

# Attitudinal Investigation toward English Language Learning and Academic Performance of Senior High School Learners in the Division of Sulu

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## **ABSTRACT**

This study examined the English language learning attitudes and academic performance of senior high school students in the Division of Sulu. Specifically, it determined the respondents' demographic profile, assessed the level of English language learning attitudes and academic performance, identified significant differences in these variables when grouped according to demographic profile, and examined the significant relationship between English language learning attitudes and academic performance. The study was anchored on Gardner's socio-educational theory and the modified English Language Learning Attitudes framework of Cocca et al. (2017), which emphasized the multidimensional nature of learners' attitudes and motivation in second language acquisition. A descriptive-correlational research design was employed involving 200 senior high school students from selected public secondary schools in the Division of Sulu during the School Year 2025–2026. Data were gathered using an adapted survey questionnaire and analyzed using frequency count, percentage, mean, standard deviation, t-test, one-way analysis of variance (ANOVA), and Pearson Product-Moment Correlation Coefficient (Pearson's  $r$ ).

The findings revealed that the respondents generally demonstrated positive English language learning attitudes across all dimensions, with an overall mean interpreted as "Agree." The students also exhibited outstanding academic performance based on their first quarter general weighted average. Significant differences in English language learning attitudes were found according to gender and grade level, while no significant differences were observed according to age, parents' average monthly income, and parents' educational attainment. In terms of academic performance, age was the only demographic variable that showed a significant difference. Furthermore, the study revealed a statistically significant moderate negative correlation between English language learning attitudes and academic performance. The findings suggest that although learners in the Division of Sulu possess positive attitudes toward English and recognize its academic and professional importance, positive language learning attitudes do not necessarily translate into higher overall academic achievement. The study highlights the complex and multidimensional relationship between affective orientations and academic outcomes and emphasizes the importance of creating supportive, context-sensitive, and motivating English learning environments in multilingual and culturally diverse educational settings.

**Keywords:** *English language learning attitudes, academic performance, English language learning, language attitudes, academic achievement*

## **INTRODUCTION**

English has become a global language used in education, communication, technology, and professional engagement. In many countries where English is taught as a second or foreign language, proficiency in English is often associated with academic achievement, employability, and participation in global discourse (Thuan, 2021; Ahmed, 2015). In the Philippines, English remains one of the primary languages of instruction and is widely utilized in academic settings, making English language competence an essential component of learners' educational success (Hernandez, 2020; Alaga, 2016). Because of this,

students' attitudes toward learning English have become an important area of investigation in language education research.

Language learning attitudes refer to learners' beliefs, feelings, motivations, and behavioral tendencies toward learning a language. These attitudes influence how learners engage with classroom activities, respond to instruction, and persist in overcoming language learning difficulties. Gardner's socio-educational theory emphasized that affective factors such as attitudes and motivation significantly shape second language acquisition because language learning is not only cognitive but also social and psychological in nature. Learners who possess positive attitudes toward English are more likely to demonstrate higher motivation, greater classroom participation, and stronger commitment to improving their language proficiency (Gardner, 2005; Cocca et al., 2017). Conversely, negative attitudes may weaken students' willingness to learn and eventually affect their academic outcomes.

Recent studies have consistently highlighted the importance of attitudes and motivation in second language learning. Dörnyei and Muir (2019) emphasized that motivating classroom environments enhance learner engagement and language acquisition. Similarly, Ahmed (2015), Casil-Batang and Malenab-Temporal (2018), and Berowa, Devanadera, and David (2018) found that students with positive attitudes toward English generally exhibit better learning engagement and stronger language performance. Other studies also revealed that motivational constructs such as integrative orientation, instrumental orientation, and desire to learn English significantly contribute to learners' persistence and confidence in language learning (Cocca et al., 2017; Thuan, 2021). In the Philippine context, studies conducted by Cabangcala et al. (2021), Hernandez (2020), and Alaga (2016) further showed that students' attitudes toward English shape their learning experiences, classroom participation, and perceptions of language learning.

Despite the growing body of literature on language attitudes, there remains limited empirical research focusing on senior high school students in geographically and culturally distinct areas such as the Division of Sulu. Much of the existing literature has concentrated on college students, urban educational settings, or technology-assisted language learning environments. Moreover, previous studies often focused primarily on English proficiency or communication skills rather than examining how multiple dimensions of English language learning attitudes collectively influence students' academic performance. The present study addresses this gap by investigating various dimensions of English language learning attitudes, including interest in foreign languages, motivational intensity, teacher evaluation, attitudes toward learning English, attitudes toward English-speaking people, integrative orientation, desire to learn English, English course evaluation, and instrumental orientation in relation to students' academic performance.

This study is theoretically anchored on the modified model of English Language Learning Attitudes developed by Cocca et al. (2017), which was adapted from Gardner's (2005) Attitude Motivation Test Battery (AMTB). The model explains that learners' attitudes toward language learning are multidimensional and interconnected with motivational processes that shape language acquisition and academic engagement. The framework suggests that students who exhibit positive attitudes toward English are more likely to invest effort, sustain motivation, and achieve better academic outcomes. The adoption of this framework, provided the study a comprehensive examination of how affective and motivational dimensions influence academic performance among senior high school students.

The investigation is also grounded in the broader educational goal of developing 21st-century skills among learners. The Department of Education in the Philippines emphasizes communication, collaboration, critical thinking, and global competence as essential educational outcomes under the K to 12 curriculum. Since English serves as a medium for accessing knowledge and participating in academic discourse, understanding students' attitudes toward learning English becomes crucial in improving both language instruction and overall academic achievement.

Given these considerations, this study aimed to determine the English language learning attitudes of senior high school students in the Division of Sulu and examine their influence on academic performance. Specifically, it sought to describe the demographic profile of the respondents, determine the

level of English language learning attitudes across different dimensions, assess students' academic performance, identify significant differences in attitudes and academic performance when grouped according to demographic variables, and determine the significant relationship between English language learning attitudes and academic performance. Through this investigation, the study intends to contribute empirical evidence that may help educators, school administrators, and curriculum planners design more responsive language learning environments that promote positive attitudes toward English and support students' academic success.

## LITERATURE REVIEW

### *English Language Learning Attitudes*

Language learning attitudes play a significant role in shaping learners' motivation, engagement, and success in acquiring a second or foreign language. Attitudes refer to learners' feelings, beliefs, perceptions, and behavioral tendencies toward language learning and the target language community. Gardner's socio-educational theory emphasized that positive attitudes toward a language strengthen learners' motivation and willingness to participate in language learning activities, which consequently influence academic and linguistic outcomes (Gardner, 2005). Similarly, Thuan (2021) explained that attitude and motivation are interconnected constructs that affect learners' persistence and performance in language acquisition. Learners who possess positive attitudes toward English are more likely to participate actively in classroom activities, communicate confidently, and sustain interest in learning the language.

