

FACTORS AFFECTING ENGLISH PROFICIENCY OF JUNIOR HIGH SCHOOL STUDENTS IN JOLO NATIONAL HIGH SCHOOL

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ABSTRACT. The availability and accessibility of learning materials and resources, access to technology and digital tools, and language exposure at home, in school, and in the community were the main areas of focus for this study, which looked at the factors influencing junior high school students' English language proficiency at Jolo National High School. One hundred junior high school students participated in a descriptive-correlational study design. A validated questionnaire was used to gather the data, and Pearson product-moment correlation, one-way ANOVA, independent samples t-test, and descriptive statistics were used for analysis. The findings showed that while language exposure across settings was viewed as inconsistent, students generally felt that access to technology and digital tools as well as the availability of learning resources greatly influence their English language skills. When students were categorized by year level, significant discrepancies were discovered, with Grade 7 pupils reporting less exposure to language, technology, and resources than students in higher year levels. Grouping the data by age, gender, or average monthly income of parents did not reveal any significant differences. Learning resources, technological access, and language exposure all showed a strong positive link, according to correlation analysis, indicating that these elements are connected and help the growth of the English language as a whole. The study comes to the conclusion that boosting English language competency, especially for lower-grade pupils, requires bolstering instructional resources, increasing equal access to technology, and improving language-rich environments.

KEYWORDS: *Language Proficiency, Language Exposure, Instructional resources, student engagement, Access to technology*

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INTRODUCTION

For students in the Philippines, being able to communicate in English was essential since it opened doors to both academic success and international prospects. Esilit (2023) highlighted that proficiency in grammar, vocabulary, and discourse was necessary for successful communication as well as success in higher education and the workplace. Proficiency in English also makes students more competitive in multilingual settings and increases their engagement in international discourse.

Even though the Philippines is one of the biggest English-speaking countries in Asia, differences in proficiency are still noticeable. Kilag, Uy, Rafaela, Pareja, Macapobre, and F. (2023)

observed that inconsistent language development is hampered by a lack of resources, unequal technological integration, and a variety of teaching methods. These difficulties are most noticeable in underprivileged areas, where language acquisition is impacted by socioeconomic circumstances and little exposure to English outside of the classroom.

Language proficiency is influenced by both internal and external influences, according to research. In addition to external impacts like media exposure, educational techniques, and instructional effectiveness, Zarate (2022) found internal aspects like motivation, anxiety, and attitude. Similar to this, Galinada and Pimentel (2025) discovered that demographic factors—such as age, gender, grade level, and socioeconomic status—significantly influence students' English language development, underscoring the significance of contextual factors in language learning. This study is consistent with Ceneciro, Estoque, and Chavez's (2023) theory that students' exposure to competitive debates lessened their fear of public speaking, which in turn helped them identify their grammatical, grammatical, and grammar flaws.

The significance of environmental and social influences was confirmed by other research. According to Mercado (2022), children's speaking proficiency is strongly impacted by their sociographic characteristics, home language use, and access to learning resources. Contillo-Galang (2022), on the other hand, highlighted the interaction between psychological and socioeconomic factors by emphasizing that low self-esteem, lack of exposure, and parents' low educational attainment lower students' English proficiency.

These results are very pertinent to Jolo National High School. Students in this area have particular difficulties, such as restricted access to educational resources, differing levels of English exposure at home and in the community, and socioeconomic limitations that affect educational prospects. In order to address these issues and create successful treatments, Eslit (2023) contended that a thorough analysis of both demographic profiles and contextual elements is necessary.

LITERATURE

Stephen Krashen's material Hypothesis, which contends that learners advance when exposed to understandable material that is just a little bit beyond their current level, has long been used to explain language acquisition. This emphasizes the value of easily accessible educational resources since children find it difficult to improve their reading, writing, and speaking skills without enough exposure. These results continue to have an impact on research on English competence around the world (Krashen, 1982). This study is consistent with Chavez and Lamorinas's (2023) study, which expands the body of knowledge about the various methods and techniques of evaluation.

Another important component of language learning has been found to be motivation. In their study of teenage students in Madrid, Dunn and Iwaniec (2021) discovered a substantial correlation between better competence and integrative motivation students' willingness to interact with the English-speaking population. Gardner's socio-educational model is supported by their research, which demonstrates that motivation and attitudes are essential to successful language acquisition rather than incidental. This study is consistent with Entong, Garil, Muarip, and Chavez's (2024) theory that learning is strengthened because students are more likely to retain and absorb information related to emotional responses. People can retain knowledge for a long time through body language, tone of voice, facial expressions, storytelling, humor, and personal narratives.

