



Language Anxiety and Academic Performance Among HUMSS Students of Polanco National High School Schools Division of Zamboanga Del Norte

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ABSTRACT: This study examined language anxiety and academic performance in Senior High School HUMSS at Polanco National High School, Schools Division, in 2021–2022. This research was quantitatively descriptive-correlational. We obtained data from 200 grade 11 and 12 HUMSS students at Polanco National High School using counting, averaging, and statistical tests. The study indicated considerable communication apprehension, exam anxiety, and English classroom anxiety. In terms of dread of negativity, respondents' language anxiety is significant. Standard deviations under 3.0 indicated strong response homogeneity. The respondents' academic performance was extremely good, indicating that senior high school students have modest English anxiety. Standard deviations under 3.0 indicated strong response homogeneity. Sex and age did not affect pupils' English language anxiety, the study revealed. But their grade level affected their English language anxiety. Data showed a strong correlation between English language anxiety and academic performance. This study found that Polanco National High School seniors' academic performance was substantially correlated with English language anxiety. Thus, leading Department of Education officials will teach communicative language learning approaches to lessen pupils' fear and improve their attitudes toward communication.

KEYWORDS: Academic Performance, English Language Anxiety, Philippines

1.0 INTRODUCTION

English language anxiety stems from negative expectations in English language learning. Thus, English language anxiety is a phenomenal issue and mainly a negative factor in language learning that directly affects the learners' academic performance. Students experiencing a high level of language anxiety tend to have lower scores on their oral and written vocabulary tests and poor academic.

This study on language anxiety and academic performance is significant, for it would help assess the present situations of the students in Junior High School at Polanco National High School. The importance of teacher-student relationships also plays a significant role in determining the level of language anxiety among language learners. Anxiety appears to be a common phenomenon in the acquisition and learning of a language.

Research verified the link between linguistic anxiety and academic achievement. Kabigting and Nanudud (2020) found a strong link between English language anxiety and academic performance, indicating that English language anxiety affects academic performance. Sothan (2022) discovered a substantial correlation between language anxiety, language learning, and academic success. The negative association between English language anxiety and academic achievement varies with skill. Thus, Ali and Fei (2019) found that language anxiety lowers academic performance.

Language anxiety and academic performance research concentrated on tertiary levels. These studies show that performance-related anxieties like communication apprehension, test anxiety, fear of negative evaluation, speech anxiety, and fear of failing to achieve the desired linguistic competency must be addressed to successfully learn English. This study focused on secondary HUMSS students. Thus, this study assessed language anxiety and academic performance in HUMMS students at Polanco National High School, Schools Division of Zamboanga del Norte.

2.0 METHODOLOGY

Surveys and descriptive-correlational studies were used. The survey method was used because the researchers collected data from a questionnaire on English language anxiety and academic performance. Surveys are used to gather data from a designated group of respondents to learn about various issues, according to Creswell and Guetterman (2019). However, correlational research is a

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non-experimental strategy that analyzes variables, understands them, and evaluates their statistical relationship without outside influences (Bhat, 2019). Thus, a correlational analysis was conducted to investigate whether English anxiety affects academic achievement.

2.1 Research Environment

The study took off in the school district of Polanco National High School, Schools Division of Zamboanga del Norte, Philippines. The municipality is 15 kilometers east of Dipolog City and has three (3) Secondary schools. Moreover, the secondary grade 11 and grade 12 levels have 200 students.

2.2 Respondents of the Survey

The study respondents are a complete numeration of the two hundred (200) students of Senior High School during the school year 2021-2022. Table 1 below shows the distribution of respondents by year level.

2.3 Research Instrument

The questionnaire used in the study consisted of three parts; 1. Demographic profile consist of sex, age and year level; 2. English language anxiety consist of thirty three items with four indicators namely: communication apprehension; test, anxiety; fear of negative; and English classroom anxiety; 3. Academic Performance taken from the DepEd Order 8, s. 2015 entitled Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program.

2.4 Statistical Treatment

Presented are the statistical tools utilized in the treatment and analysis of 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 English language anxiety and students' academic performance. Presented below is the scoring guide in giving qualitative descriptions and interpretation of the responses of the items in English language anxiety and students' academic performance.

