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Correlation of the Non-Intellective Factors on the Learners' Second Language Competencies

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ABSTRACT

Non-intellective factors are elements that do not involve cognition, such as biological, social and physiological, which could affect the student's ability to learn the second language. While most researches focus on the factors relating to the intellectual ability of the learners, the attention to non-intellective correlates became limited. This paper determines the correlation between the non-intellective factors and the learners' second language competencies. Descriptive-correlational and comparative methods of research were used. The study involved 385 Grade 12 student-respondents from the 27 selected public and private senior high schools. Significant results revealed that non-intellective factors such as language learning anxiety as to test anxiety, fear of negative evaluation, and communication apprehension are significantly related to the learners' second language competencies; however, the learning environment does not significantly relate with the learners' second language competencies. Meanwhile, the test of difference on the responses from the public and private school respondents revealed that the language learning anxiety in terms of fear of negative evaluation and communication apprehension were found significant while the language learning anxiety in terms of test anxiety as well as the learning environment as to teachers' attitudes, instructional practices and school facilities were deemed not significant. The author concludes that language learning anxiety affects the learners' second language competencies.

INTRODUCTION

The development of students' communication skills is said to be one of the implicit areas of asset of a country that aspires to become competitive globally. A nation's manpower that possesses an impressive command of language has the cutting edge in the job interview in the case of oral communication, and an advantage point in application examination in the case of written communication. However, deficiency in speaking (Rana, 2022) and writing (Bouchebra, 2015) are still observed. In the Philippines, the Department of Education implements the K to 12 Curriculum for learners to master and absorb basic competencies, such as reading comprehension, oral language, viewing comprehension, literature, listening comprehension, vocabulary development, writing and composition, and grammar awareness in English learning. Revolutionizing English Language Education in the Philippines, the effective Language Arts and Multiliteracies Curriculum (LAMC) has been developed in the K to 12 "to produce graduates who apply the language conventions, principles, strategies and skills" (2013 LAMC) needed in the current educational setting. With the introduction of K to 12 Curriculum, second language competencies are designed to prepare the students for the various challenges in the English field which can be utilized in establishing linkage and exchange, both in goods and thoughts, in the local, regional and global encounters.

Non-intellective factors are elements that do not involve cognition, such as biological, social and physiological,

which affect the students' ability to learn the second language. Most researches focus on exploring the relation of intelligence and cognition to second language learning yet the problem on the second language learning still prevails in the educational setting. As this happens, there has been a felt need in putting greater attention to the non-intellective aspects. These aspects which may include sex, age, and educational background of parents, socio-economic status and some other psychosocial factors are considered to be the basic correlates on the development of communication skills. Huang (2016) revealed that non-intellective factors which exert great influence on English learning mainly consisted of students' internal factors and external factors of the teachers.

Becoming aware and knowledgeable about non-intellective factors serves as guide to the language teachers and administrators in the formulation of the objectives and outcomes that they expect to accomplish as well as in the adoption of the appropriate language teaching methods and approaches. Teaching English as a second language emphasizes how the power of language transcends boundaries and is one of the most potent tools to ensure a successful professional and personal life. Thus, the student's second language competencies should be harnessed in school and developed in society, having in mind the notion that there are some people who find it difficult to express their thoughts no matter how articulate they are. In other instances, they may be able to use the language fluently, yet they feel that they are often misunderstood, which is apparently caused by a number

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of correlates that do not involve the intellect. In light of these realities, the researcher decided to examine the different non-intellective factors among senior high school students in Oriental Mindoro and to see its relationship to their second language competencies. As a language education in the higher education, the researcher personally experiences handling students who just graduated from Senior High School who lack the basic competencies in the second language. Since, the Commission on Higher Education implements the revision of the general education curriculum through CHED Memorandum Order No. 20 series of 2013, Purposive Communication has become the only English course to be discussed in the tertiary level. As this subject requires the Basic English competencies, the learners must become equipped before entering higher education. It is in this view that the researcher decided to study the Senior High School students who are on their last year before entering college. By means of focusing on the prevalent internal and external correlates, the researcher aimed to find evidence on the relationship between the non-intellective factors on the learners' second language competencies. This study determined the correlation between the non-intellective factors and the second language competencies of the student-respondents. More specifically, this study described the demographic profile of the respondents in terms of age, sex, educational attainment of parents, monthly family income and school type; identified the level of language learning anxiety in terms of test anxiety, fear of negative evaluation and communication apprehension; determined the learning environment as regard to class size, teachers' attitudes, teachers' instructional practices and school facilities; determined the second language competencies in Oral Communication, Reading and Writing; tested the significant relationship between non-intellective factors and second language competencies; tested the significant difference of the responses on non-intellective factors between public and private schools; tested the significant difference of responses on the second language competencies between public and private schools; and, proposed an instructional intervention program to enhance the learners' second language competencies.

