

The Effect of Job Enabling English Proficiency Administration on Philippine Students' English Language Skills

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ABSTRACT

This study aimed to examine the effect of administrating Job Enabling English Proficiency (JEEP) on the students' English language skills in selected colleges and universities of Region XII, Philippines. The study sought to find out the relationship between the JEEP Program administration for the sustainable operation and the students' English language skills based on their JEEP Start grades. This study utilized the descriptive-correlation design. There were 286 JEEP Accelerate student-respondents from two schools offering the JEEP Program in Region XII. Total/complete enumeration sampling was utilized. The results revealed on the JEEP administration actions for sustainable operation were rated "Highly Evident". The correlations between administration actions for sustainable operation of JEEP and students' English language skills based on their grades were all found significant.

Key words: English Language Proficiency, English Language Skills, Job Enabling English Proficiency (JEEP) Administration

INTRODUCTION

English language plays a very vital role in social interactions. It is one of the media of instruction in the Philippine academe. It is also often used for both internal and external language in the government and business sectors. English being the language of global community, its functions and uses has found to be very important not only to those professionals who interact with colleagues and clients all over the world but also in the lives of students. According to Parcon (2012), learning English aimed at helping students to use the language effectively for real life purposes. Students need to use English to become functional in profession, academe, and social setting.

In most cases, the students' degree of success is based on their proficiency in English. Many look at one's competence and performance in English as indicator of readiness and adaptability to college work (Bloom, 1987). On the other hand, college students are expected to have advanced English proficiency considering their years of exposure to the English language in both written and oral in order to cope with the demand of the present time (Kunso, 2013).

The contention above is supported by Boquia (2014), she stated that one of the purposes of language education is to achieve language proficiency. English proficiency is a skill that every Filipino knows its essentiality.

However, it is noted that the English proficiency of the Filipino nowadays particularly in Mindanao seems

deteriorating. The declining proficiency of Filipino results to declining global competitiveness of Filipino graduates. These results lessen opportunities of our graduates.

With this issue of deterioration, the English proficiency of the Filipinos, the different colleges and universities are doing their best. A lot of programs were designed to help the students acquire the necessary skills to be proficient in the target language especially in the southern part of the Philippines, who are most affected of this educational issues because these students have lesser opportunities compared to students in metropolitan Manila. There are disparities of learning opportunities and exposures.

For this reason, the United States Agency for International Development (USAID) through Growth with Equity in Mindanao (GEM) – a non-government organization continued its support through its Job Enabling English Proficiency (JEEP) Program (Growth with Equity in Mindanao Program, 2007). This program offers to the college students to provide learning opportunities and to enhance their English proficiency. It also aims to increase and produce graduates with the English language skills needed for productive employment of the graduates from colleges and universities in Mindanao (GEM website, 2012).

In addition, the Job Enabling English Proficiency (JEEP) Program is a two-year program; the JEEP Start and JEEP Accelerate. The first year of this program is called as JEEP Start. It develops students' general language proficiency and communication skills in speaking, listening and reading

through computer-based while the second year is called as JEEP Accelerate. This is based on English for Specific Purposes (ESP), it includes internet –based study, group work, improvised conversations revolving around typical situation and written exercises. This program focuses on the results of the substantial gains in English proficiency leading to a greater number of Mindanao graduates to obtain well-paying jobs.

Furthermore, this program has been offered by many state universities and colleges in Mindanao to level up students' English proficiency particularly in Region XII. Since 2010, only Cotabato City State Polytechnic College (CCSPC) and the Southern Christian College (SCC) were the only schools who continued and supported the said program in Region XII. Since, these were the only schools in the said region who continued the program, these were the recipients of this study.

Based on the observation, most students do not possess English language proficiency as what most teachers are facing. In fact, not only the English teachers are experiencing this problem but also those who are handling subjects which English are the medium of instructions. Thus, these are all conjectures, and nobody verifies how unfortunate the students are in English. So, the researcher as an English educator seeks for the improvement and wants to find out the prevailing condition of the administration of Job Enabling English Proficiency and its effect to the students' English language skills in the selected colleges/university in Region XII.