2.5 Ethical Consideration

By obtaining informed consent from the institution to distribute a research questionnaire without technical terms, the researcher assessed the application's respect for persons. During the study, the researcher obtained respondent consent. The researcher ensures active involvement and protects respondents' identities. This study kept respondents' identities private. After the research, the researcher preserves vital information for future research.

3.0 RESULTS AND DISCUSSION

This chapter presents the data in tabular form and narrative forms. The presentation, analysis, and interpretation of data are arranged in accordance with the order of the statement of the problem in the first chapter.

Table 1: Profile of the Respondents

Sex	Frequency	Percent
Male	96	48.00
Female	104	52.00
Total	200	100.00
Age	Frequency	Percent
17 years old& below	129	64.50
18-19	63	31.50
20 & above	8	4.00
Total	200	100.0
Grade Level	Frequency	Percent
Grade 11	100	50.0
Grade 12	100	50.0
Total	200	100.0

This table displays the respondents' sex, age, and grade level. The data shows that 124 responders are female (52%), and 96 are male (48%). One hundred twenty-nine people are 17 or younger, sixty-three are 18-19, and eight are 20 or older. The 100 samples equally represent grades 11 and 12. These statistics indicate that most respondents are under-17 girls. Guzman (2022) found that 69 (35.4%) of respondents were male and 126 (64.6%) were female. The biggest percentage of respondents aged 18–20 (34.1%) are students. The current data supports Male (2018), which indicated that 15–17-year-old female respondents dominated. Ali, Ejaz, and Bagum (2021) found that most responders are in grade 11, aged 15-17, in senior high school English literature.

Table 2: Perceived Level of Language Anxiety of Respondents in terms of Communication Apprehension

A. Communication Apprehension	Mean	SD	Description	Interpretation
1. I never feel quite sure of myself when I am speaking in English class	3.33	0.98	Somewhat Agree	Moderate Anxiety
2. I start to panic when I have to speak without preparation in language class.	3.66	1.08	Agree	High Anxiety
3. I would not be nervous speaking English with native speakers.	3.00	1.04	Somewhat Agree	Moderate Anxiety
4. I feel confident when I speak in English in the class.	3.03	1.12	Somewhat Agree	Moderate Anxiety
5. I feel very self-conscious about speaking English in front of other students.	3.49	1.16	Agree	High Anxiety
6. I get nervous and confused when I am speaking in my English class.	3.52	1.10	Agree	High Anxiety
7. I get nervous when I don't understand every word my English teacher says	3.39	1.17	Somewhat Agree	Moderate Anxiety
8. I would probably feel comfortable around native speakers of English.	3.41	1.04	Agree	High Anxiety
Overall Mean	3.35	1.11	Somewhat Agree	Moderate Anxiety

This table shows respondents' communication anxiety and language anxiety. The respondents are anxious when they say “I start to panic when I have to speak without preparation in language class”, “I get nervous and confused when I am speaking in my English class”, “I feel very self-conscious about speaking English in front of other students”, and “I would probably feel comfortable around native speakers of English”. They also feel moderate anxiety because “I get nervous when I don't understand every word my English teacher says”, “I never feel quite sure of myself when I am speaking in English class”, “I feel confident when I speak in English in the class”, and “I would not be nervous speaking English with native speakers”. Overall, respondents have moderate communication anxiety (mean=3.35, SD=1.11). This suggests moderate communication concern among respondents. Dikmen (2021) found that formal foreign language instruction causes English language anxiety, especially in people with poor communication, interaction, and communication skills. English language anxiety is lower in people with high communication apprehension and higher in those with low.

