

Correlates Of Attitude And Factors Towards Learning English As A Foreign Language (EFL) Among Senior High School Students: An Assessment

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ABSTRACT

Effective communication in English serves as string that connects our global society; therefore, without it, life would be wretched. Fluency in the English language is a key to one's success in life in this modern era (Gomleksiz 2010); hence, insufficiency in linguistic knowledge and skills deter one's goal in reaping successful and fulfilling life. This descriptive-correlational study determines the factors associated with the attitude of senior high school students towards learning English as a Foreign Language (EFL). It employed mean, standard deviation, Pearson's r , t -test, and one-way ANOVA in the treatment of data. The results indicated that learners perceived themselves with high extent of attitude towards learning EFL. Teacher, learner, classroom, school, parents, and curriculum design perceived as moderately influenced EFL learning. Variables gender, age, parent's average monthly income, parent's educational attainment, and school type do not significantly intervene in ways how learners perceived the extent of attitude towards the factors affecting EFL learning. Meanwhile, attitudes towards EFL learning are positively correlated with factors affecting EFL learning performances. This study concludes that learners construct meanings through social interactions and interaction with the supportive learning environment.

Keywords: correlates; learner's attitude; English as a foreign language; assessment.

Introduction

English language as means to effective communication is the thread that connects our global society together. The effective use of English therefore will shape the future of the society because without it, life would be miserable.

Fluency in EFL is crucial to one's success in life (Gomleksiz 2010), thus incapacity of linguistic knowledge and skills is barrier to success because EFL is vital in human social-cultural aspects. Therefore, EFL learners must be aware of the greater possibility that they can have better job if they are proficient in English language. In today's globalized world, English language does not only function as a dominant World Language but it is also a leading language of the business community (Verma 2005).

Language learners' attitude is vital factor towards language learning because student's predisposed behaviors toward EFL learning is strongly influenced by his stored knowledge and world experiences (Julhamid 2019). That is, attitude is akin to learner's motivation in ELF learning. It determines learner's motivation towards the language learning tasks (Gardner 1985). Attitudes and motivation when paired up, attitudinal tendencies will be proportionate to the levels of student engagement in EFL learning attainment (Lifrieri 2005).

Moreover, (Starks & Paltridge 1996) confirmed that language learning is proportionate to learners' propensity toward the language. Karahan (2007, p.84) claims that "positive language attitudes let learner have positive orientation toward learning English". That is, success and failure in EFL learning is dependent on learners' attitudes towards how language should be learnt.

Similarly, Beckman (2005) posited that positive attitudes, albeit liking for English indicates to greater effort and in turn to higher English language achievement. Likewise, learners' language performance could be enhanced via provision of effective school management characterized by a sense of direction and sustainability (Chisholm, Motala, and Valley 1999).

Aside from learner's attitude, other factors such as teacher, learner, classroom, school, parents, and curriculum may affect learner's performance in English (Nkandi 2015). That is, learner's social background, albeit poor command of English as caused by poor vocabulary, syntax and morphology is vital factor in defining his/her experiences in EFL learning (Knapp 2006).

In so doing, parents' intervention like mentoring can be a significant factor in assessing children's performance in learning English language (Moon 2004). The notion is clear, full parental involvement of their children's schooling can help schools in facilitating effective English language learning scenarios (Putz 1995).

EFL teachers are the driving force in schools. Learners' performance in English language can be influenced by teachers' application of pedagogical knowledge and skills (Gonzalez et al. 2006). That is, teachers who are well-oriented with English language pedagogy would ensure learners to perform well in English language learning (Gonzalez et al. (2006). Thus, teacher's attitude towards EFL teaching can influence learner's propensity of EFL learning as well.

School factor is akin to school environment that has been viewed to have a significant impact on EFL learners' academic performance. Consequently, meaningful experiences should be afforded to the learners in the implementation of EFL curriculum (Mckernan 2000). As suggested by Richard and Rodger (2002), curriculum implementation should be inclusive and responsive to EFL learners' qualities in terms of pedagogy, albeit commitment, thinking and expertise.

Nonetheless, factors contributing to poor performance of the senior high school students are perceived as related to their negative predispositions towards EFL learning, lack of EFL proficiency by both teachers and learners, lack of school facilities, learners' of desire toward EFL learning, congested classes, learners' low socio-economic profile, ineffective class supervision and administration, parents' insufficient involvement in their children's EFL study and lack of motivation and support for both teachers and learners (Nkandi, 2015).

