

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGES DEPARTMENT**



UNDERGRADUATE RESEARCH:

“Social and academic factors related to students who are in the 5th year of the Bachelor of Arts in Modern Languages with Specialization in French and English in the Semester I-2018 of the Foreign Languages Department of the School of Arts and Sciences of the University of El Salvador who have kept a Cumulative Grade Point Average (CGPA) equal or higher than 7.00 and those who have not during their studies”

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ABSTRACT

The present research study was focused on investigating the social and academic factors related to the academic performance of students of the University of El Salvador. The variables under consideration were the Cumulative Grade Point Average (CGPA) obtained through the academic performance as a dependent variable; and the extracurricular academic experiences, number of registered subjects, and factors such as gender, age, marital status, and economic status as independent variables. The data was collected through a survey from students who were in the 5th year of the Bachelor of Arts in Modern Languages with Specialization in French and English, (BA. in ML). The findings of this research have shown which factors, marital status, work, study time and others, mentioned before impacted more students' performances which may help future generations of higher education to understand these factors and to use them to improve their academic performance, noticed through the Cumulative GPA.

Based Words: Cumulative grade point average (CGPA), extracurricular activities, registration of subjects, academic load, flowchart, gender, age, marital status, economic status.

1. STATEMENT OF THE PROBLEM

The University of El Salvador is the most prestigious university of the country according to the International Colleges & Universities ranking 2017 (uniRank, 2017) being recognized as a “Notable Institution of Higher Education” (Carbajal, 2016). “Its purpose is to transform higher education, playing a leading role in the development of critical and purposeful consciousness of Salvadoran society, through the integration of its basic functions: teaching, research and community outreach” (Acerca de la UES, 2017). Therefore, as a recognized institution, the University places value on the students’ academic performance measured through the GPA.

The GPA is the quotient resulting from dividing the total of units of merit obtained, by the total of credits of the subjects studied and approved (UES Regulation, Art. 3). In “The Regulation of the Credit System and Grade Point Average of the University of El Salvador” (Article 3), Merit Unit is defined as: “The final grade of each subject, multiplied by its credits”. Credit is defined as “the academic load of each subject, module or learning unit, taking into account the class hours, laboratories, practices, discussions and any other academic activity established in the respective plan and program of studies. Each credit shall be equivalent to at least twenty hours of student work, attended by a teacher, in a semester of sixteen weeks; each academic hour should last fifty minutes”.

Furthermore, as stated by the Regulation of the Credit System and Grade Point Average of the University of El Salvador (Article 9) “The student who, upon graduation, accredits a Cumulative GPA (CGPA) of 8.00 will be exempted from payment of tuition and school fees, and laboratory fees and cost of materials for internal use in the development of his graduation process; [he/she] will be nominated institutionally through the Rectorry to national or international organizations for obtaining postgraduate scholarships, [he/she] will get guaranteed access in the scholarship programs that are created to study in the post-graduate program of the University and will have priority to enter the practice of teaching in the UES”.

However, some students of the University who have successfully completed their bachelor have not obtained a CGPA of 7.00 which is one of the requisites to graduate; but if students do not reach

the established CGPA of 7.00, they are obligated by the system to course a special program of academic reinforcement stated in the Article 10 of the Regulation of the Credit System and Grade Point Average of the University of El Salvador.

Some students have struggled along the career while others have done well in their grades thanks to extracurricular academic experiences that have positively impacted their intellectual development (American Journal of Business Education, 2012), all this in order to keep the established or higher GPA. It is common that during the process of learning, some factors come out which can influence or affect students to get passing grades. These factors are not only social but also academic and they are an important part of the students' academic achievement or failure. Durón and Oropeza (1999) mentioned the presence of these two factors, which were:

- “Pedagogical factors. These are aspects related to the quality of teaching. Among them are the number of pupils per teacher, the methods and teaching materials used, the motivation of the students and the time spent by the teachers in the preparation of their classes.
- “Sociological factors. These include the familiar and socioeconomic characteristics of students, such as the family's economic position, the level of schooling and occupation of the parents and the quality of the environment surrounding the student”.

Understanding students' efforts to have an outstanding performance measured through the CGPA could bring light to a path to help current and future students whose expectations of a good job and a better life are based on graduating with honors. In terms of improvement and enhancement of study habits, it is a must to understand the strategies that students who have already maintained a higher academic performance than others apply and to start paying closer attention to the steps they have taken to succeed.

1.1 Research Problem

Based on the previous information, this research had shown how social and academic factors such as gender, age, academic load, GPA, extracurricular experiences, occupation and socioeconomic status among others, have impacted in students' performance through the

development of students' career. Both, positive and negative aspects helped students comprehend how they got encouraged or affected by these variables throughout their academic progress and how they could use these factors to improve their development noticed through the Cumulative GPA.

1.2 Research problem scope and limits

This study was conducted to determine the social and academic factors related to students' academic performance measured through their CGPA, focusing on finding out whether these factors influence positively or negatively.

The subjects of the study were limited to the students of the BA in ML with Specialization in French and English who were in their fifth year of study during Semester I- 2018. The research was completed in the School of Arts and Sciences of the central campus of the University of El Salvador.

To have truthful information students were asked to provide their academic records, however, a 29.63% did not provide it.

1. 3 Objectives

1.3.1 General Objective

To determine the social and academic factors related to students who were in the 5th year of the BA in ML with Specialization in French and English in the Semester I-2018 of the Foreign Languages Department of the School of Arts and Sciences of the University of El Salvador who have kept a CGPA equal or higher than 7.00 and those who have not during their studies.

1.3.2 Specific Objectives

- To identify the social factors that helped or impacted on the academic performance of the students of the bachelor in study to keep a CGPA equal or higher than 7.00 and those who have not during their studies.
- To label the academic factors that helped or affected the academic performance of students of semester the I- 2018 of the 5th year of the bachelor in study to keep a CGPA equal or higher than 7.00 and those who have not during their studies.

1.4 Research Justification

The main purpose of this research was to understand the social and academic factors that influenced or affected students' academic performance quality. Some of these factors included gender, age, extracurricular activities, and interest in pursuing higher studies or getting grades equal or higher than 7.0 during the career as well as different techniques students used to study. Besides that, it was also examined the learning strategies used by students who kept good academic scores and especially a Cumulative Grade Point Average (CGPA) of 7.0 or higher.

Another point that inspired researchers to develop the study was that even though CGPA represents a big source of information about the accomplishment of every student in the bachelor at the Foreign Languages Department, there was not enough information regarding this topic. In addition, the research group considered that the lack of information regarding the CGPA could massively influence on student's self-esteem, motivation, and perseverance for success; as a consequence, all these aspects may result in unacceptable levels of attrition and reduced graduate performance.

Researchers considered that this information could contribute to creating a higher attention from students that were not well informed about the impact CGPA has on their professional career and reasons why this might be placed as a priority during their academic process at the University of El Salvador taking into account the positive or negative impact it will cause at the end of their career.

Therefore, considering the lack of information, the research was considered as a great contribution and a helpful source of information that would be part of the academic assistance to advise present and future generations of students trying to keep a CGPA of 7.00 at least, as well as the creation of an advice list for those who want to improve their academic performance in order to have information in which future students will find motivation to follow up.

2. LITERATURE REVIEW

2.1 Research Antecedent

Many studies had been carried out to explore factors affecting students' performance, as Factors influencing academic performance of university students, from the Cape Peninsula University of Technology, South Africa; the main objective of this study was to determine what students perceive as the highly influential academic success and failure factors; the purpose was to uncover these factors so as to provide some direction in terms of intervention. The study has found a number of factors responsible for success and failure respectively, among the highly influential factors for success were regular study, regular attendance and assignment completion, which was regarded as products of hard work, commitment, and dedication. Regarding failure, factors such as lack of effort, lack of dedication and commitment, not finishing or doing assignments ranked highly (Sibanda, L. 2015).