Scope and Limitation of the Study

This study focused on the prevailing condition of the administration of the Jeep Enabling English Proficiency (JEEP) through Growth with Equity in Mindanao (GEM) as implemented in the colleges/universities in Region XII and the students' English language skills. It was limited to determine the administration actions for sustainable operation in terms of: license of the program, cost of maintenance, students' enrolment, and students' payment and its effect on the students' English language skills based on their JEEP Start grades.

Hence, the Southern Christian College (SCC) and Cotabato City State Polytechnic College (CCSPC) were the only two (2) college/university who continued its operation were the proponent of this study. However, there were 286 students who are taking the JEEP Accelerate subject of these schools who served as the primary respondents. However, the students' English language skills were taken from their JEEP Start's Grades. This study was conducted during the school year 2015-2016.

Significance of the Study

The results of the study may utilize purposively to strengthen more the JEEP Program and provides learning opportunities in enhancing students English language skills, not only in the selected colleges but also those educators who are teaching the English language. The findings may also benefit the administrators, curriculum planners, English language chairpersons, English language teachers, students and researchers.

For the administrators, the results of this study may further encourage them to adopt and implement the JEEP Program to help improve the students' English proficiency. The findings may also encourage the administrators to send their faculty members to trainings and higher studies that will equip their knowledge and expertise to come up with a responsive language program.

For the curriculum planners, the result of the study would be of great help to review, evaluate and check the English language course outlines and syllabi periodically to integrate innovative procedures that will fit the learners' instructional needs.

For the English chairpersons, the outcomes of the study may provide them with feedback on their students' English proficiency. The data may help them to plan a suitable English language program based on the students' need.

For the English teachers, they may use the JEEP Program as a tool to supplement the communication skills of the students to develop their English proficiency, to enhance graduates with English language skills needed for productive employment in careers requiring reasonable proficiency in the language.

Furthermore, for the students, the findings of the study may serve as their basis in improving their English proficiency through the help of their JEEP classes for self-improvement and in preparation for job.

Finally, the findings can give insights to the future researchers to enrich their researches related to the JEEP Program.

Objective and Research Questions

This study aimed to find out the prevailing condition of the administration of Job Enabling English Proficiency (JEEP) Program and its effect to the students' English Language skills in the selected colleges in Region XII during the school year 2015-2016.

Specifically, it sought answer to the following questions:

1. What is the prevailing condition of the JEEP Program administration for the sustainable operation in terms of:
 - 1.1. license;
 - 1.2. cost of maintenance;
 - 1.3. students' enrolment; and
 - 1.4. students' payment?
2. What is the students' English language skills based on their JEEP Start Grades?
3. Is there a significant relationship between the JEEP program administration and students' English language skills based on their JEEP Start Grades?

REVIEW OF RELATED LITERATURE

Job Enabling English Proficiency

The Job Enabling English Proficiency (JEEP) was planned to help and address the problem of many young graduating students from the colleges in Mindanao who do not have the English language skills required to gain employment in some of the sectors that tend to offer the most opportunity.

The USAID, through its GEM Program, has supported the development and implementation of JEEP to help the graduating students in the universities and colleges to compete successfully for jobs that require a high degree of English proficiency.

(http://www.mindano.org/?option=com_content&view=article&id=198&itemid=26)

Accordingly, the Job Enabling English Proficiency (JEEP) is a two-year program. The first year is the JEEP Start. This is usually a computer based wherein the students focus on listening, speaking and reading while the JEEP Accelerate is based on the English for specific purposes or a classroom based. All students taking the JEEP program (either JEEP Start or JEEP Accelerate) should pay the corresponding laboratory fees for the maintenance and acquisition of some facilities needed to offer the JEEP Program. The JEEP Start students are expected to complete 48 hours per semester and are expected to do at least three hours of Independent Study per week (Kunso, 2013).