Several studies have demonstrated the relationship between positive English language attitudes and improved learning engagement. Ahmed (2015) found that learners generally develop favorable attitudes toward English because they perceive it as important for communication, academic advancement, and future employment opportunities, although anxiety and fear in classroom participation may still hinder learning. Likewise, Casil-Batang and Malenab-Temporal (2018) revealed that Filipino ESL learners exhibited positive behavioral, cognitive, and affective attitudes toward English, which contributed to stronger engagement and better language proficiency. Berowa, Devanadera, and David (2018) similarly reported that Vietnamese students studying in the Philippines demonstrated highly positive attitudes toward English, suggesting that positive perceptions toward the language enhance learners' motivation and participation in language learning activities.

Researchers have further emphasized that classroom environment and instructional practices influence students' language learning attitudes. Dörnyei and Muir (2019) argued that supportive teacher-student relationships, positive classroom climates, and meaningful learning experiences foster stronger learner motivation and engagement. In the Philippine context, Cabangcala et al. (2021) found that learners' attitudes toward online English learning were significantly associated with technological competence, while Hernandez (2020) reported positive attitudes toward Philippine English among Filipino graduate students. These studies collectively indicate that English language learning attitudes are shaped by personal, social, and educational factors and significantly influence learners' engagement and academic experiences. However, limited studies have examined the multiple dimensions of English language learning attitudes among senior high school students in geographically and culturally distinct contexts such as the Division of Sulu, thereby highlighting the need for further investigation.

### *Academic Performance in English Language Learning*

Academic performance is commonly used to measure students' ability to understand, apply, and communicate acquired knowledge in educational settings. In language learning, academic performance reflects learners' competence in using English effectively in classroom activities, assessments, and communication tasks. Campbell and Wiernik (2015) explained that academic performance refers to an individual's ability to meet expected standards and produce desired outcomes, while Bell, as cited in Isah (2015), described academic achievement as the extent to which learners satisfy institutional educational

requirements. In English language education, academic performance is often associated with learners' language proficiency, communication competence, and classroom participation.

Several studies have shown that language learning attitudes and motivational factors influence students' academic performance. Tabari and Noori (2015) found a significant relationship between positive attitudes toward English and language proficiency among Iranian EFL learners, suggesting that learners who possess favorable perceptions toward English tend to perform better academically. Similarly, Evseeva and Solozhenko (2015) reported that the use of flipped classroom technology enhanced students' motivation and improved academic performance in language learning. Oga-Baldwin et al. (2017) also emphasized that supportive learning environments and self-determined motivation positively influence learners' engagement and achievement in foreign language classes. These findings indicate that learners' motivation, attitudes, and classroom experiences contribute significantly to their academic success.

In the Philippine context, several studies further support the connection between language learning experiences and academic outcomes. Tan et al. (2020) highlighted the importance of classroom interaction and self-efficacy in English oral communication among Filipino ESL learners, while Gonzales and Torres (2016) found that positive attitudes toward cooperative learning were associated with improved reading comprehension among Grade 8 Filipino ESL learners. Additionally, Julhamid (2019) explored the relationship between language learning attitudes, strategies, and proficiency among college students and emphasized the importance of learner engagement in improving academic outcomes. Although previous studies have examined language attitudes, motivation, and English proficiency, limited research has directly investigated how multiple dimensions of English language learning attitudes influence the academic performance of senior high school students in the Division of Sulu. This gap underscores the importance of examining the relationship between English language learning attitudes and students' academic achievement in diverse educational contexts.

#### *Correlations of English Learning Attitudes and academics*

The relationship between English language learning attitudes and academic performance has been widely recognized in second language acquisition research. Learners' attitudes toward English influence their level of motivation, classroom engagement, participation, and willingness to exert effort in learning activities, all of which contribute to academic achievement. Gardner's socio-educational theory explains that positive attitudes toward the target language enhance learners' motivation and persistence, resulting in better language learning outcomes and academic performance (Gardner, 2005). Similarly, Cocca et al. (2017) emphasized that learners who demonstrate stronger interest, integrative orientation, and motivational intensity toward English are more likely to sustain engagement in language learning tasks. Several empirical studies support the significant relationship between language learning attitudes and academic achievement. Tabari and Noori (2015) found that learners with positive attitudes toward English demonstrated higher levels of language proficiency and academic success. Casil-Batang and Malenab-Temporal (2018) also reported that positive behavioral, cognitive, and affective attitudes toward English contributed to better English proficiency among Filipino ESL learners. Likewise, Ahmed (2015) observed that students who viewed English positively showed greater willingness to communicate and participate in classroom activities, which enhanced their learning experiences. These findings suggest that learners' perceptions and emotional dispositions toward English play a critical role in determining their academic engagement and performance.

In the Philippine educational context, studies have likewise emphasized the importance of learner attitudes in shaping academic outcomes. Cabangcala et al. (2021) found that positive attitudes toward online learning significantly influenced students' adaptability and technological competence in English learning environments. Gonzales and Torres (2016) further revealed that favorable attitudes toward cooperative learning positively affected students' reading comprehension performance. Despite these findings, limited studies have comprehensively examined how multiple dimensions of English language learning attitudes influence the academic performance of senior high school students in culturally diverse and

underrepresented educational settings such as the Division of Sulu. Hence, this study seeks to address this gap by investigating the relationship between English language learning attitudes and the academic performance of senior high school students in the Division of Sulu.

### ***Teacher Influence and English Learning in Multilingual Contexts***

Teachers and classroom environments play a crucial role in shaping learners' attitudes toward English language learning. Dörnyei and Muir (2019) emphasized that supportive classroom climates, meaningful learning activities, and positive teacher-student relationships significantly enhance learners' motivation and engagement in language learning. Similarly, Ortega and Ortega-Dela Cruz (2016) found that educators' attitudes and teaching approaches influence students' learning experiences and responsiveness in English as a Second Language (ESL) classrooms. Teacher effectiveness, classroom interaction, and instructional support therefore contribute not only to language acquisition but also to learners' confidence and willingness to participate in English learning activities.

