

ASSESSING THE FACTORS AFFECTING THE ENGLISH LANGUAGE ACHIEVEMENT AMONG PUBLIC JUNIOR HIGH SCHOOL STUDENTS IN THE DIVISION OF SULU

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ABSTRACT

English language achievement is shaped by a complex interplay of academic and social factors, particularly in multilingual educational settings where learners navigate multiple linguistic and cultural identities. Despite extensive research on English language learning, empirical evidence from geographically and culturally distinct contexts such as the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) remains limited. This study examined the academic and social factors affecting English language achievement among public junior high school students in the Division of Sulu. Specifically, it assessed the levels of academic and social factors, determined students' English language achievement based on Grade Point Average (GPA), examined differences across selected demographic characteristics, and analyzed the relationships between these factors and English language achievement. Employing a quantitative descriptive-correlational design, data were collected from 200 public junior high school students using an adapted survey questionnaire, while students' English GPA was obtained from official school records. Descriptive statistics, independent samples *t*-test, one-way analysis of variance (ANOVA), and Pearson product-moment correlation were utilized for data analysis. The findings revealed that respondents generally perceived both academic and social factors as influential to English language achievement, with academic factors receiving higher ratings. Students demonstrated a satisfactory level of English language achievement. Significant differences were observed in academic factors according to parents' monthly income and in social factors according to age and grade level, while English language achievement differed only across parents' monthly income. Furthermore, academic factors exhibited a significant positive relationship with English language achievement, whereas social factors showed no significant association. These findings emphasized the importance of strengthening instructional practices while recognizing the influence of learners' socioeconomic and multilingual contexts in designing responsive English language education programs.

Keywords: English language achievement, academic factors, social factors, multilingual education

INTRODUCTION

English proficiency remains a fundamental competency in an increasingly interconnected world where communication, higher education, technological advancement, and economic participation are closely associated with mastery of global languages. Across multilingual societies, English serves not only as a medium of international communication but also as an important form of linguistic capital that facilitates access to employment, higher education, scientific knowledge, and global networks (World Bank,

2018; OECD, 2019). Consequently, improving English language achievement has become a major educational priority for many countries, particularly those where English functions as a second or foreign language. However, research consistently demonstrates that language achievement extends beyond learners' cognitive ability or classroom instruction alone. Instead, it emerges from a dynamic interaction among instructional practices, learners' affective characteristics, social environments, and broader educational contexts (Gardner, 1985; Krashen, 1982; Bandura, 1977; van de Werfhorst et al., 2022; Azkiyah et al., 2023). Recent scholarship likewise emphasizes that students' communicative competence is shaped by both academic and socio-affective experiences, suggesting that effective language education requires attention to the environments in which learning occurs rather than focusing solely on curriculum content or linguistic knowledge (Teimouri et al., 2019; Dewaele & MacIntyre, 2014; Zhang, 2022; Ginting, 2025).

Within the Philippine educational landscape, concerns regarding English language achievement have intensified despite English maintaining its status as an official language and remaining a significant driver of economic competitiveness, particularly in business process outsourcing, international employment, and higher education. National assessments and international large-scale evaluations continue to indicate persistent learning challenges among Filipino learners. The country's performance in the 2018 Programme for International Student Assessment (PISA), particularly in reading literacy, underscored longstanding concerns regarding language proficiency and educational quality (OECD, 2019). Previous studies have attributed these outcomes to multiple interacting factors, including uneven curriculum implementation, disparities in educational resources, teacher preparedness, socio-economic inequalities, and the complexities of multilingual education under the Mother Tongue-Based Multilingual Education framework (Bautista & Del Valle, 2022; Semilla et al., 2023; Garrido & Niez, (2025); Ahmad et al., 2024). Contemporary research likewise suggests that communicative language development is enhanced when instructional practices emphasize interaction, learner engagement, and meaningful language use while reducing excessive dependence on grammar-oriented instruction (Jelínková et al., 2024; Wu & Wang, 2025). Collectively, these studies demonstrate that English language achievement is not merely an instructional concern but also reflects broader structural, pedagogical, and socio-economic realities affecting Philippine education.