In addition, Ulangkaya (2015) mentioned that JEEP's ultimate goal is to deliver innovative approaches in learning English to students and language enthusiasts of all ages and cultural backgrounds. This program is envisioned to improve the English proficiency among students enrolled in selected universities in Mindanao. Further, the focus of this program is to gain English Proficiency leading to a greater number of Mindanao graduates obtaining well-paying jobs. Still, this English language program features learning designed specifically for interactive study via computers. Through collaboration and shared educational missions, the Growth with Equity in Mindanao (GEM) is creating new ways of learning the English language. The GEM Program pays the costs of a server and of software licenses for the first year operation of the program, and provides teacher training and educational materials. However, the JEEP partner-colleges must provide a dedicated speech laboratory. Designate a JEEP coordinator and teachers, and commit to maintaining the laboratory equipment and multi-media training materials provide by the GEM Program.

Meanwhile, the United States Agency for International Development's (USAID) through Growth with Equity in Mindanao (GEM) Program has five different components: infrastructure development, business growth, former combatant reintegration, workforce preparation, and governance improvement. Wherein, JEEP as workforce preparation component, is implemented by the GEM under the oversight of the Mindanao Development Authority.

Among the problems identified by the organizers of the program were the limited English skills of graduating college student specially those who were taking up travel and tourism-related courses, maritime, nursing and other allied courses. With the help of the program, the chances of passing international language examinations were also increased.

The training begins with a year of computer-assisted instruction and classroom activities focusing on general English language skills known as JEEP Start. It is offered in third year to develop language proficiency and communication skills, with no specific job focus. JEEP-Start

utilizes the Dynamic Education (DynEd software) in the JEEP laboratory.

Furthermore, the Dynamic Education (DynEd) courses enable students to work on their own pace, with access to repetition and comprehension aids such as translation, on-screen text, glossary support, and mastery tests. Students' routinely records their own voices and compare their recordings with the native speaker models provided in all courses. Each student's lesson, their progress is monitored and assessed by the program. Each time a student answers a question by clicking on a word or a picture, records a sentence, completes a fill-in, speech recognition or other activities, the program updates the student's study records and assesses the quality and level of study. The complete study records of all students are stored in the records manager.

In order to get access to the programs included in JEEP Start, the students is required to take the JEEP Placement Test where the students would be able to find out their language proficiency level. The language proficiency level would determine what specific module the student should be undertaken. Listening and speaking-based activities is coordinated with the visual, conceptual and phonological inputs not possible with textbooks, or even in classroom (truthquake.com/tag/jobenabling.org, August, 2013). With well-designed multimedia exercises, students can develop the oral skill, step by step, taking advantage of how brain systems work together, how memories are formed, and helping the learner facilitate the learning process by using what is known to fill in gaps and discover rules and patterns that leads to more efficient processing, which is the key to oral fluency, and ultimately to all four (4) skills www.mindano.com(August, 2013).

Moreover, as cited in www.sunstar.com.ph (August, 2013) that Computer-based lessons are offered in this program, the teacher guides and facilitates the activities, with very little lecture. Students enrolled in this program are encouraged to improve their placement level at the end of the first year. During practice sessions, students are coached to listen multiple times to a language model in context and supported by synchronized, visual inputs of an iconic nature, such as geometric figures, charts, or arrangements of pictures designed to express causal relationship.

Hence, the JEEP-Start develops students' general language proficiency and communication skills in speaking, reading and listening. Students interact with state-of-the-art English language training software. The DynEd's courses which aim at changing the learning behaviour through the effective use of technology. This DynEd's course/module overview are the following: New Dynamic English, The Lost Secret, English for Success, English by the Numbers, Dynamic Business English, Functioning in Business, Clear Speech Works, Advanced Listening, Test Mountain and Hospitality English. These were taken from DynEd teacher's Manual, wherein the listening, reading and speaking of students are scored through computer based.

The second year course of the program is called JEEP-Accelerate. It is a one year course offered on fourth year. It is based on a Training Needs Analysis (TNA) of the target

job sectors. It uses multimedia materials in the classroom. JEEP-Accelerate focuses on English for specific purposes, it includes internet-based study, group work, improvised conversations revolving around typical situation, and written exercises. JEEP students are provided with videos of themselves taken during simulated interviews as part of the JEEP course instruction. The students are taught and exposed of their target or assigned program. The students may lead to Business Process Outsourcing or English for International Employment.