Studies have also shown that learning English in multilingual and non-native English-speaking environments presents both opportunities and challenges for learners. In many ESL and EFL settings, learners' attitudes toward English are influenced by cultural background, exposure to the language, and perceptions of its social and academic value. Liu and Cheng (2017) found that although learners generally expressed positive attitudes toward English as an international language, many still experienced feelings of inferiority when comparing themselves with native speakers. Similarly, Darvin and Norton (2015) explained that language learning is shaped by learners' identities, social experiences, and access to supportive learning environments. In the Philippine context, Borlongan (2016) and Hernandez (2020) highlighted the growing acceptance of Philippine English, suggesting that localized English learning environments can influence learners' perceptions, confidence, and attitudes toward English use.

Within multilingual contexts such as the Division of Sulu, where learners are exposed to various local languages alongside English, understanding how classroom experiences and sociolinguistic conditions affect English language learning attitudes becomes increasingly important. Cabangcala et al. (2021) emphasized that learners' adaptability and attitudes toward English learning are influenced by educational environments and available learning support systems. These studies collectively suggest that teacher support, classroom climate, and multilingual learning contexts significantly shape students' attitudes toward English and their academic engagement. However, limited studies have explored these factors among senior high school students in geographically and culturally diverse settings such as Sulu, thereby reinforcing the need for further investigation.

### ***Synthesis of the Literature***

The reviewed literature established that English language learning attitudes significantly influence learners' motivation, engagement, language acquisition, and academic performance. Previous studies consistently emphasized that positive attitudes toward English enhance learners' willingness to participate in classroom activities, sustain motivation, and develop stronger language proficiency (Ahmed, 2015; Casil-Batang & Malenab-Temporal, 2018; Tabari & Noori, 2015). Researchers also highlighted that language learning attitudes are multidimensional, encompassing learners' interest in foreign languages, motivational intensity, integrative and instrumental orientations, teacher evaluation, and overall perceptions toward English learning (Gardner, 2005; Cocca et al., 2017). These dimensions collectively shape learners' educational experiences and academic outcomes.

The literature further revealed that classroom environment, teacher support, and learning contexts play important roles in developing positive English language learning attitudes. Studies by Dörnyei and Muir (2019), Ortega and Ortega-Dela Cruz (2016), and Cabangcala et al. (2021) demonstrated that supportive instructional practices and positive learning environments strengthen learners' engagement and confidence in using English. Moreover, investigations conducted in multilingual and ESL settings showed that learners' social experiences, cultural background, and perceptions of English influence their

language learning attitudes and academic participation (Darvin & Norton, 2015; Hernandez, 2020; Liu & Cheng, 2017). These findings suggest that English language learning attitudes are shaped not only by individual motivation but also by educational and sociocultural factors.

Despite the substantial body of literature on language learning attitudes and academic performance, limited studies have comprehensively examined the multiple dimensions of English language learning attitudes among senior high school students in geographically and culturally diverse contexts such as the Division of Sulu. Many previous studies focused primarily on college students, English proficiency, or technology-assisted learning environments rather than investigating how different dimensions of English language learning attitudes influence academic performance among senior high school learners. Hence, this study was conducted to address this gap by examining the English language learning attitudes of senior high school students in the Division of Sulu and determining their influence on academic performance.

## **METHODS**

### ***Research Design***

This study employed a descriptive-correlational research design to determine the English language learning attitudes of senior high school students in the Division of Sulu and examine their relationship with academic performance. The descriptive component was utilized to describe the respondents' demographic profile, level of English language learning attitudes, and academic performance, while the correlational component determined the significant relationship between English language learning attitudes and academic performance. This design was considered appropriate because it allowed the researcher to systematically describe existing conditions and analyze the association among variables without manipulating the study environment.

### ***Research Locale***

The study was conducted in selected senior high schools in the Division of Sulu during the School Year 2025–2026. The respondents were drawn from both Grade 11 and Grade 12 levels across ten public secondary schools in the province. The Division of Sulu provides a multilingual and culturally diverse educational environment where students are exposed to various local languages alongside English as a medium of instruction. This context made the locale appropriate for examining English language learning attitudes and their influence on students' academic performance.

### ***Population and Sampling***

The respondents of the study consisted of 200 senior high school students enrolled in selected public secondary schools in the Division of Sulu during the School Year 2025–2026. A purposive sampling technique was employed in selecting the participants to ensure representation across gender, age, parental monthly income, parental educational attainment, and grade level. The sample included an equal distribution of Grade 11 and Grade 12 students from the identified schools. The use of purposive sampling enabled the researcher to obtain respondents who were considered suitable and accessible for achieving the objectives of the study.

### ***Research Instrumentation***

The primary instrument used in this study was a structured survey questionnaire adapted from the modified English Language Learning Attitudes Scale developed by Cocca et al. (2017), which was based on Gardner's (2005) Attitude Motivation Test Battery (AMTB). The questionnaire consisted of two parts. Part I gathered the demographic profile of the respondents in terms of gender, age, parents' average monthly income, parents' educational attainment, and grade level. Part II measured the respondents' English language learning attitudes across the following dimensions: interest in foreign languages, motivational intensity to learn English, teacher evaluation, attitudes toward learning English, attitudes toward English-speaking people, integrative orientation, desire to learn English, English course evaluation, and instrumental orientation. The items were assessed using a five-point Likert scale ranging from strongly

disagree to strongly agree. The respondents' academic performance was determined through their first quarter general weighted average (GWA).

#### ***Validity and Reliability***

To ensure the validity of the instrument, the adapted questionnaire was subjected to content validation by experts from the Graduate Studies faculty of Sulu State College who evaluated the clarity, relevance, and suitability of the items in relation to the objectives of the study and the local research context. Necessary revisions and refinements were incorporated based on their recommendations to improve the comprehensibility and appropriateness of the instrument. Since the questionnaire was adapted from the standardized English Language Learning Attitudes Scale of Cocca et al. (2017), which was anchored on Gardner's (2005) AMTB, the instrument possesses established theoretical and construct validity. Furthermore, the internal consistency and reliability of the original scale reported in previous studies supported its appropriateness for measuring English language learning attitudes among senior high school students.

#### ***Data Gathering Procedure***

Prior to data collection, the researcher secured permission from the Office of the Dean of Graduate Studies of Sulu State College and the administrators of the participating senior high schools in the Division of Sulu. Upon approval, the researcher personally administered the survey questionnaires to the respondents. The purpose of the study and the instructions for answering the questionnaire were clearly explained to ensure accurate and honest responses. After the completion of the survey, all questionnaires were retrieved, checked for completeness, and organized for data analysis.