Language learning outcomes have been increasingly influenced by technology. According to Othman (2025), gamified apps, multimedia materials, and virtual reality improved English competence by offering real-world scenarios for speaking, listening, reading, and writing. In a similar vein, Mishra (2023) emphasized that digital technologies boost engagement and enable

customized learning experiences, but she warned that teacher supervision is still necessary to optimize their advantages.

It has also been demonstrated that exposure to English in daily situations affects proficiency. In a cross-national investigation, Bacus and Alda (2023) discovered a correlation between higher performance on standardized examinations like the TOEFL and increased exposure through media and community interactions. In their research of junior high school pupils in Manila, Soriano and Garcia (2021) found that regular exposure to English outside of the classroom greatly enhanced comprehension.

Kilag, Uy, and colleagues (2024) found that pupils in Cebu who had more exposure to English at home and in the community did better on comprehension tests. This result is consistent with Chavez, Adalia, and Alberto's (2023) study, which found that language acquisition begins at home. Involving parents in English language instruction is a great way to encourage children's literacy and communication. Their results are consistent with Vygotsky's sociocultural theory, which highlights the importance of social interaction in language development. This study is consistent with Chavez's (2022) real-world examples of using the English language, and it can help improve ELT curriculum design, timely and relevant learning material production, and teacher training programs on activities and teaching techniques.

A study at Mindanao State University, Abad (2022) looked at the connection between students' English competence and their socioeconomic background. The results showed that students from wealthier families had more access to technology and additional learning resources, which greatly enhanced their performance in English classes. This lends credence to the notion that one important factor affecting proficiency is parents' monthly income.

Lastly, Mendoza (2018) investigated the relationship between junior high school students' English competency and year level in Davao City. According to his research, competency increased gradually across grade levels, with pupils in Grade 10 exhibiting more advanced academic language skills than those in Grade 7. Mendoza came to the conclusion that year level is important because exposure to progressively more difficult academic assignments promotes greater proficiency over time.

METHODS

1. Research Design

This study employed a descriptive-correlational methodology to examine factors affecting English competence among junior high school students at Jolo National High School during the 2025–2026 academic year. As defined by Creswell (2014), descriptive research outlines current conditions, while correlational design identifies relationships between variables without manipulation, as noted by Gay, Mills, & Airasian (2012). The correlational aspect explored the relationships between factors such as learning resources, technology access, and language exposure, alongside demographic variables including age, gender, year level, and parents' income. The descriptive part provided an account of students' proficiency levels in English, following methodologies similar to those used by Asio and Quijano (2023) for Filipino college students and by Martirosyan, Hwang, and Wanjohi (2015) for international student proficiency analysis.

2. Research Locale

This study at Jolo National High School in Sulu, Philippines, explores factors affecting English competency among junior high students from diverse linguistic and cultural backgrounds. The school's multilingual environment serves as a valuable context for examining language acquisition, aligning with Vygotsky's perspective on the influence of social interactions. Its representation of a typical public secondary school in the province provides insight into how

demographic factors, resource availability, and English exposure impact students' language development. The choice of this setting is further supported by Cummins' assertion regarding the influence of school environments and linguistic challenges on academic language proficiency.

3. Participants of the Study

The junior high school students enrolled in Jolo National High School's 2025–2026 academic year served as the study's respondents. One hundred (100) of the 2,925 junior high school pupils will be chosen as responders for this study. The necessity to capture a diverse representation of the pupils through random sampling and the standards of statistical significance were taken into consideration while determining the sample size.

4. Sampling Procedure

To guarantee that every grade level at Jolo National High School was fairly represented, this study used a stratified random sampling technique. Based on grade level, the 2,925 children were split into four strata: Grades 7, 8, 9, and 10. A total of 100 responders were chosen proportionately from each strata within this group. The proportion of each grade level's population to the total number of students in the school was used to determine the sample size for each grade level. This sampling strategy made sure that every grade level was sufficiently represented in the study, offering a fair and trustworthy foundation for data analysis and interpretation.