LITERATURE REVIEW

The topic of language acquisition has been a subject of enduring interest among scholars. The acquisition of language is a complex process that is influenced by various cognitive, linguistic, and socio-affective factors, all of which play a significant role in determining its ultimate outcomes. Historically, scholars have prioritized examining cognitive factors, such as intelligence, aptitude, and cognitive ability, as key contributors to language acquisition. Nevertheless, contemporary research indicates that non-intellectual variables, including age, gender, socio-economic status, class size, and anxiety, also exert a significant influence on language acquisition. This literature review delves into the correlation between the speaking

and writing proficiencies of second language learners. The factor of age has been extensively examined as a non-cognitive variable in the realm of second language acquisition. Scholars have investigated the critical period hypothesis, which posits the existence of a prime age bracket for optimal acquisition. Despite the recent discrediting of the critical period hypothesis, empirical evidence continues to suggest that individuals who begin learning a language at a younger age exhibit greater proficiency than those who begin at an older age (Jaekel, Schurig, Ackern & Ritter, 2022). The study of Hu (2016) revealed a significant correlation between age and oral proficiency in second language acquisition. Nevertheless, it is important to acknowledge that variables such as motivation and exposure may exert an equally influential effect on learning outcomes as age.

The impact of gender as a non-cognitive factor on language learning outcomes has been found to be significant. Studies indicate that female learners may exhibit better speaking and writing abilities in comparison to male learners (Erdiana, Bahri & Akhmal, 2019). Liu, He, Zhao and Hong (2021) conducted a meta-analysis that revealed that female students exhibit a higher frequency of utilizing learning strategies compared to their male counterparts, potentially leading to enhanced language proficiency. However, it is important to note that the impact of gender on outcomes may be influenced by cultural or social factors and contextual differences.

Research has demonstrated that language learning outcomes are impacted by an individual's socioeconomic status, wherein learners hailing from higher SES backgrounds tend to exhibit superior language proficiency in comparison to their counterparts from lower SES backgrounds (Ariani & Ghafournia, 2016). It is possible that factors such as access to educational resources, parental involvement, or exposure may contribute to this phenomenon. Additional research will provide greater clarity on this correlation.

The impact of class size on language learning outcomes has been investigated, and research indicates that learners who are enrolled in smaller class sizes tend to exhibit higher levels of language proficiency (Getie, 2020). The reason for this could be attributed to the increased opportunities for interaction and individualized feedback from teachers that small class sizes afford learners. Nonetheless, it is important to acknowledge that other variables such as teacher competence or pedagogical approaches may also influence this association.

The literature suggests that learning anxiety is a significant factor that affects language learning outcomes. Specifically, research has demonstrated that heightened levels of learning anxiety are associated with decreased speaking and writing competencies (Iridinanti, 2018). In addition, individuals who encounter elevated levels of anxiety may refrain from engaging in oral or written assignments, thereby restricting avenues for enhancing linguistic competence. Consequently, it is imperative to incorporate measures to alleviate learning anxiety as an

essential component of language learning curricula, with the aim of promoting enhanced academic achievements for students.

Research has shown that language acquisition outcomes may also be influenced by the learning environment, which encompasses various factors such as the physical setting where learning occurs, the resources accessible to learners, and the social context. Empirical studies have demonstrated the significant influence of physical surroundings on the attainment of language learning objectives. According to recent research conducted by Haridi, Aiche, Hamdaoui and Zaouia (2022), optimal language acquisition is facilitated by factors such as natural lighting, comfortable temperatures, and favorable acoustics. According to Cruickshank, Mintz, and O'Mara (2018), the provision of technology and resources in classrooms enhances language practice and engagement among learners. Regarding this, Campos (2023) found out that the inadequacy in terms of materials and resources is one of the barriers that teachers face in the provision of effective and efficient learning environment.