These complexities become even more pronounced in culturally and linguistically diverse communities such as the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), where learners routinely navigate multiple linguistic systems. In the Division of Sulu, students commonly use Bahasa Sug or Tausug as their mother tongue, Filipino as the national language, Arabic for religious instruction, and English primarily within formal educational settings. Such multilingual environments create unique opportunities for multilingual competence while simultaneously presenting challenges for sustained English language use and communicative confidence. Existing scholarship has shown that language anxiety, fear of negative peer evaluation, and concerns regarding linguistic identity substantially influence learners' willingness to communicate in English (Teimouri et al., 2019; Liu, & Zhang, 2011; Dewaele & MacIntyre, 2014). Within Sulu context, students often perceive English as economically valuable while simultaneously experiencing social pressures that discourage its use in everyday interaction because speaking English may be interpreted as arrogance or social distancing from one's cultural community (Tahil et al., 2023). Recent evidence likewise suggests that multilingual classrooms require teachers to negotiate between institutional expectations for English use and learners' linguistic realities, highlighting that language learning is shaped not only by instructional practices but also by teachers' responses to students' multilingual identities and classroom communication needs. Language learning in multilingual communities is likewise influenced by students' everyday linguistic practices (Biri et al., 2026; Wahid et al., 2026). Studies further indicate that teacher practices, strategic multilingual pedagogy, peer collaboration, family support, and community language attitudes collectively shape students' language learning

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experiences and academic performance (Flores & Escandallo, 2024; Daniel et al., 2018; Curdt-Christiansen, 2018). These findings suggest that English language achievement within multilingual communities should be understood as both an educational and socio-cultural phenomenon.

Although a substantial body of international and Philippine literature has identified numerous determinants of English language achievement, existing evidence remains fragmented in explaining how academic and social factors jointly operate within geographically isolated and culturally distinct multilingual contexts. Philippine studies have largely focused on instructional innovations, translanguaging, differentiated instruction, parental involvement, socio-economic influences, and classroom interventions across urban or relatively accessible educational settings (Fulgueras & Bautista, 2020). While these investigations have advanced understanding of English language learning, they seldom examine how instructional experiences intersect with community language beliefs, multilingual identities, and socio-economic realities within the unique educational environment of BARMM. Consequently, current knowledge provides limited evidence regarding the combined influence of academic and social conditions on students' English achievement in Sulu, where multilingualism, cultural identity, and educational access converge in ways that differ substantially from other Philippine contexts.

Addressing this gap is significant because educational policies and classroom interventions that are effective in other regions may not necessarily respond to the linguistic and socio-cultural realities experienced by learners in Sulu. Understanding English language achievement exclusively through national trends risks overlooking localized factors that influence students' opportunities to develop communicative competence. More importantly, identifying the interaction between school-based academic experiences and students' social environments may contribute to more context-responsive language instruction, culturally sensitive curriculum implementation, and evidence-informed educational planning within BARMM. Such localized evidence also contributes to broader discussions in second language acquisition by illustrating how multilingual identities, socio-cultural expectations, and instructional practices collectively influence language learning outcomes in historically underrepresented educational settings. Rather than treating multilingualism as a barrier to English acquisition, examining these contextual realities provides opportunities to understand how local linguistic resources and educational practices may be harnessed to strengthen English learning while respecting learners' cultural identities.

Guided by Krashen's Affective Filter Hypothesis (Krashen, 1982), Gardner's Socio-Educational Model (Gardner, 1985), and Bandura's Social Cognitive Theory (Bandura, 1977), this study examined the academic and social factors affecting English language achievement among public junior high school students in the Division of Sulu. Specifically, it investigated students' perceptions of academic and social factors influencing English learning, determined their level of English language achievement based on English Grade Point Average, examined differences across selected demographic characteristics, and analyzed the relationship between academic factors, social factors, and English language achievement.

METHODOLOGY

Research Design

A quantitative descriptive-correlational research design was used to examine the academic and social factors associated with English language achievement among public junior high school students in the Division of Sulu. The descriptive component was used to determine the respondents' demographic characteristics, the levels of academic and social factors, and students' English language achievement. The correlational component examined the relationships between academic factors, social factors, and English

language achievement, as well as the differences in these variables across selected demographic characteristics. This design was considered appropriate because it enables the systematic description of existing conditions and the examination of relationships among variables without manipulating the study environment (Creswell & Creswell, 2018).

Research Locale

The study was conducted in the Division of Sulu, Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), Philippines. The locale was purposively selected because of its distinct multilingual and multicultural educational context, where students commonly use Bahasa Sug (Tausug) as their mother tongue while Filipino, Arabic, and English function in different social and educational domains. Such linguistic diversity provides a unique context for examining the academic and social factors that influence English language achievement. Data were collected from selected public junior high schools across the division during the Academic Year 2025–2026.