According to “How factors influence on students' academic success of the Profesorado en Idioma Inglés para Tercer Ciclo de Educación Básica y Educación Media and la Licenciatura en: Idioma Inglés, Opción Enseñanza at the Department of Foreign Languages of the University of El Salvador (UES)” (Beltran, M, Cabrera, B and Presidente, S., 2010), achieving a university education is still the key to status in Salvadoran society; it mentioned as well that the University of El Salvador is considered the most important since it offers students from low-income families the best opportunity to access higher education.

For this research, in spite of the interest not only of the UES authorities but also of the State for promoting and offering a better higher education quality, there are external social, academic and economic factors that interfere in the students' performance and correspondingly in their academic success.

This paperwork cited some important concepts of Navarro and Castrellanosa for academic success and academic failure:

- **Academic success:** defined as the event of concluding the semester without failing any subject (Navarro, Edel R., 2003).

- **Academic failure:** considered as the situation in which the subject does not attain the respective achievement according to his or her abilities, resulting in altered personality which affects all of the aspects of life (Rodriguez Castellanos, 1986).

The mentioned research work concluded that the Teaching-Learning Process was daily affected by socio-economic, academic and social factors whose incidence varied from one subject to another depending on their own realities. This fact is not new or unknown but a reality for the educational community, which demands more attention and interest in the early detection of such as problematic as a responsible attitude to help students' population to achieve academic success.

The Factors Influencing Students' Performance at University Teknologi MARA Kedah (Canadian Research & Development Center of Sciences and Cultures, 2009) research has been also taken into account for this research. The main objective of this study was to identify and examine factors affecting students' performance at the University Teknologi MARA Kedah, Malaysia. One of the factors that were discussed in this research was extracurricular activities defined as sports or other activities that were not part of students' usual classes. According to this research, students' academic achievement was measured by the CGPA. The CGPA showed the overall students' academic performance where it considered the average of all examinations' grade for all semesters during the tenure in university.

Besides, many extracurricular activities have proven to be beneficial in building and strengthening academic achievement, even if those activities were not obviously related to academic subjects. This study cited Broh (2002) that said total extracurricular activity participation (TEAP), or participation in extracurricular activities in general, is associated with an improved grade point average, higher educational aspirations, increased college attendance, and reduced absenteeism and that so many positive aspects of students can be seen from their involvement in extracurricular activities. This study provided some information regarding the issue of students' involvement in extracurricular activities and whether it can benefit or hinder the academic performance of students.

Another study closely related to the group's proposal found was named Factors Contributing to Students' Academic Performance in the Education College at Dammam University. The objective of this research was to identify and analyze different factors influencing academic achievement. The variables this research included were: number of hours studying, student's competence in English, gender, age and family income.

The results of this study showed that female students perform better than male students and married students realize significantly more academic success than single. While, class size, age, residential areas of students, family size, family income and parents' education level did not have significant influence. Comparing male and female students, female students tended to perform more than male students, on average; female student's performance (74.71) was higher than the male student's achievement (58.34). This research group was carried out in a high level of education and it is one of the reasons why it was chosen to be part of this research (Canadian Research & Development Center of Sciences and Cultures, 2009).

2.2 Theoretical Bases

There are many factors that affect or influence students' academic performance measured through their CGPA, such as gender, academic load, extracurricular activities and socioeconomic factors which are explained below.

➤ Gender

The relationship between gender and the academic achievement of students has been discussed for decades (Eitle, 2005). A gap between the achievement of boys and girls has been found, with girls showing better performance than boys in certain instances (Chambers & Schreiber, 2004). There is contradictory evidence regarding the relationship between academic success and gender. Scanlon (1990) found that female international students' GPA was higher than their male counterparts. Other studies, however, reported that female students had more problems in their academic performance than male students (Gordon & Wyant, 1994; Phongsuwan, 1996). Yet

another study reported no significant difference between female students' and male students' academic performance (Park, Hayes & Foster, 1994).

The results of a study developed by Thawabieh in 2006 indicated that there are statistically significant differences attributed to gender on the achievement problems associated with test administration, courses and faculties; female students had higher mean in problems associated with courses and test administration, while male students suffered more from problems associated with faculties. On the other hand, the findings of the study among the students of Colleges of Education in Borno State agreed with the findings of Neisser (1996) who in his study revealed that sources of gender differences in educational outcomes have been the subject of considerable study and debate. One particularly contentious issue involves the possible role played by biological differences between males and females.

➤ **Academic load and GPA**

In our society, Academic Performance is considered as the main criteria to judge someone's total potentialities and capacities. Hence, academic performance plays a very important role in both education and learning process (Crow & Crow, 1969). It has become an index of an individual's future in this highly competitive world. However, the GPA score could be influenced by the increase of the academic load and in the enrollment of more subjects than the established ones in the program of a major, for students that aim to advance faster in their carrier. The increase of responsibilities may generate many inconveniences to students, due to the constant pressure, demands on the quantity and quality of school tasks, demands on their performance, and the fact of being exposed to constant decisions and changes in the academic context (Barraza, 2012).

According to the Regulation of the Credit System and Grade Point Average of the University of El Salvador (2007), the student course load will be managed by the following criteria:

The Grade Point Average will be taken into consideration by the counselor, to recommend prior subject registrations, so that in coordination with the academic administration will recommend the

maximum academic load that the students should enroll in each semester in order to optimize the academic performance.

The students, whose Grade Point Average is lower than seven (7.00), at the end of a regular semester for the purposes of enrolling subjects in the following semester, the counselor will advise the student about the need to reduce their academic load, which will be recorded on the respective registration form.

Actually, the students who obtain a GPA of 7.00 or higher can register the subjects at the moment of the registration process and enroll the subjects established by the flowchart, since the online source is available to do so. In some cases, students with a GPA equal or higher than 8.00 ask the advisor for permission to register more subjects than the established ones. The authorization depends on the students' academic performance measured by their CGPA.

➤ **Extracurricular Academic Experiences**

Extracurricular activities are defined as academic or non-academic activities that are conducted under the auspices of the school but occur outside of normal classroom time and are not part of the curriculum. Based on the American Journal of Business Education (2012), the development of an individual is the principal goal of extracurricular activities. These numerous experiences provide a positive impact on the students' emotional, intellectual, social, and interpersonal development. Participation in extracurricular activities is positively associated with many students' characteristics.

Many authors have discussed Extracurricular Activities; Massoni (2011) describes the role of extracurricular activities and their possible positive effects on students of all kinds ranging from the above- average student to the student-on-the-brink of dropping out of school. Darling et al (2005) conducted a longitudinal study concerning extracurricular activities and their results showed that the students who participated in school-based extracurricular activities had higher grades, higher academic aspirations, and better academic attitudes. Students involved in athletics are said to build character, instill a respect for the rules, encourage teamwork and sportsmanship,

promote healthy competition and perseverance, and provide a sense of achievement. (Smoll and Smith, 2002).

“Extracurricular Activities are part of students’ everyday life; they play important roles in student’s lives. They have positive effects on students’ lives by improving behavior, school performance, school completion, individual aspects (prepare successful adults) and social aspects” (Massoni, 2011). People who learn a second language show greater cognitive development in higher order thinking skills, meaning their brain has acquired the capacity to think quickly and strategically, creating a solid foundation for their schooling years (McCubbin, n.d).

➤ **Socioeconomic status**

Besides other factors, socioeconomic status is one of the most researched and debated factors among educational professionals that contribute towards the academic performance of students. It can be difficult for a student to cover the expenses in the development of the career either due to their parents’ socioeconomic status or their employment status and maintaining a positive academic development.

Hijazi and Naqvi cite Yvonne Beaumont Walters, Kola Soyibo’s (1998) work in which declared that students’ performance is very much dependent on their socioeconomic background (SEB) as per their statement, “High school students’ level of performance is with statistically significant differences, linked to their gender, grade level, school location, school type, student type and socio-economic background (SEB)” standing out that the socio-economic background influence the academic performance in the academic development of students (Syed Tahir Hijazi and S. M. M. Raza Naqvi, 2006).

Students with lower income or a low socioeconomic status are forced to find a job which affects them directly in their academic performance in their studies by reducing their study hours as cited by Astin (1993), who stated that there is a negative relationship between academic performance and working, either the job is full-time or part-time. He pointed out that working hours decrease the students’ involvement in campus activities. However, most of the studies have shown that paid

work has a non-linear effect on academic performance. Therefore, there is a working-hour threshold that when the hours devoted to work overcome that threshold, students tend to decrease their academic performance more than the ones that do not work (Maruzzella Rossi, 2017).

