

## Pupils' Attitude and Performance in English

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**ABSTRACT:** Pupil's attitude towards learning English is evident in everyday teaching–learning process that may affect its academic performance specifically in English. This study sought to determine the level of pupil's attitude in terms of affective, behavioral and cognitive dimensions, the level of pupil's performance in English and the significant relationship between the pupil's attitude and performance in English among the three (3) schools of Talisayan District, Division of Misamis Oriental during the Second Quarter of the School Year 2023-2024. There was a total of one hundred thirteen (113) Grade 4 and 5 pupils' respondents through total enumeration sampling method. This study utilized a researcher-made survey questionnaire. Descriptive statistics such as Mean, Standard Deviation, and Pearson Product Moment Correlation Coefficient ( $r$ ) were used. Results showed that the Cognitive Attitudes received the highest average rating, while affective attitudes got the lowest. There was no substantial correlation between pupils' attitudes about the English language and their performance in language. As a result, pupils should focus on studying difficult English subjects.

**KEYWORDS:** Affective, Attitude, Behavioral, Cognitive, Performance

### I. INTRODUCTION

Language is the basic building block of communication and is intimately related to cognition, learning, and thinking. It operates according to set rules and customs that facilitate the search for and sharing of meaning, the development of social ties, the enlargement of experiences, and the promotion of introspection for the benefit of society. In this sense, language plays a critical role in pupils' intellectual, social, and emotional development across a range of subject areas, but especially in the English curriculum.

English, a language spoken all across the world, has many functions in various cultural contexts. Although it is regarded as a foreign language in many Asian nations, in places like the Philippines, it is treated as a second language. English is used as a medium of instruction as well as a subject in the Philippine educational system, spanning from primary to higher education.

However, some learners still struggle with English competency because of linguistic barriers or multilingual upbringings. As such, even with its inclusion in the curriculum, Filipinos' proficiency in English is still uneven. The enormous importance of English education—its central place in the Philippine educational system and professional environment—is duly noted by Khastgir and Neogi (2017). English proficiency becomes a requirement for employment because most academic admission tests, job interviews, and topic textbooks are written in English. English is the language driving economic progress, academic pursuits, and globalization, and mastery of the language emerges as a critical predictor for success in academia and professional undertakings (De Guzman & De Vera, 2018).

The way that pupils approach the modern world, particularly with regard to the use of technology in the classroom, reflects this. Despite the teachers' extensive use of various teaching tactics and approaches, children's learning—particularly in the English subject—is extremely slow. Some reasons may be pupils lacked study habits, they are indolent to learn, and had trouble remembering what they had learned in the past.

Anwar and Abdullah (2021) assert that learning context may account for a person's effectiveness in acquiring a language when discussing individual attitudes toward learning English. Many instructors employ various techniques in the classroom to identify the attitudes of the target pupils, which can be either favorable or negative for a particular language (Gardi et al. 2020). Beliefs about learning the English language influence actions like picking and reading books, viewing English-language television,

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and listening to English radio. Pupils that approach studying the English language with positivity, especially in the classroom, can achieve a lot in that field (Prabhu et al., 2020).

The purpose of this study was to investigate how pupils' views regarding English in three different contexts related to how well they do in the language.

Three fundamental theories served as the basis for this research: behaviorism developed by John Watson, cognitivism by Jean Piaget, and humanism developed by Abraham Maslow. These theories fall into the interconnected categories of affective, behavioral, and cognitive dimensions (Yuliani et al., 2023).

The importance of pupils' epistemological beliefs has been acknowledged in many academic fields, leading to a great deal of study which highlighted the critical role these views play in determining learning outcomes and experiences. These ideas have a significant influence on learning behavior, accomplishments, and cognition. Multidisciplinary studies have demonstrated the significant impact that belief systems, social cognitions, and metacognitions have on intellectual performance. Expectations and pupils' perceptions of their learning performance are directly impacted; realistically high expectations build confidence, whereas low expectations demotivate and let them down (Letina, 2022).

An essential component, emotion encompasses a person's sentiments and emotional reactions to external stimuli. Due to its emotional nature, learning is impacted by a variety of emotional elements. Pupils' views regarding a subject are a reflection of their feelings about it, which affects their engagement and preferences. Research highlights how the emotional states of individuals learning a foreign language can greatly influence their perspectives and level of openness when speaking the target language. Here, behavior refers to the ways in which people behave and respond to particular circumstances, indicating their propensity to participate in more learning activities. There is a correlation between higher classroom performance and positive attitudes. Positivity toward language learning fosters concentrated attention, which allows pupils to emotionally commit to the process and get the most out of their education. Beliefs, concepts, or impressions pertaining to the attitude's object are included in the cognitive component. It encompasses learners' perceptions about the knowledge they pick up and understand when learning a language. This component develops in phases: creating new knowledge, testing existing knowledge, integrating it with new information, and using it in a variety of contexts (Martí-González, M., and others, 2022).

