



## Attitude and Academic Performance in English of First Year BEED and BECED Students of Essu-Maydolong

**Zyra Grace G. Azura\***

Staff/Office of the College of Education, Eastern Samar State University Maydolong Campus,  
National Highway, Brgy. Campakirit Maydolong Eastern Samar, 6802, Philippines  
[\*Corresponding author]

**Rhea Angelica F. Boco**

Staff /Library Department, Eastern Samar State University, Maydolong Campus,  
National Highway, Brgy. Campakirit Maydolong Eastern Samar, 6802, Philippines

**Jeffrey B. Conopio**

Department of Education, Division of Eastern Samar Dolores I, District Dolores, Central Elementary School,  
San Juan De Dios Street, Brgy 11 Poblacion Dolores Eastern Samar, 6817 Philippines

**Marilyn R. Conopio**

Department of Education, Division of Eastern Samar Dolores I, District Dolores, Central Elementary School,  
San Juan De Dios Street, Brgy 11 Poblacion Dolores Eastern Samar, 6817 Philippines

**Estelita A. Madriaga**

Faculty /Graduate School University, Eastern Samar State University, Main Campus,  
Brgy. Songco Borongan City, 6800, Philippines

### Abstract

The study determined the significant relationship between the attitude and academic performance in English of first year BEED and BECED students of ESSU-Maydolong. The study involves 86 first year BEED and BECED students of ESSU-Maydolong enrolled during the first semester of school year 2022-2023 as a respondents of the study. The study utilized the descriptive correlation method in order to provide the accurate answers to the research problems. The data gathered by the researchers was summarized in a form of frequency distribution and percentages. The researchers analyzed and correlated the variables using Pearson r correlation coefficient. Findings revealed that attitude towards in English of the first year BEED and BECED students of ESSU-Maydolong was “positive” and the academic performance in English was classified as “good”. Result of the study showed that computed r-value of 0.30 is greater than the tabular r-value 0.211 so the researchers rejected the null hypothesis. This implies that the attitude and the academic performance in English of first year BEED and BECED students of ESSU-Maydolong have a significant relationship.

### Keywords

Academic Performance, Attitude, English

### INTRODUCTION

#### Background of the Study

In the past several years up to present, English is said to be the universal language around the world. It helps us in communicating people from the different countries. Communicating in English in this manner indispensably involves a communication context or situation where an exchange of world views occurs under the influence of people, place, time, purpose, tone and other environmental elements. The significance of English is its unprecedented distribution. English is now taught as the “second language” in schools in nearly every country in the world. English along with vernacular languages is used in the legal system, regional administration in the armed forces, the national business at home and also

in mass media. Language learning is complex. Many factors impact how well language learners will acquire communication skill and how quickly they will reach different ranges of performance. These factors include where one learns language, whether in an instructional setting or immersed in the language or culture; how one learns, whether through explicit instruction about the language or through authentic experiences using the language; when one learns, as the age and cognitive development of language learners impact the speed of reaching each range of performance; and finally, why one is learning a language, whether motivated by intrinsic factors such as grades and requirements or intrinsic factors such as the language learners' heritage or intended uses of the language. People favor a particular language when they find that the language is a tool to achieve high status, economic advantage, basic security and survival and matters related to self-orientation. People show such attitude in order to be identified as a member of the desired community.

This study determined the relationship of attitude and academic performance in English of First Year BEED & BECED students who would be future teachers and to be competitive in the society. Therefore, the researchers wanted to find out if the attitude of respondent affect their academic performance in English.

### **Statement of the Problem**

This study determined the relationship between attitude towards English and performance in English of the first year BEED and BECED students.

Specifically, this sought to answer the following questions:

1. What is the attitude of the respondents towards English?
2. What is the academic performance in English of the respondents?
3. Is there a significant relationship between attitude towards English and academic performance in English of the respondents?

### **Objectives of the Study**

Based on the stated problems, this study aimed to attain the following objectives:

1. Determine the attitude of the respondents towards English.
2. Determine the academic performance in English of the respondents.
3. Determine the significant relationship between attitude towards English and academic performance in English of the respondents.

