



Attitudes, Motivations and Academic Performance in English among the Junior High School Students in Sulangon National High School

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Abstract— This study aimed to assess the attitudes, motivations and their relationship to academic performance in English among the Junior High School Students in Sulangon National High School during the school year 2022-2023. The data were obtained from 352 Grade 8, 9 and 10 students respectively in Sulangon National High School. A quantitative descriptive-correlational research design was employed in this study. Using frequency counting and percent, weighted mean, standard deviation, Mann-Whitney U test, Kruskal-Wallis H test, and Spearman Rank-Order Correlation Coefficient were the statistical tools used in the study. The study found out that the respondents' perceived level of positive attitude toward English was high. The respondents' perceived level of negative attitude toward English was low. Standard deviations less than 3.0 supported a high degree of homogeneity in their responses. In addition, the respondents' perceived level of intrinsic motivation was highly motivated and the respondents' perceived level of extrinsic motivation was also highly motivated. Additionally, the study found out that the respondents' level of academic performance was very satisfactory, which indicated that the students of Sulangon National High School experienced moderate learning in English. Standard deviations less than 3.0 supported a high degree of homogeneity in their responses. Moreover, the study found out that the respondents' perceived level of attitude was affected by their sex. However, the respondents' perceived level of attitude was unaffected by their age and grade level. It was also found out that perceived level of motivation was affected by their sex, age and grade level. Furthermore, data analysis revealed a significant relationship between attitudes, motivation and students' academic performance. This indicated that attitudes and motivations were significantly related to the Junior High School students' academic performance in Sulangon National High School. Hence, it is recommended that the top officials of the Department of Education in the Schools Division of Dapitan City would provide some techniques of communicative language to enhance students' English learning and encourage them to be optimistic about the English skills practices.



Keywords— Attitudes, Motivations, Academic Performance, Philippines

I. INTRODUCTION

Attitude toward a language is a vital concept since it plays the most important role in language learning, and it is well known that positive attitude enhances motivation and is essential for better academic performance (Ali & Mohamed, n.d.). In the learning process, attitude is an important factor as it mirrors an individual's perception of his class, teacher, and curriculum. The type of attitude and the level of perception would then translate to the behaviour

exuded in the learning process. Students who have negative attitudes towards education activities are found to exhibit challenging behavior including anti-social and off-task behavior (Awang, Jindal-Snape, & Barber, 2013). Students who have negative attitudes towards educational activities are found to have exhibited challenging behavior including anti-social and off-task behavior (Awang, Jindal-Snape, & Barber, 2013).

On the other hand, students' motivation is also seen as an integral part of the learning process. It determines their involvement and non-involvement in academic activities and their desire to participate. It includes the goals and reasons for learning English and their willingness to engage in the tasks. According to Pushpanda in 2016, motivation is one aspect that propels a person toward linguistic fluency. It is essential as it is what would make them develop, actively seeking information and resources and also guaranteeing success (Cerdan, 2017). Ahmed, Aftab, & Yaqoob in 2015, also claimed that motivation was an essential factor in English learning and one of the main factors influencing students' academic performance. Learners' motivation during instructional episodes plays an important role in ensuring that learners persisted long enough to achieve better academic performance (Alaga, 2016). Motivation is an important factor that has a positive influence, especially in learning a language like English (Rehman, Bilal, Sheikh, Bibi, & Nawaz, 2014). Motivation is important for students to study and enhance their academic performance (Abu Bakar, Alsmadi, & Ali, 2022).

Aside from the attitudes and motivations mentioned above, the academic performance of the student is the final result of the influence and relationship of the two variables and is the most important parameter of learning. Academic performance is defined as a student's ability to complete academic assignments, and it is assessed using objective criteria such as final course grades and grading point average (e.g., Carroll, & Garavalia, 2004; Naser, & Hamzah, 2018; Olivier et al., 2019). Academic performance is the extent to which a student, teacher or institution has attained their short or long-term educational goals (Brew, Nketiah, & Koranteng, 2021). Indeed, the lack of learning motivation would inevitably show that the attitude of learning was not positive, and the action was not hard enough and the result would inevitably lead to unsatisfactory academic performance (Wu & Xin, 2019).

Academic performance is correlated with so factors, according to different studies. Thus, there was a strong relationship between motivation and students academic performance. Students motivation served as a yardstick in predicting their performance. Students attitude and academic performance were correlated positively (Muhammad, Bakar, Mijinyawa, & Halabi, 2015). Academic performance was measured in the form of students' remarkable scores across their subject courses and the display of learning outcomes which could be assessed through performance, classroom tests, assignments, outputs, and major examinations (Magulod Jr, 2019). Study revealed a significantly low positive relationship between

student motivation and academic performance (Veena & Shastri, 2013). On the other hand, Abu Bakar, Alsmadi, & Ali in 2022 discovered a strong relationship between students' attitudes and academic performance.

There appeared to be an empirical gap in the prior research. An empirical investigation of these issues was important because attitudes and motivations had influence on academic performance. Furthermore, previous studies indicated that the National Achievement Test result was that after the implementation of the K-12 program, the academic performance of the students or pupils suddenly dropped from a proficient level to a low proficient level. In fact, according to the 2022 Programme for International Student Assessment (PISA) results, Philippines was among those with the lowest performance in key academic areas such as reading, mathematics, and science. This only proved that there was something wrong with the current quality of education (Behiga, 2022). Philippine Senator Gatchalian in 2019, pointed out the deterioration of the academic performance of the students during the hearing of Senate committee on education (Ager, 2019). Thus, the researcher is motivated to conduct this study in order to assess students academic performance in English among Junior High School students in Sulangon National High School.