Respondents and Sampling

The study consisted of 200 public junior high school students enrolled in Grades 7 to 10 from 20 selected public secondary schools in the Division of Sulu during the Academic Year 2025–2026. A purposive sampling technique was employed to ensure adequate representation across schools, grade levels, and gender. Each participating school contributed ten respondents, distributed proportionately across grade levels while maintaining gender representation whenever feasible. Students who were officially enrolled during the data collection period and voluntarily agreed to participate were included in the study. This sampling strategy enabled the researchers to obtain participants who adequately represented the diverse educational contexts within the Division of Sulu.

Research Instrument

A structured survey questionnaire was adapted from El-Omari's *Factors Affecting Students' Achievement in English Language Learning*. The instrument consisted of three sections. The first section elicited respondents' demographic information, including gender, age, grade level, parents' educational attainment, and parents' average monthly income. The second section measured academic factors related to English language learning, while the third section assessed social factors influencing English language achievement. The latter two sections each comprised ten statements rated on a five-point Likert scale ranging from 1 (*Strongly Disagree*) to 5 (*Strongly Agree*). Students' English language achievement was measured using their official first-quarter Grade Point Average (GPA) in English obtained from school records (el-Omari, 2016).

Validity and Reliability

Although the questionnaire was adapted from a previously developed standardized instrument, its suitability for the local context was established through expert validation before data collection. The instrument was reviewed by specialists in English Language Teaching and Educational Research who evaluated the relevance, clarity, cultural appropriateness, and content coverage of each item. Their recommendations were incorporated to improve the instrument before its administration. Since the questionnaire was adapted from an established instrument with demonstrated psychometric properties, the study relied on its existing reliability while ensuring contextual validity through expert review.

Statistical Analysis

Descriptive and inferential statistical techniques were employed to analyze the data. Frequency counts and percentages were used to summarize the respondents' demographic characteristics. Weighted

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mean and standard deviation determined the levels of academic and social factors, while descriptive statistics were likewise used to describe students' English language achievement based on Grade Point Average. Independent samples *t*-test and one-way Analysis of Variance (ANOVA) were utilized to determine significant differences across demographic groups, with Tukey's Honestly Significant Difference (HSD) test performed for significant ANOVA results. Pearson Product-Moment Correlation (*r*) was employed to examine the relationships between academic factors, social factors, and English language achievement. All statistical analyses were conducted using a 0.05 level of significance.

Ethical Considerations

Ethical principles governing educational research were strictly observed throughout the study. Approval to conduct the research was obtained from the appropriate educational authorities and school administrators before data collection. Participation was voluntary, and informed consent was secured from all respondents and, where necessary, from their parents or guardians. Participants were informed of the study's objectives, their right to withdraw at any stage without consequence, and the confidentiality of their responses. To protect participants' privacy, no personally identifiable information was included in the dataset, and all collected data were used exclusively for academic purposes and stored securely throughout the research process.

RESULTS

Research Question 1: *What is the demographic profile of the respondents in terms of gender, age, grade level, parents' educational attainment, and parents' average monthly income?*

Table 1. Demographic Profile of the Respondents

Variable	Category	N = 200	%
Gender	Male	92	46.0
	Female	108	54.0
Age	≤13 years	32	16.0
	14–16 years	136	68.0
	≥17 years	32	16.0
Grade Level	Grade 7	41	20.5
	Grade 8	40	20.0
	Grade 9	40	20.0
	Grade 10	79	39.5
Parents' Educational Attainment	Elementary	76	38.0
	Secondary	74	37.0
	Tertiary	21	10.5
	Postgraduate	18	9.0
	No Formal Education	11	5.5
Parents' Monthly Income	≤ PHP 10,000	166	83.0
	PHP 10,001–15,000	13	6.5
	PHP 15,001–20,000	12	6.0

Variable	Category	N = 200	%
	PHP 20,001–25,000	6	3.0
	≥ PHP 25,001	3	1.5

Table 1 presents the demographic characteristics of the 200 public junior high school students who participated in the study. Female respondents comprised a slightly larger proportion of the sample (54.0%) than males (46.0%). Most respondents were between 14 and 16 years old (68.0%), while those aged 13 years and below and 17 years and above each accounted for 16.0% of the sample. Regarding grade level, Grade 10 students represented the largest group (39.5%), followed by Grade 7 (20.5%), while Grades 8 and 9 each accounted for 20.0% of the respondents. In terms of parents' educational attainment, the largest proportion had parents who completed elementary education (38.0%), followed closely by those whose parents completed secondary education (37.0%). Furthermore, most respondents came from low-income households, with 83.0% reporting a combined parental monthly income of PHP 10,000 or below, while only 1.5% reported a monthly income exceeding PHP 25,001. Overall, the respondent profile reflects a predominantly middle-adolescent population enrolled in public junior high schools, with most students originating from economically disadvantaged families and households with relatively low levels of formal educational attainment.