### **Significance of the Study**

The researchers deemed that the result of the study is valuable to the following:

*To the Students.* The findings of the study can enable them to acquire knowledge and skills necessary for the future development in terms of English proficiency.

*To the Teachers.* The result of the study can help in improving their teaching skills in teaching to the students who are not proficient in English.

*To the School Administration.* They may be aided by the result of this study in designing and implementing programs and policies that may help improve the communication needs of the students.

### **Scope and Delimitation of the Study**

The research was delimited on determining the attitude and academic performance in English of first year BEED and BECED students in ESSU- Maydolong enrolled during the S.Y. 2022-2023.

### **Related Literature**

There are several reasons why the study of students' attitudes and performance are important. For example, the use of vernacular language has psychological impact on student's behavior, perception and also academic achievement. The student's attitudes and performance towards school and their expectations about the behavior of the teacher are also important factors in the learning process. Here are some related literatures and studies in which it gives us information how English subject affect the attitude and academic performance of the students.

The teaching and learning process involve two active participants in the classroom - the teacher and the learner and that language learning does not fall entirely on the teacher. The students must also assume more responsibility for the learning process (Quist 2000). Vuzo (2010) reported that "it is through interactions with each other that teachers and students work together to create intellectual and practical activities that shape both the form and the content of the target subject. However, such situation is not commonly found in schools in all subjects due to the fact that lecture method dominates the teaching and learning process which leads to passive learning" Cummings noted that learning in which students are interactive produces far more effective participation in a class. Meaning that effectiveness of language learning and teaching in the classrooms will depend upon the educational repertoire teachers have. This idea concurs with Quist (2000) in that successful teaching and quality of pupil learning is closely related to the teacher's knowledge and understanding of the subject.

Furthermore, the English teacher is a figure in the language course. Literature indicates clearly that it is the teacher who sets the tone for learning activities Quist (2000). Since to teach is to communicate, English teacher must have

maximum communicative competence. Also a teacher must be knowledgeable in the language itself so that he/she can make useful decision regarding what should be taught to whom, and how the teaching should be done. Researches demonstrate clearly that among the factors that lead to students' poor performance are qualities of teachers Harmer (2003); Mosha (2004). Moreover, empirical studies showed that if early years at the school fail to provide the right foundation for learning, then no amount of special provision at later stages will be able to achieve the full potential of the child in terms of how his learning will proceed, and how beneficial his attitudes are towards his future life and learning Quist (2000).

Attitudes refer to the sets of beliefs that the learner holds towards members of the target group and also towards his own culture (Brown 2000). Language attitude is an important concept because it plays a key role in language learning. For example, researchers conducted by Gardner (2001,2002) about attitudes and motivation showed correlation with linguistic performance of learners, emphasizing the role of attitudes and motivation as determinant factors in language learning. It is also generally agreed among researches that positive attitudes facilitate the learning process, though attitude does not determine the behaviour (Agnihotri & Khanna, 1994).

Attitudes have a positive correlation with success in learning the second language because they facilitate learners' motivation to learn the language (Gardner & Tremblay, 1994). They added that individual attitudes towards the language that they learn meet important needs as they satisfy certain functions such as achieving high grades in language examination.

Santos (1996) point out that attitude is a manifestation of how one communicates his or her moods to others. When you are optimistic and anticipate successful encounters, you transmit a positive attitude and people usually respond favorably. When you are pessimistic and expect the worst, your attitudes is often negative and people tend to avoid you. Attitude is a mindset. It is the way you look at things mentally. And attitudes do not change overnight. It takes self-conscious discipline and effort to cultivate attitudes that are beneficial to learners.

According to Femi (2006:102) "the background of a child to an extent has a very strong influence on the child's physical and mental development process. Children from rich family background develop faster than children from a poor family background who some time experiences some difficulties in the process of growing up.

