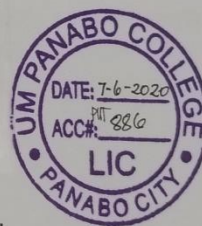
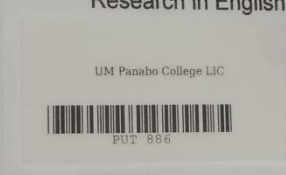


English Language Exposure and Self-concept

A Thesis  
Presented to the faculty of  
UM Panabo College  
Panabo City

In Partial Fulfilment  
of the Requirements for the course  
Research in English



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March 2020

**ACCEPTANCE SHEET**

This study "**ENGLISH LANGUAGE EXPOSURE AND SELF-CONCEPT**", prepared and submitted by **REYNA JEAN J. OMBAO, KIA D. SEBASTIAN AND AL JAY SUMTRA**, in the Research Subject under the **Department of Arts and Sciences in English Language, UM PANABO COLLEGE**, Panabo City is hereby accepted.



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**APPROVAL AND ACCEPTANCE SHEET**

This thesis entitled "**ENGLISH LANGUAGE EXPOSURE AND SEELF-CONCEPT**" prepared and submitted by **Reyna Jean J. Ombao, Kia D. Sebastian and Al Jay Sumatra** in partial fulfillment of the requirements for the course **Language Research** has been examined and accepted, and is hereby endorsed.

  
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**Research Adviser**

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**PANEL OF EXAMINERS**

**Accepted and Approved, after examinations during the final defense as per requirements of Language Research (Eng33b).**

**Favourably endorsed for approval to Dr. Liezel V. Chan, Dean of College of (UMPC) UM Panabo College, Panabo City**

  
**JEANILY E. TACADENA, Ph. D**

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**Member**  
**AMELIE L. CHICO, DM, FRIM**

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**Chairperson**

## ABSTRACT

This study dealt with the connection of English Language Exposure and how it affects to them in terms of their Self-Concept. How different factors of english language exposure and self-concept connected to each other. And there is a total of 173 1<sup>st</sup> year BUSINESS ADMINISTRATION students of UM Panabo College. They were asked to answer the survey on our study entitled “English Language Exposure and Self-Concept”. This wants to find out on how the students will interact with the following questions in the questionnaire. A pearson-r correlation was used to assess their relationship. In findings and summary showed up a high level of english language exposure and also a high level for self-Concept. Therefore, the english language exposure has a significant relationship with self-concept.

***Keywords: English Language Exposure and Self-concept***

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**THE RESEARCHERS**

**DEDICATION**

*I dedicate the success of this study to my parents and to my siblings who helped me by supporting through financial support, who were there to give me inspiration and for giving me strength to finish this difficult study and to our Almighty God, for the strength and perseverance he showed upon me on this meaningful journey, that all sleepless nights and cries were all worth it. And lastly, to my friends who have been there with me through ups and downs.*

*-Jean*

*I highly dedicate this book to my parents, to my uncle and to my siblings, who loves me unconditionally, for without their constant support, this work would not be possible. To my friends and classmates who shared their advice and encouragement. Lastly, to our almighty God, for his guidance, knowledge and for providing us a good life.*

*-Kia*

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## CHAPTER 1

### THE PROBLEM AND ITS SETTING

#### Background of the Study

Education plays a vital role in every individual in society, including English. However, Self-concept is one of the significant problems for some of the students these days in learning English. It's been found that some of them are having a hard time when exposing themselves towards their academic abilities and, most notably, in the English language.

There was a notice in the country of Iran by a few researchers who paid attention to the role of self-concept in presenting English as a foreign language. In regards to the broad and limitless learning or exposure area of the English language and self-concept, it is necessary to find out how learners' self-concepts influence their learning (Latifian and Sheikholeslami 2003).

In Davao City, a significant problem faced most of the students in learning, mainly English, especially those who are more exposed in the said language to school, needs to be addressed. Some of them are conscious. They usually strongly feel that anxiety is a hurdle to overcome while learning the language Balili (2001) and Barabas (2013) have verified that self-concept is a common scenario in the Philippines.

Students at UM Panabo College perceived a problem of self-concept in learning the English language, especially some of the students of the first year. Even when answering a question, it is difficult for them to express it with

confidence. Therefore, the assumptions mentioned above, the researchers are interested in investigating whether self-concept affects first-year students in learning the English language.

### **Statement of the Problem**

This study aims to determine the significant relationship between English language exposure and Self-concept among first-year students at UM Panabo College.

Notably, it sought answer to the following questions:

1. What is the level of English language exposure among first-year college student in terms of:
  - 1.1 Home;
  - 1.2 Friends and
  - 1.3 School?
  
2. What is the level of self-concept among first-year college student in terms of:
  - 2.1 Contentment and Worthiness;
  - 2.2 Attractiveness, approval by others;
  - 2.3 Determinism and significance;
  - 2.4 Confidence and value of existence and
  - 2.5 Resilience?
  
3. Is there a significant relationship between English language exposure and self-concept among first-year college students of UM Panabo College?

## **Hypothesis**

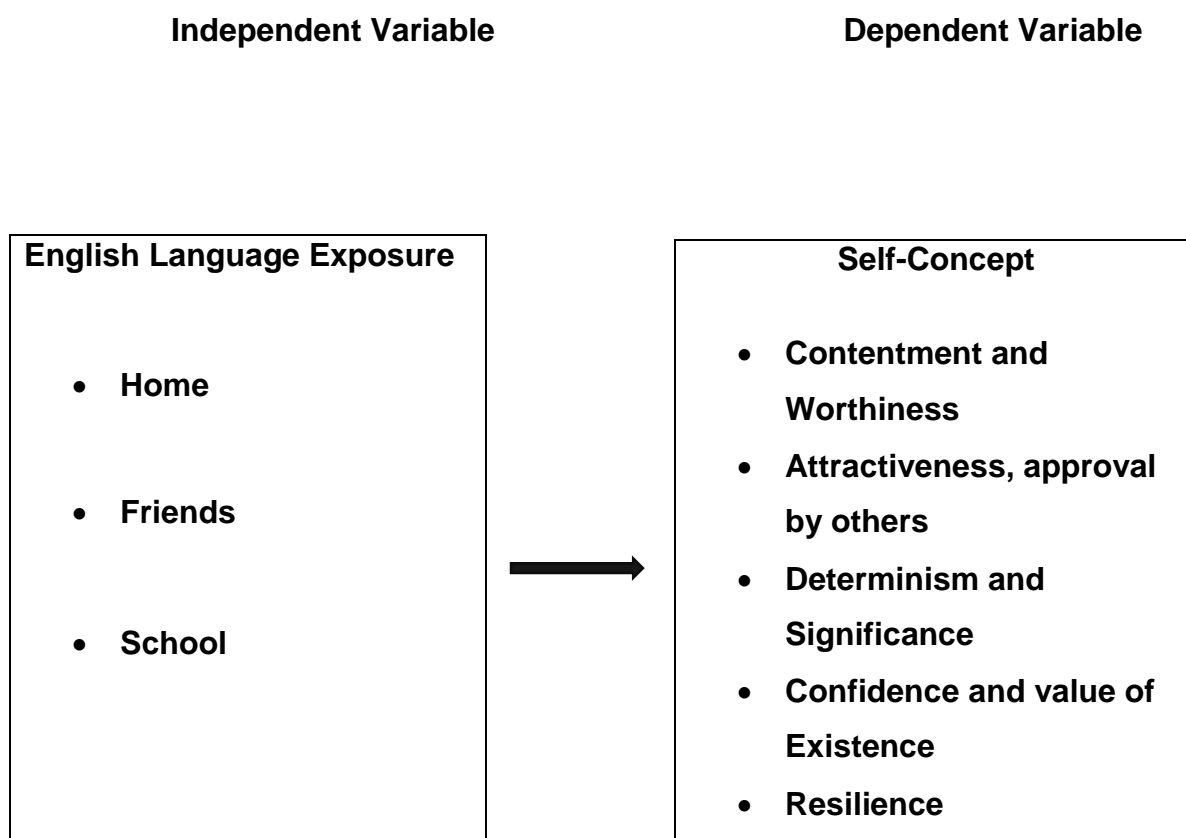
The null hypothesis was based on the statement of the problem number 3. It aimed to clarify the question stated below.