Most of the experts argue that the low socioeconomic status has a negative effect on the academic performance of students because the basic needs of students remain unfulfilled and hence they do not perform better academically (Adams, 1996). Maruzzella (2017) also adds that evening undergraduate students who are complementing their studies with working activities tend to have better academic results, measured as CGPA. There may be two reasons to explain the positive relationship between working and studying; working might be the result of a responsible and hardworking person, and working experience may help to improve knowledge. While mostly analyzing daytime students, predicts a positive relationship between academic performance and socioeconomic status, and a negative one between academic performance and job duties.

Likewise, parents' socioeconomic status has an active role in the academic performance of students' academic development as shown in the results of the investigation *The Factors Influencing Students' Performance at University Teknologi, MARA Kedah* (Canadian Research & Development Center of Sciences and Cultures, 2009), which indicates that demographic variables are observed to have a positive correlation with the CGPA. It means that those students whose parents are highly educated and have high income have greater CGPA. This finding is supported by Checchi (2000) in his study on university education in Italy. Checchi concluded that richer parents invest more resources in the education of their children. Agus and Makhbul (2002) found that students from families of higher income levels perform better in their academic assessment (CGPA) as compared to those who come from families of lower income brackets.

Taking the previous theoretical framework, this research is focused on discovering the impact that the variables gender, academic load, extracurricular activities, and socioeconomic factors have in the CGPA of the students of the BA in ML with Specialization in French and English in the Semester I-2018 of the Foreign Languages Department of the School of Sciences and Humanities of the central campus of the UES.

2.3 Assumptions

- Students who have had extracurricular experiences with French and English languages before starting or during the career keep a CGPA of 7.00 or higher.

- Registering more subjects than those established by the flowchart in a single semester is one of the factors that make 5th year students' CGPA decrease.

- Students' CGPA is affected by different factors in the IX semester of the 5th year of the bachelor in study.

2.4 Operationalization of Variables

A1. Students who have had extracurricular academic experiences with French and English languages before starting or during the career keep a CGPA of 7.0 or higher.

<i>Independent Variable</i>	<i>Definition</i>	<i>Dimension</i>	<i>Indicators</i>	<i>Instruments</i>	
<i>Extracurricular experiences with the French and English languages</i>	English or French knowledge acquired before or during the career through extracurricular experiences.	English Knowledge	The student has studied English in an academy before starting the career.	Questionnaire	
			The student is studying English simultaneously with the career.		
			The student has participated in academic interchanges.		
			The student has lived in another country where the language is spoken.		
			The student works / has worked in a place where the language is spoken.		
		French Knowledge	The student has studied French in an academy before starting the career.		Questionnaire
			The student is studying French simultaneously with the career.		
			The student has participated in academic interchanges.		
			The student has lived in another country where the language is spoken.		
			The student works / has worked in a place where the language is spoken.		

<i>Dependent Variable</i>	<i>Definition</i>	<i>Dimension</i>	<i>Indicators</i>	<i>Instruments</i>
<i>*CGPA</i>	It measures the student's academic performance and it is the quotient resulting from dividing the total of the Merit Units obtained,	CGPA lower than 7.00	Student has a CGPA between 6.0 and 6.99	Academic record provided by the student.
		CGPA equal or higher than 7.00 and lower than 8.00	Student has a CGPA between 7.0 and 7.99	Academic record provided by the student.

	by the total of credits approved.	CGPA equal or higher than 8.00	Student has a CGPA between 8.0 and 10.0	Academic record provided by the student.
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A2. Registering more subjects than those established by the flow chart in a single semester is one of the factors that make 5th year students' CGPA decrease.

<i>Independent Variable</i>	<i>Definition</i>	<i>Dimension</i>	<i>Indicators</i>	<i>Instruments</i>
<i>Registering more subjects than those established in the flow chart</i>	Students register more subjects than those established in the flow chart.	Registration of subjects in English	Registration of fewer subjects.	Academic record
			Registration of the established subjects.	
			Registration of more subjects.	
		Registration of subjects in French	Registration of fewer subjects.	Academic record
			Registration of the established subjects.	
			Registration of more subjects.	
		Registration of subjects in Spanish	Registration of fewer subjects.	Academic record
			Registration of the established subjects.	
			Registration of more subjects.	

<i>Dependent Variable</i>	<i>Definition</i>	<i>Dimensions</i>	<i>Indicators</i>	<i>Instruments</i>
<i>Obtained GPA</i>				

*The dependent variable of the second assumption has already been operationalized in the dependent variable of the first one.

A3. Students' CGPA is affected by different factors in the IX semester of the 5th year of the bachelor in study.

<i>Independent Variable</i>	<i>Definition</i>	<i>Dimension</i>	<i>Indicators</i>	<i>Instruments</i>
<i>Factors</i>	Elements that contribute or affect to a particular result or situation in the academic performance of a student.	Personal factors	Gender	Questionnaire
			Age	
		Family factors	Marital status	Questionnaire
			Student has children	
			Age of student's children	
			Student's husband/wife has a job	
		Extracurricular activities.	Dancing	Questionnaire
			Singing	
			Acting	
			Music	
			Sports	
			Television	
		Study strategies	Gets organized	Questionnaire
			Takes notes in class	
			Active reader	
			Memorization	
			Study groups	
			Studies in small chunks of time	
			Reviews previous quizzes and assignments	
			Summarize	
Economic factors	Student has a job	Questionnaire		
	Student lives with his/her parents			
	Student receives remittances			
<i>Dependent Variable</i>	<i>Definition</i>	<i>Dimensions</i>	<i>Indicators</i>	<i>Instruments</i>
<i>Obtained GPA</i>				

*The dependent variable of the third assumption has already been operationalized in the dependent variable of the first assumption.

3. METHODOLOGY

3.1 Introduction

The investigation was performed based on a qualitative and quantitative methodology since the main objective was to identify the social and academic factors related to students of the 5th year of the bachelor in study who had kept a cumulative GPA equal or higher than 7.00 and those who had not during their studies.

According to Carol Grbich, (2013) Qualitative Research is a fascinating topic since it provides detailed information and progress knowledge in a variety of areas; it can help assess the impact of policies on a population, it can give insight into people's individual experiences, it can help evaluate service provision, and it can enable the exploration of little-known behaviors, attitudes, and values.

In contrast Babbie, Earl R, "The Practice of Social Research" (2010), cited by the University of Southern California (USC), Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon.

This research has been developed in a mixed environment of both methodologies, in which the variables in study were incorporated and answered throughout the data obtained from a survey of semester I 2018 students of the BA in Modern Languages of the UES.

3.2 Study Population

The general population for this research was formed by the total population of students of the 5th year, registered in Semester I-2018 in the subject Seminar I of the BA in Modern Languages with Specialization in French and English.

When deciding to do this investigation, a census was chosen since it involves all the population giving a more complete result to the research. The total population involved was 110 students from which 9 were excluded for being from a different major (BA in English Teaching) and 10 students were absent, giving as a result, a population of 81 students.

3.3 Data collection Procedures

For the development of this research, it was essential to get the opinion and experiences from the students' population as well as the academic record to verify if the answers given involving social and academic factors, could be the cause influencing students' CGPA.

3.4 Data Collection Process

The process carried out to collect the information for this census is presented below:

Survey: A series of closed and open-ended questions was elaborated with the purpose of gathering information about personal and academic aspects that have influenced 5th year students' GPA of the BA in Modern Languages of the University of El Salvador.

3.5 Instruments used for the Data Collection

The questionnaire administered to the 5th year students of the BA in Modern Languages was carried out in the 3 groups of Seminar I, with the purpose of reaching a greater number of respondents in their 9th semester at the Department of the Foreign Languages of the School of Arts and Social Sciences.

3.5.1 Questionnaire addressed to students

The questionnaire was administered to the total population of students of the 5th year Semester I-2018 of the bachelor in study to collect the data about the social and academic factors related to their academic performance. The questionnaire had a total of 24 questions divided into two sections.