#### ***Data Analysis***

Both descriptive and inferential statistical tools were employed in analyzing the gathered data. Frequency counts and percentages were used to describe the demographic profile of the respondents. Mean and standard deviation were utilized to determine the level of English language learning attitudes and academic performance. Independent samples t-test and one-way analysis of variance (ANOVA) were used to determine significant differences in the variables when grouped according to demographic profile. Furthermore, Pearson Product-Moment Correlation Coefficient (Pearson's  $r$ ) was employed to determine the significant relationship between English language learning attitudes and academic performance. All statistical analyses were conducted using an appropriate level of significance.

#### ***Ethical Considerations***

The study strictly adhered to established ethical standards throughout the research process. Participation in the study was voluntary, and informed consent was obtained from all respondents prior to data collection. The respondents were informed about the objectives of the study, their rights as participants, and the confidentiality of their responses. To ensure anonymity and privacy, no identifying information was disclosed in the presentation of the findings. The researcher also maintained objectivity and integrity in collecting, analyzing, and interpreting the data. Moreover, the study complied with institutional ethical guidelines and secured the necessary ethics clearance prior to its implementation.

## **RESULTS AND DISCUSSION**

### **RQ1: demographic profile of the senior high school students in the Division of Sulu in terms of gender, age, parents' average monthly income, parents' educational attainment, and grade level?**

*Table 1: Demographic Profile of the Respondents*

| Variables | Indicators             | Frequency | Percentage % |
|-----------|------------------------|-----------|--------------|
| Gender    | Male                   | 66        | 33.0%        |
|           | Female                 | 134       | 67.0%        |
| Age       | 17 years old and below | 126       | 63.0%        |
|           | 18–19 years old        | 61        | 30.5%        |

|                                    |                        |     |       |
|------------------------------------|------------------------|-----|-------|
|                                    | 20 years old and above | 13  | 6.5%  |
| Parents' Average<br>Monthly Income | ≤5,000 and below       | 142 | 71.0% |
|                                    | ≤5,100–≤10,000         | 37  | 18.5% |
|                                    | ≤10,100 and above      | 21  | 10.5% |
| Parent's Educational<br>Attainment | Elementary Level       | 55  | 27.5% |
|                                    | High School Level      | 116 | 58.0% |
|                                    | Master's Degree        | 26  | 13.0% |
|                                    | Doctorate Degree       | 3   | 1.5%  |
| Grade Level                        | Grade 11               | 100 | 50.0% |
|                                    | Grade 12               | 100 | 50.0% |

Table 1 presents the demographic profile of the respondents included in the study. In terms of gender, the findings revealed that the majority of the respondents were female, comprising 67.0% of the total population, while male respondents accounted for only 33.0%. This distribution indicates stronger female representation among senior high school students in the selected schools in the Division of Sulu. The result may suggest increasing female participation and retention in secondary education within the locale. Since attitudes toward language learning may vary according to gender-related learning behaviors and communication tendencies, the predominance of female respondents may also reflect a learner population that is potentially more receptive to language-oriented academic engagement.

With respect to age, most respondents were 17 years old and below, representing 63.0% of the sample, followed by those aged 18–19 years old at 30.5%, while only a small portion belonged to the 20 years old and above category. The findings indicate that the respondents generally fall within the expected age bracket for senior high school learners under the K to 12 curriculum. This suggests that the majority progressed through their educational levels without major interruptions or delays. The concentration of respondents within the younger age categories may also imply stronger exposure to contemporary English learning approaches, digital learning environments, and curriculum reforms that emphasize communication and 21st-century learning competencies.

In terms of socioeconomic background, the findings demonstrated that most respondents came from low-income families, with 71.0% reporting a parental monthly income of ≤5,000 and below. Only 10.5% belonged to households earning ≤10,100 and above monthly. This economic trend reflects the financial realities experienced by many families in the Division of Sulu and highlights the educational challenges often associated with limited household resources. Learners from economically constrained backgrounds may have reduced access to educational materials, private tutorials, stable internet connectivity, and other language enrichment opportunities. Despite these limitations, the participation of these learners in the study reflects the continuing value placed on education and English learning as potential instruments for social mobility and future opportunities.

The findings further showed that the majority of respondents had parents whose highest educational attainment was at the high school level, accounting for 48.0%, followed by elementary education at 37.5%. Only a small proportion reported parents with postgraduate qualifications. This suggests that many learners may come from households with limited academic support in terms of advanced educational guidance and language exposure. Nonetheless, the presence of learners pursuing senior high school education despite these conditions may indicate growing educational aspirations among families in the province. Meanwhile, the equal representation of Grade 11 and Grade 12 students ensured balanced participation across the senior high school levels, allowing the study to capture perspectives from learners at different stages of academic preparation and language learning experiences. The balanced distribution also strengthened the reliability of comparisons involving grade-level differences in English language learning attitudes and academic performance.



**RQ2: Level of English language learning attitudes of senior high school students in the Division of Sulu in terms of interest in foreign languages, motivational intensity to learn English, teacher evaluation, attitude toward learning English, attitudes toward English-speaking people, integrative orientation, desire to learn English, English course evaluation, and instrumental orientation?**

*Table 2: Level of English Language Learning Attitudes of Senior High School Students in the Division of Sulu*

| <b>Dimensions</b>                        | <b>Mean</b>   | <b>SD</b>     | <b>Interpretation</b> |
|------------------------------------------|---------------|---------------|-----------------------|
| Interest in Foreign Languages            | 3.9380        | .72967        | Agree                 |
| Motivational Intensity to Learn English  | 3.8860        | .71804        | Agree                 |
| Teacher Evaluation                       | 3.8730        | .71176        | Agree                 |
| Attitude toward Learning English         | 4.1900        | .75468        | Agree                 |
| Attitudes toward English-Speaking People | 3.9410        | .71024        | Agree                 |
| Integrative Orientation                  | 4.1570        | .77236        | Agree                 |
| Desire to Learn English                  | 4.0810        | .75131        | Agree                 |
| English Course Evaluation                | 4.0810        | .75131        | Agree                 |
| Instrumental Orientation                 | 4.1240        | .68187        | Agree                 |
| <b>Overall Mean</b>                      | <b>4.0301</b> | <b>.73158</b> | <b>Agree</b>          |

*Legend: 4.50–5.00 = Strongly Agree; 3.50–4.49 = Agree; 2.50–3.49 = Neutral; 1.50–2.49 = Disagree; 1.00–1.49 = Strongly Disagree*

Table 2 presents the level of English language learning attitudes among senior high school students in the Division of Sulu across the nine dimensions of the modified English Language Learning Attitudes framework of Cocca et al. (2017). The findings revealed an overall mean score of 4.0301, interpreted as “Agree,” indicating that the respondents generally demonstrated positive attitudes toward learning English. The consistently favorable ratings across all dimensions suggest that English is viewed by the learners as both academically meaningful and socially advantageous. Despite the multilingual context of the respondents, the findings imply that English remains strongly positioned as a language associated with educational advancement, communication, and future opportunities.