The significance of learning within an optimal social environment is of equal importance. According to recent studies conducted by Durisic and Bunijevac (2017), students who perceive a sense of safety, support, and encouragement from their teachers and peers are more likely to actively participate in language acquisition and demonstrate progress in this area. Research suggests that classroom environments which promote a culture of collaboration among students are associated with more favorable attitudes towards language learning and improved language outcomes (Al-Tamimi & Shuib, 2016; Ockey & Gascoigne, 2019).

The impact of learning environments on language learning outcomes has been demonstrated to be influenced by non-intellective factors, such as learners' anxiety levels. According to Gregersen and Horwitz (2016), an environment that is excessively stressful, overwhelming, or unsupportive of language acquisition can exacerbate the learning process and impede progress. Conversely, Dewaele and MacIntyre (2016) suggest that supportive and relaxed environments that foster learning can significantly reduce learners' anxieties and enhance positive experiences.

The outcomes of language learning are significantly influenced by individual and situational factors, such as the utilization of effective teaching methods, including task-based language teaching and content-based language teaching, as well as language exposure methods, such as immersion programs or study abroad programs, which have demonstrated success (Kim, 2018; Collentine, 2018). The outcomes of language learning are significantly influenced by affective factors, such as motivation and attitudes towards language acquisition. According to scholarly research, individuals who exhibit high levels of motivation are more likely to demonstrate superior language proficiency (Dornyei, 2017). Additionally, those who possess favorable attitudes towards learning are

more likely to achieve success in acquiring language skills (Kormos & Csizer, 2018).

The acquisition of a second language is influenced significantly by non-intellective factors, which can be categorized into three primary groups: individual factors, situational factors, and affective factors. Language learning outcomes may be influenced by non-intellective factors such as age, gender, socio-economic status, class size, and anxiety. However, the relationship between these factors and language learning outcomes may also be contingent upon other factors such as motivational strategies for studying foreign languages and teaching methodologies employed.

Research on non-intellective factors in second language acquisition poses distinct challenges due to their interrelated nature. For instance, learners hailing from more affluent socio-economic backgrounds may have access to greater educational resources or exhibit greater motivation towards studying non-cognitive factors that influence language learning outcomes. Therefore, it is imperative to consider interrelationships when examining the influence of non-intellectual factors.

An additional obstacle pertains to the potential variation of non-cognitive factors based on the location of language acquisition; the impact of age may diverge for learners who acquire language in naturalistic environments as opposed to formal educational settings, among other factors. In order to comprehensively evaluate the influential non-cognitive factors that affect language learning outcomes, it is imperative to consider the contextual framework within which they are being studied and the subsequent ramifications thereof.

Research on non-intellective factors in second language acquisition is imperative for the development of language learning programs that facilitate enhanced outcomes in second language acquisition. Educators can enhance their ability to customize programs that cater to the distinct needs of learners by comprehending the impact of such programs on language outcomes.

The literature examined in this paper indicates that non-cognitive factors, such as age, gender, socio-economic status, class size, and learning anxiety, are significant contributors to language learning achievements. The relationship between language learning programs and enhanced language acquisition outcomes can be influenced by various factors, such as motivation and exposure to language instruction. Hence, it is crucial to meticulously consider these elements when designing language learning programs to achieve optimal results.

MATERIALS AND METHODS

This study utilized descriptive correlational and comparative methods of research. The participants of the study were 385 Grade 12 Senior High School Students of Public Secondary Schools which were selected through stratified random sampling. The study utilized a questionnaire adopted with some modifications from De Castro (2017) on the learning environment while

the Foreign Language Anxiety Scale of Horwitz (1986) was used to measure the respondents' level of language learning anxiety. The tools were distributed personally by the researcher and the respondents were oriented on the objectives and the contents of the questionnaire. The questionnaire determined the non-intellective factors in second language acquisition in terms of; (1) demographic profile, (2) language learning anxiety, and (3) learning environment. With regards to second language competencies, the general weighted average in Oral Communication and Reading and Writing courses was obtained from the school records.

Using descriptive statistical tools, the data gathered were treated and analyzed. To test the relationship of the non-intellective factors on the second language acquisition,

Pearson's Product Moment Correlation Coefficient or Pearson's r was employed while Chi Square was used for categorical variables. On the other hand, Ttest for independent samples was used to determine the significant difference between the responses from public and private senior high schools.