1. There is no significant relationship between English Language Exposure and Self-concept among first-year college students of UM Panabo.

## **Theoretical and Conceptual Framework**

This study is anchored on Magno (2010) claimed that English language access is a means of communication not only in the Philippines but throughout the world as well. However, he also argued that self-concept has an impact on learning motivation when it comes to the academic context of each student at school, and the consequence is students dropping out of school, especially students with poor self-conceptions.

Marsh & Shavelson (1985) suggested that students should know where they would stand at every point of comparison in the school setting. Therefore, it indicates in the current study that the English student learners are inadvertently aware of their place in the learning hierarchy created by their family background and the attitude of their parents in learning English towards their self-concept. As studied by Tagadiad (2006) states that the learning environment should be transparent to the learners as each learner has their differences in the specific context of learning.



**Figure 1. Conceptual Paradigm Showing the Variables of the Study**

The conceptual framework of this study shown in Figure 1. The independent variable of this study focuses on English Language Exposure. It is indicated below by the indicators mentioned, which categorized as three variables. First is School, School that refers to the primary site of learning the language for many immigrant children and youth. The second indicator is focusing outside the school premise which is categorized as Home and Friends, Home, which refers to the environment where the first learning came, and Friends refers to the person that the student could interact or when having a conversation.

On the other hand, the dependent variable of this study is Self-concept. The Indicators are Contentment and Worthiness, which refers to the students where they can feel the satisfaction and be true to their selves. The other indicator is Attractiveness, approval by others refers to a person who does have self-esteem, and depending on what other people say. The third indicator of this problem is Determinism and Significance, which relates to the people who have a strong determination of what they will become someday. The fourth indicator is the Confidence and Value of Existence that describes the attitude of how good you are in making a decision and how you value yourself. The last indicator is Resilience refers to the firm and healthy minds that help to overcome things.

### **Significance of the Study**

This study is significant and will benefit the following:

**English Language Teachers.** The data of the study will serve as a guide for the teachers/mentors to understand the cause and effect of the students' performance and to enhance their ability.

**Student.** The students will be able to evaluate themselves in terms of their confidence and effort to develop their skills in order to excel in school.

**Researchers.** Future researchers will use this as a guide in conducting research that relates to this study.

### **Definition of Terms**

For clarity, the key terms of conceptual and operational definitions are hereunder provided.

**English Language Exposure.** In this study, this refers to the amount of time where the English language is being used Magno (2010). It indicates where you used it at some point in time where English is often used.

**Self-concept.** Self-concept is the student's perception and evaluation of his or her academic skills Villegas et al. (2013). Self-concept also refers to the understanding of an individual's level of expertise or capacity in the educational Meshkat & Hosseini (2015). In this study, the term self-concept refers to how you see yourself as a person, either negatively or positively.



## CHAPTER 2

### REVIEW OF RELATED LITERATURE

This section contains various ideas, theories, opinions, and several researches that are significant in establishing the core of the study.

#### **English Language Exposure**

Learning the English language aims at helping students to use the language effectively for daily life purposes. Students with more exposure to the specific target language are expected to acquire more and with a greater familiarity with the language. Exposure refers to the contact that the learner with the language that they are trying to learn, nowadays most of the people say to adopt the English language because this language is the method of the human community, either it can be spoken or written.

Exposing in the second language, in particular, is essential because the opportunity increases when it comes to different aspects of their lives with different people and at different times Baker (2011).

According to Magno et al. (2009), second language exposure occurs every time people engage in second-language conversations with family members at home, friends, classmates, and school colleagues. In any activity or place where the second language is used, they are even a good listener.

**Home.** According to Palermo (2013), it's been found that English language exposure at home could enrich the English vocabulary of the students because their families are giving them a permit to learn and express new English words. He also said that if parents communicate with their children, it helps them to show the language more. According to Kominski

(2010), stated students who speak the English language at home tend to be more exposed and could make a more significant proportion at school. It was also noticed by conducting research that while teachers are reliable in providing information about English and students' families should also be more reliable in guiding those Bedore et al. (2011).

As contested by the organization of Alberta Education (2012), it's been found that the evaluation of exposure to the English language of the learner's skills, the teacher should understand the development of the English language students starting at home. It assesses the teachers on how the home can expose and instructions of the language by interpreting results. This research examines the amount of exposure to language or language spoken at home and with which exposure to home language occurred. Besides, the research studies included items requiring parents to elaborate the language exposure details with questions on languages spoken in other settings Gutiérrez-Clellen & Kreiter, (2003).

It was found that home is also presenting an important role of English language exposure because it encourages them to learn English just by listening to English music's, watching cartoons that speak in English, reading fiction and Non-fiction books that are printed in English language, it helps more to improve the skills exposure of the English language Kashfun Nahar, (2015).

The young people are better language learners, the more the exposure of the language, the more the ability to absorb new information. This achievement is due to the help of the school, friends, and parents who are the motivating factors for their willingness (Bright Hub Education, May 2015).

**Friends.** As contested by Meganathan (2011), he suggests that language exposure would help improve their awareness and allow friends and peers to have a good conversation. Exposure to English is the best way to learn when learners are in a circle of friends learning together, mainly when they are too concentrated, talking, and doing something with the language to improve their ability to understand the language Kumaravadivelu (2003), and Nakatani (2010).

The young people are better language learners, the more the exposure of the language, the more the ability to absorb new information. This achievement is due to the help of the school, friends, and parents who are the motivating factors for their willingness (Bright Hub Education, May 2015). The exposure to the English language is essential, especially when it helps us to understand well with them and learn with them to improve our communication skills that could be used with a circle of friends. Apart from that, with the help of friends, the learners will benefit from a tremendous impact on the English language.

**School.** As contested by Meganathan (2011) Exposure to the English language is open to a large part of society because of broad access to education and a large number of schools. It also concluded that exposure of the language to students helps them to improve their knowledge and enables them to speak well with other people, specifically to their target language, the English language.

English language exposure is taking place all around us, specifically in the context of employment and school. As part of the younger generation, generation that is perhaps the most expose to English helps students learn

and acquire language skills, as evidenced by a number of the researcher (Ferdous & Olmedo 2015; Pascual, 2017).

If students were exposed to a particular language, mainly English, it might help to improve their vocabulary and ideas at school. According to Hafdís

Ingvarsdóttir and Birna Arnbjörnsdóttir (2010), they said that the use of English raises workload. It also added that exposure to a particular language is high and intense enough to influence the learners. The more exposure of the language, the more the ability to absorb new information, the more the young people are better language learners. This achievement is due to the support of the university, friends, and family who are the factors that fuel their drive to do better (Bright Hub Education, May 2015).

According to Arias, as quoted by Batiao (2010), the other factor in learning or comprehension of the language is a strong motivation and interest of the learner in the school sense. Benefit and encouragement associated with high achievement and other positive behaviors when learning English to achieve high success in any academic activity. The learners can communicate better when they apply both to improve and feel motivated by their selves.

The English language is an additional bonus if learners are more vulnerable to the language. Johnson (2010), said that being skilled in the language is a bonus because grammar is not just a system of words that has meaning. The students must practice in communication skills and other settings (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010).

