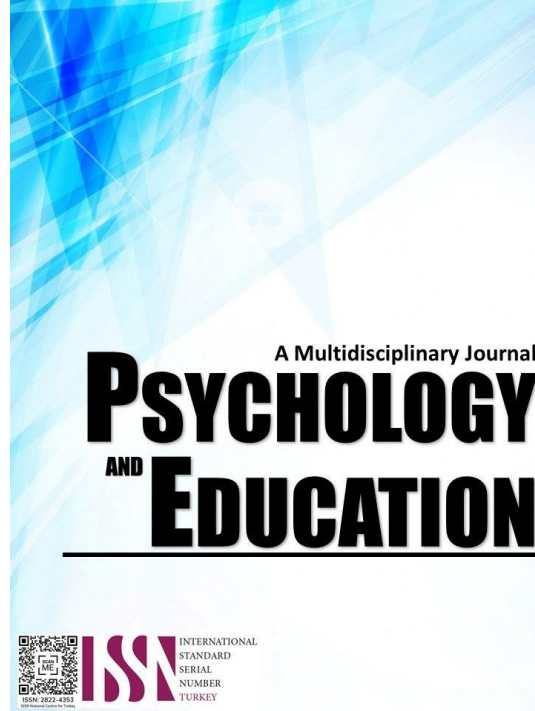


LANGUAGE ATTITUDES AS PREDICTORS OF ACADEMIC PERFORMANCE AMONG STUDENTS



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 31

Issue 6

Pages: 581-586

Document ID: 2025PEMJ2987

DOI: 10.5281/zenodo.14797134

Manuscript Accepted: 12-17-2024

Language Attitudes as Predictors of Academic Performance among Students

Charlotte Arabelle G. Panidar*, Christian D. Salomon, Divine B. Soreño, Jimuel O. Tuballa, Domenik S. Saavedra, Cristiamil L. Cagas, Romulo L. Bais Jr., Hernani P. Esperat

For affiliations and correspondence, see the last page.

Abstract

This study examined the relationship between language attitudes and academic performance among Junior High School students at Buenavista Integrated School in Zamboanga City, Philippines, during the 2024-2025 academic year. A descriptive-correlational research design was employed, and 112 purposively sampled students from four grade levels participated in the survey. The research instrument, adapted for contextual relevance, assessed students' attitudes toward the English language and their academic performance. The findings revealed a highly positive attitude toward English, with strong agreement on statements such as "Studying English is important because it will make me more educated" (mean: 3.33) and "Knowing English is an important goal in my life" (mean: 3.30). These results align with Karahan's (2007) assertion that positive attitudes can significantly influence learners' motivation and proficiency. Despite these positive attitudes, students' overall academic performance was categorized as "Satisfactory," with a mean score of 84.66. Interestingly, the study found no significant relationship between language attitudes and academic performance (p -value: .725, R value: .034). This suggests that while positive language attitudes may foster motivation and interest, other factors, such as teaching methods, classroom environment, and individual study habits, may have a more substantial impact on academic outcomes. The study offers valuable insights into language attitudes in multilingual educational settings and emphasizes the need for a holistic approach to improving student performance—one that extends beyond cultivating positive language attitudes. These findings highlight the complexity of factors influencing academic success and call for further research to explore the nuanced relationship between language attitudes and educational outcomes in diverse linguistic contexts.

Keywords: *language attitude, academic performance, high school students*

Introduction

Language attitude has garnered increasing scholarly attention over the past five decades, as researchers delve into its influence on human cognition and academic outcomes. Initially regarded as a basic means of communication, language has evolved into a complex phenomenon that encapsulates and reveals critical dimensions of human nature (Bradac et al., 2001). Language attitudes, defined as evaluative reactions to various language varieties, are shaped through socialization and are often acquired early in life. These attitudes significantly impact learning behaviors and academic achievement, making them a vital area of study.

The persistent challenge of poor academic performance in English has raised concerns among stakeholders in education. According to Akwanya (2009), this issue is linked to negative attitudes among both learners and educators, inadequate school environments, overcrowded classrooms, and infrastructural deficits, including the lack of conducive classrooms, well-equipped libraries, and functional laboratories. Similarly, Kolawole (2011) attributes mass failure in English to mother tongue interference and insufficient educational resources. Moreover, Teachernet (2008) emphasizes that the physical and emotional environment in which students learn significantly influences their academic performance and overall well-being.