A 5-point Likert scale was used to score the FLCAS. The items solicited Strongly Agree as the highest point of 5 to Strongly Disagree as the lowest point of 1. The responses were then described as Very High Anxious to Very Low Anxious indicating that the higher the score, the higher is the anxiety and the lower the score, the lower is the anxiety as well.

RESULTS AND DISCUSSION

Table 1: Demographic Profile

Age	Frequency	Percentage (%)
15 and below	40	10.4
16-17 years old	288	74.8
18-19 years old	49	12.7
20 and above	8	2.1
Sex		
Male	165	42.9
Female	220	57.1
Father's Educational Attainment		
No grade completed	64	16.6
Elementary graduate	44	11.4
High School graduate	161	41.8
Post-secondary graduate	30	7.8
College graduate	84	21.8
Post baccalaureate	2	.5
Mother's Educational Attainment		
No grade completed	15	3.9
Elementary graduate	64	16.6
High School graduate	180	46.8
Post-secondary graduate	44	11.4
College graduate	82	21.3
Monthly Family Income		
5,000 and below	40	10.4
5,001-9,999	106	27.5
10,000-19,999	92	23.9
20, 000- 29,999	87	22.6
30,000-49,999	60	15.6
Type of School		
Public	223	57.9
Private	162	42.1

The table above shows the age of the student-respondents. From the data, it is presented that the largest group of students with a number of 288 or 74.8 percent belong to the 16-17-year-old group while the second largest

group of the student-respondents fell in the 18-19-year-old group with 49 students or 12.7 percent of the total respondents. It has a small difference on the group of respondents belonging to the 15 and below group with 40

or 10.4 percent of the student respondents. Meanwhile, there were eight student-respondents or 2.1 percent who belong to the 20 and above year group. The values show that the majority of the respondents belong to the 16-17-year-old group which is the typical age range of students in their grade level.

Looking at the same table, the data also revealed that female students outnumbered male ones with 220 respondents or 57.1 percent of the former against the 165 or 42.9 percent of the latter. This may be for the reason that female respondents are more willing to participate in the conduct of the study since the participation is voluntary.

In terms of father's educational attainment, the above table reveals that 161 or 41.8 percent of the respondents had fathers who finished their high school. Eighty-four or 21.8 percent, on the other hand, had completed college while 64 or 16.6% has not completed any grade level. There were also 44 or 11.4 percent who graduated elementary and 30 or 7.8 percent completed post-secondary level. There were also two or .5 percent of the respondents whose fathers pursued and finished post-baccalaureate degrees.

The findings show that most of the student's fathers were able to finish certain educational level which will enable them to assist and guide their children with their school homework and other curricular activities. The high percentage of fathers who gained high school and even college degrees implies that the students would have greater opportunities to learn at home.

Moreover, the table also presents the educational attainment of mothers. It shows that there is also a large number of mothers who finished high school and college level. There were 161 or 41.8 percent who finished their high school while 84 or 21.8 percent gained a college degree. There were also 64 or 16.6 percent who completed elementary while 44 or 11.4 percent had finished post-secondary. Compared to the data on father's educational attainment, there is much lower percentage of mothers who had no grade completed with 3.9 percent of 15 of the total respondents.

With this high percentage of mothers who were able to attain educational level, it can be assumed that they can equip their children with additional knowledge and learning which they previously learned from school. Meanwhile, the number of parents who had not completed any grade level may be attributed to the very low economic status of the family and the lack of awareness on the importance of education during their younger years.

When compared, one would notice that there were fathers who pursued post baccalaureate degrees while no one among the mothers did. This implies that respondent's father have the greater desire to continuous educational advancement over the female member of the family. Furthermore, this may also be attributed to the patriarchal form of family in the Philippines where the father is expected to become the strong pillar of the family and since education is considered to be a valuable thing,

fathers strive to pursue their education to the highest possible. The gap between the educational pursuit of fathers and mothers based from the responses is parallel with what was reported in the India Today (2019) that the gender gap in the doctorate degree still remains with fewer women than men. Langin (2018) also discussed the different challenges encountered by women in pursuing their higher level of education due to the dominance of men in the field. However, these findings were contradicting to the reports of the Philippine Statistics Authority in 2013 that based from the 2010 census there are more females than males who have attained higher levels of education.