Research Question 2: *What is the level of the academic and social factors affecting English language achievement among public junior high school students in the Division of Sulu?*

Table 2. *Perceived Academic and Social Factors Affecting English Language Achievement*

Indicators	Mean	SD	Interpretation
A. Social Factors			
You get nervous when you speak English in school.	3.955	0.798	Agree
You think your friends/classmates will laugh at you when you speak English.	3.580	0.984	Agree
You feel that your classmates/friends speak English better than you.	3.715	0.859	Agree
Your parents are educated and speak English.	3.355	1.002	Neutral
Your family members discuss daily matters in English.	3.135	1.040	Neutral
Your parents watch English-language channels (e.g., BBC, CNN) and encourage you to watch them.	3.465	1.022	Neutral
Your friends and relatives encourage you to speak English.	3.555	0.991	Agree
The majority of your neighbors speak English.	3.225	1.096	Neutral
Your neighbors think that speaking English means forgetting the importance of one's mother tongue.	3.155	1.033	Neutral
Your neighbors believe that you should speak Bahasa Sug to preserve the local language.	3.895	0.835	Agree
Overall Social Factors	3.504	0.539	Agree
B. Academic Factors			
English teacher uses English language in the classroom.	4.265	0.638	Agree
English teacher allows students to use Bahasa Sug in class.	4.065	0.874	Agree

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Indicators	Mean	SD	Interpretation
English teacher encourages students to speak English in class.	4.130	0.682	Agree
English teacher uses English language with students outside the classroom.	3.285	0.974	Neutral
English teacher generates discussions in English to encourage students' participation.	3.970	0.776	Agree
Curriculum strengthens your speaking skills.	3.945	0.758	Agree
Curriculum provides opportunities to practice speaking skills.	4.040	0.693	Agree
Curriculum gives equal importance to speaking, reading, and writing.	4.160	0.638	Agree
You like the atmosphere of your English class.	4.115	0.738	Agree
You like improving your English language.	4.335	0.804	Agree
Overall Academic Factors	4.031	0.412	Agree

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 respondents' perceptions of the academic and social factors affecting English language achievement. Overall, the respondents agreed that both social ($M = 3.5035$, $SD = 0.5389$) and academic factors ($M = 4.0310$, $SD = 0.4118$) influenced their English language achievement, with academic factors obtaining a higher overall mean. Among the social indicators, the highest-rated item was "You get nervous when you speak English in school" ($M = 3.9550$, $SD = 0.7976$), followed by "Your neighbors believe that you should speak Bahasa Sug to preserve the local language" ($M = 3.8950$, $SD = 0.8351$). In contrast, items concerning family discussions in English ($M = 3.1350$, $SD = 1.0402$), neighbors' use of English ($M = 3.2250$, $SD = 1.0956$), parents' educational background and English proficiency ($M = 3.3550$, $SD = 1.0020$), parents' exposure to English-language media ($M = 3.4650$, $SD = 1.0217$), and perceptions that speaking English diminishes the importance of the mother tongue ($M = 3.1550$, $SD = 1.0326$) received neutral ratings. For academic factors, the highest-rated indicator was "You like improving your English language" ($M = 4.3350$, $SD = 0.8037$), followed by teachers' use of English in the classroom ($M = 4.2650$, $SD = 0.6378$) and the curriculum's emphasis on English speaking and communication. Only one indicator, teachers' use of English with students outside the classroom ($M = 3.2850$, $SD = 0.9739$), received a neutral rating, while the remaining academic indicators were consistently rated Agree.

Research Question 3: *What is the level of English language achievement among public junior high school students in the Division of Sulu?*

Table 3. English Language Achievement

Indicator	Mean	SD	Interpretation
Grade Point Average (GPA)	81.385	4.5265	Satisfactory

GPA interpretation: 90–100 = Outstanding; 85–89 = Very Satisfactory; 80–84 = Satisfactory; 75–79 = Fairly Satisfactory; Below 75 = Needs Improvement.