## **Self-Concept**

According to P. Robson (2002), who pointed that contentment and worthiness, attractiveness, approval by others and determinism and significance, confidence and value of existence, and resilience are the following factors of Self-Concept that control the determination of a particular person.

Self-Concept controls the determination of a particular person. Self-concept involves the collections of traits, abilities, virtues, and shortcomings, capacities and weaknesses or beliefs and relationships that the subject knows to be self-deceptive and conceives of his/her identity. Matovu (2012) et al.; as cited by McConnell (2011) who said that self-concept was defined in a variety of ways since its interceptions, but most researchers agreed that self-concept is a self-devoted cognitive structure consisting of multiple dimensions hierarchically organized in memory.

Self-concept develops as the result of a person's experience with the environment and his/her assessing from these experiences. Rahimi-Nezhad & Beheshtifar (2012), they have mentioned that self-concepts are recognition patterns that include content, attitude, or valuation judgment and used for giving meaning to the world, concentrating on person's goals and supporting fundamental person valuations. Self-concept is one of the essential success factors of life; if a person knows his/her ability, they can achieve the things that result in his/her improvement Cserhati & Szabo (2014). As Mandelman et. al, (2010), they have stated that it has been widely accepted that a person's self-concept is formed through the interaction with one's environment

and is significant to others. Self-concept begins from social experiences in the family and a school setting.

In conformity with Cherry (2018) stated that self-concept is multidimensional depends on how we perceive it in terms of various aspects of our lives, such as personal, cultural, political, physical, and emotional. Both of them added that self-concept is the idea of who we are, and it includes cognitive and affects our self-judgment. The concept of oneself is not always in line with reality. However, our self-concept is "congruent." When it is not, our self-concept is "incongruent." According to Lieberman (2010), he said another self-concept approach is to investigate how we deal with and remember most of the self-related things.

Nevertheless, because the idea of self is the most significant all of our systems, it has an exceptional degree of influence on our emotions, feelings, and behavior. As cited by Mercer (2011), Self-concept has a profound impact on the choices they have made, how they deal with the things they do, how they interpret things of past and present experiences, the goals, and challenges they set for themselves. Similarly, Self-concept in the sense of self was explored concerning our motivation as a catalyst for a production increase in second language learning and discernment in the use of language learning strategies to this end Ushioda and Dörnyei, (2009); Kormos et al., (2011). As per Mercer (2012), he also added that Self-concept is a robust framework that lies at the core of the psychology of a person, linking many dimensions such as motivations, affective attitudes, objectives, and strategic behavior.

These are the theories of the following indicators.

**Contentment and Worthiness.** As Gazzinga & Heatherton (2005), they said that Contentment and Worthiness are where the self-concept appreciates the individual.

The word Contentment is a synonym for the word happiness, used to refer it to as a focus for our entire life Veenhoven (2009). Contentment also is the degree to which a person sees his/her desire fulfilling Michalos (1985) calls this a goal achievement gap. Traditionally, it has grown as an element of broader construction as well as well-being and happiness. It was also have seen as a positive affective source, along with joy, because one's experience of positive emotions contributes to one's happiness issue. A content person will understand it and is capable of rejoicing in the good fortune of a person of their good karma Abdel-Khalek & Singh (2014) et al. Contentment informs us of how well we are doing as compared to the other people who appeal to the universal needs that show the concept of ourselves Rayo and Becker (2007). Shahbazzadegan et al. (2009) added that Worthiness is the willingness of the Individual to believe in the success of one person in satisfaction and expression of the needs and desires.

According to Dr. Phillip (2015), people will feel kind towards themselves if they have a state of mind with contentment and worthiness within themselves. They can feel more confident about their self-concept and sense of belongingness.

**Attractiveness, approval by others.** As argued by Gergen (1970), said that attractiveness approval from others becomes particularly valuable. Other people's approval may anticipate that it could show to be contingent on the success of one's self-concept actions. The students' understanding of

their parent's support is even more important for their self-concept than other people's actual support. However, students can benefit from learning skills and demonstrate their trust, especially if other people support them Harter (1999); Elbaum, and Vaughn (2001). For example, if that person is likable, many people would appreciate his/her presence, and if that person has gained support from other people, his/her confidence in that person's self-concept will boost. Others also assess the influence on the person on relevant dimensions (Anthony, Holmes, and Wood et al.).

**Determinism and Significance.** As cited by Wegner (2004), argued that determinism is only one possible outcome of a person's gene choice, the past and present environment of the person, and any gene interactions with the situation. Although only one result is possible, however, the individual will choose between several options. Because of some implications related to the essence of the selection, determinism is essential. Determinism is a belief in causation's inevitability. Everything that can happen is the only way that could happen. The causal chains and networks are so steady and inexorable that any result that is important to people's lives is inevitable (Roy F. Baumeister, 2018).

According to Dennett (2003), it is specified that the sense of self-concept determinism is determinism because it is the basis of morality and moral responsibility when it comes to engaging in moral judgment and maintaining people's obligations based on their actions. He has also shown that determinism applies to things or events that are bound to happen and are not going to stop.



**Confidence and Value of Existence.** This indicator is similar to Self-esteem on how you feel that defines yourself on liking yourself and being careful to yourself. People tend to believe that they are valuable and essential, that they have taken good care of themselves, that they make the right decisions in their life and that they feel confident that they are doing something that increases their worth (America Addiction Centers 2019). Apart from that, this leads to trusting our abilities not to be afraid to show what we are capable of doing, self-acceptance, as we do not think what other people might say. (McLeod, 2008). If we have succeeded in an important task, if we have done something useful or if we think it is essential, or if we feel loved, appreciated, and respected by other people around us, our self-concept will have many positive thoughts in our minds. We will have the so-called high self-esteem Jhangiani & Tarry, (2019).

**Resilience.** Jhangiani et. al (2019) they have stated that we have to accept and resolve our negative aspects. The ability to reconcile our cognitive and affective traits pushes us into developing rational perceptions of ourselves and transforming them into more efficient and productive habits. Resilience is linked to the personal capacity of the individual as to how they can positively emerge from a difficult situation. It's not always happy, courageous all the time, but it's how you cope with challenges with a positive impression depending on what you're feeling (Early Life Foundation 2019).

In this factor, we can conclude that resilience is a set of social and intra-psychological processes that take place over time, creating combinations between the attributes of the person and his her social and cultural environment, and is, therefore, an interactive process of different dimensions

Uriarte (2013). Nevertheless, there is also consensus that resilient people are socially competent, are aware of their identity, can make decisions, set goals and believe in a better future, fulfill their basic needs of love, relationships and respect, and achieve their goals (Rybarczyk, Emery, Guequierre, Shamaskin & Behel, 2012). The creation of self-concept resilience is the product of a resource that communicates with each other through the human adaptive processes. We grow it through healthy brain growth, including cognitive ability, healthy attachment relationships, including relationships with parents, encouragement, and the ability to learn and interact with the environment and more Ocasio (2012).

According to Kata Csizér and Michael Magid (2014) They explained how the self-concept affects English language learning or exposure and what motivation processes are involved in the development of the language. They also said that the conceptual viewpoint on self-concept and access to English is to research and develop the self-concept of the learners. The impact of the students ' self-concept in learning English is that it would be of great value and interest to the learners, especially if they feel motivated to learn the language (Muhammad Shahbaz, Al-Majmaah University, Al-Zulfi, 2014).

As contested by Mercer, the conceptualization of English and the idea of self is a complex system with both cognitive (system belief) and affective (emotional) aspects that are dynamically interrelated. Nevertheless, it is also clear that the practice of English for a positive self-concept has positive, measurable benefits (O'Mara et al., 2006; Mercer, 2011). Therefore, understanding the self-concept in exposure to the English language is of great interest to the learners who are studying the language.