Theoretical Framework

This study is anchored on Howard Gardner's Theory of The Roles of Attitudes and Motivation in Second and Foreign Language Learning. It centered on the idea that both motivation and positive attitudes need to coexist in order to achieve a successful language learning experience. Gardner & Lambert (1972) defined motivation as the second language learner's overall goal and orientation and attitude as the learner's persistence in striving to attain the goal. The theory was further highlighted by (Samsiah et al., 2009; Thang et al., 2011) who proposed that students with positive attitudes and a high level of motivation would be more successful compared to those with negative attitudes and low motivation.

Furthermore, Gardner and Lambert (1972) distinguished instrumental motivation (e.g., practical benefits will be gained) and integrative motivation (wish to learn in their desire to know the people of the language). Later, Gardner (1985, p. 10) defined motivation as "the combination of effort plus desire to achieve the goal of learning the language." Thus, motivation in learning English could be defined as the willingness and determination to achieve the goal of learning English. Figure 1 showed the Howard Gardner's theory on the next page.

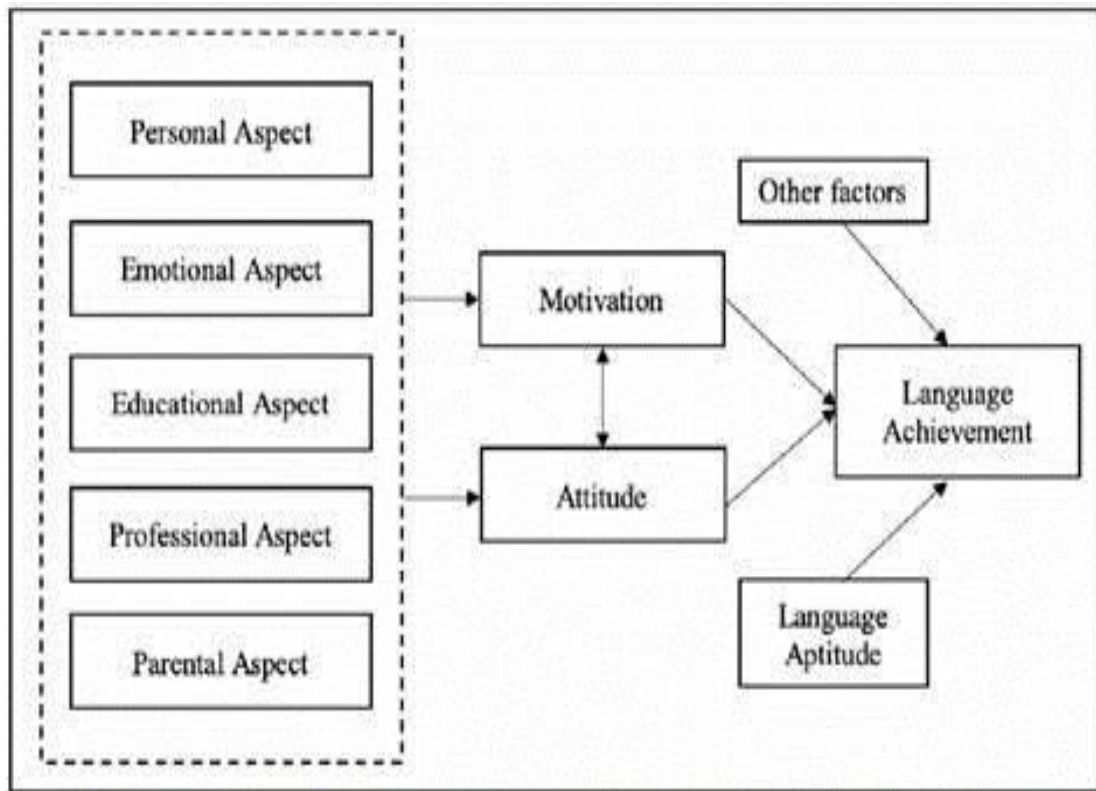


Fig.1. Howard Gardner's theory

Conceptual Framework

The conceptual framework is presented in Figure 2. *First*, the demographic profile consists of sex, age and grade level. *Second*, the independent variable consists of attitudes with two (2) indicators categorized into positive

and negative attitudes with ten (10) items and motivation with two indicators categorized into intrinsic and extrinsic motivation also ten (10) items each. *And third*, the dependent variable is students' academic performance in English subject