The first section was designed to collect socio-demographic aspects of students such as gender, age, marital status, economic status, and geographical information.

The second section collected important academic information as the global CGPA score, the English and French subjects registered in semester I-2018, the time assigned for studying, the study strategies and the extracurricular academic activities.

3.5.2 Academic Record of students

Participants were asked to give the researchers an official copy of their academic record which is a legal document from the University of El Salvador. The main purpose of asking students for their academic record was to cross the cumulative GPA students had until semester I-2018 and the

social and academic factors that influenced them to get that average; clarifying that this information was managed anonymously.

To send the request to all the students, their email was taken from the questionnaires they completed. Having this information, the request was sent virtually to them; unfortunately, not all the emails were active accounts. In those particular cases, they were found through their email in Facebook and asked them to send the information required. Despite the efforts of trying to gather all the information, only 70.37% of the population answered so the research group visited the Seminar II groups and asked the students who had already completed the questionnaire for their CGPA and emailed them one more time. Finally, from all the emails and messages sent and information requested to students, sixteen students answered through email, 2 through Facebook and 39 in person, obtaining a total of 57 academic records.

4. DATA ANALYSIS

This chapter presents the analysis of the information gathered with the two instruments used for this research which were: the questionnaire addressed to the students of the degree in study and the copy of their academic record to obtain their CGPA.

The information collected through the whole process was classified in qualitative and quantitative data in order to discover and explain the social and academic factors that impact positively or negatively the students' CGPA.

The processing stage followed these steps:

- Preparation of questionnaires: Questionnaires were checked for completeness and answer consistency.

- Elaboration of the database: The database was designed using Google forms and Google spreadsheets according to the questions and answers previously pre-coded in the questionnaires.
- Processing the information: The information obtained from the questionnaires was entered to Google’s platform to obtain the results.
- Obtaining the data output: The results were obtained through graphs and tables.

The analysis and interpretation of the information are presented below.

4.1 Characterization of the study population

The study population was composed of 81 respondents, 53 (65.4%) students were female and 28 (34.6%) were male students.

- Sample subjects ages

As table 1 shows, the respondents were categorized into 3 age groups, highlighting that the majority (77.78%) of students were between the ages 21-25, a very young population, and possibly with no responsibilities. The rest (22.22%) was concentrated on the age interval of 26 and 28 years which means that this range was possibly engaged with work, family, bills, and debts.

Table No. 1: Sample subjects’ ages

<i>Age (Range)</i>	<i>F</i>	<i>%</i>
<i>21 – 25</i>	63	77.78%
<i>26 – 30</i>	17	21.02%
<i>31 or more</i>	1	1.2%
<i>Total</i>	81	100%

Source: *Questionnaire addressed to students during semester I-2018, 81 respondents.*

- **Marital status**

In relation to the sample students' marital status, the results in table 2 showed that most of them (92.59%) were single, which may imply that these students were focused on their studies since they were young and did not have matrimonial and home responsibilities. It is also important to note, that the group of people who lived in a free union and the one who was married were between 24 and 30 years old, and kept a CGPA equal or higher than 7.00; which means that their relationship did not affect their academic performance.

Table No. 2: Study population by CGPA and marital status

<i>Gender</i>	<i>Total</i>		<i>Single</i>		<i>Married</i>		<i>Free Union</i>	
	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
<i>Male</i>	28	34.57 %	25	30.86%	0	0.0%	3	3.7%
<i>Female</i>	53	65.43%	50	61.73%	1	1.2%	2	2.4%
<i>Total</i>	81	100%	75	92.59 %	1	1.23%	5	6.1 %

Source: Questionnaire addressed to students during semester I-2018, 81 respondents.

Table No. 2.1 Study population by CGPA and marital status

<i>CGPA (Ranges)</i>	<i>Married</i>		<i>Free Union</i>		<i>Single</i>		<i>Total</i>	
	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
<i>6.00 – 6.99</i>	0	0.0%	0	0.0%	3	5.25%	3	5.25%
<i>7.00 – 7.99</i>	0	0.0%	3	5.25%	23	40.25%	26	45.62%
<i>Equal or higher than 8.00</i>	0	0.0%	1	1.75%	27	47.25%	28	49.13%
<i>Total</i>	0	0.0%	4	7.0%	53	93%	57	100%

Source: Academic Record provided by 57 respondents at the end of the semester I- 2018.

- **Family status**

Concerning the family status of the study population, results showed that 93.8% (see Table No. 3) of the students did not have children, meaning that most of them did not have the pressure of taking care of kids. This increased the opportunity to the study population of taking advantage of the time to study. It can also be mentioned that the CGPA of the 6.2% of students who had children had not been affected by their marital status nor by their responsibility with children. According to their academic record of semester II-2018 7.00% of students who had children had kept their CGPA in the range of equal or higher than 7.00. See table 3.1 for the detailed information.

Table No. 3: Family status of the study population

<i>Gender</i>	<i>Total</i>		<i>Do you have children?</i>			
			<i>Yes</i>		<i>No</i>	
	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
<i>Male</i>	28	34.57%	1	1.23%	27	60.4%
<i>Female</i>	53	65.43%	4	4.94%	49	33.3%
<i>Total</i>	81	100.0%	5	6.17%	76	93.8%

Source: Questionnaire addressed to students during semester I-2018, 81 respondents.

Table No. 3.1 Family status of the study population, by CGPA obtained and marital status

CGPA	Have children		Marital status	Do not have children		Marital status	Total	
	F	%	Description of frequency	F	%	Description of frequency	F	%
6.00 – 6.99	0	0.0%		3	5.2%	Single	3	5.26%
7.00 – 7.99	4	7.0%	2 students Single 2 students in Free union	22	38.6%	Single	26	45.63%
Equal or higher than 8.00	0	0.0%		28	49.1%	Single	28	49.14%
Total	4	7.0%		53	92.9%		57	100%

Source: Academic Record provided by 57 respondents at the end of semester I- 2018

- **Economic status**

Regarding students' economic status, table 4.2 showed that working in areas related to the bachelor, practicing one or the two languages learned (78.1%) did not influence their academic performance since their CGPA scores were lower than 8.00. As well as students who worked in areas not related to the bachelor (21.9%) were not affected by their current work development since they maintained a CGPA score equal or higher than 7.00. Finally, the 21.88% left worked in areas not related to the bachelor in study such as restaurant, physiotherapy, sales, theater, programming, business.

Table No. 4: Sample students who work

<i>Yes</i>		<i>No</i>	
<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
32	39.51%	49	60.49%

Source: Questionnaire addressed to students during semester I-2018, 81 respondents.

Table No. 4.1: Sample students' work type.

<i>Samples' work type by area of working</i>		
<i>Area of working</i>	<i>F</i>	<i>%</i>
<i>Teaching</i>	10	31.2%
<i>Call center</i>	13	40.6%
<i>Tourism</i>	1	3.1%
<i>Translating</i>	1	3.1%
<i>Other</i>	7	21.8%
<i>Total</i>	32	100%

Source: Questionnaire addressed to students during semester I-2018, 81 respondents.

Table No. 4.2: Sample students by work type and CGPA ranges

Working areas	6.00 - 6.99		7.00 – 7.99		Equal or higher than 8.00		Total	
	F	%	F	%	F	%	F	%
Teaching	1	1.75%	3	5.26%	3	5.26%	7	12.2%
Call center	0	0.0%	5	8.87%	3	5.26%	8	14.0%
Tourism	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Translating	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Others	0	0.0%	3	5.26%	4	7.02%	7	12.2%
No job	2	3.5%	15	26.3%	18	31.58%	35	61.4%
Total	3	5.2%	26	45.6%	28	49.1%	57	100%

Source: Academic Record provided by 57 respondents at the end of semester I- 2018

Table No. 4.3: Time study population dedicated to work.

Full-time		Part-time	
F	%	F	%
14	43.75%	18	56.2%

Source: Questionnaire addressed to students during semester I-2018, 81 respondents.