5. Research Instrument

A structured questionnaire was developed and validated for data collection in the study, utilizing a modified checklist from existing frameworks in language acquisition and educational research (Fraenkel, Wallen, & Hyun, 2012; Creswell, 2014). The use of questionnaires is justified due to their efficiency in data gathering, and when designed correctly, they yield high validity and reliability (Sarantakos 2005). The instrument captured respondents' demographic information and factors affecting their English proficiency, ensuring clarity and accessibility for junior high students. The questionnaire comprises three sections: Section I addresses respondents' profiles, while Section II focuses on elements influencing English proficiency. To gauge attitudes and experiences regarding English competence, a five-point Likert scale was employed, with values ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

6. Data Gathering Procedure

The study adhered to specific protocols to ensure the accuracy and reliability of data collection. An official letter from the Dean of Graduate Studies at Sulu State University authorized the research at Jolo National High School. Upon receiving permission, the researcher collaborated with the school principal and English teachers to facilitate the administration of the research instrument, clarifying the study's objectives. Junior high school pupils were provided with the questionnaire in person, with clear instructions given about the study's goals, privacy assurances, and voluntary participation. Following Creswell's (2014) guidelines for uniform data collection techniques, the researcher was present during the questionnaire administration to provide clarifications as needed and ensured adherence to instructions. Completed surveys were collected immediately to prevent data loss or tampering. The responses were subsequently organized, coded, and prepared for statistical analysis, in line with the recommendations of Fraenkel, Wallen, and Hyun (2012) regarding systematic data handling to maintain accuracy and dependability.

7. Ethical Considerations

The study emphasized strict adherence to ethical standards to ensure participant protection and welfare. Ethical measures were implemented to maintain integrity, especially given that

participants were minors. Informed consent was obtained from both the students and their parents or guardians prior to data collection, ensuring they were fully informed about the study's goals, methods, and their right to withdraw without repercussions. Anonymity and confidentiality were prioritized, with responses tagged to prevent identification, and care was taken in the design and distribution of questionnaires to avoid discomfort or harm. Guided by the principle of beneficence, the study aimed to enhance junior high school students' English proficiency, benefiting the school community. The data collection and reporting process was truthful and transparent, adhering to legal frameworks and institutional regulations, including Philippine privacy and child safety laws, thereby maintaining integrity, respect, and fairness throughout the investigation.

RESULTS

1. What is the extent of factors affecting English Language Proficiency of students in terms of 1.1 Availability and Accessibility of Learning Materials and Resources, 1.2 Access to Technology and Digital Tools, and 1.3 Language Exposure at Home, in School, and in the Community?

Table 1.1 In the context of Availability and Accessibility of Learning Materials and Resources

	Statements	Mean	S.D	Rating
1	Our school provides enough English books for all students.	3.16	.961	Neutral
2	The English textbooks we used are updated and aligned with the curriculum.	3.42	1.017	Neutral
3	I have access to English dictionaries and reference materials in school.	3.49	.759	Neutral
4	The school library has sufficient English reading materials (storybooks, magazines, newspapers, etc.).	3.52	.797	Agree
5	I can easily access English learning resources outside of school (e.g., internet, online apps, community library).	3.95	.947	Agree
6	The availability of multimedia resources (audio, videos, projectors) help me learn English better.	3.65	1.029	Agree
7	Teachers provide us with printed or digital hand-outs that support English learning.	3.72	1.036	Agree
8	The English learning resources in school are appropriate for my grade level and understanding.	4.18	.730	Agree
9	Limited access to English learning materials affects my ability to improve in English.	3.88	.856	Agree
10	Having more English books, online resources, and activities would help me become more proficient in English.	4.77	5.142	Strongly Agree
Total Weighted Mean		3.77	.66903	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

Table 1.1 analyzes factors influencing the English Language Proficiency of Junior High School Students at Jolo National High School, focusing on the Availability and Accessibility of Learning Materials and Resources. The category received a weighted mean score of 3.77 and a standard deviation of 0.66903, resulting in an "Agree" rating. This finding indicates that a majority of student respondents believe their English language skills are significantly affected by the accessibility and availability of educational resources. The moderate standard deviation suggests a variety of experiences among students regarding access to these materials. Key statements rated as "Agree" include perceptions of easy access to English learning resources outside of school, the positive impact of multimedia resources on learning, and the support provided by teachers through printed or digital handouts.