The summary of monthly family income is also shown in the table. As shown, there were 106 or 27.5 percent of the respondents who belong to families with a monthly income ranging from Php. 5,001 to Php. 9,999 while 92 or 23.9 percent of them had an income with the Php. 10,000.00 to Php. 19,000 range. Eighty-seven or 22.6 percent of the respondents have a monthly income amounting to Php. 20,000- Php. 29,999 and 60 or 15.6 percent of them have an income of Php. 30,000- Php. 49,999. Meanwhile, there were 40 or 10.4 percent whose monthly family income fell within the Php. 5,000 and below range. The results simply show that most of the student-respondents belong to the families who are capable of sending them to school and provide for their basic necessities. The minimal percentage of those respondents who belong to families with very low income indicates that only a few families are struggling with very low income.

The final value reflected in the table is the type of school of the respondents. It can be gleaned that 223 or 57.9 percent of the respondents attend a public institution while 162 or 42.1 percent of the respondents attend a private institution. This shows that there is greater number of students who attend public schools comparing to those who attend private schools. This preference may be attributed to the cost of schooling in private institutions which is typically higher than the public schools. In addition, the curriculum of the schools may also have been considered by the parents in choosing where to send their children. As public schools follow the curriculum prescribed by the state, the curriculum is specific and consistent with the implemented curriculum. On the other hand, private senior high schools may have the option to follow or modify such curriculum allowing them to offer additional subjects including those which are related to religion.

Language Learning Anxiety

In terms of language learning anxiety as to test anxiety, the overall composite mean of 3.43 which is described as Moderately Anxious, implies that there is a moderate level of language learning anxiety. As we live in an environment where failure is perceived negatively, one would totally understand the fear of failure among the students more so to the consequences it would bring. The Department of Education has become strict when it comes to failure

as stipulated in the DepEd memorandum order number 8 series of 2015. The memorandum discussed thoroughly the policy guidelines on classroom assessment for the K to 12 Basic Education Program. It states that “if a student was not able to meet the expectations in any subject or learning area at the end of the semester, he/she must pass the remedial classes for failed competencies in the subjects or learning areas to be allowed to enroll in the next semester”.

In terms of language learning anxiety as to fear of negative evaluation, the overall composite mean of 3.30, described as Moderately Anxious shows that anxiety on language learning specifically in terms of fear of negative evaluation is present in both public and private schools in Oriental Mindoro. This may be attributed to the fact that the curriculum of formal education in the Philippines gives emphasis on assessing and evaluating performances of the students. Nowadays, it is not only the teacher who assesses the proficiency of the students but also the other students in the class.

In the third indicator of language learning anxiety, communication apprehension, the overall composite mean of 3.38 which is described as Moderately Anxious implies that the student-respondents experience a moderate level of language learning anxiety in terms of communication apprehension. This may be connected to the reality that English language is not the native language of the Filipinos and thus communicating using it requires one to have a certain level of vocabulary. Furthermore, the complexity of English as a language may not be excluded from the reasons why learners still lack the confidence to use it inside the classroom making them avoid context and situations where they may be asked to communicate using the language.

When high school seniors perceive that their language exam or test results may have significant consequences, such as affecting their grades or interrupting their ongoing language studies, they may experience test anxiety as an undesirable outcome of high-pressure language assessments (Mumtaz & Sharif, 2019). This, in turn, may lead to feelings of stress and anxiety that can negatively impact language learning outcomes. When confronted with such pressure, individuals may experience emotions that generate a sense of tension, ultimately impeding their language learning achievements in the long run.

Additionally, students may experience fear of negative evaluation from individuals, particularly peers, educators, or other individuals in the context of language acquisition (Li, Dong & Liu 2017). The apprehension experienced by senior high school students may lead them to refrain from engaging in language-learning activities such as verbal or written communication, which could have negative consequences on their academic achievements (Li, Dong, & Liu, 2017).

Meanwhile, individuals may encounter communication anxiety in connection with the acquisition of language if they perceive their language proficiency to be inadequate (Park, 2018). The presence of anxiety may impede one's

ability to engage in speaking or writing activities, which could otherwise facilitate the acquisition of language and potentially lead to suboptimal outcomes.