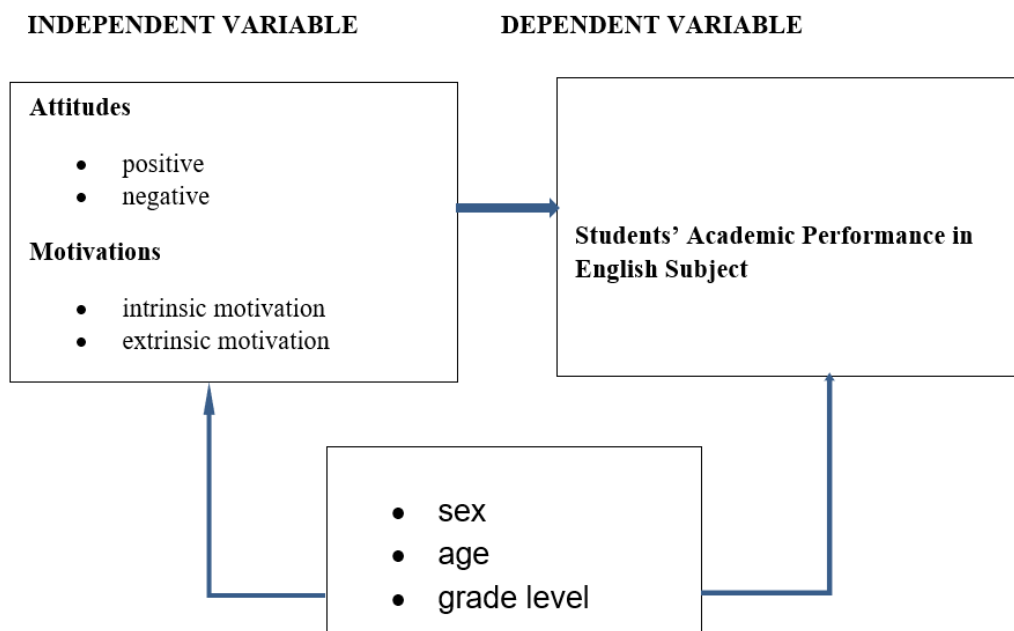


Fig.2. Conceptual Framework of the Study

Statement of the Problem

This study aimed to assess the attitudes, motivations and their relationship to academic performance in English among the Junior High School students in Sulangon National High School, Division of Dapitan City during the school year 2022-2023.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1. sex;
 - 1.2 age; and
 - 1.3 grade level?
2. What is the respondents perceived level of attitudes in terms of:
 - 2.1 positive; and
 - 2.2 negative?
3. What is the respondents perceived level of motivation in terms of:
 - 2.1 intrinsic motivation; and
 - 2.2 extrinsic motivation?
4. What is the respondents' level of academic performance?
5. Is there a significant difference in the respondents perceived level of attitudes when analyzed according to profile?
6. Is there a significant difference in the respondents perceived level of motivation when analyzed according to profile?
7. Is there a significant difference in the respondents' level of academic performance when analyzed according to profile?
8. Is there a significant relationship in the perceived level of attitudes and level of academic performance?
9. Is there a significant relationship in the perceived level of motivation and level of academic performance?

II. LITERATURE

Academic performance/ achievement is the extent to which a student, teacher, or institution has attained their short or long-term educational goals and is measured either by continuous assessment or cumulative grade point average (CGPA) (Tadese, Yeshaneh, & Mulu, 2022). The grade point average, or GPA, is commonly employed as a handy summary measure of academic performance by the majority of colleges and universities (Rashida & Asghar, 2016). Khan (2012) stated that Student academic performance measurement has received considerable

attention in previous research, it is challenging aspects of academic literature, and science student performance are affected due to social, psychological, economic, environmental and personal factors (Khan, Nabi, Khojah, & Tahir, 2020).

The poor academic performance of college students may be due to lack of interest in learning, some personality defects and interference from bad emotions (Wu & Xin, 2019). Hongcheng, Qin, and Xiaojin (2013) found that 80.5% of students with poor academic performance often absent from work, of which 16.9% of absenteeism is particularly serious, which is enough to show that students with poor academic performance are not enthusiastic with learning. The poor academic performance of students may be due to a lack of interest in learning, a lack of motivation, and poor study habits. The lack of learning motivation will inevitably show that the attitude of learning is not positive and the action is not hard enough, and the result will inevitably lead to unsatisfactory academic performance (Wu & Xin, 2019).

The good academic performance of students at the Junior High School is of paramount importance in every educational system. Meanwhile, numerous factors influence the academic performance of students and have been researched, but many problems persist (Brew, Nketiah, & Koranteng, 2021). Academic performance is the extent to which a student, teacher or institution has achieved the short term or long term educational goals. It means that student academic performance can estimated for any student by its home environment and learning skills and also academic interaction, study habits and home environment (Vitug, 2019). Academic Performance refers to the extent to which a student meets the standards of assessment set by the Philippine Department of Education or DepEd in the K to 12 Curriculum for the Junior High School program. In this study, specifically, academic performance refers to the final grade (FG) determined by the average of four consecutive grading. Grading Grades and FG are expressed in percentages; 75 percent and above is the passing grade (Oclaret, 2021).

Attitudes

The attitudes of a person direct him or her to have a certain behavior. As in any other aspect of human life, English language learning is also greatly affected by a person's attitudes towards the language and the community which uses that particular language (Pushpananda, 2016). Positive attitude towards learning the English language but is not motivated to learn it, the student will not succeed in English language learning. This means that teachers need to support less motivated learners to help them realize the importance of learning another language (Sengkey &

Galag, 2018). Alaga (2016) asserts that a learner's positive attitude toward learning the English language is facilitated by positive attitudes. Both school performance and the success of learning the English language will be greatly impacted by a positive attitude. Conversely, low motivation, poor cognitive function, and class anxiety can all result from negative attitudes (Mat & Yunus, 2014).

Motivations

The standard understanding of motivation is the drive to achieve goals and the action of sustaining that drive. Planning, organizing, making decisions, learning, and assessment are among the cognitive behaviors for which motivation is important (Abu Bakar, Alsmadi, & Ali, 2022). Motivation is defined as an individual's endeavor to fulfill their responsibilities, allocating the necessary energy, and maintaining it. An individual's success in school and in life are greatly influenced by their motivation. The academic assignments that students choose to complete, the amount of time and energy they devote to each task, and their tenacity in completing them all demonstrate their motivation. Additionally, motivation gives individuals the ability to overcome challenges that arise during the learning process (Muhammad, Bakar, Mijinyawa, & Halabi, 2015).

Intrinsic Motivation

It is defined as a student's reasons and desire to excel. It is personally rewarding, not for an external reward, as demonstrated by their engagement in class, completion of classroom tasks and activities, study efforts, and grades academically. Intrinsic motivation as a person's inner desire to engage in activities or tasks for inherent satisfaction specifically oriented on two goals: to learn and to achieve (Oclaret, 2021). The Oxford Online Dictionary (2020) broadly defines motivation as "the reason someone does or acts in a particular way." Figuratively, motivation is comparable to a fuel that allows an engine to work. However, human motivation is much more complicated than that as it includes various factors such as beliefs, expectations, principles, desires, behavior, and personal and cultural backgrounds.