The preceding of the study will discuss the significance of the First-year students in their English language exposure to their Self-concept when learning the language. This study will employ using the descriptive method in investigating this research problem. The researchers will use a two-part questionnaire enable to determine the amount of English language exposure among the First-year students and their level of Self-concept in terms of contentment and worthiness, attractiveness, approval by others, and determinism and significance, confidence and value of existence and the last indicator is resilience.

## **CHAPTER 3**

### **METHOD**

This chapter is the representation of the research design, research subject, research instrument; the data gathering procedure; and the statistical treatment of the data in this study.

#### **Research Design**

The research design used in this study is quantitative, non-experimental correlational design of the research. In which quantitative design is a mean of testing objective theories by examining the relationship between variables. Typically, these variables can be measured on instruments, so that the number of data can be analyzed using statistical procedures. The design of non-experimental research enables researchers to generate through the standardized collection Peter Osharive, (2015). In addition, this was related to the use of the English language in relation to self-concept among first-year students at UM Panabo University.

#### **Research Subject**

This study was conducted at first-year BSBA college students at UM Panabo College S.Y 2019-2020, that out of 312 students only 173 students were selected. Research used simple random lottery sampling. A simple random sample is drawn from a small, random selection of the entire population to represent the entire data set.

#### **Research Instrument**

This study used utilized the standardized questionnaire. The questionnaire has two parts. First is the indicators of English language

exposure, which includes school, home, and friends. Second is for the indicators of self-concept, Includes the contentment and worthiness, attractiveness, approve by others, and determinism and significance, confidence and value of existence, and resilience.

To determine the student responses in English language exposure, the following scale was utilized.

<b>Scale</b>	<b>Description</b>	<b>Interpretation</b>
4.21-5.00	Always	This means that the item is highly observed.
3.41-4.20	Often	This means that the item is observed.
2.61-3.40	Sometimes	This means that the item is moderately observed.
1.81-2.60	Rarely	This means that the items are less observed.
1.00-1.80	Never	This means that the item is not observed.

To determine the level of self-concept, the following scales are as follows;

<b>Scale</b>	<b>Description</b>	<b>Interpretation</b>
4.21-5.00	Very High	This means that the conditions of self-concept is always observed.

3.41-4.20	High	This means that the conditions of self-concept is often observed.
2.61-3.40	Moderate	This means that the conditions of self-concept is somewhat sometimes observed.
1.81-2.60	Low	This means that the conditions of self-concept is least observed.
1.00-1.80	Very Low	This means that the conditions of self-concept is not observed.

### **Data Gathering Procedures**

The researchers used the following steps in gathering the data.

**Seeking Permission to conduct the study.** The researchers sent a letter to the faculty of UM Panabo College asking permission to conduct this study.

**Construction and Validation of the Questionnaire.** The questionnaire is constructed by the researchers and calculated by the experts. The revision is made until the questionnaire is polished and ready for administration to the respondent.

**Administration of the Questionnaire.** The researchers personally constructed the questionnaire for the respondents.

**Collection of Questionnaire and Scoring of Data.** The respondents' responses were collected, compiled, and processed statistically, and the statistician subjected them to statistical interpretation — statistical treatment of the data.

The data is well gathered and classified, analyzed, and interpreted by using the following appropriate statistical tools.

**Weighted mean.** This was used to determine the level of English language exposure and Self-concept among first-year students.

**Pearson-r.** This was used to determine the relationship between English language exposure and Self-concept among first-year students.

## CHAPTER 4

### PRESENTATION, INTERPRETATION AND ANALYSIS OF FINDINGS

Presented in this chapter are the results of the problems raised in Chapter 1 as follows: the level of English language exposure and Self-concept.

#### Level of English Language Exposure

Table 1 shows the total grand mean of 4.14 for English Language Exposure. It indicates that the English Language Exposure is often observed. Moreover, there is a massive impact on the learning of English Language Exposure at UM Panabo College. Students who were more exposed to that language are likely motivated Kim and Margolis, (2000).

The first indicator is Home with an overall mean of 4.26 describes as very high; this means that the exposure of the English language at home is always observed, and there is active learning at home. Exposure to the other language, like English, makes kids a better communicator (Association for Psychological Science, 2019).

The highest item is no. 1; *learned English through listening to music*, with a mean of 4.39; while the lowest item is no.4, *used the English language at home*, with the mean 4.15 with a high descriptive equivalent. It indicates that the English Language Exposure is always observed.



Table 1  
Level of English Language Exposure

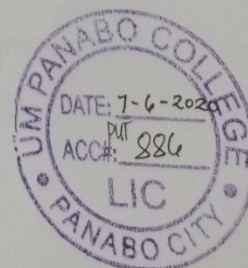
	Mean	Descriptive Equivalent
<b>A. Home</b>		
Learned English through listening a music.	4.39	Always
Usually learned the language through watching English movies.	4.36	Always
Students are reading English books.	4.21	Always
Students were using English language at home.	4.15	Often
Read English articles through internet at home.	4.19	Often
<b>Over-all Mean</b>	<b>4.26</b>	<b>Always</b>
<b>B. Friends</b>		
Some students conversed English language with friends.	4.12	Often
Some students were practicing English pronunciation with them.	3.98	Often
Enhanced each other's grammar.	4.05	Often
Helped each other to improve our English vocabularies.	3.98	Often
Review lessons that are printed in English with them.	4.15	Often
<b>Over-all Mean</b>	<b>4.06</b>	<b>Often</b>
<b>C. School</b>		
The students usually write an essay using the English language.	4.14	Often
Activities in school were conducted in English.	4.19	Often
The teacher is discussing often using the English language.	4.09	Often
Learned the English grammar at school.	4.05	Often
Presented a report using the English language.	4.11	Often
<b>Over-all Mean</b>	<b>4.12</b>	<b>Often</b>
<b>Total Grand Mean</b>	<b>4.14</b>	<b>Often</b>

Legend:

Scale  
4.21 – 5.00  
3.41 – 4.20  
2.61 – 3.40  
1.81 – 2.60  
1.00 – 1.80

Descriptive Equivalent

Always  
Often  
Sometimes  
Rarely  
Never



The remaining items are: item no. 2, *usually learned the language through watching English movies* has a mean of 4.36; item no. 3, *read English books* has a mean of 4.21 both got a descriptive equivalent of very high. While item no. 5, *read English articles through the internet at home*, with a mean of 4.19 has a high descriptive equivalent, it pointed out that English Language Exposure is often observed. Learning is simple if the learner regularly discusses real-life situations and has a rich life experience Ingram, (1978).

The second indicator is Friends with an over-all mean 4.06 describes as high descriptive equivalent; it is indicated that English Language Exposure is often observed and has active learning with each other. It encourages you to speak the language even if it seems odd at first (English Language Centre, 2019).

The highest item is no. 5; *review lessons that are printed in English with them* got a mean of 4.15. While the lowest items are no. 2, *practice English pronunciation with them* and no. 4, *helped each other to improve our English vocabularies* both got a mean of 3.98 and considered as High descriptive equivalent. It means that it is useful when it comes to having each other is essential.

The remaining item is no. 1; *conversed the English language with friends* got a mean of 4.12; Item no. 3, *Enhanced each other's grammar* with a mean of 4.05 both considered as High descriptive equivalent it indicates that learning English is often observed. It increases your language comprehension and familiarizes yourself with its tone and rhythms Bilingua, (2019).

The third indicator is School with an over-all mean 4.12 describes as High descriptive equivalent; it indicates that English Language Exposure is often observed and has a tremendous impact in terms of exposure of the English Language. A location where learners are remembered, instructed and can concentrate on what the educator has told them (Ydewalle, G., & De Bruycker, W., 2007).