Furthermore, DepEd Order 8 (s. 2015), Policy Guidelines on Classroom Assessment for the K–12 Basic Education Program, makes it abundantly evident that classroom assessment is a crucial component of putting the curriculum into practice. Every quarter, pupils in Grades 1 through 12 receive grades based on their written work, performance tasks, and quarterly assessments. As a result, the student's performance in English is reflected in their quarterly grades.

## II. METHODOLOGY

Using a survey approach, the study used a descriptive-correlational research design with documentary analysis. According to Quaranta (2017), a descriptive correlational survey is a study in which the researcher's main focus is on characterizing correlations among variables. The purpose of this study is to ascertain how pupils' attitudes in the affective, behavioral, and cognitive domains relate to their English grades for the second quarter. With this approach, the researcher collects numerical data first, which is then used as a source for narrative data. The narrative material further enhanced understanding of the numerical data from the first phase. While the examination of the numerical data provided a broad understanding of the study themes, the addition of narrative data allowed for a more in-depth investigation of the issue. Secondary data—the English proficiency of pupils in Grades 4 and 5 during the second quarter—is used in documentary analysis.

The researcher employed the following statistical techniques to analyze the research difficulties after collecting and organizing the data. The attitude of the pupils was ascertained using the Mean and Standard Deviation. To assess their performance in English, the following metrics were used: frequency, percentage, mean, and standard deviation. The Pearson Product-Moment Correlation Coefficient was employed to ascertain the presence of a noteworthy correlation between the pupils' performance and attitude.

## III. RESULTS AND DISCUSSION

**Problem 1.** What is the level of the respondents' attitudes towards learning English language according to the following:

- 1.1 affective;
- 1.2 behavioral; and
- 1.3 cognitive?

Table 1 presents the level of affective attitudes. It reveals that it has an overall Mean of 3.37 with SD =0.82, described as Strongly Agree and interpreted as Very High. The finding implies that pupils are having positive feelings about learning English

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subject. Further, good emotions towards a specific learning area result to good outcome as well. Having positive feelings and emotions towards learning English develop motivation, interest, and excitement to the subject. The study of Melani et al. (2020) stated that affective aspects in learning the English language have been identified as a predictor of success in a remarkable number of research investigations. Motivation, attitude, and anxiousness are examples. These characteristics, which belong to a separate group, are significantly related to language performance, and vary depending on the context of exposure. They have a substantial influence on learning and should not be disregarded as they contribute to pupils' input, output, and overall growth of English proficiency. It means that pupil's feelings towards learning English will really contribute to one's learning outcome.

Moreover, the indicator 3, *I am happy that I can express English both speaking and writing* has the highest Mean of 3.75 with SD = 0.88, described as Strongly Agree and interpreted as Very High. This finding implies that the pupils who can express themselves in English both speaking and writing are happy. For them, it is an achievement because they thought that English is a difficult subject. They are happy because they think that they perform well in the class. Zulfikar et al. (2019) provided support for this assertion by defining the concept of a positive learning attitude as a state in which pupils are enthusiastic about acquiring a language and actively participate in the teaching and learning process. This essentially indicates that good attitudes toward the subject will translate into good performance.

**Table 1: Affective attitudes**

Indicators	Mean	SD	Description	Interpretation
1. I like English Subject.	3.47	0.74	Strongly Agree	Very High
2. I care about my English lessons.	3.14	0.74	Agree	High
3. I'm happy that I can express English both speaking and writing.	3.75	0.88	Strongly Agree	Very High
4. English is enjoyable.	3.20	0.53	Agree	High
5. Studying English boosts my confidence.	3.33	0.96	Strongly Agree	Very High
6. I am interested in studying English.	3.29	0.91	Strongly Agree	Very High
7. I am eager to learn more in my everyday English class.	3.38	0.94	Strongly Agree	Very High
8. Learning English gives me positive emotions.	3.34	0.88	Strongly Agree	Very High
9. I love English Subject.	3.51	0.83	Strongly Agree	Very High
<b>Overall</b>	<b>3.37</b>	<b>0.82</b>	<b>Strongly Agree</b>	<b>Very High</b>