Extrinsic Motivation

Extrinsic motivation refers to working to achieve a goal because it will produce a specific result. Extrinsic motivation is a concept that is relevant whenever an activity is done to get some reward. Extrinsic motivation involves engaging in an activity for external reasons, such as achieving separable desired outcomes or avoiding undesired outcomes like punishments (Hendijani, Bischak, Arvai, & Dugar, 2016). If a learner is extrinsically motivated, his or her orientation toward learning is

characterized by a concern with external reasons for behaving or working on a task, such as the judgment of others regarding one's performance, grades, or some due reward (Oclaret, 2021).

III. METHODOLOGY

Method Used

The study included survey and descriptive-correlational research methods. The survey method was employed since the researcher gathered data through a questionnaire of attitudes and motivations. Creswell and Guetterman (2019) defined a survey as a research method used for collecting data from a predefined group of respondents to gain information and insights on various topics of interest. On the other hand, correlational research was a non-experimental research method in which a researcher measured variables, understands, and assesses the statistical relationship between them with no influence from any extraneous variable (Bhat, 2019). Therefore, a correlational analysis was performed to determine the significant relationship between attitudes, motivation and students' academic performance.

Research Instrument

The questionnaire used in the study consisted of three parts; Part 1. Demographic profile consists of sex, age and grade level; Part 2. Attitudes adopted from Mat, S. S. C., and Yunus, M. M. (2014) consists of two indicators namely; positive and negative with ten (10) items in each and motivation with two (2) indicators namely: intrinsic motivation and extrinsic motivation with ten (10) items each, also adopted from Mat, S. S. C., and Yunus, M. M. (2014) ; Part 3. Academic Performance taken from Sulangon National High School Registrar's Office.

Statistical Treatment of the Data

Presented are the statistical tools utilized in the treatment and analysis of the data gathered.

Frequency Counting and Percent. They are used to determine the profile of the respondents in terms of sex, age, and grade level.

Weighted Mean. This is used to quantify the respondents' ratings on the attitudes, motivation and students' academic performance. Presented below is the scoring guide in giving qualitative descriptions and interpretation of the responses of the items in attitudes, motivations and students' academic performance.

Attitudes

Scale	Range of Values	Description	Interpretation
5	4.21-5.00	Strongly agree	Very high
4	3.41-4.20	Agree	High
3	2.61-3.40	Somewhat Agree	Moderate
2	1.81-2.60	Disagree	Low
1	1.00-1.80	Strongly Disagree	Very low

Motivation

Scale	Range of Values	Description	Interpretation
5	4.21-5.00	Strongly agree	Very highly Motivated
4	3.41-4.20	Agree	Highly Motivated
3	2.61-3.40	Somewhat Agree	Motivated
2	1.81-2.60	Disagree	Lowly Motivated
1	1.00-1.80	Strongly Disagree	Very Lowly Motivated

To describe the performance of the respondents, the researcher used the following descriptors, and grading scale.

Students' Academic Performance

Scale	Description	Grading Scale
5	Outstanding	90 – 100
4	Very Satisfactory	85 – 89
3	Satisfactory	80 – 84
2	Fair Satisfactory	75 – 79
1	Did Not Meet Expectation	Below 75

Standard Deviation. This is used to determine the homogeneity and heterogeneity of the respondents' scores where $SD \leq 3$ is homogenous and $SD > 3$ is heterogeneous (Aiken & Susane, 2001; Refugio, Galleto, & Torres, 2019).

Mann-Whitney U- Test. This is used to test the difference in attitudes, motivation and students' academic performance when respondents are grouped in terms of sex.

Kruskal-Wallis H-Test. This is used to test the difference in attitudes, motivation and students' academic performance when respondents are grouped in terms of age and grade level.

Spearman Rank-Order Correlation Coefficient. This is used to determine the correlation between attitudes, motivation and students' academic performance. The following guide in interpreting the correlation value suggested by Cohen, West, and Aiken (2014) was utilized in this study:

Value	Size	Interpretation
± 0.50 to ± 1.00	Large	High positive/negative correlation
± 0.30 to $\pm .49$	Medium	Moderate positive/negative correlation
± 0.10 to ± 0.29	Small	Low positive/negative correlation
± 0.01 to ± 0.09	Negligible	Slight positive/negative correlation
0.00	No correlation	

The data gathered in this study were tallied, treated, and analyzed using Microsoft Excel Data Analysis ToolPak and IBM Statistical Package for Social Sciences. Thus, displaying of the statistical formulas is not necessary. All statistical tests were performed at 0.05 level of significance.

IV. RESULTS AND DISCUSSIONS

Profile of the Respondents

Table 2 Profile of the respondents in terms of sex

	Frequency	Percent
Male	140	39.8
Female	212	60.2
Total	352	100.0

The sex profiles of the students in English class in Grades 8, 9, and 10 at Sulangon National High School in Dapitan City are shown in Table 2. The table indicates that female students comprised roughly 60% of the survey participants. Given this, it seems unlikely that a higher proportion of female students than male students participated in the survey. As a result, at Dapitan City's Sulangon National High School, female students dominated the English classroom. It means that many female students attend Dapitan's Sulangon National High School.

The current finding is consistent with Colaste's (2018) study, which indicated that the majority of the respondents are females.

Table 3 Profile of the respondents in terms of age

	Frequency	Percent
13 years old & below	89	25.3
14 – 16 years old	257	73.0
17 years old & above	6	1.7
Total	352	100.0

The ages of the respondents who attended Sulangon National High School in Dapitan City in Grades 8, 9, and 10 are shown in Table 3. Approximately 98% of the research participants were 16 years of age or younger, as shown in the table. It suggests that a higher proportion of survey participants were enrolled in school at the appropriate age when they ought to have been. This means that students keep working hard in class until they achieve. The present finding contradicts of Ahmed et al. (2021) study, which revealed that the most represented are between 20 and 22 years old (49.3 %) and the least represented are those over 23 years old (1.4%).