The highest item is no. 2, *Activities in school were conducted in English* got a mean 4.19; while the lowest item is no. 4, *Learned the English grammar at school* with a mean of 4.05 both got a high descriptive equivalent shows that learning grammar at school is often observed.

The remaining items are no. 1, *usually write an essay using the English language* got a mean of 4.14; item no. 3, *teacher is discussing often using the English language* got a mean 4.09; item no. 5, *Presented a report using the English language* with a mean 4.11 all of them got a High descriptive equivalent. Students who have learned the language at school have improved their long-term skills (Schuster, 2005).

### **Level of Self-Concept among first-year students**

Table 2. shows that the total grand mean for Self-Concept obtains a score of 3.92. It indicates that Self-Concept is often applied, and there is a tremendous impact of Self-Concept of the students at UM Panabo. Santos (2009) says that self-concept has a strong influence on everyday life, as it is useful in determining manifestations of inappropriate behavior, allowing human behavior to anticipate, and understanding the idea of a person.

Table 2

## Level of Self-Concept among first year student

	Mean	Descriptive Equivalent
<b>A. Contentment and Worthiness</b>		
It does mean that Self-Concept is mostly the behavior of the students.	3.97	High
Often feel so disappointed towards myself.	3.90	High
Students can usually make up my mind and stick to it	3.97	High
Everyone else seems much more confident and contented than me.	3.92	High
Students often feel worry about what other people are thinking.	3.95	High
<b>Over-all Mean</b>	<b>3.94</b>	<b>High</b>
<b>B. Attractiveness, approval by other</b>		
They are easy to like.	4.05	High
Most people find me reasonably attractive.	3.87	High
Have a pleasant personality.	3.98	High
Look awful these days.	3.92	High
Those who know me well are fond of me.	4.01	High
<b>Over-all Mean</b>	<b>3.96</b>	<b>High</b>
<b>C. Determinism and Significance</b>		
Most people would take advantage of me if they could	3.85	High
It would be boring if I talked about myself.	3.90	High
When I am successful, there's usually a lot of luck involved.	3.87	High
There's a lot of truth in saying "what will be, will be".	3.85	High
<b>Over-all Mean</b>	3.87	High
<b>D. Confidence and Value of Existence</b>		
Have control over my own life.	3.97	High
Never feel down in the dumps for very long.	3.92	High
Never be seem to achieve anything worthwhile	3.87	High
They seem to be very unlucky.	3.76	High
<b>Over-All Mean</b>	<b>3.88</b>	
<b>E. Resilience</b>		
A reliable person.	3.91	High
If a task is difficult that just makes me all more determined.	3.92	High
<b>Over-All Mean</b>	3.92	<b>High</b>
<b>Total Grand Mean</b>	3.92	<b>High</b>

Legend:

Scale	Descriptive Equivalent
4.21 – 5.00	Very High
3.41 – 4.20	High
2.61 – 3.40	Moderate
1.81 – 2.60	Low
1.00 – 1.80	Very Low

The first indicator is Contentment, and Worthiness with an over-all mean 3.94 describes as high. The feeling of being worthy, deserving, able to affirm our desires, needs, and achievements and values can enjoy the fruits of our efforts Branden, (1994).

The highest item is no. 1; *there are lots of things I'd change about myself*; item no. 3, *can usually make up my mind and stick to*, both got a mean of 3.97; while the lowest item is item no. 2, *often feel so disappointed towards myself* got a mean of 3.90. All of them got a high descriptive equivalent, which means that Self-Concept is high among students.

The remaining items are no. 4, *everyone else seems much more confident and satisfied than me*, got a mean of 3.92; item no. 5, *often feel worried about what other people are thinking about me*, both got a mean of 3.95 got a high descriptive equivalent, and this indicates that Self-Concept is high. A content person can appreciate and enjoy the good fortune and good karma of the person (Abdel-Khalek & Singh 2014).

The second indicator is attractiveness, approval by others with an over-all mean 3.96 describes as high. Others evaluate attractiveness because of the romantic desirability attractiveness of the person's influence on relevant dimensions, (Anthony, Holmes, and Wood, 2007 et al.).

The highest item is item no. 1, *Easy to like* got a mean of 4.05; while the lowest item is no.2, *most people find me reasonably attractive* got a mean 3.92 with a high descriptive equivalent it indicates that Self-Concept is high. The remaining items are no. 3, *and have a pleasant personality* got a mean of 3.98; item no. 4, *look awful these days* got a mean of 3.92; item no. 5, *Those who know me well are fond of me* got a mean 4.01 all of them got a high

descriptive equivalent. It means that Self-Concept is high. Students can gain trust if they have other people's support (Harter 1999), (Elbaum, and Vaughn 2001).

The third indicator is determinism and significance with an over-all mean of 3.87 describes as high. A deterministic viewpoint means that I can provide only one outcome rather than several outcomes in any person's decision since the result is the product of the existence of the factor affecting the selection. (Ogletree, 2013).

The highest item is no. 2, and *it would be boring if I talked about myself* got a mean of 3.90; while the lowest item is no. 1, *Most people would take advantage of me if they could*; item no. 4, *There's a lot of truth in saying "what will be, will be"* got a mean of 3.85. All of them got a high descriptive equivalent. The remaining item is item no. 3, *when I am successful, there's usually a lot of luck involved* got a mean of 3.87 with a high descriptive equivalent.

Determinism is only one possible result of selecting the genes of an individual, by the past and present environment of the person and by any encounters with the genes of the situation, (Skinner 1972).

The fourth indicator is the Confidence and value of Existence with an over-all mean of 3.88 describes as high. Our concept of ourselves will contain many positive thoughts, and therefore, we will have high self-esteem (Jhangiani and Tarry, 2019).

The highest item is no. 1; *have control over my own life* got a mean of 3.97; while the lowest item is no. 4, *seem to be very unlucky* got a mean of

3.76 both got a high descriptive equivalent. It does mean that Self-Concept is high among students.

The remaining items are item no. 2, *never feel down in the dumps for very long* got a mean of 3.92; item no. 3, *can never seem to achieve anything worthwhile* got a mean of 3.87 both got a high descriptive equivalent. Furthermore, a person who encourages students to talk orally with confidence may set their own goals high (Schunk, 1985).

The fifth indicator is Resilience, with an overall mean of 3.92 describes as high. It is the result of developing an asset for human adaptation to interact with other people (Ocasio et. al, 2012).

The highest item is item no. 2, *If a task is difficult, that just makes me all more determined* got a mean of 3.92; while the lowest item is no. 1, *a reliable person* who got a mean of 3.91 both got a high descriptive equivalent.

## **Significant Relationship between the English Language**

### **Exposure and Self-Concept**

Presented in Table 3 shows the significant relationship between English language exposure. It is written in the table that English language exposure has a mean of 4.14 with High descriptive equivalent, while self-concept has mean of 3.92 with a High descriptive equivalent.

The result of computation associated with a significant relation value of 0.174, and a P-value 0.023 is less than alpha 0.05.  $H_0$  is rejected since P-value is less than 0.05; it means that there is a significant relationship between the two variables.

The result supports the statement of Mercer (2012), who identified the conceptualization of English and self-concept as a complex system with

dynamically interrelated aspects of both cognitive (system belief) and affective (emotional) dimensions. It means that there is a significant relationship between each variable that are inseparable.