Karahan (2007) highlights the crucial role of educators in fostering positive attitudes toward language learning. Teachers are instrumental in guiding students to overcome anxiety and build curiosity about English, which can trigger motivation and enhance language competence. Attitudes are pivotal to language acquisition, with both external and internal factors influencing learners' perspectives. Karahan (2007) also underscores the importance of addressing students' psychological and educational needs to cultivate a supportive learning environment.

This study seeks to examine the relationship between language attitudes and academic performance among students at Buenavista Integrated School, Zamboanga City Division. Specifically, it investigates how students' perceptions of and attitudes toward English influence their academic outcomes. By exploring this interdisciplinary connection, the study aims to provide actionable insights for educators and parents, fostering strategies to integrate positive language attitudes into teaching methodologies. This understanding is critical for improving performance across subjects and ensuring holistic academic success.

Research Questions

This study aimed to assess the language attitude and its impact on academic performance among students of Buenavista Integrated School for the school year 2024–2025. Specifically, it sought to address the following questions:

1. What is the perceived level of language attitude among students?
2. What is the level of the students' academic performance?
3. Is there a significant relationship between language attitude and academic performance?

Literature Review

Language attitude plays a critical role in shaping students' academic performance, particularly in multilingual and multicultural learning environments. It is defined as an individual's evaluative stance towards a language or its speakers, which can be positive, negative, or neutral (Garrett, 2010). These attitudes are often influenced by sociocultural factors and have been found to significantly impact language acquisition and academic success.

Language Attitude and Academic Performance

Research indicates that language attitudes influence students' ability to learn and perform academically. Bradac et al. (2001) argued that language is not merely a tool for communication but also a lens through which individuals interpret the world and express human nature. Positive attitudes toward language learning foster motivation, engagement, and persistence, leading to improved academic outcomes (Karahan, 2007). Conversely, negative attitudes can create barriers to learning, such as anxiety and lack of interest, which impede students' academic achievements (Gardner, 1985).

In the Philippine context, where multilingualism is prevalent, attitudes towards English, as a second language, have been associated with students' performance in core academic subjects (Akwanya, 2009). According to Teachernet (2008), the school environment significantly influences students' attitudes and academic outcomes. A positive and supportive learning atmosphere can mitigate the adverse effects of negative language attitudes, enhancing academic success.

Factors Affecting Language Attitudes

Language attitudes are shaped by both internal and external factors. Internal factors include students' self-efficacy, interest, and motivation, while external factors encompass parental support, teaching methods, and the linguistic environment (Kolawole, 2011). For example, overcrowded classrooms and inadequate facilities have been linked to poor attitudes toward language learning (Kolawole, 2011). Similarly, Karahan (2007) emphasized that teachers play a crucial role in guiding students to overcome anxiety and develop curiosity about language learning, which, in turn, triggers positive attitudes.

Language Attitudes in Multilingual Settings

The influence of language attitudes is particularly pronounced in multilingual settings like the Philippines. Students often navigate between their mother tongue and English, with attitudes towards each language affecting their academic engagement. Gardner (1985) posited that learner with integrative motivation—who desire to connect with the cultural and social aspects of a language—are more likely to excel academically. On the other hand, instrumental motivation, driven by the practical benefits of language proficiency, also plays a significant role in shaping academic performance (Gardner, 1985).

Implications for Educators and Policymakers

Understanding the relationship between language attitudes and academic performance provides valuable insights for educators and policymakers. By fostering positive language attitudes through innovative teaching methods and supportive environments, educators can enhance students' academic success (Karahan, 2007). Policymakers can also implement strategies to address systemic barriers, such as inadequate facilities and large class sizes, to create conducive learning environments.

Methodology

This study adopted a descriptive-correlational research design to examine the relationship between language attitude and the academic performance of Junior High School students at Buenavista Integrated School for the school year 2024–2025. The descriptive component aimed to measure the level of language attitude and academic performance, while the correlational aspect sought to analyze the relationship between these variables. A quantitative approach was employed to gather numerical data, facilitating statistical analysis and generalization of findings across the student population.