Table 4 Profile of the respondents in terms of grade level

	Frequency	Percent
Grade 8	114	32.4
Grade 9	118	33.5
Grade 10	120	34.1
Total	352	100.0

The respondents' profiles concerning their grade levels are displayed in Table 4. Roughly 34% of survey Grade 10 respondents participated in the research, making it the grade level most heavily represented in the study. On the other hand, the table indicates that the survey participants' participation was quite similar (32.4%, 33.5%, 34.1%). It shows that there was adequate representation for each grade level. It implies that the respondents' data accurately reflects their grade level.

The current finding contradicts Colaste (2018) study, which indicated that that the majority of the respondents are grade 9.

Table 5 Respondents' perceived level of positive attitude toward English

Descriptors	AWV	SD	Description	Interpretation
1. English is an important part of the school programme.	4.55	0.738	Strongly Agree	Very High
2. I have desire to learn good English.	4.47	0.758	Strongly Agree	Very High
3. I plan to learn as much English as possible.	4.34	0.836	Strongly Agree	Very High
4. Learning English is very great.	4.13	0.841	Agree	High
5. I put a lot of effort in learning English.	3.99	0.909	Agree	High
6. I really enjoy learning English.	4.32	0.871	Strongly Agree	Very High
7. I find learning English is very interesting.	4.18	0.923	Agree	High
8. I enjoy my English class.	4.00	0.947	Agree	High
9. I would read English newspapers and magazines as often as I could.	3.18	1.118	Somewhat Agree	Moderate

10. When I have English exercises, I will finish it immediately.	3.27	1.046	Somewhat Agree	Moderate
Mean & SD	4.04	0.561	Agree	High

AWV-Average Weighted Value, SD-Standard Deviation

The respondents' estimated level of positive attitude toward learning English is shown in Table 5. The data indicates that the students in Grades 8, 9, and 10 demonstrated a high degree of positive attitude in the English classroom. It dealt with the student's understanding of the value of learning English as a subject in the school, their desire to acquire as much good English as they could, and their enjoyment of the subject. However, students approached learning English as a great subject with a high degree of positivity, making a lot of effort to make the language exciting and pleasurable. Additionally, the students showed a moderately positive attitude when reading English-language magazines and newspapers and completing English exercises immediately.

Nonetheless, many of the students in the English class exhibited a very positive outlook. This outcome suggests that the environment for teaching and learning English is conducive for the students. It means that in addition to being more able to adjust, students are more likely to become bilingual due to learning English. It also plays a very beneficial role in teaching second languages.

The present study finding contradicts Ming, Ling, and Jaafar (n.d.) study, contended that most students generally exhibited a relatively moderate level of positive attitudes towards learning English.

Table 6 Respondents' perceived level of negative attitude toward English

Descriptors	AWV	SD	Description	Interpretation
1. I prefer to read materials in other languages rather than English.	3.00	1.100	Somewhat Agree	Moderate
2. It is hard to learn English.	2.79	1.181	Somewhat Agree	Moderate
3. I feel stress in learning English.	2.71	1.145	Somewhat Agree	Moderate
4. I find doing English exercises difficult.	2.73	1.101	Somewhat Agree	Moderate
5. I force myself to listen to the teacher during English classes.	2.65	1.307	Somewhat Agree	Moderate
6. During English classes, I become completely bored.	2.29	1.165	Disagree	Low
7. I think that learning English is dull.	2.04	1.140	Disagree	Low
8. When I leave school, I shall give up the study of English entirely because I am not interested in it.	2.05	1.135	Disagree	Low
9. I never think of improving my English language.	2.10	1.117	Disagree	Low
10. Learning English is a waste of time.	2.10	1.384	Disagree	Low
Mean & SD	2.45	0.701	Disagree	Low

AWV-Average Weighted Value, SD-Standard Deviation

The respondents' reported degree of negativity toward learning English is seen in Table 6. The table shows that students "somewhat agree" that reading resources in languages other than English, finding English difficult and unpleasant, and forcing oneself to pay attention to the

teacher during English sessions all contribute to a moderately negative attitude about learning the language. However, students disagreed that studying English is pointless, tedious, monotonous, and nonsensical, which

contributed to their low level of negative attitude in this regard.

The average mean supported the outcome and showed low student negative attitude levels. It demonstrates that the respondents are conscious of their potential to improve their aptitudes and skills via diligence, tenacity, and receptivity to feedback and education. They believe that

putting in a lot of effort and experimenting with different teaching methods in the English classroom will help them improve.

The present study finding is supported by Ming, Ling, and Jaafar (n.d.) study, which indicated that most students generally exhibited a relatively low level of negative attitudes towards learning English.

Table 7 Summary of the respondents' perceived level of attitude toward English

Indicators	Mean	SD	Description	Interpretation
Positive	4.04	0.561	Agree	High
Negative	2.45	0.701	Disagree	Low
Overall Mean & SD	3.24	0.381	Somewhat Agree	Moderate

SD-Standard Deviation

Table 7 summarizes the respondents' perceived attitude toward English. The table shows that the Sulangon National High School in Dapitan City survey participants generally had a "moderate" attitude toward learning English. Therefore, the students' attitudes in Grades 8, 9, and 10 were "moderately" positive. It means that students know exactly what they want and expect from a language class. It could imply that these students are prepared to do whatever it takes to satisfy their desires since they are conscious of them. Additionally, it is possible that students believed learning English was crucial to piquing their curiosity and inspiring them to study the language further. Moreover, students in grades 8, 9, and 10 could have realized that attitudes are critical in language acquisition because they affect success or failure in their studies.

Notably, a critical factor in the effectiveness of learning a foreign language is having a good attitude about the language, culture, and language acquisition process. A positive outlook could encourage students to engage with native speakers, increasing the quantity of information they are exposed to. Positivity encourages students to employ various learning techniques that might help them advance their language learning abilities. Positive attitudes encourage language learners to put in more effort overall, which usually leads to tremendous success in global language competency and competence in language abilities like speaking, listening, reading, and writing.