Arada (2006:52) shared a different view where she said that environment where a child grew up, determines the level of achievement and educational attainment of a child. A child who grew up in an environment where English language is the language of communication will definitely grew to be proficient in the language. Whereas, children who communicate and interact in their native dialect will find it very difficult to adapt to a new environment where they speak a different language altogether. Mother tongue is one of the factors that influence child's ability to speak English fluently. Ezena (2006) was of the opinion that children find it very hard to learn a new language especially in a situation where they have only been taught how to do things in their native dialect. This will take a long time for the children to gain familiarity with the new language.

Laboy (1995) stated that dialect differences can affect the quality of education received by someone both academically and socially. A child's dialect may interfere with the acquisition of information and with various educational education skills as reading.

### **Related Studies**

In Hong Kong, Lai (2005) found that the respondents feel the most integrative inclined Cantonese (the vernacular variety), and they perceive English (the colonizers language) as the language of the highest instrumental value and social status.

One study by Chiappe, Siege, and Wade-Woolley (2002) investigated the process involved in learning to read among a sample of 727 native English speakers and 131 English language learners. While the English language learners learn more poorly than native speakers of English on phonological and linguistic processing task, the development of literacy skills followed as similar trajectory for all groups.

A bulk of studies on English attitude with various dimension have been conducted over the years across the world such as attitude towards different language (e.g. Balcazar, 2003; Mallah, 2000; Marley, 2004); attitude towards mother tongue ( e.g. Tuwakham, 2005); attitude towards a second or foreign language (e.g. Lai, 2005); attitude towards national language (e.g. Lai, 2005).

Kablla and Crowley (1979) reported that attitude towards learning is believed to influence behavior, such as selecting and reading books or speaking a foreign language.

Chibeci and Riley (1986) stated that attitude influence achievement, rather than achievement influence attitude.

Borromeo-Samonte (1981) studied Filipino college students' attitudes towards English. The result showed that the students favored English and such attitudes were influenced by their integrative motivation as they could easily identify themselves with the culture.

The problem of poor performance and decrease of quality of education has received a considerable attention by scholars Omari (1995); Osaki (1999); Wilson (2011). The release of these poor results has fuelled the beginning of fierce discussion and raging debates on the possible causes.

Most language experts in Tanzania have so far been considering English as a factor for underachievement of most students at higher levels of education because students fail to learn effectively through the sole medium of English. In this case, teachers are forced to use Kiswahili to clarify the lesson (Rubagumya, Jones & Mwansoko, 1998).

Good performance of students is essential for social and economic development of an individual and society at large. Poor students' academic performance in most secondary schools is currently a growing problem and the issue is

well known and has been discussed by many people for a long time URT (2008). This has made affluent parents to take their children to private schools and some send their children abroad. In fact, one of the factors frequently mentioned as a cause, is that the students are not proficient in English, making them fail to catch up with the teaching and learning processes.

Mwansoko (1996, p.6 B) argues, the standard of education is falling because some children are being forced to learn in an alien language. However, the realised weak positive relationship help to refute this argument indicating that there other factors that are strong in affecting performance. The relationship being not strong or not perfect or even average implies that English is one of the factors but the blame are not to be directed at English as if it is the only factor for underachievement. The relationship is weak reflecting that it is the non- language factors that are to a large extent related to poor performance. Thus, English is only one of the factors that can be used in explaining on poor performance it should be understood that poor performance is interplay of several factors and not as how the public sees it, and heaps the blame on English.

### Conceptual Framework

This study believed that the attitude is one of the contributing factors of performance in English of First Year BEED and BECED students. Thus, this study considerably looked into the attitude and academic performance in English of First Year BEED and BECED students. The independent variable is the attitude towards English while the dependent variable is the academic performance level of the students in English categorized as excellent, very good, good, fair and poor. The foregoing conceptual literature is illustrated below:

