

Attitudes Toward Learning English Among Grade 11 General Academic Strand Students at Notre Dame of Jolo College–Senior High School

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ABSTRACT. This study examined the attitudes toward learning English among Grade 11 General Academic Strand students at Notre Dame of Jolo College – Senior High School. A descriptive quantitative research design was employed, involving 115 Grade 11 students selected through stratified random sampling during the School Year 2025–2026. The study assessed students’ attitudes toward learning English in terms of interest, motivation, and confidence, as well as differences when grouped according to age, gender, parents’ educational attainment, and parents’ monthly income. It also examined the correlation among the subcategories of attitudes toward learning English. Results showed that the majority of the respondents were aged 16 years old and below, were predominantly female, had parents who were college level or graduates, and belonged to families with relatively higher income levels. Findings revealed that students demonstrated a high level of positive attitudes toward learning English in terms of interest and motivation, and a generally positive level of confidence. Statistical analyses indicated no significant differences when grouped according to age, gender, parents’ educational attainment, and parents’ monthly income. Correlation analysis revealed significant high to very high positive correlation among interest, motivation, and confidence. Based on the findings, it is recommended that school administrators strengthen English language programs, teachers adopt engaging instructional strategies, parents provide support at home, students actively participate in learning activities, and future researchers explore additional factors influencing students’ attitudes toward learning English.

KEYWORDS: *Attitudes Toward Learning English, English Language Learning, Grade 11 GAS Students, Interest, Learning Motivation, Confidence in English, Senior High School Education*

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Introduction

Learners' attitudes toward English are a critical determinant of their motivation, engagement, and persistence in learning, as it serves as a global medium of communication in education, workplaces, and digital spaces (Takahashi & Im, 2021). Greater enjoyment, sustained effort, and improved learning outcomes are associated with positive attitudes toward English (Cocca, 2019).

Both personal and contextual factors influence learners' attitudes. Studies show that perceptions depend on exposure, peer pressure, and the environment. Suwartono (2024) discovered that Indonesian undergraduates exhibited positive attitudes due to perceived real-world advantages, while Vietnamese students were swayed by peer norms and the educational environment (Le, 2022). More profound engagement is also influenced by internal factors such as self-confidence, risk-taking willingness, anxiety, and curiosity (Le & Le, 2022). In addition, learners' readiness to utilize English is linked to cultural awareness, self-efficacy, and comfort (Takahashi & Im, 2021). Perceived usefulness, particularly in the context of future careers, bolsters positive attitudes (Imsa-ard, 2020).

In the Philippine context, English continues to be indispensable for social mobility and education; however, students' perspectives vary depending on their experiences, confidence, and instruction. Some learners exhibit robust engagement as a result of their perceived advantages, while others develop negative attitudes that are associated with anxiety or inadequate support (Castro, 2018). Self-confidence is more influential than proficiency in determining one's willingness to communicate, as it is frequently influenced by exposure and interaction.

According to Malik (2025) and Salve (2025), engagement is still affected by challenges such as language anxiety, instructional approaches, and limited practice opportunities, despite students showing moderate to high motivation. In Jolo, Sulu, students demonstrate strong links between motivation and cognitive engagement but still experience anxiety that reduces participation, confidence, and performance. This paradox shows that even motivated learners may hesitate due to fear of making mistakes.

This investigation examines the motivation, interest, and confidence of Grade 11 General Academic Strand students at Notre Dame of Jolo College–Senior High School regarding their attitudes toward learning English. The study aims to provide educators with valuable insights that can enhance instructional strategies and facilitate the acquisition of the English language.

Research Questions

1. What is the demographic profile of the respondents in terms of:
 - 1.1. Age;
 - 1.2. Gender;
 - 1.3. Parents' Educational Attainment; and
 - 1.4. Parents' Average Monthly Income?
2. What is the extent of the students' attitudes toward learning English among grade 11 General Academic Strand students at Notre Dame of Jolo College – Senior High School in terms of:
 - 2.1. Interest in Learning English;
 - 2.2. Motivation in Learning English; and
 - 2.3. Confidence in Learning English?
3. Is there a significant difference in the students' attitudes toward learning English when data are grouped according to their demographic profile in terms of:
 - 3.1. Age;
 - 3.2. Gender;
 - 3.3. Parents' Educational Attainment; and
 - 3.4. Parents' Average Monthly Income?
4. Is there a significant correlation among the subcategories subsumed under attitudes toward learning English?