Various factors are known to contribute to language learning anxiety among senior high school students. For instance, the pressure to excel academically or meet the expectations set by parents or teachers can lead to heightened levels of language anxiety (Mumtaz & Sharif, 2019). Moreover, cultural factors such as limited exposure or unfavourable attitudes towards language acquisition within one's cultural milieu (Kang, 2018) may intensify language anxiety to a greater extent.

It is, therefore, imperative for language instructors to be cognizant of these variables and establish an engaging and immersive educational environment that fosters favourable dispositions towards language acquisition, while simultaneously promoting effective interaction with the language in a comfortable setting. In summary, the findings revealed that the respondents experience moderate level of language learning anxiousness in terms of test anxiety, fear of negative evaluation and communication apprehension.

Learning Environment

In terms of teacher's attitude, the overall composite mean of 4.21 is described as Often which only implies that positive traits and attitudes of teachers were noticed and experienced by the student-respondents. Since Long (2011) cited that teachers' attitudes are decisive for second language learning, the positive perception on their teachers' attitudes may also be attributed to their performance in the classroom. This further shows that English teachers in public and private senior high schools in Oriental Mindoro have established positive learning environment to their students by means of exemplifying positive attitudes towards the teaching-learning process.

When it comes to the instructional practices, the results revealed an overall composite mean of 4.18 which is described as Often. This revealed that despite the lacking resources in technology, English teachers of both public and private schools were able to employ different instructional practices which are crucial in the acquisition of the second language competencies. It can be observed on the table that all items got the same description for the responses which is Often. This implies that the set of parameters discussed in the questionnaire were used by the teachers multiple times.

In terms of school facilities, with the overall composite mean of 4.12, it was revealed that most of the items got the results described as Often while only few got results described as Sometimes which implies that the parameters that described the learning environment of the student-respondents were present in their locale and utilized by the language teachers.

The findings imply that the respondents also often consider class size, teachers' instructional practices and school facilities as learning environment that are non-intellectual in the acquisition of the second language

competencies. Furthermore, the findings have indicated that English instructors in both public and private senior high schools displayed favourable dispositions towards teaching-learning procedures, employed efficient pedagogical techniques, and effectively utilized the available school resources to facilitate language acquisition (Bernardo, 2018). In addition, the student participants recognized the significance of teacher attitudes as fundamental components in the process of acquiring a second language, as noted by Wu and Qi (2021). According to Wu and Qi (2021), when students perceive their teachers as supportive and positive, they tend to exhibit higher levels of motivation in the process of acquiring a second language, which ultimately results in improved outcomes.

Additional discoveries revealed that English educators employed efficient pedagogical approaches despite inadequate technological resources, which is consistent with prior research that suggests how effective teaching practices can make up for insufficient language resources and technology (Kostoulas 2017). This highlights the crucial role of educators in modifying their instructional methodologies, despite resource constraints, to enhance language acquisition outcomes for their pupils.

The accessibility and utilization of school facilities and technological resources may have a favourable impact on the language learning outcomes of student participants in a research study. Research has indicated that creating an appropriate learning environment is crucial (Kim & Kim, 2017). Additionally, Li's study (2020) found that the presence of technological resources in a language learning environment is positively associated with successful language outcomes. Therefore, school facilities and technology are vital components in facilitating language acquisition among children.

Second Language Competencies

In terms of Oral Communication, results imply that based from the academic term grade of the students, they possess the average proficiency level in terms of Oral Communication. However, one could note that the

average ratings of the students are still on average while they should have already been advanced considering their grade level. As they were in their final year of basic education curriculum, these students will soon enter the tertiary level, where the competition is really stiff and a good command of the English language is an advantage. Generally, the public higher educational institutions in the Philippines require a general weighted average of 85 before a student can be given the chance to take the admission test for programs with board examination. Considering the fact that the tracks where the respondents were selected from are specialized fields leading to bachelor programs with board examination, their second language competencies are in need of enhancement. In addition, all subjects, except for Filipino which is proposed to be removed from the collegiate curriculum, are taught in English language. Thus, the students should really possess a good grasp of the language for them to overcome college level successfully.

Meanwhile, the academic performance in Reading and Writing revealed that majority of students in public schools gained general weighted average in Reading and Writing within the 85-89 range, described as Proficient, with its frequency of 89 or 39.9 percent of the total respondents. There was 81 or 36.3 percent who obtained an average of 90 and above, Advanced, while 49 or 22 percent had an average within the 80-84 range, Approaching Proficiency. Four or 1.8 percent of the student-respondents got the lowest general weighted average which fell within 75-79 range, which is described as Developing Proficiency.