Among the dimensions, attitude toward learning English obtained the highest mean score ( $M = 4.1900$ ), followed closely by integrative orientation ( $M = 4.1570$ ) and instrumental orientation ( $M = 4.1240$ ). These findings indicate that the respondents not only enjoy learning English but also recognize its importance in expanding social interaction, improving communication, and achieving future career aspirations. The strong integrative and instrumental orientations suggest that learners perceive English as both a practical tool and a bridge toward broader social and cultural engagement. This supports Gardner’s (2005) socio-educational theory, which posits that learners who develop positive emotional and motivational orientations toward a second language are more likely to sustain effort and engagement in language learning. The findings further imply that students in the Division of Sulu are increasingly aware of the global relevance of English in education, employment, and interpersonal communication.

The dimensions of desire to learn English ( $M = 4.0810$ ) and English course evaluation ( $M = 4.0810$ ) also received favorable ratings, indicating that learners generally possess strong willingness to improve their English proficiency and maintain positive perceptions of their English classes. This suggests that classroom experiences and instructional practices may be contributing positively to students’ motivation and engagement. Dörnyei and Muir (2019) emphasized that motivating classroom environments and supportive instructional approaches significantly shape learners’ attitudes and persistence in language learning. Similarly, the positive rating in teacher evaluation ( $M = 3.8730$ ) indicates that students generally appreciate the competence and instructional support provided by their English teachers, although this dimension obtained one of the comparatively lower means among the categories. This may imply that while students value their teachers’ efforts, there may still be areas in instructional delivery, classroom interaction, or motivational support that can be further strengthened to enhance learner engagement.

Meanwhile, interest in foreign languages ( $M = 3.9380$ ), attitudes toward English-speaking people ( $M = 3.9410$ ), and motivational intensity to learn English ( $M = 3.8860$ ) were all interpreted as “Agree,” indicating generally positive but relatively moderate affective orientations toward English learning. The findings suggest that students are interested in learning English and engaging with English-speaking cultures, yet their exposure to authentic English-speaking environments may remain limited due to geographical and sociocultural factors. In addition, although the learners demonstrated motivational effort toward English learning, the slightly lower mean for motivational intensity may indicate the presence of challenges such as limited learning resources, language anxiety, or environmental constraints that affect sustained engagement. Nevertheless, the uniformly positive ratings across all dimensions reflect that senior high school students in the Division of Sulu possess constructive attitudes toward English language learning, which may contribute positively to their classroom participation, communication confidence, and academic performance.

**RQ3: Level of academic performance of senior high school students in the Division of Sulu in terms of their first quarter general weighted average grade?**

*Table 3: Level of Academic Performance of Senior High School Students*

| Indicator                 | Mean   | SD     | Interpretation |
|---------------------------|--------|--------|----------------|
| Grade Point Average (GPA) | 1.8700 | .82249 | Outstanding    |

*Legend: (1.0) 90-100=Outstanding; (1.1-2) 85-89= Very Satisfactory; (2.1-3) 80-84=Satisfactory; (3.1-4) 75-79=Fairly Satisfactory; (4.1-5) Below 75=Did not meet the expectation*

Table 3 presents the level of academic performance of senior high school students in the Division of Sulu based on their first quarter general weighted average (GWA). The findings revealed a mean score of 1.8700 with a standard deviation of .82249, interpreted as “Outstanding.” This indicates that the respondents generally demonstrated high academic achievement during the first quarter of the academic year. The result suggests that despite socioeconomic limitations and the multilingual learning environment experienced by many students in the locale, the respondents were still able to maintain commendable academic standing. The finding further implies that the learners possess the capacity to adapt to academic demands and remain engaged in their studies despite contextual educational challenges.

The outstanding academic performance observed in the study may be associated with learners’ positive educational attitudes, motivation, and commitment toward academic success. Campbell and Wiernik (2015) emphasized that academic performance reflects learners’ ability to meet educational standards and effectively apply acquired knowledge and skills. Similarly, Oga-Baldwin et al. (2017) noted that supportive learning environments and self-determined motivation significantly influence students’ academic engagement and achievement. Considering that the respondents also demonstrated favorable English language learning attitudes, the findings may suggest that positive learning dispositions contribute not only to language development but also to broader academic competence. Moreover, the relatively low standard deviation indicates consistency in students’ academic performance, implying that high academic achievement was not limited to only a small group of learners but was generally evident across the respondent population.

**RQ4: significant difference in the level of English language learning attitudes of senior high school students in the Division of Sulu when grouped according to demographic profile?**

*Table 4.1: Differences in the Level of English Language Learning Attitudes of Senior High School Students in the Division of Sulu According to Gender*

| Variables                               | Male Mean | Female Mean | t-value | p-value | Interpretation  |
|-----------------------------------------|-----------|-------------|---------|---------|-----------------|
| Interest in Foreign Languages           | 3.8455    | 3.9836      | -1.261  | .209    | Not Significant |
| Motivational Intensity to Learn English | 3.8152    | 3.9209      | -.979   | .329    | Not Significant |

| Variables                                | Male Mean | Female Mean | t-value | p-value | Interpretation |
|------------------------------------------|-----------|-------------|---------|---------|----------------|
| Teacher Evaluation                       | 3.6727    | 3.9716      | -2.842  | .005    | Significant    |
| Attitude toward Learning English         | 3.9545    | 4.3060      | -3.166  | .002    | Significant    |
| Attitudes toward English-Speaking People | 3.8000    | 4.0104      | -1.985  | .049    | Significant    |
| Integrative Orientation                  | 3.9424    | 4.2627      | -2.805  | .006    | Significant    |
| Desire to Learn English                  | 3.9212    | 4.1597      | -2.130  | .034    | Significant    |
| English Course Evaluation                | 3.9212    | 4.1597      | -2.130  | .034    | Significant    |
| Instrumental Orientation                 | 3.8909    | 4.2388      | -3.487  | .001    | Significant    |

*Significant at alpha .05*

Table 4.1 presents the differences in the level of English language learning attitudes of senior high school students in the Division of Sulu when grouped according to gender. The findings revealed that significant differences existed in teacher evaluation, attitude toward learning English, attitudes toward English-speaking people, integrative orientation, desire to learn English, English course evaluation, and instrumental orientation. However, no significant differences were found in interest in foreign languages and motivational intensity to learn English. These findings indicate that male and female students differ in several affective and motivational dimensions associated with English language learning.