**Table 3****Significant Relationship of English Language and Self-Concept****Correlation Coefficient**

Correlation Coefficient

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	Self-concept
English language exposure	0.174**

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*P-value (0.023) < 0.05*

## Chapter 5

### SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions, and recommendations of the study.

#### Summary of Findings

The Findings of the study are the following:

1. The English language exposure got a grand mean of 4.14 interpreted as often observe.
2. The level of self-concept got a grand mean of 3.9 interpreted as moderate.
3. The r-value between 4.14 of English language exposure and 3.92 of Self-concept is with P-value of 0.023. Thus  $H_0$  is rejected.

#### Conclusion

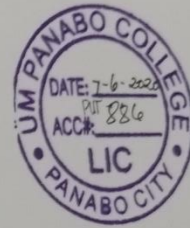
The following conclusions are drawn based on the findings of the study.

1. The level of English language exposure among first-year students is high.
2. The level of Self-Concept among first-year students is high.
3. There is a significant relationship between English language exposure and Self-Concept.

#### Recommendation

Based on the findings and conclusions, the following recommendations are offered:

1. Students may practice their English communication by improving their pronunciation skills and vocabularies for them to become an excellent communicator in the English language.
2. Students may boost their Self-confidence and value of their existence so that when opportunities come, they can do better.
3. For the future researchers that may use this study for enhancement, and it may help them to explore other variables.



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## APPENDIX A

### Letter of Permission to Conduct the Study

July 19, 2019

DR. CELSO E. TAGADIAD  
Dean of College  
UM Panabo College

*Approved  
Tagadiad*

THRU: DR. LIEZEL V. CHAN *Dr. Chan*  
School Director

Sir/Madam:

The undersigned are the fourth year AB-English Language students of UM Panabo College who are conducting a research study entitled **English Language Exposure and Self-Concept**. In our research, we have selected the first year students who enrolled at the Department of Business Administration as our respondents. In line with this, we are asking for your permission to allow us to conduct our study.

We highly appreciate your positive response to this matter. Thank you very much and God bless.

Respectfully yours,

*[Signature]*  
REYNA JEAN J. OMBAO

*[Signature]*  
KIA D. SEBASTIAN

*[Signature]*  
AL JAY SUMATRA

Researchers

Noted by:

*[Signature]*  
MARIESEL A. LAUREL, Ed. D.

Adviser

**APPENDIX B-1**  
**Letter for Validation**

July 8, 2019

**Dr. Amelie L. Chico**  
Research Coordinator  
UM Panabo College

Ma'am:

You are one of the chosen expert evaluators of our questionnaire on **English Language Exposure and Self-concept**.

In view of this, it would be appreciated very much if you can share your expertise by rating its contents. It would be a great help also for the undersigned if you can write your comments, suggestions and recommendations that will improve the above mentioned questionnaires.

Thank you very for your kind cooperation and valuable contribution to this request.

Sincerely,

  
**REYNA JEAN J. Ombao**

  
**KIA D. SEBASTIAN**

  
**AL JAY SUMATRA**

Researchers

Noted by:

  
**MARIESEL A. LAUREL, Ed. D.**

**APPENDIX B-2**  
**Letter for Validation**

July 8, 2019

**Dr. Jeanilyn Tacadena**   
Professor  
UM Panabo College

Ma'am:

You are one of the chosen expert evaluators of our questionnaire on **English Language Exposure and Self-concept**.

In view of this, it would be appreciated very much if you can share your expertise by rating its contents. It would be a great help also for the undersigned if you can write your comments, suggestions and recommendations that will improve the above mentioned questionnaires.

Thank you very for your kind cooperation and valuable contribution to this request.

Respectfully yours,

  
**REYNA JEAN J. Ombao**

  
**KIA D. SEBASTIAN**

  
**AL JAY SUMATRA**

Researchers


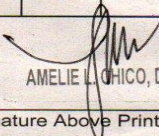
Noted by:

  
**MARIECEL A. LAUREL, Ed. D.**



# APPENDIX C-1

## Validation Sheet

 <b>UM</b> <small>The University of Mindanao</small>	<b>RESEARCH AND PUBLICATION CENTER</b> <input type="checkbox"/> Main <input checked="" type="checkbox"/> Branch <u>Panabo</u> <b>QUESTIONNAIRE VALIDATION SHEET</b>																																																
<p>Title of Research: <u>English Language Exposure and Self-concept</u></p> <p>Proponents: <u>Reyna Jean J. Ombao, Kia D. Sebastian, Al Jay Sumatra</u></p> <p>To the Evaluator: Please check the appropriate box for your ratings.</p> <p style="text-align: center;">Point Equivalent:    5 – Excellent                      2 – Fair             4 – Very Good                      1 – Poor             3 – Good</p>																																																	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;"></th> <th style="width: 10%;">5</th> <th style="width: 10%;">4</th> <th style="width: 10%;">3</th> <th style="width: 10%;">2</th> <th style="width: 10%;">1</th> </tr> </thead> <tbody> <tr> <td> <b>1. CLARITY OF DIRECTION AND ITEMS</b>                      The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.                 </td> <td style="text-align: center;">/</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td> <b>2. PRESENTATION/ORGANIZATION OF ITEMS</b>                      The items are presented and organized in logical manner.                 </td> <td style="text-align: center;">/</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td> <b>3. SUITABILITY OF ITEMS</b>                      The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitude that are supposed to be measured.                 </td> <td style="text-align: center;">/</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td> <b>4. ADEQUATENESS OF ITEMS PER CATEGORY</b>                      The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research.                 </td> <td style="text-align: center;">/</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td> <b>5. ATTAINMENT OF PURPOSE</b>                      The instrument as a whole fulfills the objectives for which it was constructed.                 </td> <td></td> <td style="text-align: center;">/</td> <td></td> <td></td> <td></td> </tr> <tr> <td> <b>6. OBJECTIVITY</b>                      Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.                 </td> <td style="text-align: center;">/</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td> <b>7. SCALE AND EVALUATION RATINGS SYSTEM</b>                      The scale adapted is appropriate for the items.                 </td> <td style="text-align: center;">/</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		5	4	3	2	1	<b>1. CLARITY OF DIRECTION AND ITEMS</b> The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.	/					<b>2. PRESENTATION/ORGANIZATION OF ITEMS</b> The items are presented and organized in logical manner.	/					<b>3. SUITABILITY OF ITEMS</b> The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitude that are supposed to be measured.	/					<b>4. ADEQUATENESS OF ITEMS PER CATEGORY</b> The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research.	/					<b>5. ATTAINMENT OF PURPOSE</b> The instrument as a whole fulfills the objectives for which it was constructed.		/				<b>6. OBJECTIVITY</b> Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.	/					<b>7. SCALE AND EVALUATION RATINGS SYSTEM</b> The scale adapted is appropriate for the items.	/				
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<p style="text-align: center;">                       AMELIE L. CHICO, DM, FRIM                      _____                      Signature Above Printed Name                 </p>																																																	



## APPENDIX C-2

### Validation Sheet



### RESEARCH AND PUBLICATION CENTER

[ ] Main [ ] Branch \_\_\_\_\_

#### QUESTIONNAIRE VALIDATION SHEET

Title of Research: English Language Exposure and Self-concept  
 Proponents : Reyn Jean J Omkaro, Kia D. Sebastian, Al Jay Sumatra

To the Evaluator: Please check the appropriate box for your ratings.