The present study finding is supported by Ming, Ling, and Jaafar (n.d.) study, which indicated that most students generally exhibited a relatively moderate level both positive and negative attitudes towards learning English.

Table 8 Respondents' perceived level of intrinsic motivation

Descriptors	AWV	SD	Description	Interpretation
1. Learning English is good for self-development.	3.95	1.402	Agree	Highly Motivated
2. Learning English will allow me to converse with more and varied people.	4.17	0.923	Agree	Highly Motivated
3. I learn English in order to improve my English language skills.	4.32	0.821	Strongly Agree	Very Highly Motivated
4. Learning English will allow me to be more at ease with English speakers.	4.24	0.867	Strongly Agree	Very Highly Motivated
5. Learning English will enable me to better understand and appreciate English literature.	4.16	0.920	Agree	Highly Motivated

6.	Learning English allows me to participate more freely in the activities of other cultural groups.	3.86	0.951	Agree	Highly Motivated
7.	I learn English because it is something that I always want to do.	3.99	0.903	Agree	Highly Motivated
8.	I study English because I enjoy learning it.	4.11	0.882	Agree	Highly Motivated
9.	I feel more confident in learning English.	3.91	0.925	Agree	Highly Motivated
10.	I make full use of my time to learn English.	3.47	1.037	Agree	Highly Motivated
	Mean & SD	4.02	0.531	Agree	Highly Motivated

AWV-Average Weighted Value, SD-Standard Deviation

Table 8 presents the intrinsic motivation level of Sulangon National High School students in Grades 8, 9, and 10 about learning English. The incentive students must finish a task just because they find it fascinating or entertaining is known as intrinsic motivation. Simply put, intrinsic motivation enables students to give their best work. The table shows that learning English helps students become more fluent and comfortable with English speakers, so they were "very highly motivated" to do so. Nonetheless, students rated "agree" on eight categories describing their motivation for learning English. As a result, students in Grades 8, 9, and 10 were highly intrinsically motivated. It indicates that students participate in academic activities because they find learning exciting and because they find

the process of learning enjoyable. Additionally, it teaches these students to value education on its own merits, independent of outside influences. It implies that students are motivated to behave because it is fun or challenging rather than being motivated by outside demands, incentives, or rewards.

The present finding contradicts Ming, Ling, and Jaafar (n.d.) study, which indicated that most students generally exhibited a relatively low level of intrinsic motivation towards learning English. They further stated that students have interest to improve themselves for self-development, and to improve their language skills improvement.

Table 9 Respondents' perceived level of extrinsic motivation

Descriptors	AWV	SD	Description	Interpretation
1. Learning English is important for my future career.	4.26	0.934	Strongly Agree	Very Highly Motivated
2. Learning English is useful in getting a good job.	4.55	0.746	Strongly Agree	Very Highly Motivated
3. I learn English because I need it to further my studies overseas.	4.33	0.809	Strongly Agree	Very Highly Motivated
4. I study English because I want to do well in my examination.	4.28	0.868	Strongly Agree	Very Highly Motivated
5. I need to learn English because it makes me a more knowledgeable person.	4.06	0.865	Agree	Highly Motivated
6. I learn English because I can contribute more to the society.	3.87	0.940	Agree	Highly Motivated
7. I need to learn English in order to finish high school.	3.74	1.122	Agree	Highly Motivated

8. Learning English is important for me because other people will respect me more if I am good in English.	3.38	1.128	Agree	Highly Motivated
9. I study English in order to please my family.	3.42	1.147	Agree	Highly Motivated
10. I feel that no one is really educated unless he is fluent in English language.	3.16	1.282	Somewhat Agree	Motivated
Mean & SD	3.90	0.571	Agree	Highly Motivated

AWV-Average Weighted Value, SD-Standard Deviation

Table 9 shows that the students at Sulangon National High School in Dapitan City "strongly agree" with the four descriptors used to characterize the extrinsic motivation of Grades 8, 9, and 10. It indicates that the students had a very high level of motivation because studying English is necessary for a successful future profession, obtaining employment, traveling, and passing exams. Students in grades 8, 9, and 10 similarly "agree" on the remaining five extrinsic motivation characteristics. Along with learning English, students were encouraged to become more knowledgeable individuals, make more remarkable contributions to society, complete high school, win the respect of their peers, and delight their families. Moreover, the students felt that fluency in the English language is a prerequisite for proper education, which is why they were "motivated."

However, on average, students in Grades 8, 9, and 10 reported being "highly" and extrinsically motivated to learn English. It can imply that students act to get rewards or stay out of trouble. They might participate in an activity to accomplish an external aim, obtain a prize or payment, receive recognition and approval, or win a competition. Alternatively, youngsters can worry about losing their privileges or becoming grounded.

The present finding is supported by Ming, Ling, and Jaafar (n.d.), who indicated that most students generally exhibited a relatively highly level of extrinsic motivation towards learning English. They further indicated that students have strong desire to learn English for future career and educational purposes.

Table 10 Summary of the respondents' perceived level of motivation

Indicators	Mean	SD	Description	Interpretation
Intrinsic	4.02	0.531	Agree	Highly Motivated
Extrinsic	3.90	0.571	Agree	Highly Motivated
Overall Mean & SD	3.96	0.483	Agree	Highly Motivated

SD-Standard Deviation

The respondents' perceived level of motivation for English is summed up in Table 10. According to the data, most Sulangon National High School respondents in Dapitan City expressed high motivation to learn English, whether intrinsic or extrinsic. It indicates that the students are enjoying studying English. It could also indicate that young learners are motivated to learn the language and have put forth the necessary effort.