Table 1.2 In the context of Access to Technology and Digital Tools

	Statements	Mean	S.D	Rating
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1	I have access to a computer, tablet, or smartphone that I can use for English learning.	4.23	.790	Agree
2	I use online dictionaries or translation apps to improve my English skills.	4.07	.769	Agree
3	The internet helps me access English learning resources (e.g., e-books, videos, articles).	4.21	.715	Agree
4	I use social media or online platforms (e.g., YouTube, Facebook, Tiktok, etc.) to practice and learn English.	4.01	.969	Agree
5	Our school provides access to technology (computer, projector, multimedia tools) that support English learning.	3.36	.938	Neutral
6	I use English learning applications or software to practice grammar, vocabulary and pronunciation.	3.82	.783	Agree
7	Lack of internet connection or gadgets makes it difficult for me to learn English effectively.	3.64	.835	Agree
8	Teachers encourage us to use digital tools to improve our English skills.	3.69	.884	Agree
9	Watching English movies, videos or listening to podcasts online helps me understand English better.	4.09	.944	Agree
10	Access to technology motivates me to learn and practice English more.	4.08	.761	Agree
Total Weighted Mean		3.92	.40973	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

Table 1.2 highlights the impact of access to digital tools and technology on English language proficiency among junior high school students at Jolo National High School. The findings show a weighted mean score of 3.92, with a standard deviation of 0.40973, indicating a consensus among students that access to these resources significantly enhances their English language skills. The low standard deviation suggests uniformity in student views, while the high mean reflects strong agreement on the positive effects of technology on language learning. Notably, respondents expressed agreement with several statements, including access to devices such as computers, tablets, or smartphones for English learning, the utilization of social media and online platforms for practice, and the beneficial effects of watching English media and listening to podcasts. The overall conclusion is that effective incorporation of appropriate digital tools and equitable access to technology can substantially support and improve students' English language development.

Table 1.3 In the context of Language Exposure at Home, in School, and in the Community

	Statements	Mean	S.D	Rating
1	At Home: My family members encourage me to speak English at home.	3.06	1.013	Neutral
2	I use English when communicating with siblings, parents or relatives.	3.01	1.040	Neutral
3	I am exposed to English through televisions, radio, or online media at home.	3.86	.910	Agree
4	At School: My teacher encourages us to speak English inside the classroom.	3.60	.888	Agree
5	My classmates and I agree to use English when talking to each other in school.	3.35	1.019	Neutral
6	School activities (e.g., debates, presentations, programs) give me opportunities to use English.	3.65	.880	Agree
7	In the Community: I Agree to hear people in my community speaking English.	3.26	1.097	Neutral
8	I interact with friends or neighbors in English outside of school.	3.34	1.037	Neutral
9	Community programs, events or religious activities exposed me to the English language.	3.52	1.087	Agree
10	Limited English use in my community affects my ability to improve in English.	3.79	.856	Agree

Total Weighted Mean	3.44	.58332	Neutral
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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

Table 1.3 evaluates factors influencing English Language Proficiency among Junior High School Students at Jolo National High School, particularly focusing on Language Exposure in Home, School, and Community contexts. The findings indicate a weighted mean score of 3.44, with a standard deviation of 0.58332, leading to a "Neutral" rating overall. This suggests that students perceive the influence of language exposure on their English abilities neither positively nor negatively. The moderate standard deviation points to varying levels of language exposure among pupils, while the neutral mean reflects diverse experiences with English usage. Specific items rated as "Neutral" include perceptions of encouragement to speak English at home, agreement among classmates to communicate in English, interaction with friends in English outside of school, and usage of English within the family.

2. Is there a significant difference in the factors affecting English Proficiency of Junior High School Students in Jolo National High School when the data are grouped according to their demographic profile in terms of: 2.1 Age, 2.2 Gender, 2.3 Year Level, and 2.4 Parents' Average Monthly Income?

Table 2.1 According to Age

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
Availability and Accessibility of Learning Materials and Resources	Between Groups	1.610	3	.537	1.207	.312	Not Significant
	Within Groups	42.702	96	.445			
	Total	44.312	99				
Access to Technology and Digital Tools	Between Groups	.991	3	.330	2.029	.115	Not Significant
	Within Groups	15.629	96	.163			
	Total	16.620	99				
Language Exposure at Home, in School, and in the Community	Between Groups	5.144	3	1.715	5.767	.001	Significant
	Within Groups	28.543	96	.297			
	Total	33.686	99				

* Significant at alpha 0.05

Table 2.1 illustrates the impact of age on the factors affecting English language proficiency among junior high school students at Jolo National High School. The analysis reveals that all F-values and probability values are not significant at alpha 0.05, except for Language Exposure in various environments (home, school, community). This implies that despite varying ages of respondents, their views regarding the influencing factors on their English proficiency remain consistent. Specifically, students aged 17 and older do not demonstrate superior perceptions compared to younger peers. Consequently, it can be concluded that age does not significantly influence students' perceptions of the factors impacting their English language proficiency. The study supports the hypothesis that no significant differences exist in the extent of factors affecting English proficiency related to age demographics among these students.