English language learners at senior high schools are non-exceptional to the influences of the above-mentioned factors. Hence, this study was conducted among English language learners enrolled in both public and private senior high schools purportedly to gather empirical data to serve as evidence to support or negate the extent of the aforementioned factors towards EFL learning.

Review of Related Literature and Studies

Constructivist theories laid down the extent how individuals learn EFL. Schunk (2009) echoed Vygotsky (1962) stance in which social constructivist theory accounts language learning as product of social interactions. Construction of meaning is carried out through active participation of the learners in social interactions and interaction with the learning environment.

Thus, the constructivist notion necessitates that learners should engage in classroom activities (Schunk 2009). Hopkins (2001) argues that school management should provide responsive pedagogical practices supportive to teaching and learning. In short, when learners are engaged in effective EFL learning activities they can gain best opportunity of achieving their full communicative and written competence across the broad spectrum of language and literacy skills.

Mason (2007) expounds Vygotsky's stance that, in social cultural theory, human activities take place in

cultural settings. Mental structures can be traced to our interactions with others. Based on Vygotsky, it was noted by Mason that teaching supplements that are culture-relevant play an important role in learner's cognitive development. Consequently, both cultural and psychological tools are vital and significant in the cognitive development of EFL learners more so at senior high school level. Hence, constructivist notion is relevant to this study.

While considering demographic profiles, pedagogical knowledge and skills, teaching-learning set-ups and cultural aspects are factors affecting EFL learning, thus Gömleksiz, M. N. (2010) strongly suggested that attitudes towards language learning should be taken into consideration. Karahan, F. (2007) warned that the impact of speaking enhancement training in learner education in relation to learners' attitude towards EFL learning and their oral language development should not be underestimated.

Similarly, Lansangan et al. (2014) emphasized that learner's enthusiasm is an influential facet to EFL learning. However, motivation may not be greatly related to language learning success of the respondents as reported in Binalet, C. and Guerra, M. (2014) study. Alaga, N. (2016) revealed that respondents' level of motivation was moderately high and coupled with a positive attitude toward EFL learning. Phon, Sokwin (2017) reported a strong correlation between learners' motivation and learning attitude with learners' English language proficiency, thereupon suggested that motivation is important in EFL learning.

This gap in knowledge in the extent of factors affecting the attitudes of EFL learners as explicitly shown in the above-mentioned claims has triggered this researcher to carry out this particular study.

Methodology

A descriptive research design through a quantitative research method was adopted in this study, i.e. with purport to determine the phenomenon on EFL learning

attitudes and factors affecting EFL learners, and the relationship and differences in these variables when data are classified in terms of gender, age, parent's average monthly income, parent's educational attainment and type of school. It adopted the principle that research design is "a program that guides a researcher in collecting, analyzing and interpreting observed facts (Higson-Smith et al., 1995: p.63). Similarly, Babbie and Mouton (2001, p.75) regard research design as the road map or blueprint by which one intends to conduct a research and achieve his/her research goals and objectives."

Research Locale

This research was carried out in four selected senior high schools in Jolo during the School Year 2019-2020. These secondary schools are all located in Jolo, capital town of Sulu province, Philippines.

Population and Sample

Respondents of this study were senior high school students both in public and private secondary schools in Jolo, Sulu, Philippines. Respondents were composed of one hundred twenty (120) students with 62 male and 58 female. This study employed a non-probability sampling method through purposive sampling procedure. That is, due to access, availability and time constraints, representative samples from four senior high schools in Jolo were chosen purposively as samples of this study. The use of purposive sampling procedure was to ensure the collection of desired quality and quantity of data that were used in this study.

Instrumentation

A survey-questionnaire was used in this study. With some modification, the questionnaire was patterned and adapted from Nkandi's (2015) study. Of the three components, first part of the survey-questionnaire geared toward collecting data on the demographic profile of the respondents which includes gender, age,

parent's average monthly income, parent's educational attainment and type of school. The second part dealt with the collection of data on attitudes of respondents toward EFL learning. This part has 15 items with Likert Scales. The third part involved factors affecting EFL learning such as learner factor (13 items), teacher factor (10 items), classroom factor (3 items), school factor (8 items), parental factor (5 items), and curriculum factor (5 items).

As a standardized questionnaire, this has already established validity and reliability. However, to suit its applicability with the present study, this was submitted for scrutiny of at least two experts in educational research.