Based on these findings, students had the motivations behind their willingness and purposeful behavior. They picked up a constellation of attitudes, behaviors, values, perceptions, and interests that were all closely related. They were eager to learn and driven to do well in their English studies. The present finding contradicts Ming, Ling, and Jaafar (n.d.) study, which indicated that most students generally exhibited a relatively moderate level both intrinsic and extrinsic motivation towards learning English.

Table 11 Level of respondents' academic performance

Grade Levels	Frequency of Grades per Range & Scale				Mean	SD	Interpretation
	90-100 (5)	85-89 (4)	80-84 (3)	75-79 (2)			
Grade 8	35	20	44	15	3.66 (86.21)	1.055	Very Satisfactory
Grade 9	24	56	30	8	3.81 (86.68)	0.387	Very Satisfactory
Grade 10	19	21	29	51	3.07 (82.80)	1.113	Satisfactory
Overall	78	97	103	74	3.51 (85.21)	1.057	Very Satisfactory

Table 11 shows the academic performance level of the students. The table reveals that the performance of the Grades 8 and 9 students was "very satisfactory," while the Grade 10 students' performance was "satisfactory." The standard deviations showed that the student's grades were near the mean. The complexity of the courses given at this level compared to those offered for Grades 8 and 9 may account for the satisfactory overall grade for students in Grade 10. Furthermore, students in Grade 10 take more challenging classes than those in Grades 8 and 9. However, the aggregate performance of Grades 8, 9, and 10 was rated as "very satisfactory," with their uniform performance indicated by the standard deviation of 1.057. It demonstrates that the performance of the students was consistent and level. It implies that students could still do far better than they already do to obtain an outstanding performance.

The present finding is supported by Kabigting and Nanud (2020) whose study disclosed very satisfactory students academic performance in Grade 12 Humanities and Social Sciences. The present finding agrees Arseno (2023), whose study aggregate academic performance of Grades 8, 9, and 10 was rated as "very satisfactory".

Table 12 Test of difference in the respondents' perceived level of attitude in terms of sex

Variables	Sex		Interpretation
	U-Value	p-value @ 0.05	
Positive	8969.50	0.000	Significant
Negative	11239.50	0.000	Significant
Overall Attitude	13278.50	0.000	Significant

A comparison of the respondents' stated attitudes on learning English about sex is presented in Table 12. The table shows a substantial difference in male and female students' positive, negative, and overall attitudes. It indicates that male and female students had different attitudes toward learning English. It suggests that attitudes toward studying English can be shown regardless of students' sexual orientation.

The current discovery agrees the study of Andavar, Ali, and Ali (2020) which indicated that there is a statistically significant difference between students' attitudes towards learning English and their sex.

Table 13 Test of difference in the respondents' perceived level of attitude in terms of age

Variables	Age		Interpretation
	H-Value	p-value @ 0.05	
Positive	11.512	0.113	Not Significant
Negative	1.129	0.569	Not Significant
Overall Attitude	2.437	0.296	Not Significant

Table 13 displays the test of attitudes about learning English among Sulangon National High School students in Dapitan City. It shows that attitudes about learning English did not significantly change with age. It suggests that the positive and negative emotions experienced by younger and older students in Grades 8, 9, and 10 in the English classroom are comparable. It suggests

that all students, regardless of age, acquired English competencies and skills because of the language's significance and values to improve social and personal life outcomes.

The current finding contradicts with that of Ismael, et al. (2021) study, which indicated that there is significant difference on the attitudes when the respondents are grouped according to age.

Table 14 Test of difference in the respondents' perceived level of attitude in terms of grade level

Variables	Grade Level		Interpretation
	H-Value	p-value @ 0.05	
Positive	18.713	0.488	Not Significant
Negative	6.159	0.546	Not Significant
Overall Attitude	0.912	0.634	Not Significant

Table 14 presents the results of a grade-level test measuring the attitudes of Sulangon National High School students in Grades 8, 9, and 10 toward learning English. The table demonstrates that the students' attitudes about studying English, whether positive or negative, were unaffected by their grade levels. It suggests that disparities in the grade levels students belong to do not reliably indicate differences in their attitudes toward studying English among Grades 8, 9, and 10 students. In other words, regardless of grade level, students in Grades 8, 9, and 10 all showed the same attitude toward studying English.

The results of the current study back up Canceran and Malenab-Temporal (2018) study, which indicated that students' attitudes have no significant difference in terms of grade level.

Table 15 Test of difference in the respondents' perceived level of motivation in terms of sex

Variables	Sex		Interpretation
	U-Value	p-value @ 0.05	
Intrinsic	11605.00	0.001	Significant
Extrinsic	12970.50	0.045	Significant

Overall Motivation	12217.50	0.005	Significant
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Table 15 displays the test of differences in respondents' perceived levels of motivation based on sex at Sulangon National High School in Dapitan City. The table demonstrates the motivational disparities between male and female students. There was a discernible difference in the students' intrinsic, extrinsic, and overall motivation when the motivation was evaluated by sex. It suggests that one may anticipate with accuracy, depending on a student's sex, how motivated they will be to learn English in Grades 8, 9, and 10.

The current finding is consistent with Muhammad, Bakar, Mijinyawa, & Halabi (2015) study, which indicated that there is significant difference on the motivation when the respondents are grouped according to sex.

Table 16 Test of difference in the respondents' perceived level of motivation in terms of age

Variables	Age		Interpretation
	H-Value	p-value @ 0.05	
Intrinsic	12.141	0.002	Significant
Extrinsic	37.584	0.000	Significant
Overall Motivation	29.984	0.000	Significant

The test of age-related differences in motivation levels is shown in Table 16. The data demonstrated an age-related variation in the intrinsic, extrinsic, and overall motivation of Sulangon National High School students in Grades 8, 9, and 10. The students' motivation for learning English in the classroom differed, given their ages. The presence of young and old students suggests that the English teacher may have difficulty in the classroom. However, the teachers are believed to have acquired the necessary competence and skill in teaching English to overcome the varying ages of the students in the classroom.