Table 3: Perceived Level of Language Anxiety of Respondents in terms of Test Anxiety

B. Test Anxiety	Mean	SD	Description	Interpretation
1. I don't worry about making mistakes in English class.	3.06	1.24	Somewhat Agree	Moderate Anxiety
2. I usually at ease during tests in my English class.	3.25	0.95	Somewhat Agree	Moderate Anxiety
3. I worry about the consequences of failing in my English class.	3.78	1.17	Agree	High Anxiety
4. I am afraid that my English teacher is ready to correct every mistake I make.	3.46	1.17	Agree	High Anxiety
5. The more I study for an English test, the more confused I get.	3.16	1.2	Somewhat Agree	Moderate Anxiety
Overall Mean	3.34	1.18	Somewhat Agree	Moderate Anxiety

This table reveals the respondents' perceived level of language anxiety in terms of test anxiety. The respondents feel high anxiety in the statements "I worry about the consequences of failing in my English class" and "I am afraid that my English teacher is ready to correct every mistake I make". They also feel moderate anxiety in the statements "I am afraid that my English teacher is ready to correct every mistake I make", "The more I study for an English test, the more confused I get", and ". I don't worry about making mistakes in English class". Overall, the respondents feel moderate anxiety (mean=3.34, SD=1.18) in terms of test anxiety. This entails that the respondents feel moderate anxiety whenever the teacher gives a test. Therefore, reducing one type of anxiety will automatically reduce the other type to some extent.

Table 4: Perceived Level of Language Anxiety of Respondents in terms of Fear of Negative

C. Fear of Negative	Mean	SD	Description	Interpretation
1. I tremble when I know that I'm going to be called on in English class.	3.44	1.11	Agree	High Anxiety
2. I keep thinking that the other students are better in English than I am.	3.58	1.20	Agree	High Anxiety
3. It embarrasses me to volunteer answer in my English class.	3.38	1.22	Somewhat Agree	Moderate Anxiety
4. I get upset when I don't understand what the teacher is correcting.	3.34	1.16	Somewhat Agree	Moderate Anxiety
5. I can feel my heart pounding when I'm going to be called on in English class.	3.65	1.16	Agree	High Anxiety
6. I always feel that the other students speak English better than I do.	3.55	1.17	Agree	High Anxiety
7. English class moves so quickly I worry about getting left behind.	3.43	1.10	Agree	High Anxiety
8. I am afraid that the other students will laugh at me when I speak English.	3.68	1.22	Agree	High Anxiety
9. I get nervous when the language teacher ask questions which I haven't prepared in advance.	3.83	1.07	Agree	High Anxiety
Overall Mean	3.54	1.17	Agree	High Anxiety

The table illustrates the respondents' perceived level of language anxiety in terms of fear of negative. The respondents feel high anxiety in the statements "I get nervous when the language teacher ask questions which I haven't prepared in advance", "I am afraid that the other students will laugh at me when I speak English", and "I can feel my heart pounding when I'm going to be called on in English class", as compared to moderate anxiety in the statements "It embarrasses me to volunteer answer in my English class" and "I get upset when I don't understand what the teacher is correcting". Overall, the respondents feel high anxiety (mean=3.54, SD=1.17) in terms of fear of negative. This suggests that the respondents feel high anxiety in terms of fear of the negative.

Table 5: Summary of the Perceived Level of Language Anxiety of Respondents

Level of Language Anxiety	Mean	SD	Description	Interpretation
A. Communication Apprehension	3.35	1.11	Somewhat Agree	Moderate Anxiety
B. Test Anxiety	3.34	1.18	Somewhat Agree	Moderate Anxiety
C. Fear of Negative	3.54	1.17	Agree	High Anxiety
D. English Classroom Anxiety	3.27	1.11	Somewhat Agree	Moderate Anxiety
Overall Mean	3.37	1.14	Somewhat Agree	Moderate Anxiety

This table shows respondents' language anxiety. The table shows that dread of negative had the greatest mean, indicating severe anxiety. Communication apprehension, test anxiety, and English classroom anxiety had moderate anxiety scores of 2.61 to 3.40. Overall, respondents had moderate language anxiety. Respondents had moderate linguistic anxiety.