Notably, female respondents consistently obtained higher mean scores across all dimensions, particularly in attitude toward learning English, integrative orientation, and instrumental orientation. This suggests that female students possess stronger appreciation of English learning, greater openness toward interaction with English-speaking communities, and higher recognition of the practical benefits associated with English proficiency. The findings support Gardner's (2005) socio-educational theory, which explains that learners' attitudes and motivational orientations significantly influence second language acquisition. Similarly, Roquet, Llopis, and Pérez-Vidal (2015) observed that female learners often demonstrate more positive language learning attitudes and stronger academic engagement than male learners, particularly in communication-oriented subjects.

The significant differences in teacher evaluation and English course evaluation further imply that female students may respond more positively to classroom interaction, instructional support, and learning environments. This finding aligns with Dörnyei and Muir's (2019) argument that supportive classroom experiences and meaningful teacher-student relationships contribute substantially to learner motivation and engagement. Meanwhile, the absence of significant differences in interest in foreign languages and motivational intensity suggests that both male and female students generally share comparable curiosity and effort toward learning English. Overall, the findings imply that gender serves as an important factor influencing several dimensions of English language learning attitudes among senior high school students in the Division of Sulu. Consequently, the null hypothesis stating that there is no significant difference in the level of English language learning attitudes when grouped according to gender is partially rejected.

*Table 4.2: Differences in the Level of English Language Learning Attitudes of Senior High School Students in the Division of Sulu According to Age*

| Variables                     | F-value | p-value | Interpretation  |
|-------------------------------|---------|---------|-----------------|
| Interest in Foreign Languages | .608    | .545    | Not Significant |

| Variables                                | F-value | p-value | Interpretation  |
|------------------------------------------|---------|---------|-----------------|
| Motivational Intensity to Learn English  | .319    | .727    | Not Significant |
| Teacher Evaluation                       | 1.676   | .190    | Not Significant |
| Attitude toward Learning English         | 1.251   | .288    | Not Significant |
| Attitudes toward English-Speaking People | 2.166   | .117    | Not Significant |
| Integrative Orientation                  | .844    | .431    | Not Significant |
| Desire to Learn English                  | 1.022   | .362    | Not Significant |
| English Course Evaluation                | 1.022   | .362    | Not Significant |
| Instrumental Orientation                 | .545    | .581    | Not Significant |

*Significant at alpha .05*

Table 4.2 presents the differences in the level of English language learning attitudes of senior high school students in the Division of Sulu when grouped according to age. The findings revealed that all dimensions obtained p-values greater than the .05 level of significance, indicating no significant differences across the respondents' age categories. This means that students, regardless of whether they belonged to the younger or older age groups, generally shared similar perceptions, motivations, and orientations toward learning English.

The findings suggest that age does not substantially influence how senior high school students perceive English language learning within the context of the study. Since the respondents belonged to relatively close developmental and educational stages, they may have experienced similar curricular exposure, classroom environments, and language learning experiences. This observation supports Gardner's (2005) socio-educational theory, which emphasizes that language attitudes are shaped more strongly by social and educational experiences than by demographic characteristics such as age. Likewise, Thuan (2021) explained that learners' attitudes toward English are often formed through sustained exposure to meaningful learning environments and communicative experiences rather than chronological maturity alone.

The absence of significant differences further implies that English is consistently perceived by students across age groups as an important and relevant language for academic achievement and future opportunities. The result indicates that positive English language learning attitudes among the respondents may already be deeply embedded within their educational experiences regardless of age variation. Consequently, the null hypothesis stating that there is no significant difference in the level of English language learning attitudes when grouped according to age is accepted.

*Table 4.3: Differences in the Level of English Language Learning Attitudes of Senior High School Students in the Division of Sulu According to Parents' Average Monthly Income*

| Variables                                | F-value | p-value | Interpretation  |
|------------------------------------------|---------|---------|-----------------|
| Interest in Foreign Languages            | 2.204   | .113    | Not Significant |
| Motivational Intensity to Learn English  | .921    | .400    | Not Significant |
| Teacher Evaluation                       | .974    | .379    | Not Significant |
| Attitude toward Learning English         | 1.802   | .168    | Not Significant |
| Attitudes toward English-Speaking People | 2.287   | .104    | Not Significant |
| Integrative Orientation                  | 1.212   | .300    | Not Significant |
| Desire to Learn English                  | 1.768   | .173    | Not Significant |
| English Course Evaluation                | 1.768   | .173    | Not Significant |

| Variables                | F-value | p-value | Interpretation  |
|--------------------------|---------|---------|-----------------|
| Instrumental Orientation | .364    | .695    | Not Significant |

*Significant at alpha .05*

Table 4.3 presents the differences in the level of English language learning attitudes of senior high school students in the Division of Sulu when grouped according to parents' average monthly income. The findings revealed that all dimensions obtained p-values greater than the .05 level of significance, indicating no significant differences in the respondents' English language learning attitudes regardless of socioeconomic background. This means that students from lower-income and relatively higher-income families generally shared similar perceptions, motivations, and orientations toward learning English.

The findings suggest that financial status does not substantially influence how learners value and perceive English language learning within the context of the study. Although the majority of respondents came from low-income households, they still demonstrated positive attitudes toward English comparable to those from relatively higher-income families. This indicates that students may recognize English as an important academic and professional resource regardless of economic condition. Ahmed (2015) emphasized that learners often develop positive attitudes toward English because of its perceived role in communication, education, and employment opportunities. Similarly, Gardner's (2005) socio-educational theory explains that motivational orientation toward language learning is shaped largely by learners' perceived value of the language and their educational experiences rather than socioeconomic status alone.

The absence of significant differences further implies that the respondents' shared school experiences, exposure to English instruction, and aspirations for future advancement may have contributed more strongly to their language learning attitudes than family income. This finding is particularly important in the context of the Division of Sulu, where many learners experience economic limitations yet continue to demonstrate favorable attitudes toward English learning. The result therefore highlights the role of schools and educational environments in fostering positive language attitudes despite socioeconomic disparities. Consequently, the null hypothesis stating that there is no significant difference in the level of English language learning attitudes when grouped according to parents' average monthly income is accepted.