As mentioned in table No. 4.4, it was found that the number of part-time workers who kept a CGPA higher than 8.00 is larger (15.79%) than the full-time workers (1.75%), and that is why it can be reasoned that they had more time to invest in their studies. On the other hand, the research group found that 10.53% of students who had a part-time job and maintain their CGPA score equal or higher than 7.00 is bigger than the 8.77% of full-time students. Generally speaking, it can be

assumed that working and studying simultaneously is not a negative factor affecting directly the academic performance of the study population.

Table No. 4.4: Study population by CGPA and time dedicated to work

GPA (Ranges)	Part-time		Full-time		Do not work		Total	
	F	%	F	%	F	%	F	%
6.00 – 6.99	1	1.75%	0	0.0%	2	3.51%	3	5.26%
7.00 – 7.99	6	10.53%	5	8.77%	15	26.32%	26	45.63%
Equal or higher than 8.00	9	15.79%	1	1.75%	18	31.58%	28	49.14%
Total	16	28.07%	6	10.5%	35	61.4%	57	100%

Source: Academic Record provided by 57 respondents at the end of semester I- 2018.

- **Financing studies**

As it can be seen in table No. 5.1, the study population whose studies are paid by their parents (22.81%) or themselves (19.3%) have kept a CGPA equal or higher than 7.0; the majority of students whose studies are paid by their parents (24.56%) or themselves (14.0%) have kept a CGPA equal or higher than 8.00; it can be inferred that they were more engaged in their studies due to the effort they or their parents do every day to pay for the studies. A lower percentage of students have kept a CGPA between 7.00 and equal or higher than 8.00, involving students with scholarship, shared tuition and others; highlighting that with scholarship only one student (1.75%) has kept a CGPA equal or higher than 8.00. However, the minority 5.26% have kept a CGPA lower than 7.00, involving students with shared tuition and with studies being paid by their parents.

Table No. 5: Study population by gender and origin of the financial tuition

Gender	My parents		Myself		Scholarship		Shared Tuition		Others		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Male	14	17.28%	11	13.58%	1	1.23%	1	1.23%	1	1.23%	28	34.55%
Female	28	34.57%	15	18.52%	1	1.23%	7	8.64%	2	2.47%	53	65.45%
Total	42	51.85%	26	32.10%	2	2.47%	8	9.88%	3	3.70%	81	100%

Source: Questionnaire addressed to students during semester I-2018, 81 respondents.

Table No. 5.1: Study population by CGPA obtained and origin of the financial tuition

GPA (Ranges)	My parents		Myself		Scholarship		Shared Tuition		Others		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
6.00 – 6.99	2	3.51%	0	0.0%	0	0.0%	1	1.75%	0	0.0%	3	5.26%
7.00 – 7.99	13	22.81%	11	19.30%	0	0.0%	1	1.75%	1	1.75%	26	45.63%
Equal or higher than 8.00	14	24.56%	8	14.03%	1	1.75%	3	5.26%	2	3.51%	28	49.14%
Total	29	50.88%	19	33.33%	1	1.75%	5	8.77%	3	5.26%	57	100.0%

Source: Academic Record provided by 57 respondents at the end of the semester I- 2018.

- **Traveling time between university and home**

By taking into account the time spent by students to travel between their home and the university, the research group found in table No. 6 that there was a direct influence of the traveling factor in students' CGPA. Since the percentage of students who spent less than an hour in their means of transportation and had kept a CGPA equal or higher than 7.00 (19.3%) and equal or higher than 8.0 (24.56%) is higher than the percentage of students who travel for more than two hours to get to their homes, CGPA equal or higher than 7.00 (12.28%) and equal or higher than 8.0 (7.02%). The analysis of the results can be deduced as the time students lost in traveling could have been invested in studying the courses students were going wrong or to get better.

Table No. 6: Time students invested in traveling to get to the University by gender and time

<i>Gender</i>	<i>Less than 1 hour</i>		<i>Between 1 - 2 hours</i>		<i>2 hours or more</i>		<i>Total</i>	
	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
<i>Male</i>	14	17.28%	9	11.11%	5	6.17%	28	34.65%
<i>Female</i>	19	23.46%	22	27.16%	12	14.81%	53	65.43%
<i>Total</i>	33	40.74%	31	38.27%	17	20.99%	81	100%

Source: Questionnaire addressed to students during semester I-2018, 81 respondents.

Table No. 6.1: Time students invested in traveling to get to the University, by gender and time

CGPA (Ranges)	Less than 1 hour		Between 1 - 2 hours		2 hours or more		Total	
	F	%	F	%	F	%	F	%
6.00-6.99	1	1.75%	0	0.00%	2	3.51%	3	5.26%
7.00-7.99	11	19.30%	8	14.03%	7	12.28%	26	45.63%
Equal or higher than 8.00	14	24.56%	10	17.54%	4	7.02%	28	49.14%
Total	26	45.61%	18	31.57%	13	22.81%	57	100%

Source: Questionnaire addressed to students during semester I-2018, 81 respondents.

- **Students who have lived in a country in which English/ French is the official language.**

Some questions were designed to study the time students had lived in a country in which one or both languages were spoken, noting that out of 100% just 1.6 % had lived in a country where English was spoken and the CGPA of the respondent was higher than 8.0. It can be assumed that the fact of being exposed to a second language had benefited this student, but it cannot be generalized.

- **Cumulative Grade Point Average score obtained at the end of semester II-2017.**

Since the main point of this research was related to the Cumulative Grade Point Average students had obtained through their academic performance, there were questions directly focused on this score.

“GPA measures the student’s academic performance and it is the quotient resulting from dividing the total of the Merit Units obtained, by the total of credits approved” (UES Regulation, 2001-2003).

One of the questions was, what was the CGPA you obtained during the second semester 2017? In this section, the CGPA the study population got at the end of the two semesters, I-2017 and semester II-2018 were compared.

As it can be seen in table No. 7, it was found out that there is a little variation between the CGPA scores obtained in both semesters, since the number of students with CGPA equal or higher than 8.00 in semester II-2017 had a difference of 0.25% higher than in semester I-2018; as well as the number of students with CGPA equal or higher than 7.00 in semester II-2017 had a difference of 0.06% higher than in semester I-2018 and finally, the percentage of students who kept a CGPA equal or higher than 6.00 in semester II-2017 is lower than in semester I-2018 for 0.31%.

Table No. 7: CGPA scores obtained by the student population at the end of semester II-2017 and semester I-2018, by CGPA and semester

<i>CGPA (Ranges)</i>	<i>Semester II-2017</i>		<i>Semester I-2018</i>	
	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
<i>6.00 - 6.99</i>	4	4.94%	3	5.26%
<i>7.00 - 7.99</i>	37	45.68%	26	45.63%
<i>Equal or higher than 8.00</i>	40	49.38%	28	49.14%
<i>Total</i>	81	100%	57	100%

Source: Questionnaire addressed to students during semester I-2018, 81 respondents.

- Subjects registered in Semester I-2018

Regarding the academic subjects, the study population registered during semester I-2018 (See tables No. 8 and No. 8.1); the data shows that the students who registered only one subject are divided into the three CGPA ranges, concentrating the majority in the second CGPA range (7.00-7.99) and the following in the third group of CGPA range. The majority of students who

registered 2 subjects regarding both languages in the semesters were concentrated in the third group of a CGPA equal or higher than 8.00, meaning that they did not have any problem when registering 2 subjects and studying for them at the same time. In the case of students who registered 3 subjects, the research group found that the quantity was too reduced to make an assumption.