Learning through Technology

Since the study is about the student's English language skills in tertiary institution, a language program which uses computer-assisted language learning through the software called Dynamic Education (DynEd) for the JEEP Start and classroom Task-based approach with web-based approach for the JEEP Accelerate was established. The related studies cited were more on the contributions or influences of similar programs to students' English proficiency.

In the previous years, a number of teachers using Computer Assisted Language Learning (CALL) had increased markedly and numerous articles have been written about the role of technology in education in the 21st century. Although the potential of the internet for education use had not been fully explored, the average school still makes limited use of computers. It is obvious that they have entered a new information age and the development of the Internet and gradually becoming more reliable. Nowadays, the Internet is gaining immense popularity in foreign language teaching and more educators and learners are embracing it.

Because technology underlies forms of communication responsible for increasing language contact and globalization, which in turn affect language education. Proficiency in English is a huge advantage for every job seeker, even those who have no plans of working overseas. Foreign companies in the Business Processing Outsourcing (BPO) sector, locally administer their contacts in English.

In addition, the Computer Assisted Learning (CALL) can be made sensitive to the learners' pace, pattern of responses, and so on, and can adjust the linguistic material to the needs of the individual (Lintang, 2014).

Further, Talebi and Termoury (2013) conducted a study on the effect of Computer Assisted Language Learning on improving EFL Learner's Pronunciation Ability. Their findings indicated that integrating computer-based materials in the classroom had significant effect on the students' pronunciation skills. Furthermore, the findings showed that students in experimental group implied significant improvement in their pronunciation compared with the students in the control group. This study concluded the CALL can contribute to the development of the students' pronunciation skills. This contention was seconded by Almansour and Al-Sherman (2013) asserting that using computer-assisted materials alongside with methods that are traditional has a positive effect on the students' achievement. The outcome is in the line with the results gained by Razali and Kelabi (2011) as cited in Ulangkaya (2015), who conducted in the integration

of web-based materials in language learning classrooms can motivate the learners and improve their performance.

Another study conducted by Almansour and Al-Sherman (2009) about the effect of computer-assisted instruction in Saudi University students' learning of English, aimed to answer this question: Does computer-assisted EFL instruction has a positive effect on the Saudi University students' achievement? This study compares using computer and the traditional method. The researchers hypothesize that the students who were taught through computer-assisted English Language instruction showed better achievement than those who were taught through the traditional method alone.

Giving more insights into the value of computer in learning process, Bashir (2011) conducted a research about factors affecting students' English speaking skills, it is very important that learners develop their comprehension for them to understand anything at all. He pointed out that learners can thoroughly grasp and internalize some vocabulary and some grammatical structures through comprehension activities. This will help the learner to understand more when he actually converse in a simple way. The outcome of getting through duplicating gestures and movements of the learner to show comprehension is that the learner has assimilated enough basic building blocks of the language to begin function in real communication situation in a halting way.

A recent study related to JEEP Program was conducted by Kunso (2013) about the use of Dynamic Education (DynEd) as a supplementary tool in improving students' oral communications which she found out that the DynEd enhanced the speaking skills of the students.

This contention was justified by Gilakjani (2011), who conducted a study about the importance of pronunciation in English language teaching and discussed the greenhorns with good English pronunciations are most likely to be understood even if errors are being committed in other areas. Whereas, learners with mispronunciation, even if the grammar is perfect, will not be understood. Such learners may evade speaking in English thus experiencing social isolation, difficulties in finding a job and limited opportunities for further study.

On the other hand, Ulangkaya's (2015) study on Computer Assisted Language Learning (CALL) activities and the student's English oral proficiency concluded that CALL activities have attributed in the improvement of the oral English proficiency level of the students.

In relation to English proficiency, Boquia (2014) stated that the Job Enabling English Proficiency program is effective in developing or enhancing the students' English proficiency, particularly in speaking and writing skills of the tertiary level in preparation for their employment so that they can compete locally and globally with the sectors who requires high level of English proficiency.