The study population comprised 559 students across four grade levels, with Grade Level A having the highest number of students (164) and Grade Level C the lowest (122). Using purposive sampling, 112 respondents were carefully selected to ensure the sample represented the diversity of the target population. This sampling method allowed the inclusion of students meeting specific criteria, particularly those enrolled in the Junior High School curriculum, to provide relevant and reliable insights into the research problem. Data were collected using a structured research instrument adapted from a tool originally developed by Donita-Jane Bangilan Canceran. This instrument was modified to align with the specific context and objectives of the study, focusing on the assessment of language attitude and academic performance. The instrument underwent validation by the research teacher to ensure its appropriateness, accuracy, and alignment with the study's goals. It was designed to capture students' perceptions of gender discrimination and their academic performance, using clearly defined metrics for analysis. The data collected were analyzed using appropriate statistical techniques to identify patterns, relationships, and potential impacts of language attitude on students' academic performance. Ethical considerations were prioritized throughout the research process, ensuring voluntary participation, informed consent, and the confidentiality of respondents' information. This comprehensive methodological approach ensured a robust and systematic examination of the research problem, providing valuable insights into how gender discrimination influences academic performance in the context

of Buenavista Integrated School.

Results and Discussion

Problem 1: What is the perceived level of language attitude among students?

Table 1. *Level of language attitude among student-respondents*

	<i>Statements</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Verbal Description</i>	<i>Interpretation</i>
1.	Speaking English anywhere makes me feel worried.	2.63	.724	Agree	Moderately Positive Attitude
2.	I like to give opinions in English during lessons.	2.90	.629	Agree	Moderately Positive Attitude
3.	I am able to make myself pay attention during studying English.	3.13	.686	Agree	Moderately Positive Attitude
4.	When I hear a classmate in class speaking English well, I like to practice speaking with her/him.	3.19	.664	Agree	Moderately Positive Attitude
5.	Studying English makes me have more confidence in expressing myself.	3.21	.602	Agree	Moderately Positive Attitude
6.	I am not relaxed whenever I have to speak in my class.	2.40	.799	Agree	Moderately Positive Attitude
7.	I like to practice English the way native speakers do.	3.18	.687	Agree	Moderately Positive Attitude
8.	When I don't understand something in English, I never ask my friends or classmates for help on what it is.	2.18	.818	Agree	Moderately Positive Attitude
9.	I do not feel enthusiastic to come to class because I know I will be forced to speak in English.	2.21	.832	Agree	Moderately Positive Attitude
10.	I do not pay attention when something is explained in English.	1.89	.831	Disagree	Fairly Positive Attitude
11.	studying English is important because it will make me more educated.	3.33	.620	Strongly Agree	Highly Positive Attitude
12.	I have more knowledge and more understanding when I speak using English.	3.01	.690	Agree	Moderately Positive Attitude
13.	I like to learn English so well; I look forward to studying subject content by myself.	3.25	.650	Strongly Agree	Highly Positive Attitude
14.	I cannot summarize the important points in the English subject content by myself.	2.46	.758	Agree	Moderately Positive Attitude
15.	Frankly, I only study English because I need it during class instructions.	2.58	.755	Agree	Moderately Positive Attitude
16.	In my opinion people who speak English in more than one language are very knowledgeable.	3.00	.648	Agree	Moderately Positive Attitude
17.	studying English helps me communicate English effectively.	3.19	.704	Agree	Moderately Positive Attitude
18.	I am able to think and analyze the content in the English language.	2.94	.726	Agree	Moderately Positive Attitude
19.	I am not satisfied with my performance in the English language.	2.38	.810	Agree	Moderately Positive Attitude
20.	In my opinion English language is difficult and complicated to learn.	2.46	.849	Agree	Moderately Positive Attitude
21.	I feel excited when I communicate or speak in English with others.	3.00	.722	Agree	Moderately Positive Attitude
22.	I don't get anxious when I have to answer a question in English.	2.53	.747	Agree	Moderately Positive Attitude
23.	Studying foreign languages like English is enjoyable.	3.04	.752	Agree	Moderately Positive Attitude
24.	studying English makes me have good emotions (feeling)	3.23	.670	Agree	Moderately Positive Attitude
25.	I enjoy doing speaking activities in English.	3.00	.838	Agree	Moderately Positive Attitude
26.	I do not like studying English.	2.04	.919	Agree	Moderately Positive Attitude
27.	I wish I could speak English fluently.	3.16	.766	Agree	Moderately Positive Attitude
28.	Speaking English makes me feel more confident	3.11	.714	Agree	Moderately Positive Attitude
29.	To be honest, I really have little interest in English.	3.16	.754	Agree	Moderately Positive Attitude
30.	knowing English is an important goal in my life.	3.30	.720	Strongly Agree	Highly Positive Attitude
	Over-All Mean and Std. Deviation	2.84	.736	Agree	Moderately Positive Attitude