**Note:**3.26-4.0 Very High ;2.51-3.25 High; 1.75-2.50 Low; 1.0-1.75 Very Low

On the other hand, the indicator 2, *I care about my English lessons*, got the lowest Mean of 3.14 with SD = 0.74, described as Agree and interpreted as High. Most of the pupils does not really care their English lessons. This has something to do with mastery of competencies and their study habits. They care less in their English lessons because they might believe that English lessons are difficult, and they lack that study habits specially at home. Teachers are struggling about pupils who were poor in spelling ,having difficulties in constructing sentences and essays well and also in reading with comprehension. There are clear indications of pupils' weakness in English language, as pupils are unable to speak English, and their ability to comprehend and understand written texts is also weak (Minshar, 2020).

**Table 2: Behavioral attitudes**

Indicators	Mean	SD	Description	Interpretation
1. I listen well during class discussions in English.	3.71	0.55	Strongly Agree	Very High
2. I love group discussions using English language.	3.49	0.55	Strongly Agree	Very High
3. I enjoy talking to someone using English language.	3.36	0.79	Strongly Agree	Very High

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4. I am trying my best to answer my teacher in English language .	3.48	0.75	Strongly Agree	Very High
5. I cooperate well in English class activities.	3.27	0.77	Strongly Agree	Very High
6. I am comfortable whenever I speak in our class using English language.	3.19	0.97	Agree	High
6. I feel confident to speak in English in front of the class.	3.21	0.92	Agree	High
7. I asks friends or teachers for homework on topics we have covered in class when I'm absent	3.16	0.92	Agree	High
8. I read English books during vacant time.	3.45	0.94	Strongly Agree	Very High
<b>Overall</b>	<b>3.38</b>	<b>0.79</b>	Strongly Agree	Very High

**Note:**3.26-4.0 Very High;2.51-3.25 High; 1.75-2.50 Low; 1.0-1.75 Very Low

Table 2 shows the level of behavioral attitudes. It reveals that it has an Overall Mean of 3.38 and SD = 0.79, described as Strongly Agree and interpreted as Very High. The finding implies that pupils have positive behavioral attitudes. Pupils behave well in the class act accordingly; they follow the rules and regulations of the classroom. This is evident in the study of Jacoby & Lesaux (2019) that a positive attitude can help pupils perform better in the classroom. If learners have a good attitude toward the language learning process, they will concentrate on the learning so that they may gain as much knowledge as possible and emotionally involve themselves.

Moreover, the indicator 1, *I listen well during class discussions in English*, has the highest Mean of 3.71 and SD = 0.55, described as Strongly Agree and interpreted as Very High. The finding implies that pupils listen very well during discussions in English because they believed that listening is an effective way of learning. They listen very well during class discussions in English because their teacher has a well- modulated voice, and they want to get high grades during the test. That knowledge is best obtained through listening. Written and performance tasks are coming from what they have listened. Imam Fauzi (2017) stated that active speaking abilities can be developed gradually through the correctness and efficacy of listening skill. To put it another way, discussion necessitates the participation of at least two or more persons, who must both listen and speak.

On the other hand, the indicator 8, *I ask friends or teacher for homework on topics we have covered in class when I am absent*, got the lowest Mean of 3.16 and SD=0.92, and described as Agree and interpreted as High. It means that most of the pupils were less motivated to asks about what has been discussed when they missed the class. They tend to ignore and do not value the missed lessons. They believed that being absent saves them of doing homework. Alieto & Rillo (2018) discovered that attitude and motivation were important elements in predicting language learning success and failure. Besides, the survey also proves that most of students also tend to postpone the initial step in carrying out some academic activities (Dautov, 2020).

**Table 3: Cognitive Attitudes**

Indicators	Mean	SD	Description	Interpretation
1. Being good in English will help me do well in other subjects.	3.52	0.78	Strongly Agree	Very High
2. English is basic in learning.	3.17	0.87	Agree	High
3. I should practice speaking and writing English because I am now in grade 4/grade5.	3.63	0.72	Strongly Agree	Very High
9. I should practice always expressing myself in English both writing and speaking.	3.52	0.71	Strongly Agree	Very High
5. I need to learn English because it is the language use as medium of instruction in Mathematics and Science.	3.57	0.85	Strongly Agree	Very High
6. I have to study English as a preparation for the next step of education.	3.63	0.66	Strongly Agree	Very High
7. English language is easy to learn.	3.27	0.90	Strongly Agree	Very High
8. English subject needs a constant study habit.	3.55	0.68	Strongly Agree	Very High
9. Learning English is essential because it is a universal language.	3.58	0.84	Strongly Agree	Very High
<b>Overall</b>	<b>3.49</b>	<b>0.78</b>	Strongly Agree	Very High