Point Equivalent:    5 – Excellent                      2 – Fair  
                                     4 – Very Good                      1 – Poor  
                                     3 – Good

	5	4	3	2	1
<b>1. CLARITY OF DIRECTION AND ITEMS</b> The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.	/				
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<b>7. SCALE AND EVALUATION RATINGS SYSTEM</b> The scale adapted is appropriate for the items.	/				

JEANELYN E. TACOVINA, M.Ed.  
 Signature Above Printed Name



# APPENDIX D-1

## Survey Questionnaire

Standardized Questionnaire on English Language Exposure adopted by  
Dr. Carlo Magno 2009

### Part 1. Profile of the respondents

Name: \_\_\_\_\_ Age: \_\_\_\_\_

**Direction:** Please check (/) and rate yourself honestly based on what you actually do given the statements using the following scales:

5 – Always    4 – often    3 – sometimes    2 – rarely    1 – never

### Part 2. English Language Exposure

A. HOME	5	4	3	2	1
1. I learned English through listening a music.					
2. I usually learned the language through watching English movies.					
3. I read English books.					
4. I used English language at home.					
5. I read English articles through internet at home.					
B. FRIENDS					
1. I conversed English language with friends.					
2. I practiced English pronunciation with them.					
3. We enhanced each other's grammar.					
4. We helped each other to improve our English vocabularies.					
5. I review lessons that are printed in English with them.					
C. SCHOOL					
1. I usually write an essay using the English language.					
2. Our activities in school were conducted in English.					
3. Our teacher is discussing often using the English language.					
4. I learned the English grammar at school.					
5. I presented a report using the English language.					

## APPENDIX D-2

### Survey Questionnaire

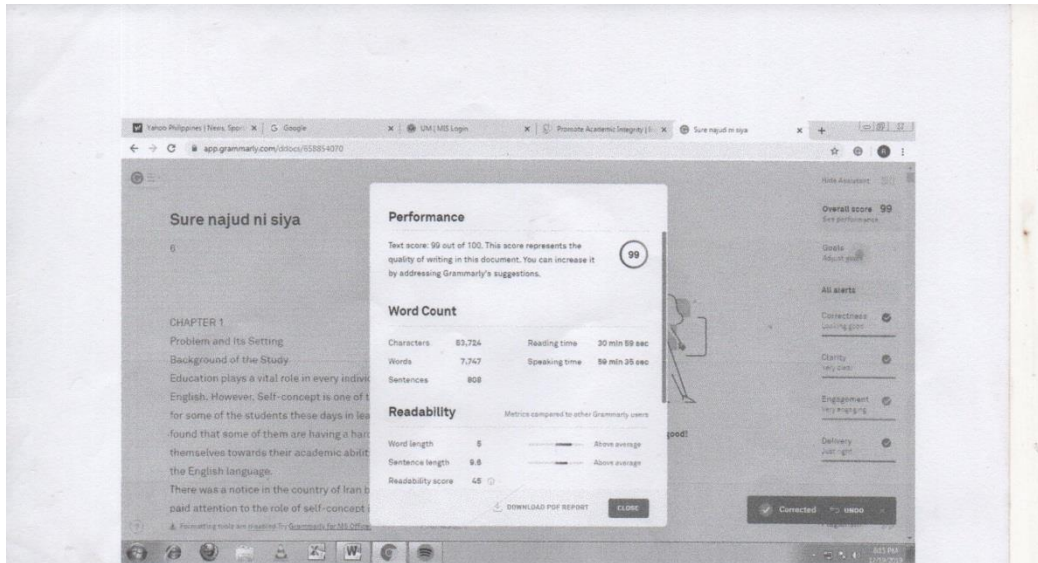
**Part 3. Self-Concept (P. J. Robson, 2002)**

5 – Always    4 – often    3 – sometimes    2 – rarely    1 – never

<b>A. CONTENTMENT AND WORTHINESS</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. There are lots of things I'd change about myself.					
2. I often feel so disappointed towards myself.					
3. I can usually make up my mind and stick to it.					
4. Everyone else seems much more confident and contented than me.					
5. I often feel worry about what other people are thinking about me.					
<b>B. ATTRACTIVENESS, APPROVAL BY OTHERS</b>					
1. I'm easy to like.					
2. Most people find me reasonably attractive.					
3. I have a pleasant personality.					
4. I look awful these days.					
5. Those who know me well are fond of me.					
<b>C. DETERMINISM AND SIGNIFICANCE</b>					
1. Most people would take advantage of me if they could.					
2. It would be boring if I talked about myself.					
3. When I am successful, there's usually a lot of luck involved.					
4. There's a lot of truth in saying "what will be, will be".					
<b>D. CONFIDENCE AND VALUE OF EXISTENCE</b>					
1. I have control over my own life.					
2. I never feel down in the dumps for very long.					
3. I can never be seem to achieve anything worthwhile.					
4. I seem to be very unlucky.					
<b>E. RESILIENCE</b>					
1. I am a reliable person.					
2. If a task is difficult that just makes me all more determined.					

# APPENDIX E-1

## Grammarly Certification



**OMBAO SEBASTIAN SUMATRA**

**CONGRATULATIONS GRAMMARLY RESULT 99%**

**DR. MARIESEL A. LAUREL**

**ADVISER**

## APPENDIX F-1

### Certificate of Appearance



UM Panabo College  
Research Office  
Arguelles St., San Francisco  
Panabo City

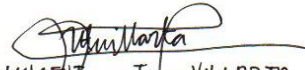
### Certificate of Appearance

This is to certify that the students whose names are listed below have appeared at the

UM PANABO COLLEGE and conducted Survey  
(Name of Office/Agency) (State activity)

in relation to their thesis/FS entitled "English Language Exposure and Self-Concept"

during the period July 8, 2019.  
(State inclusive dates)

  
VINCENT T. VILLARTA

Name and Signature of Authorized Personnel



UM Panabo College  
Research Office  
Arguelles St., San Francisco  
Panabo City


### Certificate of Appearance

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during the period July 8, 2019.  
(State inclusive dates)

  
JAY MARK COBAMING

Name and Signature of Authorized Personnel



## APPENDIX F-2

### Certificate



UM Panabo College  
Research Office  
Arguelles St., San Francisco  
Panabo City

### Certificate of Appearance

This is to certify that the students whose names are listed below have appeared at the  
UM PANABO COLLEGE and conducted Survey  
(Name of Office/Agency) (State activity)  
in relation to their thesis/FS entitled "English Language Exposure and Self Concept"  
during the period July 8, 2019.  
(State inclusive dates)

Ela Marie F. Baranda  
Name and Signature of Authorized Personnel



UM Panabo College  
Research Office  
Arguelles St., San Francisco  
Panabo City

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in relation to their thesis/FS entitled "English Language Exposure and Self Concept"  
during the period July 8, 2019.  
(State inclusive dates)

Nilo P. Lopez Jr.  
Name and Signature of Authorized Personnel

### APPENDIX F-3

## Certificate of Appearance



UM Panabo College  
Research Office  
Arguelles St., San Francisco  
Panabo City

### Certificate of Appearance

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UM PANABO COLLEGE and conducted Survey  
(Name of Office/Agency) (State activity)

in relation to their thesis/FS entitled "English Language Exposure and Self-Concept"

during the period July 8, 2019  
(State inclusive dates)

CHARLENE T. SALAZAR  
Name and Signature of Authorized Personnel



UM Panabo College  
Research Office  
Arguelles St., San Francisco  
Panabo City

### Certificate of Appearance

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(Name of Office/Agency) (State activity)

in relation to their thesis/FS entitled "English Language Exposure and Self-Concept"

during the period July 8, 2019  
(State inclusive dates)

Terlyn Mae Anic  
Name and Signature of Authorized Personnel

APPENDIX F-4

Certificate of Appearance



UM Panabo College
Research Office
Arguelles St., San Francisco
Panabo City

Certificate of Appearance

This is to certify that the students whose names are listed below have appeared at the

UM PANABO COLLEGE and conducted Survey
(Name of Office/Agency) (State activity)

in relation to their thesis/FS entitled "English Language Exposure and Self-Concept"

during the period July 8, 2019
(State inclusive dates)