*Table 4.4: Differences in the Level of English Language Learning Attitudes of Senior High School Students in the Division of Sulu According to Parents' Educational Attainment*

| Variables                                | F-value | p-value | Interpretation  |
|------------------------------------------|---------|---------|-----------------|
| Interest in Foreign Languages            | 1.957   | .122    | Not Significant |
| Motivational Intensity to Learn English  | .564    | .639    | Not Significant |
| Teacher Evaluation                       | .969    | .409    | Not Significant |
| Attitude toward Learning English         | .266    | .850    | Not Significant |
| Attitudes toward English-Speaking People | .147    | .932    | Not Significant |
| Integrative Orientation                  | .600    | .616    | Not Significant |
| Desire to Learn English                  | 1.661   | .177    | Not Significant |
| English Course Evaluation                | 1.661   | .177    | Not Significant |
| Instrumental Orientation                 | .891    | .447    | Not Significant |

*Significant at alpha .05*

Table 4.4 presents the differences in the level of English language learning attitudes of senior high school students in the Division of Sulu when grouped according to parents' educational attainment. The findings revealed that all dimensions obtained p-values greater than the .05 level of significance, indicating

no significant differences in the respondents' English language learning attitudes regardless of their parents' educational background. This means that students whose parents attained lower or higher levels of education generally shared similar attitudes, motivations, and perceptions toward learning English.

The findings suggest that parents' educational attainment did not substantially affect how students viewed English language learning. Although parental education is commonly associated with academic support and learning exposure at home, the results imply that learners in the present study may have developed their language learning attitudes more strongly through school experiences, peer interaction, media exposure, and classroom engagement. Gardner's (2005) socio-educational theory emphasized that attitudes toward language learning are largely shaped by learners' social experiences and motivational orientations within their learning environment. Similarly, Dörnyei and Muir (2019) explained that supportive educational experiences and classroom climate significantly contribute to the development of positive learner attitudes regardless of family background.

The absence of significant differences further indicates that English may already be perceived by students as universally important for academic success, communication, and future opportunities regardless of their parents' educational status. This finding reflects the increasing recognition of English as a valuable language across different social and educational backgrounds in the Division of Sulu. It also suggests that schools play a central role in fostering positive English language learning attitudes even among learners who may not receive extensive academic support at home. Consequently, the null hypothesis stating that there is no significant difference in the level of English language learning attitudes when grouped according to parents' educational attainment is accepted.

*Table 4.5: Differences in the Level of English Language Learning Attitudes of Senior High School Students in the Division of Sulu According to Grade Level*

| Variables                                | Grade Mean | <sup>11</sup> Grade 12 Mean | t-value | p-value | Interpretation  |
|------------------------------------------|------------|-----------------------------|---------|---------|-----------------|
| Interest in Foreign Languages            | 3.7720     | 4.1040                      | -3.296  | .001    | Significant     |
| Motivational Intensity to Learn English  | 3.7780     | 3.9940                      | -2.146  | .033    | Not Significant |
| Teacher Evaluation                       | 3.8220     | 3.9240                      | -1.013  | .312    | Not Significant |
| Attitude toward Learning English         | 4.0500     | 4.3300                      | -2.663  | .008    | Significant     |
| Attitudes toward English-Speaking People | 3.8000     | 4.0820                      | -2.858  | .005    | Significant     |
| Integrative Orientation                  | 3.9820     | 4.3320                      | -3.282  | .001    | Significant     |
| Desire to Learn English                  | 3.9080     | 4.2540                      | -3.338  | .001    | Significant     |
| English Course Evaluation                | 3.9080     | 4.2540                      | -3.338  | .001    | Significant     |
| Instrumental Orientation                 | 3.9380     | 4.3100                      | -4.000  | .000    | Significant     |

*Significant at alpha .05*

Table 4.5 presents the differences in the level of English language learning attitudes of senior high school students in the Division of Sulu when grouped according to grade level. The findings revealed significant differences in interest in foreign languages, attitude toward learning English, attitudes toward English-speaking people, integrative orientation, desire to learn English, English course evaluation, and instrumental orientation. However, no significant differences were found in motivational intensity to learn English and teacher evaluation. These results indicate that grade level significantly influences several dimensions of English language learning attitudes among the respondents.

Notably, Grade 12 students consistently obtained higher mean scores than Grade 11 students across all dimensions, particularly in instrumental orientation, integrative orientation, and desire to learn English. This suggests that students' attitudes toward English become more favorable as they advance through senior high school education. The stronger orientations observed among Grade 12 learners may be attributed to increased academic exposure, broader communication experiences, and greater awareness of the importance of English in higher education, employment, and professional development. Gardner's (2005) socio-educational theory explains that learners' attitudes and motivational orientations evolve through continuous interaction with educational and social experiences. Likewise, Dörnyei and Muir (2019) emphasized that sustained classroom exposure and meaningful learning experiences contribute to stronger learner engagement and more positive attitudes toward language learning over time.

The significant differences in English course evaluation and attitude toward learning English further imply that Grade 12 students may have developed greater appreciation for English instruction and classroom experiences compared to Grade 11 students. Their stronger instrumental orientation also indicates heightened recognition of English as a practical tool for academic success, career advancement, and social mobility. Meanwhile, the absence of significant differences in motivational intensity and teacher evaluation suggests that both grade levels generally exert comparable effort in learning English and maintain relatively similar perceptions toward their English teachers. Overall, the findings indicate that grade level serves as an important factor influencing learners' attitudes toward English language learning in the Division of Sulu. Consequently, the null hypothesis stating that there is no significant difference in the level of English language learning attitudes when grouped according to grade level is partially rejected.

**RQ5: Significant difference in the level of academic performance of senior high school students in the Division of Sulu when grouped according to demographic profile?**

*Table 5: Differences in the Level of Academic Performance of Senior High School Students in the Division of Sulu According to Demographic Profile*

| Variable                        | Test Statistic | p-value | Decision          | Interpretation  |
|---------------------------------|----------------|---------|-------------------|-----------------|
| Gender                          | t = 1.389      | .166    | Fail to Reject Ho | Not Significant |
| Age                             | F = 3.052      | .049    | Reject Ho         | Significant     |
| Parents' Average Monthly Income | F = .301       | .741    | Fail to Reject Ho | Not Significant |
| Parents' Educational Attainment | F = .832       | .478    | Fail to Reject Ho | Not Significant |
| Grade Level                     | t = 1.379      | .170    | Fail to Reject Ho | Not Significant |

*Significant at alpha .05*

Table 5 presents the differences in the level of academic performance of senior high school students in the Division of Sulu when grouped according to demographic profile. The findings revealed that age was the only variable that produced a significant difference in academic performance, while gender, parents' average monthly income, parents' educational attainment, and grade level did not significantly affect students' first quarter general weighted average. The significant result for age indicates that academic performance varies across age groups, suggesting that differences in maturity, learning experiences, academic adjustment, and educational responsibilities may influence students' achievement levels. Older learners may possess stronger self-regulation, discipline, and adaptive learning strategies, while younger learners may still be adjusting to the academic demands of senior high school education.