Meanwhile, 64 or 39.5 percent of the students attending private schools got an average of 85-89, described as Proficient, while 62 or 38.3 percent gained grades within the range of 90 and above, described as Advanced. There were 31 or 19.1 percent who obtained 80-84, Approaching Proficiency, general weighted average while five or 3.1 percent of the total respondents from the private had grades between 75 to 79, Developing.

In summary, the results revealed that the respondents possess average level of Proficiency in the second language competencies.

Table 2: Relationship between Non-intellective factors as to Demographic Profile and Second Language Competencies

	Oral Communication			Reading and Writing		
	X_c^2	p-value	I		p-value	I
Demographic Profile in terms of:						
Age	6.89	0.649	NS	5.89	0.117	NS
Sex	3.48	0.324	NS	7.36	0.6	NS
Father's Educational Attainment	19.81	0.179	NS	19.96	0.174	NS
Mother's Educational Attainment	14.76	0.255	NS	11.44	0.492	NS
Family Monthly Income	14.22	0.287	NS	10.07	0.609	NS
Type of School	1.91	0.592	S	7.96	0.047	S

The study utilized chi-square testing to investigate the correlation between non-intellective factors pertaining to demographic characteristics and the proficiency of second language learners in areas such as oral communication

and reading/writing skills. Presented in the table are the outcomes of the study and their corresponding levels of significance, as indicated by the p-values.

The results of the Chi-square test indicate that there

is no significant association between age and oral communication ($p=0.649$) as well as reading and writing ($p=0.117$). The present study's results are consistent with the research conducted by Li and Wang (2019), which suggests that age does not have a significant effect on the acquisition of a second language among Chinese high school students.

The outcomes of the Chi-square test pertaining to sexual orientation reveal that there exists no statistically significant correlation between gender and either oral communication ($p\text{-value}=0.324$) or reading and writing abilities ($p\text{-value}=0.6$). The present study's results corroborate the findings of Sari and Yulianto (2020), who observed a lack of statistically significant variation in English language proficiency between male and female students.

The statistical analysis revealed that there was no significant correlation between educational attainment, family monthly income, and oral communication and reading/writing proficiency, as indicated by the non-significant p -values.

Conversely, it was discovered that the category of educational institution exhibited a statistically noteworthy correlation with reading and writing proficiencies ($p\text{-value}=0.047$), while no such correlation was observed with oral communication ($p\text{-value}=0.592$). This implies that the type of school attended by certain students has an effect on their reading and writing abilities. Tampubolon and Lamsari (2019) conducted a study that found that students enrolled in private schools exhibit superior English proficiency in comparison to their counterparts in public schools. This is attributed to the greater availability of resources in private schools which facilitate a more rapid acquisition of the language.

In general, the findings of the Chi-square analysis indicate that demographic variables related to non-intellective factors do not exhibit any significant associations with second language proficiencies, except for the school type, which was found to be significantly linked to reading and writing skills.

Table 3: Relationship between Non-intellective factors as to Language Learning Anxiety and Second Language Competencies

	Oral Communication			Reading and Writing		
	r-value	p-value	I	r-value	p-value	I
Language Learning Anxiety in terms of:						
Test Anxiety	-0.293	0.000	S	0.000	0.0313	S
Fear of Negative Evaluation	-0.295	0.000	S	0.000	0.0265	S
Communication Apprehension	-0.009	0.863	NS	0.350	0.048	S

The research study reveals a significant correlation between Language Learning Anxiety (LLA) factors, including Test Anxiety and Fear of Negative Evaluation, and Oral Communication and Reading/Writing competencies. However, it was found that there is no analogous correlation between Communication Apprehension and the aforementioned competencies.

The inverse relationship between Test Anxiety and Fear of Negative Evaluation in Oral Communication, Reading, and Writing competencies is indicated by a negative r -value. Studies such as Wu and Wu (2021) and Rezaei and Asadollahi (2020) have demonstrated a noteworthy inverse relationship between Test Anxiety/Fear of Negative Evaluation/L2 Proficiency and language proficiency. Specifically, heightened levels of anxiety have been shown to correspond with decreased proficiency in language.

