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**PREDICTORS OF THE WRITING PROFICIENCY OF ENGINEERING  
FRESHMEN OF MAPUA INSTITUTE OF  
TECHNOLOGY: BASIS FOR AN ENGLISH  
INTERVENTION PROGRAM**

**A Thesis  
Presented to the  
Faculty of the Graduate Program  
College of Industrial Education  
Technological University of the Philippines**


**In Partial Fulfillment of the Requirements  
for the Degree Master of Arts in  
Industrial Education Major in  
Administration and  
Supervision**

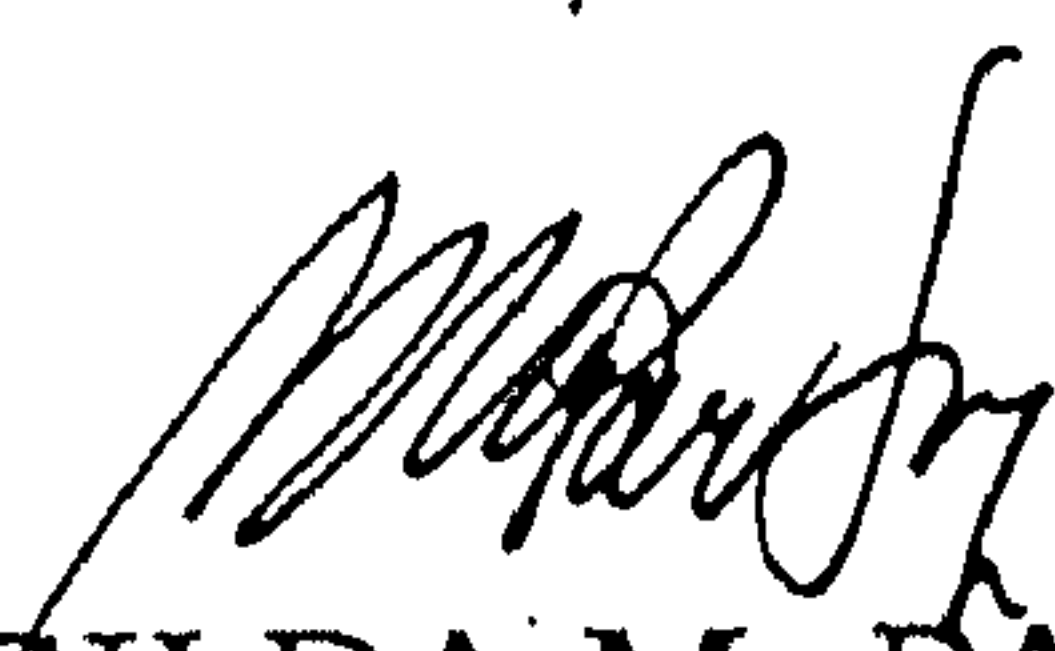
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March, 2005**


## APPROVAL SHEET

The thesis entitled, PREDICTORS OF THE WRITING PROFICIENCY OF ENGINEERING FRESHMEN OF MAPUA INSTITUTE OF TECHNOLOGY: BASIS FOR AN ENGLISH INTERVENTION PROGRAM, prepared and submitted by AIDA M. ALFARO, in partial fulfillment of the requirements for the degree MASTER OF ARTS IN INDUSTRIAL EDUCATION, major in ADMINISTRATION AND SUPERVISION, is hereby accepted.


  
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## ABSTRACT

The study was conducted to identify the predictors of the writing proficiency of engineering freshmen of Mapua Institute of Technology with a view of using the findings as basis for an English Intervention Program.

The descriptive method of research was utilized in the study. It involved 240 respondents who were chosen through random sampling. There were 194 male respondents and 46 female respondents; 118 were firstborn while 112 were later born.

Majority of the parent respondents are degree holders; almost 67% of them are professionals and 76.67% are employed in white-collar jobs. Most of the respondents (207) were enrolled in private secondary schools and are exposed to home literacy with 68.33% of them having a wide variety of reading materials and 58.75% have mass media resources at home.

Regarding the faculty-school-related factors, the facilities were perceived to be very satisfactory ( $\bar{X}= 3.81$ ); instructional materials frequently used were books, textbook exercises and written seat works; the frequently used teaching strategies were question-and-answer and the lecture/class discussion.

The results of the composition writing test showed an overall rating

( $\bar{X}$ = 11.91), described as satisfactory with organization and mechanics getting the highest means – 12.01 and 12.02, respectively.

The regression analysis revealed that instructional materials had a negative effect on students' writing proficiency in the areas of content, organization, vocabulary and mechanics. In the area of language use, two school-faculty-related factors came out as positive predictors – teaching strategies and facilities.

Based on the findings, the hypothesis stating that there is a significant influence of the home-student and faculty-school-related factors on the students' writing proficiency is partially supported by data.

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