitute a fundamental pillar, assisting students in bridging knowledge gaps and enhancing their readiness for higher education.

Empirical evidence highlights the tangible benefits of remedial programs in improving student success and lowering the likelihood of academic failure. For instance, Brathwaite and Skipper (2017) conducted a study demonstrating the positive influence of remedial classes on students' achievement in subsequent college-level courses. Their research revealed that students who underwent remediation performed better in future courses compared to those who did not receive remediation. Moreover, remedial education has been shown to increase college completion rates, leading to greater career opportunities and long-term success.

However, it's crucial to acknowledge that while the intention behind such programs is commendable, they can sometimes yield unforeseen negative impacts on participants. Yolak, Kiziltepe, and

Seggie (2019); Mustafa, & Zain (2009); Sheets (1995) and Öztürk, & Gürbüz, (2014) found that students participating in remedial language lessons experienced lower self-esteem and heightened anxiety compared to their counterparts who did not partake in such programs. Similarly, research by Venezia et al. (2016); Geddes, & Golbetz, (1992) and Ahrendt (1969) indicated that students enrolled in remedial language programs were more likely to drop out, less likely to graduate, and attained lower GPAs than non-participants. Additionally, these studies highlighted adverse effects on students' self-esteem, social well-being, and eligibility for financial aid.

The imperative for effective communication in English transcends national borders, yet non-English major students often encounter myriad challenges in mastering English communication skills. Research conducted by Hoang et al. (2022); Pham and Nguyen (2021); Tran and Tran (2020) and Kassem (2013) identified common hurdles faced by non-English major freshmen, including lack of confidence, fear of making mistakes, deficient vocabulary and grammar skills, and difficulty comprehending native speakers. Similarly, Susilawati (2022) found that non-English department students at Universitas Riau in Indonesia exhibited poor speaking skills, particularly in fluency, grammar, pronunciation, and vocabulary.

While remedial communication skills classes for non-English major students have gained international recognition, they remain relatively scarce in the Philippines. This gap in research and practice underscores the significance of investigating the efficacy of such programs at institutions like Cagayan State University, particularly at the Sanchez Mira campus. This study aims to contribute to a burgeoning body of knowledge within the institution by determining the attitudes of student-participants towards remedial classes. The findings of this research will serve as a benchmark for future studies, facilitating further exploration of the role of remedial classes in enhancing students' communication skills.

Research Questions

This study endeavored to determine the participants' attitude towards English Remedial Classes. Specifically, it sought answers to the following questions.

1. What is the profile of the students in terms of the following variables?
   A. Personal
   a.1 Age
   a.2 Sex
   a.3 Native Language
   a.4 Religious Affiliation
   B. Academic
   b.1 Membership in School Organization
   b.2 Scholarships
2. What is the academic performance/ generated through GWA in English Subjects of the students?
3. What are the attitudes of students towards remedial classes?
4. Is there a significant relationship between the profile of students and the following variables?
   a. Attitude towards remedial classes
5. Is there a significant relationship between the attitudes of the students towards remedial classes?

METHODOLOGY

The methodology employed in this study adopts a quantitative research design (Bloomfield & Fisher, 2019) with a descriptive correlational technique to investigate the attitudes of college students towards English remedial classes. This approach was chosen due to its suitability for exploring the relationship between students' profiles and their attitudes towards remedial classes. A quantitative approach allows for the examination of statistical relationships between variables, providing insights into potential correlations and patterns within the data.

The sampling technique involved selecting 46 students from CSU Sanchez Mira enrolled in the Bachelor of Science in Criminology program for the academic year 2023-2024. This population was chosen based on its homogeneity and relevance to the study's focus. By employing complete enumeration (Australian Bureau of Statistics. n.d.), which encompasses the entire population of interest, the study ensures exceptional reliability and validity. The findings from this sample are intended to be generalized to similar contexts, providing insights into the attitudes of college students towards remedial classes.

The main instrument used for data collection was a two-part survey questionnaire (Whitt, et. al, 2003). Part 1 gathered demographic characteristics of the respondents, including age, sex, native language, and religious affiliation. Part 2 consisted of 10-item Likert scale statements designed to assess students' attitudes towards remedial classes, with response options ranging from 1 (Very negative) to 5 (Very positive). Prior to data collection, the questionnaire underwent rigorous validation by experts in linguistics, ensuring its clarity, relevance, and appropriateness. Pilot testing was conducted to further refine the questionnaire and ensure its reliability.

Ethical considerations were carefully addressed throughout the study. Participants were fully informed about the purpose of the study and their rights as participants, including confidentiality and voluntary participation. Informed consent was obtained from all participants prior to their involvement in the study.

Data analysis will involve employing appropriate statistical methods to analyze the relationship between students' profiles and their attitudes towards remedial classes. This may include correlation analysis, regression analysis, or other relevant statistical tests. Any limitations of the study, such as potential biases in sample selection or limitations of the survey instrument, will be acknowledged. Suggestions for future research will be provided to address these limitations and further enhance the understanding of students' attitudes towards remedial classes.