English Language Proficiency

English as the language of education in the Philippine educational system is deeply rooted in the American colonization in the older times. Its usage proliferates as intranational and international language. This also becomes the second

language of the Filipino due to its social functions in the Philippine context. As the language of education, English is taught to the Filipino learners so that they can cope with the demands of the school and can find employment here and abroad.

In most cases, the students' degree of success was based on their English proficiency. Many look at one's competence and performance in English as indicator of readiness and adaptability to college work (Bloom, 1987). College students on the other hand are expected to have advanced English fluency considering their many years of exposure to the English language, in both written and oral discourse to cope with the demand of the present time. The struggles of the academe center on producing globally competitive graduates who can face the world of work skilfully. However, it is noted that students' proficiency in English seems deteriorating.

Nowadays, the advent of innovations in all disciplines calls for the academe institutions to produce competent students who can verbalize their thoughts, feelings, and emotions. In so doing, their higher level of English proficiency can help them speak out their intentions. Nevertheless, there are researches reveal that there are still college students who are deficient in oral and written English discourse.

Meanwhile, many countries see the need of developing their citizens' competencies and proficiency in English to be par with others in business and in education. In the Philippines, the English language has been the language in the government, in business, in education and in media. Proficiency in English has been considered as an edge of the Filipinos over other countries' workers. At present, however, there is need for a better and effective instruction as English proficiency in the country is fast declining (Baysa, 2006, as cited in Torres, 2009).

In 2006, the Social Weather Station conducted a survey to find out the general perception regarding the level of English proficiency of the Filipinos. The results revealed that the Filipino proficiency in English has declined in all aspects. The issue on the decline of the students' English proficiency also exists at state universities and colleges in Mindanao.

To be proficient in a second language means to effectively communicate or understand thoughts or ideas through the language's grammatical system and its vocabulary, using its sounds or written symbols. Language proficiency is composed of oral (listening and speaking) and written (reading and writing) components as well as academic and non-academic language (Hargett, 1998, as cited in Talicop, 2009). There are different theories of what proficiency and English proficiency tests are based on particular theory. If an English proficiency test play any role in determining how students participate in large-scale assessments, it is important to know what theory of proficiency the test is based on. For example, some language proficiency test emphasized language in a contextual setting whereas others involve items that required discrete pieces of information not connected to each other. If a state has a performance assessment that emphasizes contextual use of language and the commonly used English proficiency test is a discrete point test, the language proficiency information might not have a strong relationship to

the student's scores on the performance assessment because the two test measure different things (Cummins, 1984 as cited in Parcon, 2012).

Hence, to be considered as truly proficient in one language, one should have advanced ability in speaking, reading and writing of a particular language. On the other hand, the language proficiency is the ability of the individual to speak or perform in an acquired language. Many theories vary among teachers as to what establishes proficiency, still there is little consistency on how the different organizations will be classified (Kunso, 2013).

In reference to the improvement of the students' English proficiency, Torres (2009) has proposed challenges and initiatives which can be done in the following ways. First, learning institutions for higher education must engage in information, awareness and advocacy campaign through constant improvement of the English Course curriculum and syllabus that gives emphasis on English proficiency. Second, English course curriculum must integrate both written and spoken English proficiency and comprehension to make their graduates achieve English proficiency and become competitive in the workforce at home and abroad.

In line with language proficiency, Bachmann (1990) as mentioned in Parcon (2012), defined language proficiency as the language ability or ability in language use. It is a measurement that determines the mastery of an individual in terms or receptive and expressive language, syntax, semantic and other areas that demonstrate language ability-reading, writing, speaking and listening (<http://www.education.com/definition/language-proficiency>).

METHODOLOGY

Research Design

The study utilized descriptive-correlation design of research. This design was used to find out prevailing condition of the administration of Job Enabling English Proficiency and its effect on the students' English language skills in Region XII.

Locale of the Study

This study was conducted at the one of the private schools located at Quezon Avenue, Midsayap, North Cotabato and another school which was a State Polytechnic College located at Sinsuat Avenue, Cotabato City. The researcher considered these two (2) schools because these were the only schools who continually offered and supported the said program in Region XII. Both schools started their operation in 2010 to present.