Scoring Procedure

The following ranges and verbal interpretations were adopted to score the responses:

Options	Value	Scale Range	Verbal Interpretations
Strongly Agree	5	4.50 – 5.00	Very high extent
Agree	4	3.50 – 4.49	High extent
Undecided	3	2.50 – 3.49	Medium extent
Disagree	2	1.50 – 2.49	Low extent
Strongly Disagree	1	1.00 – 1.49	Very low extent

Statistical Techniques

Descriptive and inferential statistical tools were used in the treatments of data collected for this study, namely: 1) Frequency and percentages for the profile of the respondents; 2) Mean and standard deviation for the extent of attitudes and factors affecting EFL learning; 3) t-test for independent samples for the significant difference in attitudes and factors affecting students' EFL learning when data are grouped according to gender and type of school; and One-way Analysis of Variance (ANOVA) for the significant difference in attitudes and factors affecting students' EFL learning when data are grouped according to age, parent's monthly family income; and parent's educational attainment; and 4) Pearson's *r* for significant correlation between attitudes

and sub-categories subsumed under factors affecting EFL learning.

Results and Discussions

Demographic profile of EFL learners

Table 1 shows that male and female respondents are almost equally represented, majority 17 and 18 years old, greater percentage of parent's average monthly income of respondents are within 10,000 & below or are pegged at the lowest income bracket, greater percentage of respondents' parents are having college and elementary education, majority of the parents of the respondents are either college or elementary graduate, students at public and private senior high schools are almost equally represented.

Table 1 Profile of respondents in terms of gender age, parent's average monthly income, parent's educational attainment, and school type

Gender	Frequency	Percent
Male	62	51.7%
Female	58	48.3%
Total	120	100%
Age	Frequency	Percent
16 years old & below	11	9.2
17 years old	58	48.3
18 years old & above	51	42.5
Total	120	100%
Monthly Income	Frequency	Percent
10,000 & below	89	74.2
10,100 to 15,000	12	10.0
15,100 to 20,000	10	8.3
20,100 & above	9	7.5
Total	120	100%

Parent's Educational Attainment	Frequency	Percent
Elementary	43	35.8
High School	21	17.5
College degree	52	43.3
Master's degree	2	1.7
Doctorate degree	2	1.7
Total	120	100%
School Type	Frequency	Percent
Public	67	55.8
Private	53	44.2
Total	120	100%

The extent of learner's attitude towards EFL learning

Table 2 shows the extent of learner's attitude towards EFL learning. This category obtained the total weighted mean score of 3.8806 with S.D. of .49156 which is rated as "High" extent. This result signifies that students assessed themselves with a high extent of attitude towards EFL learning. This implies that students at public and private senior high schools possess positive attitude towards EFL learning.

Relatively, Shinn (1981) argues that a positive attitude towards EFL suffices learners' EFL performance. Good learner's performance in EFL examinations cannot be considered without a positive attitude to learning EFL per se (Titus, 2002).

Similarlay, Tylor (2002) asserts that learners are enthused by teacher's positive attitude towards learning EFL, thus it makes the former to perform better in EFL. That is, learners can achieve success due to their positive attitude because this opens their mind in exploring more new opportunities and growth.

Table 2 Extent of learner's attitude towards EFL learning

No	Statements – Learner's Attitudes	Mean	S.D.	Extent
1	I enjoy EFL lessons.	4.2000	.74020	High
2	Everyone can do well in EFL.	3.6750	.84179	High
3	I consume a lot of time on EFL activities.	3.7500	.84266	High

4	I always accomplish my ESL assignments on time.	3.6833	.90733	High
5	I know where to search for answers when I meet difficulties with EFL assignments.	3.9250	.91819	High
6	I believe EFL is a difficult subject.	3.6500	.96711	High
7	Most knowledge and skills I gain EFL lessons are useful to me.	4.0750	.90899	High
8	I believe EFL is an important subject.	4.4583	.70884	Very High
9	I like EFL subject.	3.8917	.94198	High
10	I am glad if EFL subjects be compulsory in upper secondary grade.	3.9750	.89313	High
11	I like going to EFL lessons	3.9250	.81129	High
12	EFL is easier than other subjects.	3.1833	.86950	Moderate
13	EFL is important in my future career.	4.3417	.70408	High
14	My trainings in EFL classes are useful to me.	3.7667	.83750	High
15	I am confused when presented with difficult English vocabulary in EFL class.	3.7083	.97357	High
Total Weighted Mean		3.8806	.49156	High