**Note:**3.26-4.0 Very High;2.51-3.25 High; 1.75-2.50 Low; 1.0-1.75 Very Low

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Table 3 presents the level of cognitive attitudes. It reveals that it has an overall Mean of 3.49 and SD= 0.78, described as Strongly Agree and interpreted as Very High. This means that pupils have a very good attitude about English. Pupils have good ideas, beliefs, and knowledge about the subject. Example, pupils believed that studying is necessary for academic achievement. They believed that those attitudes are the foundation in learning specially in English subject. Thus, positive mindset results to positive performance. Kroon & Kurvers, (2020) emphasizes that a positive learning attitude is a major necessity for learning.

Moreover, the indicators 3 and 6, *I should practice speaking and writing English because I am now in Grade 4 Grade 5 and I have to study English as a preparation for the next step of education*, both have the highest Mean of 3.63 and SD=0.72 and 0.66 respectively, which described as Strongly Agree and interpreted as Very Highly. This means that pupils understand that they should practice speaking and writing English specially that they are in higher grade level. They believed that Grades 4 and 5 pupils should be master already in speaking and writing English. Pupils also are aware that studying English is preparing for the next step of education, which is secondary level. They have already instilled in their minds that elementary English serves as its foundation. They have their idea that learning English during elementary years is vital to be ready and proceed in the secondary level of education. Furthermore, English is also a requirement to graduate or find a job because English is used in almost every part of life, from daily activities to professional industries, many national companies need applicants to have it as one of their qualifications (Nuryasin, 2018; Damayanti & Gafur, 2020).

On the other hand, the indicator 2, *English is basic in learning*, got the lowest Mean of 3.17 with SD=0.8, which described as Agree and interpreted as Highly Favorable. This means that some pupils do not understand that English is a requirement in learning. They do not understand that English covers a wide range of knowledge and do not realize yet its importance in the field of education. Further, English is becoming increasingly important in today's globalized world, so mastery of the English language is essential (Gustanti & Ayu, 2021).

**Table 4: Overall Pupils' Attitude**

Indicators	Mean	SD	Description	Interpretation
Affective Attitude	<b>3.37</b>	<b>0.82</b>	Strongly Agree	Very High
Behavioral Attitude	<b>3.38</b>	<b>0.79</b>	Agree	Very High
Cognitive Attitude	3.49	0.78	Strongly Agree	Very High
<b>Overall</b>	<b>3.52</b>	<b>0.79</b>	<b>Strongly Agree</b>	<b>Very High</b>

**Note:** 3.26-4.0 Very Highly Favorable; 2.51-3.25 Highly Favorable; 1.75-2.50 Favorable; 1.0-1.75 Unfavorable

Table 4 presents the overall pupils' attitude. It reveals that it has an overall Mean of 3.52 with SD=0.79, described as Strongly Agree and Very High. This means that pupils possessed positive attitudes in terms of affective, behavioral, and cognitive dimensions because they believed that it has something to do with their academic performance specifically in English. Pupils realized that positive attitudes contribute to their learning and growth. Pupils who have good attitudes are more likely to excel in academic field and may help them achieve their goals. This explains the main reason of paying attention to positive attitudes for pupils towards learning language because positive attitude will have positive impact on pupil's future learning (Ganeshkumar et al. 2019).

The highest mean rating 3.49 with SD = 0.78 described as strongly agree and interpreted as Very high is obtained by Cognitive attitude; seconded by the Behavioral attitude with a rating 3.38 and SD=0.79 described as Strongly agree and interpreted as Very high. The affective dimension got the lowest mean rating of 3.37 with SD=0.82 described as Strongly agree and interpreted as High. According to Wigati (2019), attitude is someone's intelligence that is pertaining to acceptance and rejection that could have an impact on their actions. She continued by saying that a person's attitude is determined by how they perceive, believe, feel, and behave in relation to something. Additionally, a learner's attitude shapes how they view the instruction and process in the classroom. By the definition, attitude plays a significant role in language learning.

In like manner, Alieto, (2020) It is determined that the respondents are showing a positive attitude toward the attitudinal object based on their general attitude toward English. The respondents were also found to be highly supportive of continuing to study the language in order to become fluent in it. Furthermore, the respondents' highest emotive preference for the English language was found among the three elements of attitude toward the language.