Handwritten signature of Rachel M. Cajal

Rachel M. Cajal

Name and Signature of Authorized Personnel



UM Panabo College
Research Office
Arguelles St., San Francisco
Panabo City

Certificate of Appearance

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in relation to their thesis/FS entitled "English Language Exposure and Self-Concept"

during the period July 8, 2019
(State inclusive dates)

Handwritten signature of Cheryl M. Yacono

CHERYL M. YACONO

Name and Signature of Authorized Personnel

APPENDIX F-5

Certificate of Appearance



UM Panabo College
Research Office
Arguelles St., San Francisco
Panabo City

Certificate of Appearance

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UM PANABO COLLEGE and conducted Survey
(Name of Office/Agency) (State activity)
in relation to their thesis/FS entitled "English Language Exposure and Self-Concept"
during the period July 8, 2019
(State inclusive dates)

Icy C. Divinagracia
Name and Signature of Authorized Personnel



UM Panabo College
Research Office
Arguelles St., San Francisco
Panabo City

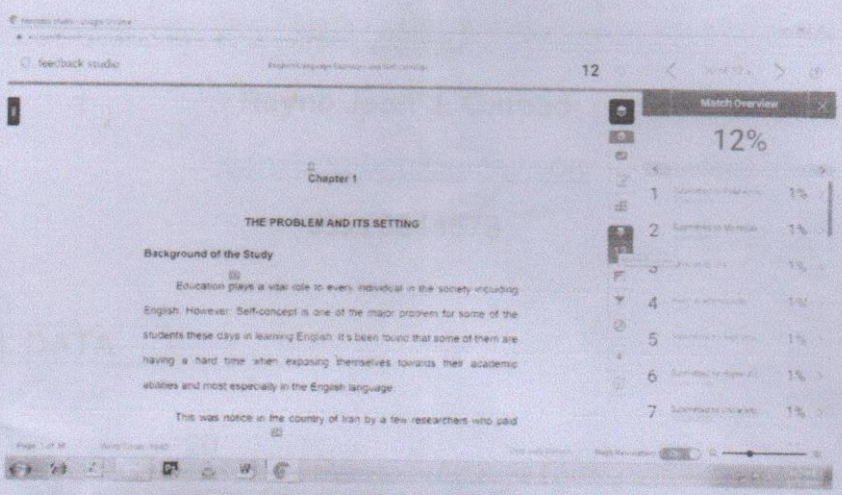
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This is to certify that the students whose names are listed below have appeared at the
UM PANABO COLLEGE and conducted Survey
(Name of Office/Agency) (State activity)
in relation to their thesis/FS entitled "English Language Exposure and Self-Concept"
during the period July 8, 2019
(State inclusive dates)

Key J. ...
Name and Signature of Authorized Personnel



# Plagiarism Result



The screenshot shows a plagiarism checker interface. At the top, it says "feedback studio" and "English Language Education and Self-concept". The page number is "12". A "Match Overview" window is open on the right, showing a total match rate of 12%. Below this, a list of sources is shown with their respective match percentages:

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The main document content is visible in the background, showing "Chapter 1" and "THE PROBLEM AND ITS SETTING". Under "Background of the Study", it discusses the role of education and self-concept in learning English.

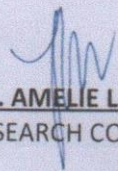
Page 1 of 18

**SEBASTIAN OMBAO SUMATRA**

(December 3, 2019)

**PLAGIARISM RESULT FIRST RUN PASSED 12%**

**CONGRATULATIONS!!!**



**DR. AMELIE L. CHICO**  
RESEARCH COORDINATOR



**Reyna Jean J. Ombao**

[jeanxiuombao@gmail.com](mailto:jeanxiuombao@gmail.com)

09275344673

<b>PERSONAL DATA</b>
----------------------

<b>Age</b>	:	20
<b>Gender</b>	:	Female
<b>Date of Birth</b>	:	April 15, 1999
<b>Place of Birth</b>	:	Davao City
<b>Civil Status</b>	:	Single
<b>Citizenship</b>	:	Filipino
<b>Height</b>	:	5'1
<b>Weight</b>	:	43 klg.
<b>Religion</b>	:	Born Again Christian
<b>Mother's Name</b>	:	Naty J. Ombao
<b>Occupation</b>	:	Housewife
<b>Father's Name</b>	:	Rey B. Ombao
<b>Occupation</b>	:	Missionary

<b>EDUCATIONAL ATTAINMENT</b>
-------------------------------

**Tertiary** : UM PANABO COLLEGE  
**Course** : Bachelor of Arts and Sciences in English Language  
**Address** : Arguelles St., Brgy.. San Francisco, Panabo City  
**Year-Graduated** : 2019-2020

**Secondary** : Linao National High School  
**Address** : Linao, San Isidro, Davao del Norte  
**Year-Graduated** : 2014-2015

**Primary** : Gredu Elementary School  
**Address** : National Highway, Gredu, Panabo  
**Year** : 2006-2011



**Kia D. Sebastian**

[keiisebastian169@gmail.com](mailto:keiisebastian169@gmail.com)

09389206981

<b>PERSONAL DATA</b>
----------------------

<b>Age</b>	:	23
<b>Gender</b>	:	Female
<b>Date of Birth</b>	:	July 18, 1996
<b>Place of Birth</b>	:	Tagum City
<b>Civil Status</b>	:	Single
<b>Citizenship</b>	:	Filipino
<b>Height</b>	:	4'10
<b>Weight</b>	:	50 klg.
<b>Religion</b>	:	Roman Catholic
<b>Mother's Name</b>	:	Arlyn Degorio Sebastian
<b>Occupation</b>	:	Housewife
<b>Father's Name</b>	:	Artemio Dela Cruz Sebastian
<b>Occupation</b>	:	Musician

<b>EDUCATIONAL ATTAINMENT</b>
-------------------------------

**Tertiary** : UM PANABO COLLEGE  
**Course** : Bachelor of Arts and Sciences in English Language  
**Address** : Arguelles St., Brgy.. San Francisco, Panabo City  
**Year-Graduated** : 2019-2020

**Secondary** : Tagum City National High School  
**Address** : Mangga Visayan Village, Tagum City  
**Year-Graduated** : 2011-2012

**Primary** : Magugpo Pilot Central Elementary School  
**Address** : Mabini Street, Tagum City  
**Year-Graduated** : 2006-2007



**AL JAY SUMATRA**

[aljaysumatra@gmail.com](mailto:aljaysumatra@gmail.com)

09389929619

<b>PERSONAL DATA</b>
----------------------

<b>Age</b>	:	23
<b>Gender</b>	:	Male
<b>Date of Birth</b>	:	August 6, 1996
<b>Place of Birth</b>	:	Panabo City
<b>Civil Status</b>	:	Single
<b>Citizenship</b>	:	Filipino
<b>Height</b>	:	5'6"
<b>Weight</b>	:	74 klg.
<b>Religion</b>	:	Roman Catholic
<b>Mother's Name</b>	:	Maria Susan Sumatra
<b>Occupation</b>	:	None
<b>Father's Name</b>	:	Alberto Sumatra
<b>Occupation</b>	:	None

<b>EDUCATIONAL ATTAINMENT</b>
-------------------------------

**Tertiary** : UM PANABO COLLEGE  
**Course** : Bachelor of Arts and Sciences in English Language  
**Address** : Arguelles St., Brgy.. San Francisco, Panabo City  
**Year-Graduated** : 2019-2020  
**Secondary** : Panabo National High School  
**Address** : New Visayas, Panabo City  
**Year-Graduated** : 2012-2013  
**Primary** : Rodrigo D. Mabitad Sr. Elementary School  
**Address** : New Malitbog, Panabo City  
**Year-Graduated** : 2008-2009