Table 3 presents the English language achievement of the respondents based on their Grade Point Average (GPA). The respondents obtained an overall mean GPA of 81.39 ($SD = 4.53$), corresponding to a

Satisfactory level of English language achievement. This indicates that, on average, the respondents demonstrated satisfactory academic performance in English during the period covered by the study.

Research Question 4: *Is there a significant difference in the perceived academic and social factors affecting English language achievement when respondents are grouped according to their demographic characteristics?*

Table 4. Differences in the Perceived Academic and Social Factors Affecting English Language Achievement According to Respondents' Demographic Characteristics

Demographic Variable	Academic Factors Test Statistic	p	Interpretation	Social Factors Test Statistic	p	Interpretation
Gender	$t = 1.154$	.250	Not Significant	$t = -0.058$	.954	Not Significant
Age	$F = 1.415$	.245	Not Significant	$F = 3.593$	.029	Significant
Grade Level	$F = 2.600$	.053	Not Significant	$F = 3.653$	.014	Significant
Parents' Educational Attainment	$F = 0.188$	.945	Not Significant	$F = 0.420$	.794	Not Significant
Parents' Monthly Income	$F = 2.916$	.023	Significant	$F = 0.677$	.609	Not Significant

$p < .05$ indicates statistical significance.

Table 4 presents the differences in the perceived academic and social factors affecting English language achievement according to respondents' demographic characteristics. No significant differences in academic factors were found across gender ($t = 1.154$, $p = .250$), age ($F = 1.415$, $p = .245$), grade level ($F = 2.600$, $p = .053$), and parents' educational attainment ($F = 0.188$, $p = .945$). However, academic factors differed significantly according to parents' monthly income ($F = 2.916$, $p = .023$). For social factors, significant differences were observed across age ($F = 3.593$, $p = .029$) and grade level ($F = 3.653$, $p = .014$), whereas no significant differences were found based on gender ($t = -0.058$, $p = .954$), parents' educational attainment ($F = 0.420$, $p = .794$), and parents' monthly income ($F = 0.677$, $p = .609$).

Research Question 5: *Is there a significant difference in English language achievement when respondents are grouped according to their demographic characteristics?*

Table 5. Differences in English Language Achievement According to Respondents' Demographic Characteristics

Demographic Variable	Test Statistic	p	Interpretation
Gender	$t = 0.613$	.541	Not Significant
Age	$F = 2.091$	.126	Not Significant
Grade Level	$F = 0.200$	.896	Not Significant
Parents' Educational Attainment	$F = 0.949$	.437	Not Significant
Parents' Monthly Income	$F = 2.821$	.026	Significant

$p < .05$ indicates statistical significance.

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Table 5 presents the differences in English language achievement according to respondents' demographic characteristics. No significant differences in English language achievement were observed across gender ($t = 0.613$, $p = .541$), age ($F = 2.091$, $p = .126$), grade level ($F = 0.200$, $p = .896$), and parents' educational attainment ($F = 0.949$, $p = .437$). However, a significant difference was found according to parents' monthly income ($F = 2.821$, $p = .026$), indicating that students' English language achievement varied across income groups.

Research Question 6: *Is there a significant relationship between the academic and social factors and English language achievement among public junior high school students in the Division of Sulu?*

Table 6. Correlation Between Academic Factors, Social Factors, and English Language Achievement

Dependent Variable	Independent Variable	<i>r</i>	<i>p</i>	Interpretation
English Language Achievement	Academic Factors	.205	.004	Significant
	Social Factors	-.047	.511	Not Significant

$p < .05$ indicates statistical significance.

Table 6 presents the relationship between the perceived academic and social factors and English language achievement. A statistically significant positive relationship was found between academic factors and English language achievement ($r = .205$, $p = .004$), indicating that higher levels of perceived academic support were associated with better English language achievement. In contrast, no significant relationship was observed between social factors and English language achievement ($r = -.047$, $p = .511$), suggesting that respondents' perceived social factors were not significantly associated with their English language achievement.