RESULTS AND DISCUSSION
Profile of the Students
Personal
The tabulated data in Table 1 provides a comprehensive portrayal of the age distribution among the students. The statistical analysis reveals that the mean age of the student cohort stands at 21.36 years, accompanied by a standard deviation of 1.11. Further delineating this breakdown, it is discerned those 17 individuals, constituting 37% of the sample, are aged 21 years or younger, while 56.5%, equivalent to 26 students, are precisely 22 years old. Additionally, a minor fraction of 3 students falls within the age range of 23 years or above. It's noteworthy to mention that according to the guidelines laid out by the Commission on Higher

Education (CHED), the average age bracket for graduating students typically hovers around 21 to 22 years old.

Beyond age demographics, the table provides insight into the gender distribution among participants. Of the total, 41.3% or 19 students identify as male, while a majority of 58.7%, encompassing 27 individuals, identify as female. This observation underscores a predominant female presence within the Criminology program at CSU Sanchez Mira for the academic year 2023-2024. This contrasts with CHED's broader data, indicating that disciplines such as Criminology and Engineering are usually male-dominated fields. Such a shift suggests a noteworthy advancement where female students demonstrate increasing capabilities in fields traditionally dominated by males, fostering a more balanced educational landscape.

Furthermore, the prevalence of Ilocano as the primary language among Cagayanos and neighboring provinces is evident, with 89.1% of students representing this native language. This dominance underscores the linguistic landscape of the region, with only a small percentage of students representing other native languages. Similar linguistic patterns have been observed in studies examining language demographics in educational settings. For instance, research by Kranzler, Flores, & Coady (2010) on language use among students in regional universities found that regional languages often predominate in certain geographical areas.

Regarding religious affiliation, Roman Catholicism remains the predominant religion among the student body, embraced by 45.7% of students. This finding reflects the religious diversity within the student population, with the remaining students professing various other religious affiliations. Study of Go (2016) on religious demographics in Philippine educational institutions has similarly found that Roman Catholicism tends to be the most prevalent religion among students in the Philippines, though there is variation across regions and institutions.

Table 1. Distribution of the students in terms of their personal profile

Variables	Frequency (n=46)	Percentage
Age (in years)		
21 or below	17	37.0
22	26	56.5
23 or above	3	6.5
	Mean = 21.36 years old	*S.D. = 1.11*
Sex		
Male	19	41.3
Female	27	58.7
Native language		
Ilocano	41	89.1
Others	5	10.9
Religious affiliation		
Roman Catholic	21	45.7
Others	25	54.3

Academic

In considering the students' academic profiles, a substantial majority, comprising 42 individuals or 91.3% of the cohort, do not affiliate with any school organization. Conversely, a smaller fraction, constituting 8.7% or 4 students, are actively engaged as members of the College Student Council.

Delving into the scholarship landscape, 26.1%, represented by 12 students, are beneficiaries of the scholarship program facilitated by Cong. Vargas. Additionally, 13% or 6 individuals avail themselves of scholarships provided by other organizations. Notably, a total of 28 students do not hold any scholarship support. This multifaceted profile underscores the varying levels of engagement in both extracurricular activities and scholarship programs among the student populace.

Table 2. Distribution of the students in terms of their academic profile

Variables	Frequency (n=46)	Percentage
Membership in school organization		
College Student Council	4	8.7
None	42	91.3
Scholarship		
Cong. Vargas Scholarship	12	26.1
Others	6	13.0
None	28	60.9

Academic Performance of the Students in English

Table 3 presents a detailed breakdown of the academic performance of students in their English subjects with a total Mean of 86.65 (Satisfactory). Specifically, it reveals that 16 students, representing 34.8% of the total, achieved the classification of "Very Satisfactory." Moreover, 20 students, comprising 43.5% of the cohort, attained a rating categorized as "Satisfactory." Additionally, a portion of 10 students, accounting for 21.7%, fell within the "Fair" performance category. This comprehensive breakdown provides insights into the distribution of student achievements within various performance tiers in the realm of English subjects. The results suggest that the majority of non-English major students tend to achieve satisfactory grades in English subjects, indicating a middling performance level. As communication in English may not be their primary focus, many students settle for satisfactory grades.

Table 3. Distribution of the students in terms of their academic performance in English

Academic Performance	Frequency (n=46)	Percentage
Outstanding (95 or above)	00	00.00
Very satisfactory (90 to 94)	16	34.8
Satisfactory (85 to 89)	20	43.5

Fair (80 to 84)	10	21.7
Poor (79 or below)	00	00.00
Mean = 86.65 (Satisfactory)	**S.D. = 3.23**	

Attitudes of the Students towards Remedial Classes

Table 4 presents an insightful depiction of the students' attitudes towards the conduct of remedial classes in English, with an impressive overall weighted mean of 4.49, labeled as "very positive." This numerical representation underscores the overwhelmingly favorable disposition exhibited by the students regarding their engagement in remedial English classes.