Table No. 8: Subjects taught in English registered by the study population on semester I-2018 and CGPA scores

CGPA (Ranges)	None		1 Subject		2 Subjects		3 Subjects		Total	
	F	%	F	%	F	%	F	%	F	%
6.00 - 6.99	0	0.0%	3	5.26%	0	0.0%	0	0.0%	3	5.26%
7.00 - 7.99	3	5.26%	16	28.07%	5	8.77%	2	3.51%	26	45.63%
Equal or higher than 8.00	0	0.0%	8	14.04%	19	33.33%	1	1.75%	28	49.14%
Total	3	5.26%	27	47.37%	24	42.11%	3	5.26%	57	100%

Source: Academic Record provided by 57 respondents at the end of the semester I- 2018

Table No. 8.1: Study sample by CGPA and number of subjects taught in French they registered in Semester I-2018

CGPA (Ranges)	None		1 Subject		2 Subjects		3 Subjects		Total	
	F	%	F	%	F	%	F	%	F	%
6.00 - 6.99	1	1.75%	2	3.51%	0	0.0%	0	0.0%	3	5.26%
7.00 - 7.99	9	15.79%	6	10.53%	10	17.54%	1	1.75%	26	45.63%
Equal or higher than 8.00	0	0.0%	1	1.75%	20	35.09%	7	12.28%	28	49.14%
Total	10	17.54%	9	15.79%	30	52.63%	8	14.04%	57	100%

Source: Academic Record provided by 57 respondents at the end of the semester I- 2018.

- **Time dedicated to study**

Results in table No. 9 show that the biggest number of students were those who dedicated more than 2 hours to study (33.33%) and had kept a CGPA equal or higher than 8.00 while students who spent less than 1 hour studying had kept a CGPA between 7.00-7.99 (10.53%) and surprisingly equal or higher than 8.00 (1.75%). Meaning that the more time they dedicated to study, the higher grades they got; this also involved people who worked evidently did not have the same availability than students who did not work.

Table No. 9: Study population by CGPA and daily hours dedicated to study.

CGPA (Ranges)	Less than 1 hour		Between 1 - 2 hours		More than 2 hours		Total	
	F	%	F	%	F	%	F	%
6.00 - 6.99	0	0.0%	1	1.75%	2	3.51%	3	5.62%
7.00 - 7.99	6	10.53%	5	8.77%	15	26.32%	26	45.63%
Equal or higher than 8.00	1	1.75%	8	14.04%	19	33.33%	28	49.14%
Total	7	12.28%	14	24.56%	36	63.16%	57	100%

Source: Academic Record provided by 57 respondents at the end of the semester I- 2018.

- **Time dedicated to doing homework**

Researchers considered important the daily time students used to do homework, to see how this affected the CGPA score. Knowing that the higher percentages (68.42%) were those respondents who spent more than two hours doing homework and kept a CGPA equal or higher than 7.00 (28.07%) ; equal or higher than 8.00 (36.84%), a lower percentage who spent less than

1 hour (5.26%) but still kept an intermediate CGPA and those who even though spent between 1 and two hours doing homework and still kept a CGPA between 6.00 and 6.99 (5.26%).

Table No. 10: Daily hours the study population dedicated to doing homework by CGPA scores and time

CGPA (Ranges)	Less than 1 hour		Between 1-2 hours		More than 2 hours		Total	
	F	%	F	%	F	%	F	%
6.00 - 6.99	0	0.0%	1	1.75%	2	3.51%	3	5.25%
7.00 - 7.99	3	5.26%	7	12.28%	16	28.07%	26	45.63%
Equal or higher than 8.00	0	0.0%	7	12.28%	21	36.84%	28	49.14%
Total	3	5.26%	15	26.32%	39	68.42%	57	100%

Source: Academic Record provided by 57 respondents at the end of the semester I- 2018.

- Special strategies students used to keep their CGPA

As table No. 11 shows, the percentage of students who used study strategies was greater than students who did not do anything to maintain their CGPA. This involved having or investing more time to do homework, to read class-notes, paying attention to important dates for exams, assignments and other projects on a calendar or exam preparation (reviewing previous quizzes, assignments, papers, labs, etc.). The group of students who did not apply any special strategies was found that more than the 75% of them were not working; but contrary to what it could be expected in spite of this fact, they did not apply any strategy and their CGPA was equal or higher than 7.00 and 8.00.

Table No. 11: Special strategies used to study on their own by CGPA and answers

CGPA (Ranges)	Yes		No		Total	
	F	%	F	%	F	%
6.00 - 6.99	3	5.26%	0	0.0%	3	5.26%
7.00 - 7.99	16	28.07%	10	17.54%	26	45.63%
Equal or higher than 8.00	19	33.33%	9	15.79%	28	49.14%
Total	38	66.67%	19	33.33%	57	100.0%

Source: Questionnaire addressed to students during semester I-2018, 81 respondents.

The strategy applied the most by the study population was to prepare themselves by reviewing previous quizzes, assignments, papers, labs, others, as it helped them to have ideas of what to expect for the next evaluation, another strategy was that the students preferred to manage their study time by paying attention to important dates for exams, assignments and other projects on a calendar. Regarding the creation of study groups, it was found that a very short group applied this strategy, and lastly, it was reviewed in the records that students who selected “Others” applied their own strategies making use of technological resources.

Table No. 11.1: Study strategies used by 38 respondents of the study population, by strategy and gender

<i>Strategies</i>	<i>Male</i>		<i>Female</i>		<i>Total</i>	
	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
<i>1. Study with a group</i>	4	4.65%	13	15.12%	17	19.7%
<i>2. Manage time by paying attention to important dates for exams, assignments and other projects on a calendar.</i>	9	10.47%	17	19.77%	26	30.2%
<i>3. Exam preparation (review previous quizzes, assignments, papers, labs, etc.</i>	10	11.63%	22	25.58%	32	37.2%
<i>4. Other</i>	1	1.16%	10	11.63%	11	12.7%
<i>Total</i>	24	27.91%	62	72.09%	86	100.0%

Source: Questionnaire addressed to students during semester I-2018, 81 respondents.

Note: There are 38 respondents but they selected multiple choices.

- **English Studies before starting the bachelor**

Table No. 12.1 shows that more than half of the study population (54.32%) had already had a previous experience with the foreign language. And both females and males were interested in learning a second language before starting the university studies, highlighting that the number of females is bigger than males. When making a comparison between the previous English studies and the CGPA obtained by those students it was found that not receiving previous English classes did not affect their CGPA since they obtained a score equal or higher than 7.0 and those students who had studied English previously obtained a CGPA equal or higher than 8.0. There are 4 students who had a CGPA in the range of 6.00-6.99, 2 of them had received previous English classes since this was a little sample, the idea cannot be generalized; the other 2 mentioned they never had a

previous learning experience and researchers found that those students are part of the first range 6.00-6.99.

Table No. 12 Students who had studied English before starting the bachelor at the UES by gender and answer

<i>Gender</i>	<i>Yes</i>		<i>No</i>		<i>Total</i>	
	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
<i>Female</i>	26	32.10%	27	33.33%	53	65.4%
<i>Male</i>	18	22.22%	10	12.35%	28	34.5%
<i>Total</i>	44	54.32%	37	45.68%	81	100%

Source: Questionnaire addressed to students during semester I-2018, 81 respondents.

In general, results in table No. 12.1 show that students who had already had a previous experience with a second language were not directly influenced to maintain a higher CGPA since students who had not studied English before the bachelor have almost the same CGPA scores. In contrast, the percentage of students who had maintained a CGPA equal or higher than 8.00 (30.86%) is evidently bigger than the percentage of those who had not learned English previously and still maintain a higher CGPA (18.52%).

Table No. 12.1 Students who had studied English before starting the bachelor by CGPA and answer.

<i>CGPA (Ranges)</i>	<i>Yes</i>		<i>No</i>		<i>Total</i>	
	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
<i>6.00 - 6.99</i>	2	2.47%	2	2.47%	4	4.94%
<i>7.00 - 7.99</i>	17	20.99%	20	24.69%	37	45.68%
<i>Equal or higher than 8.00</i>	25	30.86%	15	18.52%	40	49.38%
<i>Total</i>	44	54.32%	37	45.68%	81	100%

Source: Questionnaire addressed to students during semester I-2018, 81 respondents.

- **Previous studies in French before starting the bachelor**

The research group deduced that studying French in another place before starting the bachelor at the University of El Salvador did not have a direct influence to maintain a higher CGPA but results showed that they did not have lower grades either. Meanwhile, a greater number of students who did not have a previous French learning experience before starting the bachelor made a greater effort to maintain their grades and had in fact done it, since the majority had maintained their CGPA higher than 7.00 and more than half of them (students who had not had a previous study in French before starting the bachelor) had a CGPA equal or higher than 8.00.