DISCUSSION

The respondents generally perceived both academic and social factors as influential to their English language achievement, although academic factors received a higher overall mean than social factors. This suggests that students considered school-based experiences, particularly teacher practices and curriculum implementation, as the primary influences on their English learning. The prominence of academic factors reflects the central role of the classroom as the principal environment where students are systematically exposed to English. In multilingual contexts such as Sulu, where opportunities to use English beyond school are relatively limited, instructional experiences become particularly important in shaping language development. This finding aligns with Gardner's (1985) Socio-Educational Model, which posits that language achievement is influenced by learners' attitudes toward the learning environment and their motivation, both of which are strengthened through supportive instructional practices. Likewise, Bandura's (1977) Social Cognitive Theory suggests that teacher encouragement, meaningful learning experiences, and repeated opportunities to practice language contribute to students' self-efficacy, thereby enhancing their willingness to engage in English communication.

Among the academic indicators, students expressed the strongest agreement with their desire to improve their English proficiency, teachers' consistent use of English during classroom instruction, and the curriculum's emphasis on developing speaking skills. These findings suggest that respondents recognized the value of communicative classroom practices in facilitating language learning. Previous studies similarly reported that instructional strategies promoting active participation, authentic communication, and regular opportunities for language use contribute positively to English language development (Jelínková et al., 2024; Semilla et al., 2023; Zhang, 2022). Furthermore, Garcia (2023) emphasized that language classrooms

fostering interaction and communicative competence create more meaningful learning experiences than those relying primarily on grammar-based instruction. Collectively, these findings reinforce the importance of creating learner-centered English classrooms where students are encouraged to communicate confidently and develop practical language skills.

Although social factors were likewise perceived to influence English language achievement, the results reveal that respondents were particularly affected by speaking anxiety and community language expectations. Students agreed that they experienced nervousness when speaking English and perceived pressure from their local community to preserve Bahasa Sug, while remaining generally neutral regarding the extent of English use within their homes and neighborhoods. These findings illustrate that English learning in Sulu occurs within a complex multilingual environment where students continuously negotiate between acquiring a global language and maintaining their linguistic and cultural identity. Such results are consistent with Krashen's (1982) Affective Filter Hypothesis, which argues that emotional factors such as anxiety may impede language acquisition by limiting learners' willingness to engage with the target language. Similarly, studies by Teimouri et al. (2019), Liu & Zhang (2011), and Dewaele and MacIntyre (2014) demonstrated that language anxiety and fear of negative evaluation reduce learners' confidence and willingness to communicate, ultimately affecting second language development. At the same time, Curdt-Christiansen (2018) emphasized that family and community language ideologies substantially influence students' language choices, particularly in multilingual societies.

Despite these social challenges, the respondents generally maintained favorable perceptions toward learning English, suggesting that they did not regard English acquisition and local language preservation as mutually exclusive. Rather, the findings imply that students recognize the educational and socioeconomic value of English while remaining aware of the importance of preserving their mother tongue and cultural identity. This reflects the multilingual realities of the Bangsamoro Autonomous Region in Muslim Mindanao, where learners routinely navigate multiple languages across educational, familial, religious, and community domains. Consequently, efforts to improve English language achievement should extend beyond classroom instruction by fostering supportive learning environments that reduce communication anxiety while promoting multilingualism as an educational resource rather than a cultural threat. Such an approach acknowledges that effective English language learning in Sulu depends not only on quality instruction but also on creating contexts in which students can confidently develop English proficiency without compromising their local linguistic identity.

CONCLUSION

This study examined the academic and social factors affecting English language achievement among public junior high school students in the Division of Sulu. The findings demonstrate that while both academic and social factors shape students' English learning experiences, academic factors exert a more prominent influence on their language achievement. Supportive instructional practices, meaningful classroom engagement, and students' intrinsic motivation to improve their English emerged as important contributors to language learning. Conversely, social influences such as speaking anxiety, community language expectations, and multilingual realities continue to shape learners' confidence and opportunities to use English. Furthermore, although demographic characteristics generally did not produce significant differences in students' English language achievement, parental monthly income remained an important factor, underscoring the role of socioeconomic conditions in shaping educational outcomes.

More broadly, the study highlights that English language achievement in multilingual communities such as Sulu cannot be understood solely through academic performance or instructional

quality. Rather, it is situated within a broader sociocultural context where educational experiences, family resources, community language ideologies, and local linguistic identities interact to influence language learning. These findings reinforce the need for context-responsive English language instruction that promotes communicative competence while recognizing and valuing learners' multilingual identities. By providing empirical evidence from an underrepresented educational setting within the Bangsamoro Autonomous Region in Muslim Mindanao, this study contributes to the growing body of literature advocating for culturally responsive and contextually grounded approaches to English language education in multilingual societies.

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