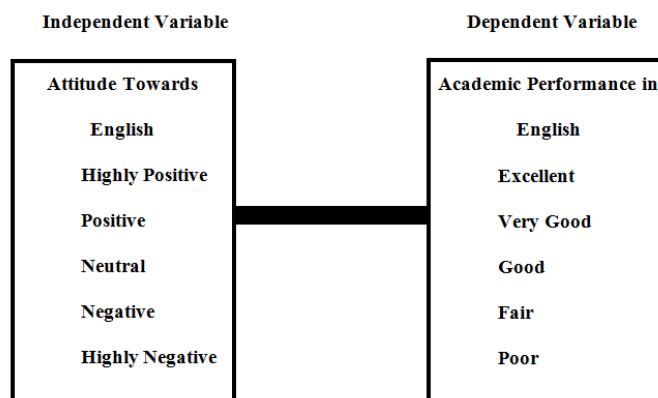


Fig. 1 A Schema Showing the Variables Included in the Study

### Null Hypothesis

There is no significant relationship between attitude and academic performance in English of the respondents.

## METHODOLOGY

### Research Design

This study utilized the descriptive correlation method in order to adequately provide statistically accurate answers to the research problem. The research design deems to obtain necessary specific data and treat the same to appropriate statistical analysis tools so that the research objectives will be satisfied.

### Locale of the Study

This study was conducted in Eastern Samar State University- Maydolong which is located at Barangay Campakirit, Maydolong, Eastern Samar. It is a kilometer away from the town proper of Maydolong.

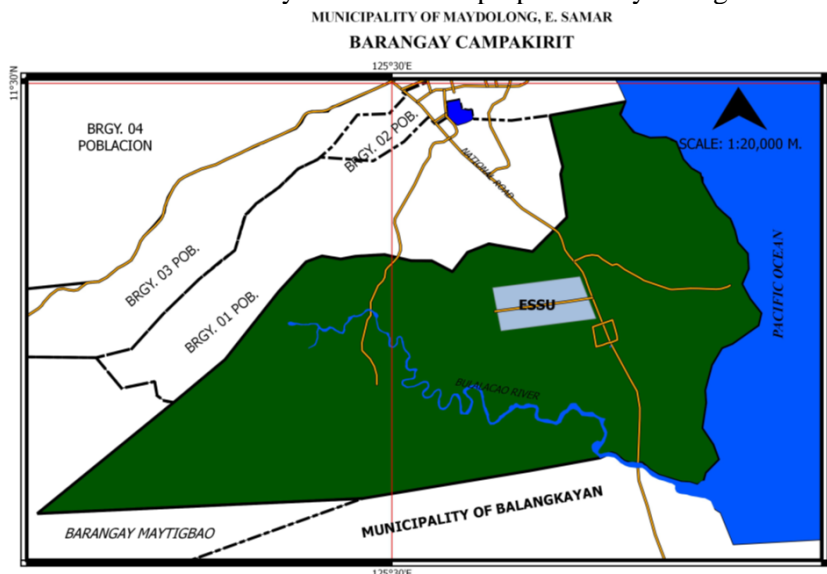


Fig. 2 Map of ESSU-Maydolong

## Respondents of the Study

The respondents of the study were eighty-six (86) first year BEED and BECED students of ESSU- Maydolong who were officially enrolled during the school year 2022-2023.

## Research Instrument

The study used two sets of research instrument. One was a checklist to gather the respondents' attitude towards English 111 which was adopted from [www.irrsh.com](http://www.irrsh.com), and the other set were the grade sheets in English to determine the academic performance in English of the respondents.

## Sampling Procedure

The respondents that was taken as a sample for this study was selected through simple-random sampling. The number of respondents included in the study was determined using the following formula (Pagoso, 1978).

$$n = \frac{N}{1 + N(e)^2}$$

where: n = sample size  
N= population size  
1 = constant  
e = error margin (0.05)

## Data Gathering Procedure

The researchers first obtained the permission of the campus administrator, their adviser and the college registrar before conducting the data gathering process. Confidentiality regarding the use of data obtained by the researchers was assured.