In contrast, the non-significant findings for gender, socioeconomic status, parents' educational attainment, and grade level indicate that students generally demonstrated comparable academic performance regardless of demographic background. These results suggest that academic achievement among the respondents may be influenced more strongly by individual learner motivation, school experiences, and instructional support rather than by social or family characteristics alone. Campbell and

Wiernik (2015) explained that academic performance reflects learners' ability to effectively apply acquired knowledge and meet educational standards, while Oga-Baldwin et al. (2017) emphasized that learner engagement and motivational orientation significantly contribute to academic success. The findings therefore imply that students in the Division of Sulu may be benefiting from relatively similar learning opportunities and academic expectations despite differences in personal background.

Moreover, the absence of significant differences across most demographic variables highlights the possibility that English learning and academic achievement have become relatively accessible and valued across diverse learner groups within the Division of Sulu. This finding is particularly meaningful considering that the majority of respondents came from low-income households and families with limited educational attainment. Despite these conditions, the students generally maintained comparable academic performance, suggesting resilience, adaptability, and strong educational aspirations among the respondents. Consequently, the null hypothesis was rejected only in terms of age and accepted for gender, parents' average monthly income, parents' educational attainment, and grade level.

**RQ6: Significant correlation between English language learning attitudes and academic performance of senior high school students in the Division of Sulu?**

*Table 6: Correlation between English Language Learning Attitudes and Academic Performance of Senior High School Students in the Division of Sulu*

| Variables                                                    |  |  |  |  | r-value | p-value | Interpretation          |          |          |
|--------------------------------------------------------------|--|--|--|--|---------|---------|-------------------------|----------|----------|
| English Language Learning Attitudes and Academic Performance |  |  |  |  | -.307   | .000    | Significant Correlation | Moderate | Negative |

*Significant at alpha .05*

Table 6 presents the correlation between English language learning attitudes and academic performance of senior high school students in the Division of Sulu. The findings revealed a Pearson correlation coefficient of  $-.307$  with a p-value of  $.000$ , indicating a statistically significant moderate negative correlation between the two variables. This means that as the level of English language learning attitudes increases, academic performance tends to decrease, or vice versa. The result therefore suggests an inverse relationship between students' positive attitudes toward English learning and their general weighted average performance during the first quarter.

At first glance, the finding appears contrary to the common assumption that positive attitudes toward language learning are directly associated with stronger academic achievement. However, the result may be interpreted within the context of learner priorities, academic distribution, and performance measurement. Since academic performance in the study was measured using the overall general weighted average rather than English-specific achievement alone, it is possible that students who demonstrated stronger interest, engagement, and emotional investment in English may not necessarily exhibit equally high performance across other academic subjects. Learners who devote greater attention to communicative and language-related interests may allocate less focus to other content areas that contribute to overall academic grades. Additionally, highly motivated language learners may also become more self-aware and critical of their actual academic performance, leading to discrepancies between affective orientation and measured academic outcomes.

The findings nonetheless remain theoretically meaningful. Gardner's (2005) socio-educational theory explains that attitudes and motivation influence language acquisition processes, but these affective variables do not always translate directly into generalized academic achievement. Similarly, Dörnyei and Muir (2019) emphasized that language motivation is multidimensional and may interact with contextual,



psychological, and academic factors in complex ways. The negative correlation observed in the study therefore suggests that English language learning attitudes and overall academic performance may not always progress in parallel among senior high school students in the Division of Sulu. This finding highlights the importance of examining not only students' motivational orientations but also the broader academic, environmental, and personal conditions that may influence achievement outcomes. Consequently, the null hypothesis stating that there is no significant correlation between English language learning attitudes and academic performance is rejected.

## CONCLUSION

This study examined the English language learning attitudes and academic performance of senior high school students in the Division of Sulu and determined the significant differences and relationship between these variables when grouped according to demographic profile. The findings revealed that the respondents generally possessed positive English language learning attitudes across all dimensions, particularly in terms of attitude toward learning English, integrative orientation, and instrumental orientation. The students also demonstrated outstanding academic performance based on their first quarter general weighted average. These findings indicate that senior high school students in the Division of Sulu recognize English as both an educational necessity and a practical instrument for future academic and professional advancement.

One of the significant insights generated by the study is that English language learning attitudes among learners in geographically and economically challenged contexts can remain highly positive despite socioeconomic limitations and limited parental educational support. The findings challenge the common assumption that learners from disadvantaged backgrounds necessarily exhibit weaker educational and language learning dispositions. Instead, the study revealed that students in the Division of Sulu demonstrate strong motivational and affective orientations toward English regardless of age, family income, or parents' educational attainment. This suggests that the perceived value of English as a language of opportunity, mobility, and global participation has become deeply embedded among learners even in culturally and linguistically diverse communities.

Another important contribution of the study lies in the discovery that gender and grade level significantly influenced several dimensions of English language learning attitudes, while most demographic variables did not significantly affect academic performance. Female learners and Grade 12 students demonstrated more favorable English language learning attitudes, implying that educational exposure, maturity, and sustained classroom engagement strengthen learners' appreciation and motivation toward English over time. However, the study also revealed a significant moderate negative correlation between English language learning attitudes and academic performance, suggesting that positive affective orientation toward English does not always directly translate into higher overall academic achievement. This finding offers a more nuanced understanding of language learning by demonstrating that learner motivation and academic performance interact in complex and multidimensional ways rather than through a simple positive relationship.

The broader implication of the study is that English language learning in the Division of Sulu should not be viewed merely as a linguistic or academic concern, but also as a sociocultural and developmental phenomenon. Students' positive attitudes toward English reflect aspirations for broader communication, educational advancement, and participation in wider social and professional spaces. The findings therefore highlight the importance of sustaining inclusive, motivating, and context-sensitive English learning environments that strengthen not only language proficiency but also learner confidence, engagement, and academic resilience. Ultimately, the study contributes to the growing body of literature on English language learning attitudes by providing evidence from an underrepresented educational setting and by demonstrating that learners in multilingual and economically constrained communities continue to value English as an important pathway toward personal and academic growth.

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