Legend: (1) 1.00 – 1.49 = Strongly Disagree (Very Low); (2) 1.50 – 2.49 = Disagree (Low); (3) 2.50 – 3.49 = Undecided (Moderately); (4) 3.50 – 4.49 = Agree (High); (5) 4.50 - 5.0 = Strongly Agree (Very High)

Extent of factors affecting learner's performances in EFL

Table 3 presents the extent of factors affecting learner's performances in EFL learning. Respondents have mean score of 3.4266 with S.D. of .60429 and classified as moderate extent. This finding signifies that, generally respondents perceive the factors affecting their learning towards EFL learning with moderate extent. It implies that students at public and private senior high schools believe that these factors would somehow boost their motivation and interest in EFL learning. Specifically, parental support and encouragement, provision of EFL learning materials, and parents' adequacy of English knowledge are perceived to have high influence. In terms of curriculum, enough time allocation and periods assigned for EFL subject per week could highly boost learners' engagement in EFL learning.

On the contrary, EFL learners consider teacher's inadequacy of pedagogical knowledge and skills, learner's lack of basic EFL knowledge obtained from lower grade-levels, inadequacy of EFL resources in classroom, too crowded classroom, lack of qualified EFL teachers are factors considered to have adverse effects on EFL learners.

These findings are in support to Gonzalez et al. (2006) who stated that school system needs to provide well-equipped, well-mannered, effective, knowledgeable and highly enthused teacher to ensure learners to perform well in EFL. Craig (2001) confirmed that those who are knowledgeable and can explain the subject matter to learners and know how to vary the ways in which they teach to suit learners are the kind of teachers needed for effective EFL classes.

Allegedly, Ellis (2002) stressed that learners would only be confused when handled by unqualified teachers, as such only little EFL learning results may take place. Ellis further indicates that disqualified EFL teachers do not know how to explain some English words and may have difficulties in explaining EFL concepts.

Contrastingly, teachers' negative attitudes toward EFL were caused by the work-load, weak and unfocused learners, as well as by misbehave learners (Moon, 2004). He also adds that the causes of negative attitudes of teachers toward EFL teaching are sub-standard workplace, inadequate EFL teaching and learning materials and learners' low levels of competence.

Hopkins (2001) argues that learners can achieve certain level of communicative and written competence when provided with supportive teaching and learning classrooms, albeit engaging learners in actual reading, writing, listening and speaking opportunities.

Price and Nelson (2007, p. 53) maintain that "using various strategies keeps EFL students engaged, making them more likely to learn, retain and process the information presented". That is, learners tend to involve

actively when exposed to caring and supportive EFL classroom where learners feel a sense of belonging, value and respect as Lumsden (1994) argues. Nonetheless, Hitchcock and Hughes (1995) note that effective pedagogic classroom practices are much needed for EFL learning.

In terms of parental involvement, Moon (2004) confirmed that the children’s performance in EFL is proportionate to the quality of parental involvement in the education of their children. This is consistent with the observation by Putz (2002) wherein parents’ involvement in their children’s educational process can help schools to effectively educate EFL learners. Similarly, Rodermund and Vondracek (2002) assert that learners can perform well in EFL learning due to parental support and positive attitudes toward their children’s education. Parental involvement, according to Rodermund and Vondracek (2002), could mean, helping teachers and the school to improve their learners’ performance in EFL.

With regards to EFL curriculum, this should be tailored toward providing interactive learning experiences for the learners (Mckernan 2000). Richard and Rodger (2002) emphasize the needs to localize or align school curriculum that conform to EFL learners’ abilities in the spheres of affective, cognitive, and social-cultural boundaries. Jacobs, Vakalisa and Gawe (2006) construed that for the learner to learn a presented lesson, the teachers’ pedagogical skills should match the learning materials used, learners’ competency levels, and learners’ abilities. Thus, teaching dynamics should be employed in the EFL lessons to cope with the learners’ learning strategies and styles.