Table 2.2 According to Gender

Variables	Grouping	Mean	S.D	Mean Difference	t	Sig.	Description
Availability and Accessibility of Learning	Male	3.9000	1.12489	.17260	1.147	.254	Not

Materials and Resources	Female	3.7274	.38775				Significant
Access to Technology and Digital Tools	Male	3.8259	.41842	-.12887	-1.403	.164	Not Significant
	Female	3.9548	.40382				
Language Exposure at Home, in School, and in the Community	Male	3.3889	.48937	-.07549	-.573	.568	Not Significant
	Female	3.4644	.61630				
* Significant at alpha 0.05							

Table 2.2 reveals that the factors influencing English language proficiency among junior high school students at Jolo National High School do not vary significantly between genders, with all t-values and probability values remaining non-significant at alpha 0.05. Both male and female respondents perceive these influencing factors similarly, indicating that gender does not significantly affect their judgments regarding English language proficiency. Hence, the hypothesis that there is no significant difference in the perceived extent of these factors based on gender is accepted.

Table 2.3 According to Year Level

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
Availability and Accessibility of Learning Materials and Resources	Between Groups	4.387	3	1.462	3.516	.018*	Significant
	Within Groups	39.925	96	.416			
	Total	44.312	99				
Access to Technology and Digital Tools	Between Groups	2.507	3	.836	5.684	.001*	Significant
	Within Groups	14.113	96	.147			
	Total	16.620	99				
Language Exposure at Home, in School, and in the Community	Between Groups	2.507	3	3.891	16.966	.000*	Significant
	Within Groups	14.113	96	.229			
	Total	16.620	99				
* Significant at alpha 0.05							

Table 2.3 illustrates the differences in factors affecting English language proficiency among junior high school students at Jolo National High School, segmented by year level and demographic profile. All F-values and probability values are significant at alpha 0.05, indicating varied student responses regarding the impact of various factors on their English proficiency. Notably, students in grade 10 do not have a better understanding of these influences than those in earlier grades. Thus, it can be concluded that the Year Level significantly affects students' perceptions regarding factors influencing their English language proficiency. Consequently, the hypothesis stating no significant difference among students, based on Year Level, is rejected.

Table 2.4 According to Parents' Average Monthly Income

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
Availability and Accessibility of Learning Materials and Resources	Between Groups	.758	2	.379	.844	.433	Not Significant
	Within Groups	43.555	97	.449			
	Total	44.312	99				
Access to Technology and Digital Tools	Between Groups	.560	2	.280	1.692	.190	Not Significant
	Within Groups	16.060	97	.166			
	Total	16.620	99				

Total							
Language Exposure at Home, in School, and in the Community	Between Groups	1.030	2	.515	1.529	.222	Not Significant
		32.657	97	.337			
	Within Groups	33.686	99				
	Total						
*	Significant		at		alpha		0.05

Table 2.4 reveals the influence of parents' average monthly income on junior high school students' English language proficiency at Jolo National High School, indicating that all F-values and probability values are not significant at alpha 0.05. This suggests that despite variations in parents' income, the students' perceptions of the factors affecting their English language proficiency do not differ significantly based on income levels. Therefore, students with higher incomes do not exhibit greater awareness of these factors compared to those with lower incomes. Consequently, the hypothesis stating that there is no significant difference in the extent of factors affecting English language proficiency when classified by parents' average monthly income is accepted.

3. Is there a significant correlation among the sub-categories subsumed under the factors affecting the English Proficiency?

Variables		Pearson <i>r</i>	Sig.	N	Description
Dependent	Independent				
Availability and Accessibility of Learning Materials and Resources	Access to Technology and Digital Tools	.383**	.000	100	Moderate
Access to Technology and Digital Tools	Language Exposure at Home, in School, and in the Community	.413**	.000	100	Moderate
	Language Exposure at Home, in School, and in the Community	.623**	.000	100	High

*Correlation coefficient is significant at alpha .01

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

0.0-0.1 = Nearly Zero; 0.1-0.3 = Low; 0.3-0.5 = Moderate; 0.5-0.7 = High; 0.7-0.9 = Very High; 0.9-1 = Nearly Perfect.