Literature

Foreign Studies on Learners' Attitudes Toward English

Research indicates that learners' perspectives regarding English are contingent upon their objectives, cultural background, and educational environments. Nguyen and Nguyen (2019) discovered that Vietnamese students primarily acquire English for the purpose of employment, with long-term engagement being influenced more by external requirements than by sustained interest. Gardner (1985) similarly underscored the social influence of attitudes. Özkan and Köse (2020) also observed gender disparities, with females demonstrating a stronger emotional attachment and males placing a greater emphasis on career and exam results.

In addition, technology is a critical factor. Sari and Rahman (2021) discovered that digital tools enhance motivation by decreasing anxiety, although cultural resistance may still persist, particularly in communities where traditional educational practices are deeply rooted. Alavi and Leidner (2018) observed that interactive and peer-based learning enhances confidence; however, learners in remote regions encounter greater challenges in adapting due to limited access to these resources and support systems compared to their urban counterparts. Furthermore, Zhang and Liu (2022) observed that well-supported urban schools exhibited more positive attitudes, whereas Tanaka and Yamamoto (2023) discovered that international exposure increases openness to English, although speaking anxiety persists as a result of traditional learning methods.

Local Studies in the Philippines

Philippine studies show mixed learner perceptions of English. Quiñal and Hernando (2025) found that students view Philippine English as an acceptable and functional variety for educational use, reflecting positive attitudes. In contrast, Esquivel (2021) reported negative attitudes among Grade 10 students. These differences are influenced by socioeconomic factors, teaching methods, and available resources, with variations across age groups, year levels, and colleges.

Flores (2023) noted a significant correlation between learners' attitudes and practical objectives, such as academic success and employment, in Mindanao. However, consistent improvement is compromised by inadequate exposure to English outside of the classroom (Jhun, 2024), which limits learners' ability to practice and apply their language skills in real-world contexts. A related local study by Chavez et al. (2024) further revealed that extracurricular English experiences can produce divided attitudes: campus journalism enhanced students' grammar awareness and academic writing confidence, yet simultaneously heightened their language anxiety on social media, causing many to switch to Tagalog to avoid negative judgment. Similarly, Eustaquio et al. (2025) found that adult professionals overcame comparable confidence barriers through self-directed, personalized strategies and a growth mindset, indicating that such approaches may also help younger learners build linguistic assurance. Additionally, Comeros et al. (2024) emphasized the significant role of parental discretionary influence in shaping Filipino children's English learning attitudes, finding that parents who provide supportive environments and adapt their strategies to their child's developmental needs contribute to positive learning outcomes and enhanced self-confidence.

Synthesis and Research Gap

Overall, both foreign and local studies indicate that learners' attitudes toward English are shaped by motivation, technology access, teaching methods, and cultural context. Positive attitudes are strengthened when learners experience interactive instruction, supportive teachers, and meaningful use of English. However, barriers such as limited resources, anxiety, and traditional teaching methods continue to affect engagement. These findings are relevant to Grade 11 General Academic Strand students at Notre Dame of Jolo College–Senior High School, where attitudes

toward English may similarly depend on classroom practices, access to technology, and learning environment conditions.

Methodology

1. Research Design

A quantitative descriptive-correlational research design was implemented in this study. Descriptive statistics were employed to describe the demographic profile and levels of interest, motivation, and confidence of the respondents in the context of learning English. It also compared the attitudes of individuals with respect to variables such as age, gender, parents' educational attainment, and monthly income, and it investigated the relationships between the three attitude subcomponents.

2. Participants and Sampling

The respondents were Grade 11 General Academic Strand (GAS) students from Notre Dame of Jolo College – Senior High School, including both the Main and Maimbung campuses, for the Academic Year 2025–2026. A sample size of 115 out of 156 students was determined using a 95% confidence level and 5% margin of error. Stratified random sampling was employed, with sections GAS 11-N, GAS 11-D, GAS M1, and GAS M2 serving as strata, and respondents selected through the fish bowl technique. The study adhered to ethical standards, with prior approval from the school, voluntary participation, informed consent, and strict observance of confidentiality and anonymity.