Table 3 Extent of factors affecting learner’s performances in EFL learning

No	Factors	Mean	S.D.	Extent
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1	Teacher factor	3.3125	.51344	Moderate
2	Learner factor	3.4295	.50047	Moderate
3	Classroom factor	3.2583	.74154	Moderate
4	School factor	3.4771	.53427	Moderate
5	Parental factor	3.5550	.69836	High
6	Curriculum factor	3.7150	.63810	High
Total Weighted Mean		3.4266	.60429	Moderate

Legend: (1) 1.00 – 1.49 = Strongly Disagree (Very Low); (2) 1.50 – 2.49 = Disagree (Low); (3) 2.50 – 3.49 = Undecided (Moderately); (4) 3.50 – 4.49 = Agree (High); (5) 4.50 - 5.0 = Strongly Agree (Very High)

Significant difference in 1) learner’s attitude and 2) factors affecting learner’s performances when data are categorized according to gender, age, parent’s average monthly income, parent’s educational attainment and School type

Differences in Learner’s Attitude

By Gender

Table 4 shows the difference in learner’s attitude towards EFL learning when data are categorized by gender. It is shown that the Mean Difference = -.15109, with t-value = -1.696 and p-value of .093 are insignificant at alpha .05. This tells that, students involved in this study have the same level of perceptions towards the extent of learner’s attitudes toward EFL learning. It implies that being a male student may not necessarily put him in a better position to perceive the level of learner’s attitude toward EFL learning than his female counterpart, or vice versa. Therefore, the impression that there is no significant difference in learner’s attitude towards English language learning when data are categorized according to gender is established.

Table 4

Learner’s attitude towards EFL learning when data are categorized by gender

VARIABLES Grouping	Mean	S. D.	Mean Difference	t	Sig.	Description
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Learner's Attitude	Male	3.8075	.42749				
	Female	3.9586	.54488	-.15109	-1.696	.093	Not Significant

*Significant at alpha 0.05

By Age

Table 5 presents the difference in learner's attitude towards English language when data are categorized by age. It is shown that the F-ratio of .149 with p-value of .861 is not insignificant at alpha .05. This tells that, students involved in this study have similar degree of perceptions towards the level of learner's attitude towards EFL learning in terms of age. This result implies that learner with 16 years old and below of age may not necessarily put him/her in a better position to assess the extent of learner's attitude with regards to EFL learning than 17 and 18 years old and above, or vice versa. Therefore, it is safe to establish that there is no significant difference in learners' attitudes toward English language learning when data are categorized according to age.

Table 5 Learners' attitudes toward EFL when data are categorized by age

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Learners' attitudes	Between Groups	.073	2	.037	.149	.861	Not Significant
	Within Groups	28.681	117	.245			
	Total	28.755	119				

*Significant at alpha 0.05

By Parent's Average Monthly Income

Table 6 presents the difference in learner's attitudes towards EFL when data are categorized according to parent's average monthly income. It is shown that the F-ratio of 1.717 with p-value of .167 is insignificant at alpha .05. It tells that, students involved in this study have similar range of perceptions towards the extent of learner's attitude towards EFL learning in terms of parent's average monthly income. This result implies that learner whose parent with 10,000.00 & below

monthly income may not necessarily put him/her better in a better position to assess the extent of learner's attitude with regards to EFL learning than those students whose parents' monthly earnings are at 10,100 to 15,000; 15,100 to 20,000; and 20,100 & Above, or vice versa. Therefore, the claim that there is no significant difference in learners' attitudes toward EFL learning when data are categorized according to parent's average monthly income is established.

Table 6 Learners' attitudes towards EFL when data are categorized by parent's average monthly income

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Learner's Attitudes	Between Groups	1.223	3	.408	1.717	.167	Not Significant
	Within Groups	27.532	116	.237			
	Total	28.755	119				

*Significant at alpha 0.05

By Parent's Educational Attainment

Table 7 reflects the difference in learner's attitude towards EFL learning when data are categorized according to parent's average monthly income. It is shown that the F-ratio of .504 with p-value of .733 is insignificant at alpha .05. This tells that, students involved in this study similar scope of perceptions of the level of learner's attitudes toward EFL learning in terms of parent's educational attainment. This result implies that learner whose parent with Elementary education may not necessarily put him/her in a better position in assessing the level of learner's attitudes with regard to EFL learning than those students whose parents' with High School, College degree, and post-graduate degree, or vice versa. Therefore, it is safe to say that there is no significant difference in learners' attitudes toward EFL learning when data are categorized according to parent's educational attainment.