Population and Sampling Design

The respondents of the study were the students who were taking the JEEP Accelerate classes at one of the state polytechnic colleges and one of the private schools in Region XII during the school year 2015-2016. From these schools, total complete enumeration sampling was employed in selecting the respondents. There were 286 respondents in the study.

Moreover, the grades of the respondents were taken from their JEEP Start classes.

Instrumentation

A survey questionnaire was used to gather the needed data. This questionnaire was patterned from the training educational materials and teachers’ guide provided by the GEM, but revisions were made to suit the present study on the administration of the JEEP program and the students’ English language skill proficiency. The content validity of the questionnaire was prepared by the researcher through the scrutiny of the researcher’s adviser and the panel members for further corrections and improvements. For the reliability, it was administered to 40 JEEP students who were excluded among the real respondents. The reliability analysis showed that the instrument has correlation between forms of .948 which implied that the instrument was reliable. Hence, the English language skills of the respondents was taken/based on their JEEP Start class.

Data Collection Procedure

The study utilized triangulation method in the collection of data. It consists of the survey questionnaire, informal interview from the JEEP faculty and the JEEP students, as well as the photo/view shots and some access to posted documents and printed materials.

After determining the validity and reliability of the self-made questionnaire, the researcher made a letter address to the Dean of the Graduate School of Cotabato City State Polytechnic College to secure an approval for the conduct of the study.

Upon approval from the Dean, the researcher sent a letter to the President of each college for the conduct of the study. When the letter was approved, the researcher personally administered the questionnaire to the target respondents. Briefing with the respondents was made to explain the objectives of the research. The respondents were given enough time to answer the questionnaire so that they could read and understand what was being asked in the questionnaire. Upon completion of the questionnaire, the researcher retrieved after an hour.

Hence, the grades of the respondents in their JEEP Start classes were taken from their teachers as bases in their English Language skills.

Furthermore, the secondary data such as personal interview, documentary analysis and photo/view shots were also conducted to validate information given by the respondents in the questionnaire.

Statistical Treatment of the Study

Both descriptive and inferential statistics were used in this study. In descriptive level, the mean and percentage were used. In the inferential level, the correlation and full model regression were used to describe the significant influence between JEEP administration and students’ English language skills.

RESULT AND DISCUSSION

The Condition of the JEEP Program Administration for the Sustainable Operation

As gleaned in Table I, the results divulged on the JEEP Program administration for sustainable operation in terms of license, cost of maintenance, students’ payment, and students’ enrolment were rated “Highly Evident”. The findings suggest that the students’ enrolment and payment are evident for the continuance of its operation. It also reflects the strong commitment of the school administrator’s objectives in making the program better and help students enhance their English proficiency. This implies that the administration of Job Enabling English Proficiency program in their institutions help and improve their English language skills. These results confirmed the continuous administration or operation and existence of the program (Table 1).

Students’ English language Skills based on their JEEP Start Grades

As it can be observed in Figure 1, the students’ English Language Skills based on their JEEP Start Grades was rated

Table 1. Mean values on job enabling english proficiency program administration actions for sustainable operation N=286

JEEP administration operation	Mean	Description
License	4.16	Highly Evident
Cost of Maintenance	4.39	Highly Evident
Students’ payment	4.25	Highly Evident
Students’ enrolment	4.52	Fully Evident
GRAND MEAN	4.335	Highly Evident

Table 2. Correlation on JEEP program administration and students’ English language skills based on their JEEP start grades

Variables	r-value	p-value
License	-0.774**	0.0001
Cost of Maintenance	-0.699**	0.0001
Students’ Payment	-0.721**	0.0001
Students’ Enrolment	-0.544**	0.0001