Table 1. Distribution of Respondents by Section

Sections	Number Of Respondents
1. GAS 11-N	30
2. GAS 11-D	30
3. GAS-M1	29
4. GAS-M2	26
Total:	115

3. Instruments

Data were gathered by employing a structured questionnaire that was adapted from Gardner's Attitude/Motivation Test Battery (AMTB). Part I of the instrument collected the demographic profile of the respondents, while Part II employed a Likert scale to assess their attitudes toward English in terms of interest, motivation, and confidence. Extensive validation was not necessary for this standardized tool; however, the Graduate School conducted a review to guarantee its relevance to contemporary contexts.

4. Data Collection Procedure

Data collection began with securing ethical clearance and a permit from the Dean of Sulu State College Graduate Studies, followed by approval from the principal and coordinators of Notre Dame of Jolo College Senior High School. Informed consent was obtained from the respondents prior to administration. The researcher personally administered and retrieved the questionnaires to ensure proper distribution and collection.

5. Data Analysis

Descriptive and inferential statistical tools were implemented to analyze the collected data. The demographic profile of the respondents was summarized using frequency counts and percentages. The weighted mean and standard deviation were used to establish the extent of students' attitudes toward learning English in terms of motivation, confidence, and interest. One-way ANOVA was employed to test for significant differences in variables with three or more groups (age, parents' educational attainment, and monthly income), and a t-test was employed for

gender. Inferential analyses were therefore conducted. The relationships among the attitude subcomponents were ultimately determined using the Pearson Product–Moment Correlation Coefficient (Pearson *r*).

Results

1. Demographic Characteristics of the Respondents

Analysis of the respondents’ demographic profile (N = 115) shows that the majority are aged 16 years and below (52.2%), followed by those aged 17–18 years (45.2%), with only a small proportion aged 19 years and above (2.6%). In terms of gender, the sample is predominantly female (73.9%), while males comprise 26.1% of the population. With respect to parents’ educational attainment, most respondents have parents who are college level or graduates (45.2%), followed by high school level or graduates (29.6%), elementary graduates (16.5%), and a smaller group with postgraduate education (8.7%). In terms of parents’ monthly income, a large majority of respondents come from families earning ₱10,001 and above (80.0%), while 19.1% fall within the ₱5,001–₱10,000 range, and only 0.9% belong to the ₱5,000 and below bracket.

Table 2: Demographic Profile of the Respondents

Demographic Variable	Number of Respondents (n=115)	Percentage (%)
Age		
16 years old and below	60	52.2%
17 to 18 years old	52	45.2%
19 years old and above	3	2.6%
Gender		
Male	30	26.1%
Female	85	73.9%
Parents’ Educational Attainment		
Elementary level graduate	19	16.5%
High school level/graduate	34	29.6%
College level/graduate	52	45.2%
Post graduate	10	8.7%
Parents’ Monthly Income		
5,000 pesos and below	1	.9%
5,001 – 10,000 pesos	22	19.1%
10,001 pesos and above	92	80.0%

2. Extent of Students’ Attitudes Toward Learning English

Overall, respondents demonstrated positive attitudes toward learning English across interest, motivation, and confidence, all interpreted as “Agree.” Among the domains, Motivation obtained the highest mean (M = 4.1296, SD = 0.55345), followed by Interest (M = 4.0652, SD = 0.50071), while Confidence recorded the lowest, though still favorable, rating (M = 3.6991, SD = 0.64420). In terms of interest, students showed strong engagement, particularly in listening to English songs (M = 4.54), while interacting in English had the lowest mean (M = 3.70). Motivation was largely driven by academic goals, with getting good grades as the highest indicator (M = 4.42) and class participation as the lowest (M = 3.78).

Conversely, confidence was generally positive but comparatively lower, with strong belief in improvement through practice (M = 4.27), while participation without fear of mistakes received the lowest rating (M = 3.17), interpreted as “Neutral.”