Table 7 Difference in learners' attitudes toward EFL when data are categorized by parent's average monthly income

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Learners' Attitudes	Between Groups	.496	4	.124	.504	.733	Not Significant
	Within Groups	28.259	115	.246			
	Total	28.755	119				

*Significant at alpha 0.05

By School Type

Table 8 showcases learner's attitude towards EFL learning when data are categorized according to school type. It is shown that the Mean Difference of .13076 with t-value of 1.454 and p-value of .149 is insignificant at alpha .05. This signifies that, students involved in this study have similar range of perceptions towards the extent of learner's attitude towards EFL learning in terms of type of school. This result implies that learner enrolled in public senior high school may not actually put him/her in a vantage position in assessing the level of learner's attitudes with regard to EFL learning than those students enrolled in private school, or vice versa. Therefore, it is safe to claim that there is no significant difference in learner's attitude towards EFL learning when data are categorized according to school type.

Table 8 Learner's attitude towards EFL when data are categorized by school type

VARIABLES	Mean	S. D.	Mean Difference	t	Sig.	Description
Learner's Attitude	.9383	.5430	.13076	1.454	.149	Not Significant
Grouping	.8075	.4111				

*Significant at alpha 0.05

Differences in Factors Affecting EFL Learning

In terms of Gender

Table 9 shows the difference in learners' attitudes toward EFL if responses are categorized by gender. It is shown that, except for Parental Factor with Mean Difference of .25395*, with t-value of -2.016 and p-value of .046 which is significant, all other sub-categories

subsumed under factors affecting EFL learning components such Teacher factor, Learner factor, Classroom factor, School factor, and Curriculum factor indicate no significant difference at $\alpha = .05$. It tells that, students involved in this study generally tend to have similar perceptions toward the level of factors affecting EFL learning. It signifies that as a male student may not necessarily put him in vantage position in assessing the level of factors affecting EFL learning than his female counterpart.

Therefore, the hypothesis which states “There is no significant difference in factors affecting EFL learning when data are categorized according to gender” is established.

Table 9 Factors affecting EFL learning if data are categorized by gender

VARIABLES				Mean			
Grouping		Mean	S. D.	Difference	t	Sig.	Description
Teacher factor	Male	3.232	.48949	-.16602	-1.786	.077	Not Significant
	Female	3.398	.52865				
Learner factor	Male	3.390	.45226	-.08000	-.874	.384	Not Significant
	Female	3.470	.54832				
Classroom factor	Male	3.328	.71541	.14405	1.064	.290	Not Significant
	Female	3.183	.76770				
School factor	Male	3.429	.48472	-.09858	-1.010	.314	Not Significant
	Female	3.528	.58257				
Parental factor	Male	3.432	.69584	-.25395*	-2.016	.046	Significant
	Female	3.686	.68273				
Curriculum factor	Male	3.658	.60748	-.11780	-1.011	.314	Not Significant
	Female	3.775	.66920				

*Significant at alpha 0.05

By Age

Table 10 reflects factors affecting EFL learning if data are categorized by age. It is reflected that none of the sub-categories subsumed under factors affecting English language learning is significant at $\alpha = .05$. It tells that, generally students participated in this study have similar

range of assessment toward the factors affecting EFL learning in terms of age. This result implies that a learner with 16 years old and below of age may not necessarily place him/her in vantage position of assessing the level of factors affecting EFL learning than 17 and 18 years old and above.

Therefore, the hypothesis which states “There is no significant difference in factors affecting EFL learning when data are categorized according to age” is established.

Table 10 Factors affecting EFL learning if data are categorized by age

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Teacher factor	Between Groups	.545	2	.272	1.034	.359	Not Significant
	Within Groups	30.826	117	.263			
	Total	31.371	119				
Learner factor	Between Groups	.836	2	.418	1.687	.189	Not Significant
	Within Groups	28.970	117	.248			
	Total	29.806	119				
Classroom factor	Between Groups	1.439	2	.720	1.316	.272	Not Significant
	Within Groups	63.997	117	.547			
	Total	65.436	119				
School factor	Between Groups	.467	2	.234	.816	.445	Not Significant
	Within Groups	33.501	117	.286			
	Total	33.968	119				
Parental factor	Between Groups	.084	2	.042	.085	.918	Not Significant
	Within Groups	57.953	117	.495			
	Total	58.037	119				
Curriculum factor	Between Groups	.334	2	.167	.407	.667	Not Significant
	Within Groups	48.119	117	.411			
	Total	48.453	119				