## Statistical Analysis

To answer the problem of the study, the data was first subjected to basic statistical analysis using frequency counting, percentages and weighted mean. The attitude towards English was categorized as "Strongly Agree" or a rating of 5 which indicate highly positive attitude; "Agree" or a rating of 4 which indicate positive attitude; "Undecided" or a rating of 3 which indicate neutral attitude; "Disagree" or a rating of 2 which indicate negative attitude, and "Strongly Disagree" or a rating of 1 which indicate highly negative attitude. The academic performance in English of the respondents was classified as "Excellent", when the grade is 91-95; "Very Good" when the grade is 86 – 90, "Good" when the grade is 81 – 85; "Fair" when the grade is 75 – 80; and "Poor" when the grade is 74 below.

To determine the significant relationship between the attitude and the academic performance in English, Pearson product moment of correlation or (Pearson r) was employed.

The formula for Pearson r (Broto, 2006) is as follows:

$$r = \frac{n\sum xy - \sum x \sum y}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

where: r = Pearson r correlation coefficient  
n = number of pairs of measurements  
x = attitude of the respondents  
y = academic performance of the respondents  
 $\sum x$  = sum of x value  
 $\sum y$  = sum of y value  
 $\sum x^2$  = squaring each x value and then summing them up  
 $\sum y^2$  = squaring each y value and then summing them up  
 $\sum xy$  = product of each x and y value and then summing them up

## RESULTS AND DISCUSSION

This presents the result and discussion of the study in illustrative tables as well as the interpretations based from the statistical treatment of the data.

### Attitude towards English of the Respondents

Table 1 presents the attitude towards English of the respondents. It can be said that 6 or 6.98 percent of the attitude ranging from 33 to 48 interpreted as neutral, 29 or 33.72 percent of the attitude ranging from 65 to 80 interpreted as a highly positive and the greater majority of the attitude ranging from 49 to 64 with 51 or 59.30 percent interpreted as positive. No one got a range of 1 to 16 and 17 to 32; this implies that no one got a negative and highly negative attitude towards English.

**Table 1** Attitude Towards English of the Respondents

Range	Frequency	Percentage	Interpretation
65-80	29	33.72	Highly Positive
49-64	51	59.30	Positive
33-48	6	6.98	Neutral
17-32	0	0	Negative
1-16	0	0	Highly Negative
Total	86	100%	
<b>Overall Mean=65</b>			

### Academic Performance in English of the Respondents

Table 2 presents the academic performance in English of the respondents with an overall mean of 82.43 which was interpreted as good. From the consolidated data, 17 or 19.77 percent has a grade ranging from 86 to 90 interpreted as very good; 24 or 27.91 percent has a grade ranging from 75 to 80 interpreted as fair; 45 or 52.32 percent has a grade ranging from 81 to 85 interpreted as good and no one got a grade ranging 91 to 95 and 74 and below. This implies that no one got an excellent and poor academic performance in English.

**Table 2** Academic Performance of the Respondents

Range	Frequency	Percentage	Interpretation
91-95	0	0	Excellent
86-90	17	19.77	Very good
81-85	45	52.32	Good
75-80	24	27.91	Fair
74 and below	0	0	Poor
Total	86	100%	
<b>Overall Mean=82.43</b>			

### Relationship Between Attitude and Academic Performance in English

Table 3 present the relationship between the attitude and academic performance in English 111 of the respondents. The computed r value of 0.30 was greater than the tabular value of 0.211 at 0.05 level of significant with 84 degree of freedom. The null hypothesis that there is no significant relationship between the attitude and academic performance was rejected. This implies that there is a significant relationship between the attitude and academic performance in English of the respondents.

**Table 3** Relationship Between Attitude and Academic Performance in English

n	$\sum x$	$\sum y$	$\sum x^2$	$\sum y^2$	$\sum xy$
86	5589	7089	367009	586821	461227

 $\alpha=0.05$ 

df=84

Two-Tailed Test

Tabular r =0.211

Computed r=0.30

*Decision:* Reject the null hypothesis

*Interpretation:* There is a significant relationship between attitude and academic performance in English of the respondents.

### CONCLUSIONS

Based on the findings, the following conclusions were drawn:

1. The respondents' attitude towards English subject was "positive".
2. The academic performance in English of the respondents was categorized as "good".
3. There is a significant relationship between attitude and academic performance of the respondents towards English.

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## DECLARATION OF CONFLICT

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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