Table 3 presents the correlation among subcategories related to factors affecting English language proficiency among Junior High School Students at Jolo National High School. The findings indicate that these subcategories are generally moderately correlated, as evidenced by the significant Pearson correlation coefficients (Pearson *r*) observed for some variables at an alpha level of 0.05. Consequently, the assertion that there is no significant correlation among these subcategories is rejected.

DISCUSSION

1.) On the extent of factors affecting English Language Proficiency, as perceived by Junior high school students at Jolo National High School;

The findings show that junior high school students at Jolo National High School generally concur that important contextual factors affect their English language ability, with the most significant one being access to digital tools and technology. This corroborates previous studies that demonstrate how technology-enhanced learning environments give students more exposure to real-world language input, interactive practice, and instant feedback—all of which have a major positive impact on language development (Golanka et al., 2020; Warschauer & Meskill, 2019). The favorable opinion of the accessibility and availability of educational materials and resources is also consistent with research highlighting the critical role textbooks and

supplemental materials play in overall language competency (Nation, 2020). On the other hand, language exposure in the community, at home, and at school was rated as neutral, indicating uneven possibilities for meaningful English use in various contexts. This result is in line with studies that indicate learners' capacity to acquire fluency and communicative competence is hampered by limited exposure to English outside of the classroom, especially in multilingual and non-English-dominant communities (De Wilde et al., 2020; Sundqvist & Sylvén, 2019).

2.) On differences in the extent of factors affecting English Language Proficiency of Junior High School Students in Jolo National High School ;

The findings indicate that only when pupils are categorized by year level do substantial disparities in the degree of factors influencing English language proficiency become apparent; age, gender, and parents' average monthly income do not produce significant differences. Additionally, compared to students in higher year levels, grade 7 students consistently reported having less access to learning resources, technology and digital tools, and language exposure. This suggests that as children progress academically, their perceptions of support and opportunities for using English improve. Research demonstrating that learners' academic maturity and duration of formal teaching have a significant impact on language development and resource access supports this pattern (Cummins, 2019). Additionally, De Wilde, Brysbaert, and Eyckmans (2020) highlighted that as students advance in their education, they are exposed to language-rich contexts more frequently, which eventually leads to increased proficiency. In order to promote equitable and successful early English language development, these findings highlight the necessity of focused interventions for lower-grade pupils, especially in increasing access to instructional materials, digital tools, and organized English language exposure.

3.) On correlation among the subcategories subsumed under the extent of factors affecting English Language Proficiency of Junior High School Students in Jolo National High School ;

The results indicate a strong positive correlation between the subcategories that are included. Students with sufficient instructional resources are more likely to have better technological access and richer English exposure, according to the modest connections between the availability and accessibility of learning materials, technology access, and language exposure. Furthermore, the substantial importance of technology in increasing chances for English language use in family, school, and community contexts is shown by the strong association between language exposure and access to digital tools and technology. Recent research demonstrates that by offering real, frequent, and self-directed language experiences, digital resources and learning materials work together to improve language exposure and proficiency (OECD, 2021; Lee & Dressman, 2020).

CONCLUSION

According to the study's findings, the majority of junior high school students at Jolo National High School are middle-aged, mostly female, uniformly dispersed among grade levels, and come from households with rather solid financial situations. These demographic traits point to a generally encouraging learning environment, which studies show can have a favorable impact on students' engagement with language learning and access to educational resources (OECD, 2019; Sirin, 2020).

The findings further demonstrate the importance of environmental factors in determining English language ability. Evidence that instructional resources and educational technologies improve learners' engagement and language outcomes has been reinforced by the emergence of

technology and digital tools as powerful contributors to language development (Crompton et al., 2021; Zhang & Zou, 2020). Nonetheless, uneven exposure to the language in home, school, and community settings underscores ongoing constraints on chances for real-world English language usage outside of formal education (De Wilde et al., 2020).

Furthermore, year level is more closely linked to variations in the perceived impact of these characteristics than age, gender, or socioeconomic position. Students in lower grades, especially those in Grade 7, reported having less access to resources and exposure to language, indicating that academic advancement increases familiarity with learning resources and possibilities for language engagement (Gao & Zheng, 2020; Sun et al., 2022). Lastly, the study shows a strong correlation between language exposure, technology, and access to learning resources. The importance of integrated instructional and digital support systems in fostering English language competency is highlighted by the fact that increased technological access enhances language exposure across settings (Kukulska-Hulme et al., 2021; Trust & Whalen, 2020).

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