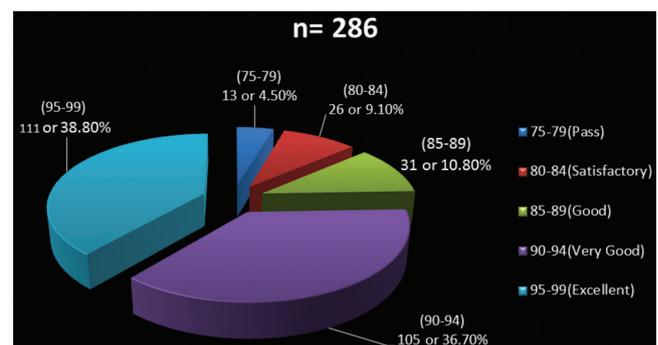


Figure 1. Frequency and Percentage on Students’ English Language Skills on JEEP Start Grades

Table 4. Full model regression matrix JEEP program administration and students' English language skills based on their JEEP start grades

Variables	Coefficient estimate	t-value	p-value	Interpretation
License	-.363	1.558	0.120	Not Significant
Cost of Maintenance	-.364	1.162	0.246	Not Significant
Students' Payment	1.066	5.179	0001	Not Significant
Students' Enrolment	1.119	6.370	0001	Significant

“very good” with a mean grades of 91.81%. This rating manifests that the students are concerned and performed very well on their JEEP classes. This suggests that students who enrolled in JEEP classes have developed their English proficiency. This implies that students enhanced their English language proficiency, have bearing in their speaking ability and increase insights on the students' employment opportunity.

Relationship between the JEEP Program Administration and Students' English Language Skills based on their JEEP Start Grades

As shown in Table 2 below, the result on the correlation between the administration of Job Enabling English Proficiency Program in terms of: license, cost of maintenance, students' enrolment, and students' payment and the students' English Language skills based on their JEEP Start grades shows that license and students' payment have their r-values of $-.774^{**}$ and $-.721^{**}$ which are highly significant. Thus, the null hypothesis of no significant between the JEEP administration and the students' English Language skills based on their JEEP Start grades is rejected. This finding implies that the less negligence the administration actions for sustainable operation, the better the students' JEEP Start grades increase.

As it can be seen in Table 3 below, the results showed that in the Full Model Regression between the JEEP Program administration in terms of license, cost of maintenance, students' payment and students' enrolment and students' English language skills based on their JEEP Start Grades revealed that two (2) out of the four factors of the administration contributed significantly to the determination of the students' English language skills based on their JEEP Start grades. The most important factor is the students' enrolment which is a significant predictor of the JEEP Start grades of the students. It follows by the students' payment. The finding of the Table implies that the less negligence in the administration actions for sustainable operation, the higher the students' grades achieved.

CONCLUSION

Based on the findings of the study, it is concluded that the implementation of the JEEP program administration enhanced or developed the English proficiency of the students. The students' enrolment and students' payment contributed significantly in determining the students' English language proficiency. Students taking the JEEP classes have bearing on their English proficiency. It is also concluded that the

effective and efficient administration of JEEP program is effective in developing or enhancing the English language skills of the college students in preparation for their employment so that they can compete locally and even globally with the sectors that required high degree of English proficiency.

Based on the findings and conclusion drawn from the study, the following are the implications: The implementation of JEEP program must be sustained to help graduates with high degree of English proficiency especially graduates in Mindanao. This implies that still there is a need for the college students to enhance their English skills: To the teachers, there should be a skilful trained JEEP teachers to handle the class, to determine the strengths and weaknesses of the students and categorize their level of proficiency; and To the students, being the direct recipient of the JEEP program must be responsible to attain the chance given by the USAID through GEM to enhance their English proficiency to compete successfully for jobs that require a high degree of English proficiency.

Based on the findings, conclusion, and implications, the study offers the following recommendations: The school administrators should continually implement, support and integrate the JEEP program in the curriculum as regular courses. The JEEP faculty should have training to enhance their ability and adopt more supplement and enrichment activities to support the program and improve the performance of the students to become better or excellent in English proficiency. The instructional materials should need to develop to support the program and improve the performance of the students to become better or excellent in English language proficiency; and the students should take their lesson through Computer Assisted Language Learning (CALL) religiously so that their English language proficiency will be enhanced by constant contact with the native speakers.

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