Table 3: Extent of Students’ Attitudes Toward Learning English Among Grade 11 General Academic Strand Students

Statements	Mean	Standard Deviation (S.D.)	Descriptive Interpretation
Interest in Learning English	4.0652	.50071	Agree
1. I enjoy attending my English classes.	4.16	.733	Agree
2. I look forward to learning new topics in English.	4.19	.826	Agree
3. I find English activities interesting.	3.93	.792	Agree
4. I like watching movies or shows in English.	4.21	.822	Agree
5. I enjoy reading English books, stories, or articles.	3.92	.919	Agree
6. I am curious about how the English language works.	4.00	.816	Agree
7. I like listening to English songs and trying to understand the lyrics.	4.54	.776	Strongly Agree
8. I enjoy practicing English even outside school.	4.01	.978	Agree
9. I like talking with people who use English.	3.70	.908	Agree
10. I would choose English as one of my favorite subjects.	3.99	.893	Agree
Motivation in Learning English	4.1296	.55345	Agree
1. I study English because it will help me achieve my future goals.	4.30	.761	Agree
2. I try hard to improve my English skills even when it is difficult.	4.34	.793	Agree
3. I want to get good grades in English.	4.42	.878	Agree
4. I make time to practice English outside the classroom.	4.00	.761	Agree
5. I pay attention in English class because it is important for me.	4.19	.748	Agree
6. I feel that learning English will give me more opportunities in life.	4.25	.736	Agree
7. I participate actively in English in class activities.	3.78	.723	Agree
8. I am motivated to finish tasks and assignments in English on time.	3.95	.826	Agree
9. I continue working on English tasks even if I make mistakes.	4.04	.842	Agree
10. I believe studying English is worth my time and effort.	4.03	.941	Agree
Confidence in Learning English	3.6991	.64420	Agree
1. I feel confident speaking English in front of my classmates.	3.37	.976	Neutral
2. I believe I can understand English lessons well.	3.82	.914	Agree
3. I am comfortable writing in English.	3.77	.930	Agree
4. I can express my ideas clearly in English.	3.51	1.038	Agree
5. I am confident that I can answer English test questions.	3.69	.931	Agree
6. I can participate in English discussions without fear of making mistakes.	3.17	1.034	Neutral
7. I believe I can improve my English if I keep practicing.	4.27	.901	Agree
8. I feel relaxed when using English in class activities.	3.63	.950	Agree
9. I am confident that I can achieve high grades in English.	3.66	.954	Agree
I believe I am capable of becoming fluent in English one day.	4.12	.774	Agree

Legend: (5) 4.50 – 5.00=Strongly Agree; (4) 3.50 – 4.49=Agree; (3) 2.50 – 3.49=Neutral; (2) 1.50 – 2.49=Disagree; (1) 1.00 – 1.49=Strongly Disagree

3. Differences in Facilitative Roles Based on Demographic Profiles

Independent samples t-test and one-way ANOVA were implemented to ascertain whether there are substantial variations in students' attitudes toward learning English when they are organized by age, gender, parents' educational attainment, and monthly income. The results did not show any statistically significant differences in all domains—interest, motivation, and confidence—across age, parents' educational attainment, and parents' monthly income ($p > 0.05$). This suggests that these demographic variables do not have a significant impact on students' reactions to learning English.

Nevertheless, no significant differences were observed in interest ($p = 0.626$) or motivation ($p = 0.815$) when the students were grouped according to gender. Only confidence ($p = 0.015$) exhibited a significant difference, with male students ($M = 3.943$, $SD = 0.764$) demonstrating higher confidence than female students ($M = 3.613$, $SD = 0.577$). In general, the results indicate

that demographic factors do not significantly influence students' attitudes toward learning English, with the exception of gender in terms of confidence.

Table 4: Differences in Students' Attitudes Toward Learning English Based on Demographic Profile

Demographic Grouping	Domains	Test Statistic (t / F)	p-value (Sig.)	Description
Age				
	Interest	1.86	.161	Not Significant
	Motivation	1.23	.296	Not Significant
	Confidence	2.45	.091	Not Significant
Gender				
	Interest	-.489	.626	Not Significant
	Motivation	.194	.815	Not Significant
	Confidence	2.468	.015*	Significant
Parents' Educational Attainment				
	Interest	.227	.877	Not Significant
	Motivation	.181	.909	Not Significant
	Confidence	.364	.779	Not Significant
Parents' Monthly Income				
	Interest	2.18	.118	Not Significant
	Motivation	2.02	.138	Not Significant
	Confidence	.209	.812	Not Significant

*Significance at alpha 0.05

4. Correlational Analysis Among Pedagogical Domains

The relationships among the subcategories of attitudes toward learning English were determined using Pearson Product-Moment Correlation (Pearson's r). Table 4 illustrates that all variables exhibited statistically significant positive correlations at the 0.01 level ($p = 0.000$), suggesting robust interrelations among motivation, interest, and confidence.