On the contrary, it is possible that there is no significant correlation between Communication Apprehension and

Reading and Writing Competencies, as the former is mainly concerned with anxiety related to public speaking, which is just one aspect of Oral Communication competency. Moreover, although Communication Apprehension can exert a substantial influence on speaking abilities, its relevance to individual assignments, as opposed to cooperative endeavors, such as Oral Communication proficiency, may be limited. The findings of this study underscore the importance of addressing Test Anxiety and Fear of Negative Evaluation in senior high school language learners. It is imperative for educators and professionals to acknowledge the detrimental effects of unfavorable learning conditions on language acquisition and strive towards creating a conducive and pleasant atmosphere that fosters learning. In addition, implementing interventions aimed at mitigating anxiety, such as relaxation strategies or counseling, may potentially enhance the second language proficiency of students.

Table 4: Relationship between Non-intellective factors as to Learning Environment and Second Language Competencies

	Oral Communication			Reading and Writing		
	r-value	p-value	I	r-value	p-value	I
Learning Environment in terms of:						
Teachers' Attitude	0.034	0.511	NS	0.056	0.269	NS
Teachers' Instructional Practices	-0.039	0.445	NS	-0.051	0.320	NS
School Facilities	-0.033	0.513	NS	-0.021	0.686	NS

The presented table displays the outcomes of the correlation examination conducted on the Learning Environment, non-intellective factors, and Second Language Competencies of Oral Communication, Reading and Writing among the participants who responded to the survey. The R-values for all variables were observed to be considerably low, suggesting the absence of a statistically significant correlation between the Learning Environment and the Second Language Competencies.

The study found that there was no statistically significant correlation between teachers' attitudes and oral communication and reading and writing, as indicated by the assigned R-values of 0.034 and 0.056, respectively, and the p-values of 0.5121. This implies that the attitudes of the instructors did not have a significant impact on the Second Language Competencies of the students, whether it be in Oral Communication or Reading and Writing.

The study evaluated the Instructional Practices of Teachers using comparable methods. The results showed that both Oral Communication and Reading and Writing had R-values of -0.039 and -0.051, respectively, which were not statistically significant. The corresponding p-values were 0.440 and 0.320. The findings indicate that instructional methodologies did not have a substantial effect on the Second Language Competencies of students, specifically in the areas of Oral Communication and Reading and Writing.

The study found that School Facilities did not have a significant impact on students' Second Language Competencies in Oral Communication and Reading/Writing. The R-values for these competencies were 0.033 and -0.021, respectively, and their p-values were 0.513 and 0.686, indicating a lack of statistical significance. Therefore, it can be concluded that the availability of school facilities did not play a significant role in influencing students' Second Language Competencies.

Hence, non-intellective factors pertaining to the Learning Environment, such as Teachers' Attitudes, Instructional Practices, and Facilities, had minimal impact on the Second Language Competencies of senior high school students in terms of their Oral Communication, Reading, and Writing skills. It is important to acknowledge that unmeasured variables, such as motivation and learning strategies, may still impact the language acquisition of these students. Therefore, additional research should explore potential correlations between these factors and the Second Language Competencies of students

CONCLUSIONS

The results of this research study have led to the formulation of various conclusions. Primarily, the majority of participants were female individuals aged 16-17 years, whose parents have completed high school education and earn a monthly income ranging from \$5,001-9,999. In addition, the participants indicated a moderate degree of anxiety in language acquisition, which was associated with test anxiety, apprehension about negative evaluation, and communication anxiety. The study revealed a

significant correlation between non-intellectual variables, such as anxiety related to language acquisition, and the proficiency of learners in their second language.

Furthermore, the present study has uncovered that the participants exhibited moderate proficiency in their second language. Nevertheless, the demographic characteristics, such as the type of school or learning environment, did not significantly influence the level of second language competence among the participants. In conclusion, the Oral Communication proficiency of public and private senior high schools was found to be similar. In contrast, the Reading/Writing abilities exhibited notable differences, with students from private schools demonstrating superior performance. The present study highlights the significance of language learning anxiety in influencing students' second language proficiency. Consequently, it is recommended that educational institutions provide supplementary assistance to students to effectively manage their anxiety levels and enhance their second language acquisition outcomes. In general, these results have significant ramifications for language instructors and educational leaders who aim to improve the quality of students' second language learning.

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