This finding complements the study by Putri (2020), which highlights the positive perception of students towards remedial classes. In the study, students expressed gratitude for the additional support offered through remedial classes. They particularly valued the smaller class sizes, which allowed for a more intimate and focused learning environment. This smaller setting enabled students to receive personalized attention from their teachers, addressing their individual needs and challenges more effectively.

The students' appreciation for remedial classes underscores their recognition of the value these classes bring to their academic journey. It also reflects a shift in attitude towards seeking help and embracing opportunities for improvement. Rather than viewing remedial classes as a sign of weakness or deficiency, students are beginning to see them as valuable resources that can enhance their learning experience and academic performance. The outcomes of the current study notably indicate a positive impact on students' skills within the given area. Remedial programs can significantly benefit students' communication abilities in various ways. These programs offer students the chance to reinforce fundamental communication skills encompassing grammar, punctuation, and writing. Additionally, students undergoing remedial instruction have the opportunity to enhance critical thinking abilities, which are pivotal for effective communication.

These collective findings underscore the efficacy of remedial programs in fostering and enhancing students' communication proficiencies, validating the positive attitudes exhibited by students towards the remedial English classes observed in Table 4.

Table 4. Attitudes of the students towards the conduct of remedial classes in English

Statement	Weighted Mean	Descriptive Value
I believe that English remediation classes will help me improve my language abilities.	4.63	Strongly agree
I feel motivated to attend English remedial classes.	4.11	Agree
I feel English remedial classes will help me overcome my difficulties in English.	4.54	Strongly agree
I believe English remedial classes will positively impact my overall academic performance.	4.37	Strongly agree
I expect English remedial classes to enhance my confidence in using the English language.	4.57	Strongly agree
I believe English remedial classes are necessary for students who struggle with English.	4.65	Strongly agree
I feel English remedial classes provide valuable opportunities for practice and improvement.	4.65	Strongly agree
I feel positive about attending English remedial classes regularly.	4.37	Strongly agree
I feel English remedial classes will help me achieve my language learning goals.	4.54	Strongly agree
I feel English remedial classes are a good use of my time and resources.	4.48	Strongly agree
Overall weighted mean	**4.49**	**Very positive**

Legend:

4.20-5.00	>> Very Positive	1.80 –2.59	>> Negative
3.40 – 4.19	>> Positive	1.00 –1.79	>> Very Negative
2.60 – 3.39	>>Somewhat Positive		

Relationship between the profile of the students and their attitude towards Remedial class

Chi-square was utilized to determine the relationship between the profile of the students and their attitude towards remedial class. Table 5 shows that there was no significant relationship at α = .05 level of significance between the profile of the students and their attitude towards remedial class. The computed p-values were greater than the margin of error α = .05 and hence we accept the null hypothesis. This implies that there is no sufficient evidence to believe that the attitude towards remedial class of the respondents is significantly related to their profile variables.

Table 5. Relationship between the profile of the students and their attitude towards remedial class

Variables	Attitude		
	Correlations	Probability	Stat. Infer Inference
Profile			
Age	4.088	0.665	Not significant
Sex	1.128	0.569	Not significant
Native language	.952	0.987	Not significant
Religious affiliation	3.428	0.754	Not significant

Membership in School Organization	1.726	0.422	Not significant
Scholarships	5.087	0.533	Not significant
Academic Performance of the Students in English	2.061	0.725	Not significant

Tested at 0.05 level of significance

CONCLUSION AND RECOMMENDATIONS

Remedial education emerges as a crucial tool in fostering students' academic growth and communication skills, as evidenced by the favorable attitudes and perceptions highlighted throughout this study. The findings underscore the pivotal role of remedial classes in addressing learning gaps and enhancing students' comprehension, particularly in English subjects.

The overwhelmingly positive attitudes towards remedial classes, as indicated by the weighted mean of 4.49 in Table 4, reflect students' recognition of the value these programs bring to their educational journey. Furthermore, the lack of significant relationships between students' profiles and their attitudes towards remedial classes, as demonstrated in Table 5, suggests that factors such as age, gender, native language, and academic performance do not significantly influence students' perceptions of remedial education.

Effective communication, a cornerstone of academic and professional success, is intricately linked to the benefits of remedial instruction. As highlighted in Table 3, students' satisfactory performance in English subjects underscores the potential for remedial classes to enhance language proficiency and critical thinking skills crucial for effective communication.

In light of these findings, educational institutions are encouraged to develop comprehensive remediation programs that encompass academic content alongside essential life skills such as critical thinking, communication, and problem-solving. By fostering a supportive environment and destigmatizing the use of remedial resources, institutions can empower students to leverage these programs effectively.

It is imperative for students to recognize remedial programs as valuable opportunities for personalized learning and growth. Institutions should actively promote the benefits of remedial education and encourage students to seek assistance when needed, ensuring that all students have access to the support and resources necessary for their academic success.

In conclusion, by embracing the value of remedial education, students can better prepare themselves for future opportunities and challenges, laying the groundwork for a fulfilling and successful academic and professional journey.

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