Table No. 13 Students who had studied French in another place before starting the bachelor by gender and answer.

<i>Gender</i>	<i>Yes</i>		<i>No</i>		<i>Total</i>	
	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
<i>Female</i>	15	18.52%	38	46.91%	53	65.4%
<i>Male</i>	3	3.70%	25	30.86%	28	34.5%

Source: Questionnaire addressed to students during semester I-2018, 81 respondents

Table No. 13.1 Students who had studied French before starting the bachelor by CGPA.

<i>CGPA (Ranges)</i>	<i>Yes</i>		<i>No</i>		<i>Total</i>	
	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
<i>6.00 - 6.99</i>	0	0.0%	4	4.94%	4	4.9%
<i>7.00 - 7.99</i>	10	12.35%	27	33.33%	37	45.6%
<i>Equal or higher than 8.00</i>	8	9.88%	32	39.51%	40	49.3%
<i>Total</i>	18	22.22%	63	77.78%	81	100%

Source: Questionnaire addressed to students during semester I-2018, 81 respondents.

- Place of previous studies in English

When the 44 students were asked about the place they studied English Language, it was found in table 14 that most of the students (27.27%) who had studied English before starting the bachelor received their classes on academies as the first option, a second option was bilingual schools, and finally a small group (4.54%) of students declared they had improved their English skills by studying on their own or taking online classes. When inspecting the CGPA of these

students, it was found that neither the place nor the way they had learned English made difference because their CGPA were in the range of 7.00 or equal or higher than 8.00.

Table No. 14. Study population who had studied English before starting the bachelor by the place and gender.

<i>Options</i>	<i>M</i>		<i>F</i>		<i>Total</i>	
	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
<i>1. Bilingual school</i>	4	9.09%	7	15.91%	11	25.0%
<i>2. Academy</i>	12	27.27%	15	34.09%	27	61.3%
<i>3. Online classes</i>	1	2.27%	1	2.27%	2	4.5%
<i>4. On your own</i>	1	2.27%	3	6.82%	4	9.0%
<i>Total</i>	18	40.91%	26	59.09%	44	100%

Source: Questionnaire addressed to students during semester I-2018, 81 respondents.

Note: The total is based on choices selected, not on the total of respondents.

Table No. 14.1 Study population by places where they studied before starting the bachelor and CGPA scores.

<i>Options</i>	<i>6.00 - 6.99</i>		<i>7.00 - 7.99</i>		<i>Equal or higher than 8.00</i>	
	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
<i>1. Bilingual school</i>	0	0.0%	4	7.02%	4	7.0%
<i>2. Academy</i>	1	1.75%	11	19.3%	8	14.0%
<i>3. Online classes</i>	0	0.0%	0	0.0%	2	3.5%
<i>4. On your own</i>	0	0.0%	1	1.75%	1	1.7%
<i>Total</i>	1	1.75%	16	28.07%	15	26.3%

Source: Academic Record provided by 57 respondents at the end of the semester I- 2018.

- **Place of previous studies in French**

In the meantime, 14 students who had had previous experience with the French language expressed that they preferred academies as well, others preferred bilinguals' schools, and the rest decided to learn French on their own or taking online classes. Regarding these students' GPA, the total population kept a CGPA equal or higher than 7.00, this includes those students who learned French on their own and those that took classes online.

Table No. 15 Study population who had studied French before starting the bachelor by the place where they studied and gender.

<i>Options</i>	<i>M</i>		<i>F</i>		<i>Total</i>	
	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
<i>1. Bilingual school</i>	1	7.14%	4	28.57%	5	35.7%
<i>2. Academy</i>	2	14.29%	6	42.86%	8	57.2%
<i>3. Online classes</i>	0	0.0%	1	7.14%	1	7.1%
<i>Total</i>	3	21.43%	11	78.57%	14	100%

Source: Questionnaire addressed to students during semester I-2018, 81 respondents.

Table No. 15.1 Study population by places where they studied French before starting the bachelor and CGPA scores.

Options	CGPA ranges					
	6.00 - 6.99		7.00 - 7.99		Equal or higher than 8.00	
	F	%	F	%	F	%
1. Bilingual school	0	0.0%	2	3.51%	1	1.7%
2. Academy	0	0.0%	3	5.26%	3	5.2%
3. Online classes	0	0.0%	0	0.0%	1	1.7%
4. On your own	0	0.0%	2	3.51%	0	0.0%
Total	0	0.0%	7	12.28%	5	8.77%

Source: Academic Record provided by 57 respondents at the end of the semester I- 2018.

- **Participation in academic interchanges in countries where English or French is spoken.**

Concerning the relationship between English and French interchanges and students' CGPA, the research group considers that it cannot be affirmed or disconfirmed as the number of students who have had those experiences is very reduced as it can be seen in tables No. 16 (4 out of 81) and No. 17 (1 out of 81).

Table No. 16 Participation in academic interchanges in English by gender and answer

<i>Gender</i>	<i>Yes</i>		<i>No</i>		<i>Total</i>	
	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
<i>Female</i>	4	4.93%	49	60.49%	53	65.4%
<i>Male</i>	0	0.00%	28	34.57%	28	34.6%
<i>Total</i>	4	4.93%	77	95.06%	81	100%

Source: Questionnaire addressed to students during semester I-2018, 81 respondents.

Table No. 17 Participation of the study population in academic interchanges in French by gender and answer

<i>Gender</i>	<i>Yes</i>		<i>No</i>		<i>Total</i>	
	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
<i>Female</i>	1	1.23%	52	64.20%	53	65.4%
<i>Male</i>	0	0.0%	28	34.57%	28	34.6%
<i>Total</i>	1	1.23%	80	98.77%	81	100%

Source: Questionnaire addressed to students during semester I-2018, 81 respondents.

- Extracurricular English and French classes during semester I-2018

Regarding students who took extracurricular classes in English or French during semester I-2018, the research group considers as well that the information cannot be confirmed or disconfirmed since the number of students who had taken extracurricular English and French classes is very reduced as seen in tables No. 18 (1 out of 81) and No. 19 (3 out of 81) .

Table No. 18 Extracurricular English classes taken during semester I-2018 by gender and answer

Gender	Yes		No		Total	
	F	%	F	%	F	%
Female	1	1.23%	52	64.20%	53	65.4%
Male	0	0.0%	28	34.57%	28	34.5%
Total	1	1.23%	80	98.77%	81	100%

Source: Questionnaire addressed to students during semester I-2018, 81 respondents.

Table No. 19: Extracurricular French classes taken during semester I-2018 by gender and answer

Gender	Yes		No		Total	
	F	%	F	%	F	%
Female	1	1.23%	52	64.20%	53	65.4%
Male	2	2.47%	26	32.10%	28	34.5%
Total	3	3.70%	78	96.30%	81	100%

Source: Questionnaire addressed to students during semester I-2018, 81 respondents.

- Special strategies used by the study population

Concerning special study strategies used by the study population to obtain the current CGPA, the majority of respondents (96.49%) applied one or more study strategies and only a 3.50% of respondents did not apply any strategy according to their answers.

Table No. 20. Strategies applied by the study population to obtain the CGPA by score range and answers

<i>GPA (Ranges)</i>	<i>Yes</i>		<i>No</i>		<i>Total</i>	
	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
<i>6.00 - 6.99</i>	3	5.26%	0	0.0%	3	5.26%
<i>7.00 - 7.99</i>	25	43.86%	1	1.75%	26	45.6%
<i>Equal or higher than 8.00</i>	27	47.37%	1	1.75%	28	49.1%
<i>Total</i>	55	96.49%	2	3.50%	57	100%

Source: Academic Record provided by 57 respondents at the end of the semester I- 2018.

The five special strategies applied the most by the study population were: taking notes in classes, reviewing class notes, summarizing the information taught in class, memorizing information before taking quizzes and studying during small periods of time.

It is equally important to mention the strategies that are increasingly out of use by the study population: studying with a group, practicing active reading to get vocabulary, reviewing previous assignments or quizzes.

It was noted that the 3.5% of the study population who said they did not apply any special strategy kept a CGPA score of 7.3 and 8.4 each student, meaning that the lack of special strategies did not affect too much their academic performance in their fifth year of study.