Legend: 3.25-4.00 Strongly Agree (SA) Highly Positive Attitude; 2.50-3.24 Agree (A) Moderately Positive Attitude 1.75-2.49 Disagree (D) Fairly Positive Attitude; 1.00-1.74 Strongly Disagree (SD) Not Positive Attitude

Table 1 shows that the statement "Studying English is important because it will make me more educated" had the highest mean score of 3.33, with a standard deviation of 0.620. Similarly, the statement "Knowing English is an important goal in my life" followed closely with a mean of 3.30 and a standard deviation of 0.720. Both statements were rated as "Strongly Agree," interpreted as a Highly Positive Attitude. This means that students view English as integral to their educational development and future aspirations. It implies that they recognize the instrumental role of English in broadening their opportunities and intellectual horizons. This finding is consistent with Karahan (2007), who highlighted that a positive attitude toward English significantly influences learners' motivation and proficiency.

Conversely, the statement "I do not pay attention when something is explained in English" had the lowest mean score of 1.89, with a standard deviation of 0.831. This was rated as "Disagree," interpreted as a Fairly Positive Attitude. This means that students generally exhibit attentiveness during English lessons, with minimal cases of disengagement. It implies that while attentiveness is generally high, strategies to address occasional lapses in focus may be needed. Dörnyei (2005) supports this finding, noting that fostering positive attitudes can enhance focus and active participation in language learning. These results collectively suggest that students' attitudes toward English are largely positive, particularly when they perceive the language as a tool for personal and educational advancement. However, occasional disengagement may indicate areas for improvement in teaching strategies or classroom dynamics to ensure consistent attentiveness and motivation.

Problem 2: What is the level of the students' academic performance?

Table 2. *Academic performance of the students for 1st quarter, school year 2024-2025*

Indicator	Mean	Verbal Description
General Weighted Average Grade	84.66	Satisfactory

Legend: 90-100 (Outstanding); 85-89 (Very Satisfactory); 80-84 (Satisfactory); 75-79 (Fairly Satisfactory); Below 75 (Did Not Meet Expectations)

Table 2 shows the academic performance of students in the 1st quarter of the School Year 2024-2025, with a mean score of 84.66, categorized as "Satisfactory." This means that the overall academic performance of the students in this period is considered acceptable but not exceptional. A "Satisfactory" rating suggests that students were able to meet the expected requirements, but there is room for improvement in their academic outcomes. This score provides significant insight into the connection between students' attitudes toward language learning and their academic achievement. The students' Highly Positive Attitude toward language, particularly English, as shown in Table 1, could be a motivating factor influencing their academic performance. Positive language attitudes are often linked to higher motivation and better academic outcomes (Karahana, 2007). However, despite the positive language attitudes, the "Satisfactory" academic performance indicates that there may still be external or internal factors hindering their full academic potential, such as insufficient support, language anxiety, or challenges in language proficiency. This result aligns with previous studies that suggest while positive language attitudes play a crucial role in student achievement, additional factors like teaching quality, classroom environment, and personal study strategies also influence academic performance. This underscores the need for a holistic approach to improving student outcomes, where positive attitudes toward language are complemented by effective learning strategies and instructional support.

Problem 3: Is there a significant relationship between language Attitude of Students and academic performance?

Table 3. *Significant relationship between language Attitude and student's academic performance*

Variable Mean		R-Value	P-Value	Interpretation
X	Y			
Language Attitude	Student's academic performance	.034	.725	Not Significant

Table 3 shows that there is no significant relationship between the perceived level of language attitude and students' academic performance, as indicated by a p-value of .725 and an R value of .034. This implies that the students' attitudes toward language, specifically English, do not have a statistically significant impact on their academic performance in this study. The p-value of .725 is much greater than the typical significance level of 0.05, suggesting that any relationship observed between language attitude and academic performance is due to chance rather than a true association. The R value of .034, which is close to zero, further supports the conclusion that there is a very weak correlation between these two variables. This suggests that while positive attitudes toward language may play a role in fostering motivation and interest in learning, other factors may be more influential in determining students' academic performance. For instance, studies have shown that academic performance can be shaped by a range of external factors, such as teaching methods, classroom environment, individual study habits, and socio-economic status (Akwanaya, 2009; Kolawole, 2011). Additionally, language attitudes may not always translate directly into improved academic outcomes, as performance can be influenced by cognitive, psychological, and contextual variables that go beyond simply how students feel about language learning (Karahana, 2007). The findings of this study are consistent with some research suggesting that while language attitudes are important, they may not always correlate strongly with academic success. Further research is needed to explore other potential factors that may better explain the variation in academic performance.