The current finding is supported by Kusurkar, Ten Cate, Vos, Westers, and Croiset (2013) study, which indicated that there is significant difference on the motivation when the respondents are grouped according to age.

Table 17 Test of difference in the respondents' perceived level of motivation in terms of grade level

Variables	Grade Level		Interpretation
	H-Value	p-value @ 0.05	
Intrinsic	10.268	0.006	Significant
Extrinsic	36.430	0.000	Significant
Overall Motivation	29.982	0.000	Significant

The respondents' motivation to learn English is compared by grade level in Table 17. The table demonstrated that the students in grades 8, 9, and 10 at Sulangon National High School in Sulangon, Dapitan City, had different reasons for learning English depending on their grade level. It indicates that all the students had differing motivations to study English. It suggests that the student's desire to learn English was driven by the grade levels to which they belonged.

The current finding is supported by Steinmayr, Weidinger, Schwinger, and Spinath (2019) study, which indicated that there is significant difference on the motivation when the respondents are grouped according to grade level.

Difference in the Respondents' Academic Performance

Table 18 Test of difference in the respondents' academic performance assessed by profile

Variables	Academic Performance			Interpretation
	U-Value	H-Value	p-value @ 0.05	
Sex	14781.50		0.948	Not Significant
Age		2.367	0.306	Not Significant
Grade Level		33.095	0.000	Significant

The test of variation in the respondents' grade level, age, and sex-based academic performance is shown in Table 18. The table shows no difference in students' academic performance in Grades 8, 9, and 10 based on age or sex. It indicates that all students, regardless of age or sexual orientation, fared similarly in an English lesson.

However, when grade level assessments were made, a notable disparity in the academic performance of Sulangon

National High School students in Dapitan City's grades 8, 9, and 10 became apparent. According to the post hoc analysis, there was a clear difference between Grades 8 and 10 and between Grades 9 and 10, favoring Grades 8 and 9. In other words, Grade 8 outperformed Grade 10 in this regard. In a similar vein, students in Grade 9 outperformed those in Grade 10. The disparity in students' academic performance in Grade 10 may be explained by the more challenging courses offered at this level than those taught in Grades 8 and 9.

The current finding contradicts Alhajraf and Alasfour (2014) study, which indicated that there is significant difference on the academic performance when the respondents are grouped according to sex and age. The current finding agrees El Refae, Kaba, and Eletter (2021) study, which indicated that there is significant difference on the academic performance when the respondents are grouped according to grade level status.

Relationship between the Respondents' Perceived Level of Attitude and Their Academic Performance

Table 19 Test of relationship between the respondents' perceived level of attitude and their academic performance

Variables	Academic Performance	
Positive	Correlation Coefficient	- 0.097
	Sig.(2-tailed)	0.070
	N	352
Negative	Correlation Coefficient	- 0.050
	Sig.(2-tailed)	0.346
	N	352
Overall Attitude	Correlation Coefficient	- 0.120
	Sig.(2-tailed)	0.064
	N	352

*Correlation is significant at the 0.05 level.

The relationship between students' attitudes about learning English and academic performance was examined with students in grades 8, 9, and 10 at Sulangon National High School in Dapitan City. The results are shown in Table 20. The table indicated a slight negative correlation between academic performance and extrinsic and intrinsic motivation. Additionally, a low and negative correlation was found between students' attitudes toward learning English and their academic performance. Furthermore, it was found that the correlation was not noticeable. It shows that students in Grades 8, 9, and 10 who

were enthusiastic about learning English were not generally guaranteed to achieve academically well enough. It suggests that students' attitudes toward learning English had little bearing on their academic achievement.

The current finding contradicts the study of Singh, Goel, and Islamia, (2016), which indicated that attitudes has a significant effect on academic performance.

Relationship between the Respondents' Perceived Level of Motivation and Their Academic Performance

Table 20 Test of relationship between the respondents' perceived level of motivation and their academic performance

Variables		Academic Performance
Intrinsic	Correlation Coefficient	0.045
	Sig.(2-tailed)	0.400
	N	352
Extrinsic	Correlation Coefficient	-0.019
	Sig.(2-tailed)	0.723
	N	352
Overall Motivation	Correlation Coefficient	0.021
	Sig.(2-tailed)	0.689
	N	352

*Correlation is significant at the 0.05 level.

Table 20 presents the findings of the relationship between students' motivation for learning English and academic performance among Grades 8, 9, and 10 students at Sulangon National High School in Dapitan City. According to the table, academic performance and intrinsic motivation showed a negligible positive correlation, while academic performance and extrinsic motivation showed a negligible negative correlation. Overall, a negligible and positive correlation existed between students' academic performance and their motivation and desire to learn English. Also, it was discovered that there was little correlation. It demonstrates that academic success was not always a given for motivated English language learners in Grades 8, 9, and 10. It implies that students' ambition to study English does not significantly translate into academic success. The current finding contradicts the study of Sabanal, Reputana, Palwa, Labandero, and Alimbon (2023), which indicated that motivation has a significant effect on academic performance.

V. CONCLUSIONS

The research concludes that based on the study's findings, Sulangon National High School students in Dapitan City's Grades 8, 9, and 10 are quite clear about what they want and anticipate from a language class. Since they are aware of their desires, they are willing to go to any lengths to satiate them. They think that understanding English is essential to pique their interest and motivate them to continue studying the language. They have realized that attitudes are crucial in language acquisition since they impact academic success or failure. Similar to this, students have reasons for acting willingly and deliberately. They take up a constellation of closely related desires, actions, attitudes, perceptions, and interests. They are driven to succeed in their English studies and strongly desire to study. Moreover, this research deduces that the students' English performance is level and constant. Although the students' attitudes toward and motivation for studying English do not considerably convert into academic success, they could still do much better than they already do to achieve a fantastic result.

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