*Significant at $\alpha = 0.05$

By Parent’s Average Monthly Income

Table 11 presents the differences in factors affecting EFL learning when data are categorized according to parent’s average monthly income. It is presented that except for sub-category “Parental Factor” with F-ratio of

2.844 with p-value of .041 which is significant at $\alpha = .05$, all other sub-levels subsumed under factors affecting English language learning are insignificant at $\alpha = .05$. It emphasizes that, students involved in this study generally have similar range of assessment toward the level of factors influencing EFL learning in terms of age. This result implies that a learner whose parent with 10,000.0 & below monthly income may not necessarily place him/her in a better position in assessing the factors affecting EFL learning against those students whose parents' monthly earnings are at 10,100 to 15,000; 15,100 to 20,000; 20,100 & Above, or vice versa.

Hence, the hypothesis which states "There is no significant difference in factors affecting EFL learning when data are categorized according to parent's average monthly income" is accepted.

Table 11 Differences in factors affecting EFL learning when data are categorized by parent's average monthly income

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Teacher factor	Between Groups	1.171	3	.390	1.499	.219	Not Significant
	Within Groups	30.201	116	.260			
	Total	31.371	119				
Learner factor	Between Groups	1.467	3	.489	2.001	.118	Not Significant
	Within Groups	28.339	116	.244			
	Total	29.806	119				
Classroom factor	Between Groups	2.021	3	.674	1.232	.301	Not Significant
	Within Groups	63.415	116	.547			
	Total	65.436	119				
School factor	Between Groups	1.689	3	.563	2.024	.114	Not Significant
	Within Groups	32.279	116	.278			
	Total	33.968	119				

Parental factor	Between	3.976	3	1.325	2.844*	.041	Significant
	Groups	54.061	116	.466			
	Within Groups	58.037	119				
	Total						
Curriculum factor	Between	2.082	3	.694	1.736	.164	Not Significant
	Groups	46.371	116	.400			
	Within Groups	48.453	119				
	Total						

*Significant at $\alpha = 0.05$

In terms of Parent's Educational attainment

Table 12 reflects factors affecting EFL learning if data are categorized by parent's educational attainment. It is presented that none of the F-ratios and p-values of all the sub-levels subsumed within the factors affecting EFL learning are significant at $\alpha = .05$. It emphasizes that, students participated in this study have similar ways of perceiving the level of factors affecting EFL learning in terms of parent's educational attainment. This result implies that learner whose parent with Elementary education may not possibly put him/her in a vantage position of perceiving the level factors affecting EFL learning over those students whose parents' with high school, college degree, and post-graduate degrees.

Therefore, the hypothesis which states "There is no significant difference in factors affecting EFL learning when data are categorized according to parent's educational attainment" is accepted.

Table 12 Factors affecting EFL learning if data are categorized by parent's educational attainment

SOURCES OF VARIATION		Sum of Square	df	Mean Squar	F	Sig.	Description
Teacher factor	Between Groups	.782	4	.195	.735	.570	Not Significant
	Within Groups	30.589	115	.266			
	Total	31.371	119				
Learner factor	Between Groups	.849	4	.212	.843	.501	Not Significant
	Within Groups	28.957	115	.252			
	Total	29.806	119				
Classroom factor	Between Groups	2.532	4	.633	1.157	.333	Not Significant
	Within Groups	62.904	115	.547			
	Total	65.436	119				
School factor	Between Groups	.843	4	.211	.732	.572	Not Significant
	Within Groups	33.125	115	.288			
	Total	33.968	119				

Parental factor	Between Groups	1.641	4	.410	.836	.505	Not Significant
	Within Groups	56.396	115	.490			
	Total	58.037	119				
Curriculum factor	Between Groups	.142	4	.035	.084	.987	Not Significant
	Within Groups	48.311	115	.420			
	Total	48.453	119				

*Significant at $\alpha = .05$

By School Type

Table 13 illustrates the factors affecting EFL learning if data are categorized by school type. It is illustrated that the Mean Differences, t-values and p-values of sub-levels "Teacher factor", "Learner factor", "Classroom factor" and "School factor" are significant at $\alpha = .05$. This shows that, students participated in this study tend to differ in their judgment toward the level of factors affecting EFL learning in terms of type of school. This result implies that learner enrolled in public senior high school may possibly put him/her in a better position in perceiving the level of factors affecting EFL learning over those students enrolled in private school, or vice versa.

Therefore, the hypothesis which states "There is no significant difference in factors affecting EFL learning when data are categorized according to school type" is denied.