The strongest correlation was observed between Interest and Motivation ($r = 0.770$), followed by Motivation and Confidence ($r = 0.602$), both of which indicated high positive correlations. Also, a high positive correlation ($r = 0.536$) was observed between Interest and Confidence. These results suggest that all subcategories are significantly related, indicating that increases in one aspect of attitude are correlated with increases in the others. Consequently, the hypothesis that there is no significant correlation among the subcategories is rejected.

Table 5. Correlations Among the Subcategories of Attitudes Toward Learning English

Variables	Pearson r	Sig.	N	Description
Interest				
Motivation	.770**	.000	115	Very High Correlation
Confidence	.536**	.000	115	High Correlation
Motivation				
Confidence	.602**	.000	115	High Correlation

** Correlation Coefficient is significant at alpha .01 level

Discussion

The demographic profile of the Grade 11 General Academic Strand students at Notre Dame of Jolo College–Senior High School indicates a predominantly female and relatively young student population. The majority of students come from households where both parents have completed college or a higher education and are in the income bracket of 10,001 pesos or higher. The respondents' profile indicates that they typically have moderate to strong educational and

socioeconomic support, which may have influenced their access to learning resources and exposure to English outside of the classroom.

In terms of attitudes toward learning English, the students exhibit a generally high level of positive disposition, particularly in terms of motivation and interest. This suggests that learners consider English to be engaging and acknowledge its importance for academic and future purposes. Nevertheless, confidence is generally positive; however, it is comparatively lower than interest and motivation, indicating that some students continue to experience self-doubt in their English proficiency despite their willing and enthusiastic desire to learn.

This pattern may be partially explained by home environments where, as Chavez et al. (2023) observed among Filipino parents, strong motivation to teach English coexists with self-acknowledged limitations in teaching ability. As a result, students tend to internalize the value of English but may not consistently receive the type of guided, corrective interactions that foster linguistic confidence.

Such a confidence gap carries practical implications. Españo et al. (2025) found that English language confidence significantly influences employability perceptions, with confident speakers viewed as more adaptable, professional, and effective in client-facing roles—a key consideration for General Academic Strand students who are likely to enter the service sector.

The results indicate that there are no substantial differences in interest, motivation, and confidence among the groups when based on age, parents' educational attainment, and parents' monthly income. This suggests that students' attitudes toward learning English are not significantly influenced by these factors. Nevertheless, gender is a notable exception. While no significant differences are observed in terms of interest and motivation, a significant difference exists in confidence, suggesting that male and female students differ in their perceived self-assurance in using or learning the English language.

Ultimately, the correlation analysis demonstrates substantial positive relationships between confidence, motivation, and interest. Interest and motivation exhibit the strongest relationship, while both interest–confidence and motivation–confidence also show substantial positive correlations. This suggests that students who are more enthusiastic about learning English tend to be more motivated and self-assured, and vice versa. Overall, this underscores the interconnectedness of these attitudinal components in shaping learners' overall attitudes toward English learning.

Conclusion

The study concludes that Grade 11 General Academic Strand students at Notre Dame of Jolo College–Senior High School generally have positive attitudes toward learning English, with high levels of interest and motivation and a generally positive level of confidence. The respondents are mostly young, predominantly female, and come from families with parents who are college-level or graduates and relatively higher monthly income, suggesting generally supportive learning backgrounds. Statistical results show no significant differences in attitudes toward learning English when grouped according to age, parents' educational attainment, and parents' monthly income, while a significant difference is found in confidence when grouped according to gender. In addition, interest, motivation, and confidence are significantly interrelated, indicating that these factors jointly shape students' overall attitudes toward learning English.

Based on these findings, the study recommends that the school administration continue strengthening English programs and learning resources to sustain students' positive attitudes. Teachers are encouraged to use interactive and learner-centered strategies and provide supportive

feedback to enhance motivation and confidence, while school leaders may support enrichment activities such as reading and speaking programs. Parents may further support English learning at home, and students are encouraged to actively participate in English-related activities to improve their skills and confidence. Future researchers may explore other factors influencing attitudes toward English learning and consider broader study contexts.

(Disclaimer: While artificial intelligence (AI) was used for language enhancement, all concepts that were generated are entirely original.)

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