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**Problem 2.** What is the level of the respondents' English performance based on their Second Quarter SY 2023–2024 grades?

**Table 5: Performance in English**

Grade	Frequency	Mean	Standard Deviation	Interpretation
90-100	12			
85-89	42			
80-84	34	87.95	0.97	Very Satisfactory
75-79	25			
Below 75	-			
Total	113			

**Note:** 90-100 Outstanding; 85-90 Very Satisfactory; 80-84 Satisfactory; 75-79 Needs Improvement; 75 below Poor/Failed

Table 5 displays the level of the respondents' performance in English. It can be noted in the table that majority 42 of the pupils got a grade that ranges from 85-90. This is followed by 34 pupils who got a grade range from 80-84; 25 who got grades that ranges from 75-79; and 12 of the pupils got a grade from 90-100. No pupil got a failing grade. The overall mean rating is 87.95 with SD=0.97 described as Very Satisfactory. This means that most of the pupils of the three (3) schools got a grade ranging from 85-89 which is interpreted as Very Satisfactory. This means academic performance is influenced by various factors including attitudes, study skills and habits (Li & Qiu, 2018; Rodriguez Hernandez et al., 2020; Wulandari et al., 2021).

In addition, as stipulated in DepEd Order no.8., series 2015-Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program (BEP), Learners from Grades 1 to 12 are graded on Written Work, Performance Task and Quarterly Assessment every quarter. These three are given specific percentage weights that vary according to the nature of the learning area.

Gabejan and Quirino (2021) made a survey on Pupils' Reading Proficiency and Academic Performance, their study revealed that pupils' attitude taken as a whole, the student-respondents "agreed" their attitude toward reading being manifested by the grand weighted mean of 4.27. This indicated that the respondent manifested a favorable attitude toward reading, which signified that they were interested in it.

**Problem 3.** Is there a connection between the respondents' attitude toward learning the English language and their English performance based on the Second Quarter for School Year 2023-2024 grades?

**Table 6: Correlation analysis between attitude and performance in English**

Attitude	R-value	P-value	Decision on Ho	Interpretation
Affective	0.034	0.740	Accept	Not Significant
Behavioral	0.018	0.849	Accept	Not Significant
Cognitive	0.017	0.861	Accept	Not Significant

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 6 shows Correlation Analysis between Attitude and Performance in English. It can be gleaned in the table that affective attitude with r-value = 0.034 with p-value = 0.740; behavioral attitude with r-value 0.018 and p-value=0.849; and Cognitive attitude with p-value 0.017 and r-value=0.861 are not statistically related to their performance in English. Thus, the null hypothesis is accepted on this ground. Therefore, affective, behavioral and cognitive attitudes do not have significant bearing on the pupils' performance in English. There are pupils who were not having good attitude but still got good grades. On the other hand, there were pupils who have those good attitudes but they got low grades in English.

The findings was supported by the results of the study conducted by Abun, et al. (2019) revealing that the pupils' cognitive negative attitudes had no significant bearing on their academic engagement. It is most probable due to the study's breadth and depth that attitude had no bearing on pupils' English proficiency. Similarly, Ong's (2020) study supports the present investigation's findings by showing no significant differences in behavioral, cognitive, or affective attitude among the groups according to their profiles.

However, the results of this investigation are refuted by the Burgos (2023) study revealing that the respondents have positive behavioral, cognitive and emotional attitudes toward learning English, as well as strong proficiency in speaking, writing, listening, and viewing in a second language. As a result, it was also discovered that senior high school pupils with positive



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behavioral, cognitive, and emotional attitudes toward studying English had good level second language competencies. In order to increase the effectiveness of language learning programs, pupils must have positive attitudes and emotions.

### IV. CONCLUSIONS

Based on the findings presented above, the following conclusions were drawn:

1. Pupils have an idea that English is essential because it is a universal language.
2. English is an easy subject for the pupils.
3. The pupils' attitude towards English had no significant bearing on their performance. Therefore, the attitude of the pupils was not statistically associated with their performance in English.

### V. RECOMMENDATIONS

On the bases of the findings and conclusions presented above, the researcher has formulated the following recommendations:

1. Teachers as well as parents may find ways to develop the right attitude of their child and to love learning English.
2. Teachers may understand the beliefs and respond to the needs of their pupils by providing meaningful activities that would make the English class an enjoyable experience. Although the pupils had a very satisfactory level of performance, they should exert extra effort to maintain or even surpass their performance.
3. Parents may provide a home environment that encourages learning English by reading to and with their children and providing good reading and viewing materials in English as early as pre-school age.

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