Conclusions

This study reveals a complex relationship between language attitudes and academic performance among Junior High School students at Buenavista Integrated School. While students exhibited highly positive attitudes towards English, recognizing its importance for their education and future goals, these attitudes did not significantly correlate with academic performance. The overall "Satisfactory" academic performance (mean score of 84.66) suggests that positive language attitudes alone may not guarantee exceptional academic results. These findings underscore the multifaceted nature of academic success, influenced by factors such as teaching methods, classroom environment, and individual study habits. Based on these insights, it is recommended that educators and policymakers adopt a holistic approach to improving student outcomes. This approach should encompass not only fostering positive language attitudes but

also enhancing teaching strategies, creating supportive learning environments, and addressing systemic barriers to academic success. Future research should explore additional factors that may better explain variations in academic performance in multilingual educational contexts. Furthermore, it is advisable to implement innovative teaching methods that capitalize on students' positive language attitudes while simultaneously addressing other aspects of the learning process. Educators should also focus on developing students' language competence alongside their positive attitudes, as suggested by Karahan (2007). By integrating these recommendations, educational institutions can work towards creating a more comprehensive and effective learning environment that supports students' linguistic development and academic achievement in diverse linguistic settings.

References

- Akwanya, A. N. (2009). *Challenges in English language learning: Perspectives from the Nigerian education system*. Lagos, Nigeria: University Press.
- Akwanya, A. N. (2009). Factors affecting English language learning in schools. *Journal of Educational Research*, 34(2), 145–162.
- Akwanya, R. A. (2009). Factors contributing to poor performance in English among secondary school students in Nigeria. *International Journal of Educational Development*, 28(1), 61-75.
- Bradac, J. J., Bowers, J. W., & Courtright, J. A. (2001). Language in human behavior: Its interactional and cognitive foundations. *Annual Review of Psychology*, 52(1), 89–113.
- Bradac, J. J., Cargile, A. C., & Hallett, J. S. (2001). Language attitudes: Retrospect, conspect, and prospect. In W. P. Robinson & H. Giles (Eds.), *The new handbook of language and social psychology* (pp. 137–155). Wiley.
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. Edward Arnold.
- Karahan, F. (2007). Language attitudes of Turkish students towards the English language and its use in Turkish context. *Journal of Arts and Sciences*, 7(3), 73–87.
- Kolawole, A. A. (2011). The impact of mother-tongue interference on the performance of secondary school students in English language. *International Journal of Educational Research*, 49(2), 134-142.
- Kolawole, C. O. O. (2011). Infrastructure and performance: The case of English language learning in Nigeria. *Educational Research and Reviews*, 6(15), 115–123.
- Kolawole, D. O. (2011). Challenges of teaching English in Nigerian schools. *Language Studies Quarterly*, 19(3), 89–102.
- Teachernet. (2008). The impact of learning environments on students' academic achievement. Retrieved from www.teachernet.gov.uk
- Teachernet. (2008). The role of the school environment in student performance. Teachernet Publications.

Affiliations and Corresponding Information

Charlotte Arabelle G. Panidar

Buenavista Integrated School
Department of Education – Philippines

Christian D. Salomon

Buenavista Integrated School
Department of Education – Philippines

Divine B. Soreño

Buenavista Integrated School
Department of Education – Philippines

Jimuel O. Tuballa

Buenavista Integrated School
Department of Education – Philippines

Domenik S. Saavedra

Buenavista Integrated School
Department of Education – Philippines



Cristiamil L. Cagas

Buenavista Integrated School
Department of Education – Philippines

Romulo L. Bais Jr.

Buenavista Integrated School
Department of Education – Philippines

Hernani P. Esperat

Buenavista Integrated School
Department of Education – Philippines