Table 13 Factors affecting EFL learning if data are categorized by school type

VARIABLES		Mean	S. D.	Mean Difference	t	Sig.	Description
Grouping							
Teacher factor	Public	3.441	.5416	.2927*	3.221	.002	Significant
	Private	3.149	.4268				
Learner factor	Public	3.525	.5685	.2181*	2.419	.017	Significant
	Private	3.307	.3686				
Classroom factor	Public	3.427	.8364	.3838*	2.902	.004	Significant
	Private	3.044	.5352				
School factor	Public	3.565	.6121	.1997*	2.061	.041	Significant
	Private	3.365	.3936				
Parental factor	Public	3.600	.7303	.1018	.792	.430	Not Significant
	Private	3.498	.6582				

Curriculum factor	Public	3.800	.6715	.1924	1.653	.101	Not Significant
	Private	3.607	.5817				

*Significant at $\alpha = .05$

Correlation between learner’s attitude and factors affecting EFL performances

Table 14 presents the correlation between learner’s attitude and factors affecting EFL performances. It is reflected that the computed Pearson’s r between learner’s attitude and factors affecting EFL learning are all significant at alpha .05. These mean that the group of senior high school students who perceived learner’s attitude with high extent is most probably the same group of senior high school students who perceived the factors affecting EFL learning as moderate extent. Therefore, the claim there is no significant correlation between learner’s attitude and factors affecting EFL learning among students at public and private senior high schools is established.

Table 14 Correlation between learner’s attitude and factors affecting EFL learning among students at public and private senior high schools

Variables		Pearson r	Sig	N	Description
Dependent (Learner)	Independent (Factors)				
Learner’s Attitude	Teacher Factor	.404*	.000	120	Moderate
	Learner Factor	.543*	.000	120	High
	Classroom Factor	.216*	.018	120	Low
	School Factor	.392*	.000	120	Moderate
	Parental Factor	.366*	.000	120	Moderate
	Curriculum Factor	.582*	.000	120	High

*Correlation Coefficient is significant at $\alpha = .05$

Correlation Coefficient Scales Adopted from Hopkins, Will (2002):

0.0-0.1=Nearly Zero; 0.1-0.30=Low; .3-0.5 0=Moderate; .5-0.7-0=High; .7-0.9= Very High; 0.9-1=Nearly Perfect

Conclusion

This study concludes that male and female respondents are almost equally represented, majority are 17 and 18 years old, greater percentage of students' parent's average monthly income are within 10,000.00 & below or are pegged at the lowest income bracket, greater percentage of respondents' parents are having college and elementary education, majority of the parents of students are either college or elementary graduate, students at public and private senior high schools are almost equally represented.

Student-respondents perceive themselves with high extent of attitude towards learning EFL. Factors affecting EFL performance generally rated as moderate. Variables sex, age, parent's average monthly income, parent's educational attainment and school type do not significantly intervene in ways how respondents perceived the extent of learner's attitude towards learning EFL and factors affecting EFL performance. Meanwhile, attitude towards learning EFL are positively correlated to factors affecting EFL performances.

Pedagogical Implication

Owing to the determined attitude and factors affecting EFL learning, concerns and opportunities are available for senior high school administrators to devise programs and strategies for the enhancement in the implementation of K-to-12 curriculum particularly EFL program. Efficient application of Social Constructivism Theory towards EFL teaching and learning in upper secondary level will entail effective and favorable results.

Recommendations

Firstly, administrators of both public and private senior high schools should continue in upgrading their programs and policies towards faculty development. Provision of adequate instructional materials, more conducive classroom environment and parental support for EFL learning should be strengthened without prejudice to age, sex, parent's income, and parent's

educational attainment since these variables have been found to have no significant intervention in learners' perceived performance level.

Next, school administrators should adopt doable mechanisms to effectively supervise and monitor EFL teaching and learning programs in schools by conducting more classroom visits and ensuring that teachers are providing sufficient learning opportunities and activities to EFL learners.

Finally, student-researchers in the field of EFL learning and teaching are encouraged to conduct study parallel to this one but to include other individual learner's variables such as learning styles, motivation and anxiety in some other avenues.

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Conflict of Interest

The author declares that he has no competing interests.

Research ethics

The author of this study declares that he has obtained informed consent from the respondents and this study was conducted according to the guidelines approved by the Institutional Review Board of Sulu State College.

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