Concerning the fact that students practiced one or more activities in their free time, that help them deal with the pressure of their studies, the research group found out that 100% of the study population practiced 2 or more activities in their free time; the 3 most chosen were listening to music, watching TV or movies, and as third practicing sports. Others preferred activities such as

reading, dancing or acting. While the remaining group got help to reduce stress playing video games, jogging, having fun with their family, watching English / French YouTube videos, taking walks with their pets, going to the gym, using Twitter, and going to cultural – musical festivals.

5. CONCLUSIONS

Thanks to the participation of students and professors of the Foreign Languages Department of the School of Arts and Sciences of the UES, it was possible to fulfill the main goal on this study which consisted of finding the social and academic factors influencing fifth-year students' CGPA. The main findings are presented below:

- One of the main factors that influenced the students' CGPA was having a job while studying the bachelor since it absorbed a big amount of time that could have been dedicated to study or to prepare their academic activities. Students who worked did not have the same quality of academic development than those who work.
- The second most important factor that influenced students' CGPA is the economic status they had, as most of the students did not have enough resources. They had to look for a job and by doing so they were capable to cost their studies. There was another group of students who saw the effort their parents did to cover their expenses, so they felt more compromised to obtain good grades to upgrade their current situation.
- Regarding the students' CGPA and the improvement by working in an area related to the bachelor as English / French teaching, working in a call center or practicing one or both languages learned in translating or working on tourism, the researchers found out that it was not an important factor as students' CGPA was not notably improved by working in these areas, it was as well surprising that one student working as a teacher could kept a CGPA below 7.00.

- The factor special strategies to study influenced positively students' CGPA, since they helped most students to retain and comprehend important information to succeed in exams, homework and academic activities. However, students mentioned, out of the options and as one of the most repeated, using technological resources such as musical and informative videos and online classes to improve in their studies having a CGPA equal or higher than 7.00.
- Concerning factors like age and gender, they do not seem to affect or influence students' CGPA. Since data collected showed that different age groups of students have maybe the same factors influencing their academic performance and both trying to improve and succeed their current situation by applying special strategies, dedicating more time to study or doing homework even if that meant investing less time for resting.
- Regarding the academic load, it was found that registering the subject established by the flowchart which means 4 subjects, does not affect their CGPA. In fact, the majority of these students had a score equal or higher than 8.00 compared with those who registered fewer subjects. None of the total study population registered more subjects that the 4 established in the flowchart.
- Finally, the graduation work cannot be totally eliminated since it is a requirement by the Regulation of the Academic - Administrative Management of the UES (RGAA in Spanish); nonetheless, graduates and professors are open to the possibility of employing this graduation process in a different way for the undergraduates to put into practice the knowledge and strategies presented by the current student community.

6. REFLECTIONS

As members of the research team and students of the BA in ML, researchers had an immense interest in discovering and labeling the factors that affected or helped students who were in their 5th year of the Bachelor in study, as well as, analyzing those contexts for students to have an exceptional or deficient academic performance measured by the CGPA.

Based on the findings and discussions of this study, researchers have come out with some reflections that may be useful for further research. These reflections could also be useful to the administrators and professors to better understand the social and academic factors that influence the academic performance of the students.

Generally, it is considered that living in a country where English or French is spoken, or having an academic interchange in a country where these languages are spoken could have a positive incidence in students who have had that kind of experience, as they have been in direct contact with native speakers.

Under this belief, the research group expected to find students who had had extracurricular experiences with English and/or French languages before starting or during the career would obtain a CGPA equal or higher than 8.00. However, it was found that this belief was applicable for a very small group of the study population, the rest who stated having those experiences were located in the CGPA range of 7.00-7.99.

Almost the same belief can be applied to students who had studied English or French before or simultaneously during the bachelor, as they should have a better CGPA score than those who had not received previous classes. After analyzing the results, the research group realized that this was not an aspect that determined a better academic performance in the fifth-year students of the

bachelor; as there were several students that were not taking extra English or French classes but they still kept their CGPA between 7.00-7.99 or even equal or higher than 8.00.

The flowchart of the Bachelor of Arts in Modern Languages with Specialization in French and English, determined students should register 4 subjects: French Literature II, French Translation, Introduction to Linguistics and Seminar I. The research group stated that registering more subjects than those established by the flow chart in a single semester, is one of the factors that could make 5th year students' CGPA decrease. From the results obtained, all the students who had a CGPA equal or higher than 8.00 were taking 4 subjects, meaning that their CGPA was not affected by the subjects registered, showing a notable effort and dedication these students applied.

However, one of the assumptions of this study was that registering fewer subjects can give students more advantage to have a better CGPA score, but some students who had registered only 2 subjects were placed in a CGPA of 6.00-6.99, and some others with 1 or 3 subjects registered were placed the CGPA range from 7.00-7.99.

A second group of factors was considered and defined as the elements that could contribute or affect students to obtain a particular result or situation in their academic performance. First, personal factors like their age, and some family aspects as marital status, students' children and the age of those children were considered, a second, academic factors as extracurricular activities, study strategies, and some economic aspects as students' job, time to travel.

The research group discovered that age is not a factor that influenced students' academic performance regarding the learning of a second or third language. Since the group of students who were in the age interval of 28-34 as well as the group of people in the ages of 21-22 in the study population showed that their CGPA is equal or higher than 8.00. It was also found that married

students and those with children, which apparently demands more effort, kept a CGPA score of 7.00-7.99.

The research group found that almost all of the study population applied different strategies to kept their CGPA score, but it was noted that technological resources was the least strategy used by students, which was a strange point since the world is running around technology a little more every day.

Lastly, a very controversial aspect: economic factors and how having a job could affect students' academic performance. Once more it was confirmed that students with a part-time job had better CGPA scores than those who had a full-time job, but in general terms, it was not affecting their academic performance as the researchers believed before. It was found as well, how students that were not working and were supported economically by their parents kept a CGPA below the CGPA range of 8.00.

The research group expects to call the attention to those students not well informed about the impact CGPA has on their current and future academic development, and the reasons why this might be placed as a priority during their academic process at the University of El Salvador, taking into account the positive or negative impact this might cause at the end of their career.

The research group recommends to develop more studies about this topic to find out if what makes the difference is the student's effort or any other external factor that was not part of the taken factors in this research work.

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ANNEXES

 Inicio Inscripción Expediente Pagos Encuestas Procesos Perfil Salir 										
Ciclo I-2018					Cum relativo : 8.23		Avance : 90.22 %		Promedio : 8.4	
No.	Codigo	Materia	Matricula	UV	Nota	U.M	Estado	Tipo	Ref	
31	LFR214	Literatura Francesa II	1	4.00	8.8	35.2	AP	NM		
32	FTR114	El Francés y la Traducción	1	4.00	8.9	35.6	AP	NM		
33	IAL114	Introducción a la Lingüística	1	4.00	8.4	33.6	AP	NM		
34	SNO114	Seminario I	1	6.00	7.3	43.8	AP	NM		
RESUMEN										
Materias cursadas	Retiradas	Aprobadas	Reprobadas	U.V	Promedio	U.M.	Progreso	Cum		
33	1	33 / 37	0	166 / 184	8.3	1,368.20	90.22 %	8.24		

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 Inicio Inscripción Expediente Pagos Encuestas Procesos									
Mi Pensum Evaluaciones Biblioteca Materias de próximo ciclo							Perfil Salir		
Grupo	Carrera	Plan	Estado						
412	Licenciatura en Lenguas Modernas: Especialidad en Francés e Inglés	2002	Estudiante						
Académico : I-2018			Cum Relativo : 8.73				Promedio : 8.7		
Grupo	Materia	Matricula	UV	Nota	U.M	Estado	Tipo	Ref	
14	Introducción a la Lingüística	1	4.00	8.5	34	AP	NM		
14	Seminario I	1	6.00	9.0	54	AP	NM		
14	Literatura Francesa II	1	4.00	8.2	32.8	AP	NM		
14	El Francés y la Traducción	1	4.00	9.1	36.4	AP	NM		