Table 6: Test of Difference in the Perceived Level of Language Anxiety when Respondents are grouped in Terms of Grade Level

Level of Language Anxiety	U-Value	p-value	Interpretation
A. Communication Apprehension	3170.500	<0.01	Significant
B. Test Anxiety	4423.500	0.151	Not Significant
C. Fear of Negative	3975.500	0.011	Significant
D. English Classroom Anxiety	3944.500	0.009	Significant
Overall	2944.000	<0.01	Significant

This table shows respondents' grade-level linguistic anxiety. The Mann-Whitney U test shows no significant difference in linguistic anxiety and exam anxiety. Communication apprehension, fear of negativity, and English classroom anxiety differ. The study found a significant difference ($U=2844.00$, $p<0.01$) in perceived language anxiety levels among respondents by grade level. This rejects the null hypothesis. This means grade 11 and 12 respondents view language anxiety differently. This implies that grade level considerably affected respondents' linguistic anxiety perceptions. The finding contradicts Cadet (2021), who found no significant variation in language anxiety scores by grade level among English foreign language learners.

Table 7: Relationship between Language Anxiety and Academic Performance

Variables	Mean	Spearman rho	p-value	Interpretation
Language Anxiety vs Academic Performance	3.37 3.71	-0.398	<0.01	Significant

The table shows how perceived language anxiety affects respondents' academic performance. Language anxiety averages 3.37 and academic performance 3.71. Spearman rho analysis revealed a moderate negative connection ($\rho=-0.398$, $p<0.01$). This rejects the null hypothesis. The respondents' academic achievement is moderately negatively correlated with their felt language anxiety. This suggests that linguistic anxiety lowers academic performance or vice versa. This suggests that language anxiety greatly impacts academic achievement. Kabigting and Nanud (2020) found a substantial link between English language anxiety and academic performance.

4.0 SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presents the summary of findings, conclusions, and recommendations of the study.

4.1 Summary of Findings

1. The majority of respondents were 17 years or younger; under 18-20 accounted for 35.50 percent; year level - grade 11 accounted for 50.00 percent; grade 12 accounted for 50.00 percent.
2. Respondents were somewhat agree and moderate in the perceived level of language anxiety in terms of communication apprehension. However, students agreed with high anxiety in dealing items of numbers 2, 5, 6, and 8.
3. In terms of test anxiety the respondents somewhat agree with moderate anxiety. However, they agree with high anxiety in dealing items numbers 3 and 4.
4. In terms of fear of negative the respondents' agree with high anxiety. However, they somewhat agree with moderate anxiety in dealing items numbers 3 and 4.
5. In terms of classroom anxiety the respondents somewhat agree with moderate anxiety. However, they agree with high anxiety in dealing items numbers 1, 5, and 6.

6. In terms of classroom anxiety respondents somewhat agree with moderate anxiety. However, they agree with high anxiety in dealing items numbers 1, 5, and 6.

7. The respondents somewhat agree with moderate anxiety. However, they agree with high anxiety of dealing in fear of negative.

8. The Senior High School Students academic performance was very satisfactory.

9. The perceived level of language anxiety were unaffected by their sex and age. However, respondents were affected by their grade level.

10. Respondents' language anxiety was positively affected with, and substantially related to their level of academic performance.

4.2 Conclusions

The study concludes that respondents' demographic profiles such as sex and age do not affect language anxiety among students. On the contrary, their grade level affects language anxiety. The overall result showed that the Polanco I District Senior High School language learners had a moderate English language anxiety level and identified the fear of negative evaluation as a significant source of anxiety. This indicates that students feel anxious about the English language. Furthermore, English language anxiety influences students' academic performance. Moreover, students with high English language anxiety have low academic performance. Conversely, those with low English language anxiety have a high academic performance.

4.3 Recommendations

Based on the findings and conclusions, the study recommends the following:

1. Top Department of Education officials would teach communicative language learning approaches to reduce fear and boost optimism in communicative activities. The Department of Education would also mandate English as the principal language of instruction from pre-school to secondary.
2. The principal would send their teachers to seminar-workshop on capability building in communicative language learning to appreciate communicative techniques as their language strategy.
3. Guidance advocates would suggest a language anxiety intervention program for HUMSS in secondary school to the Division Superintendent.
4. Students should practice various communication skills to develop and enhance higher-order thinking skills and reduce their fear of the negative.
5. Future researchers should use the outcomes of this study from this generation and the next generation as a foundation for future research implementation. Future researchers should include characteristics not mentioned in this study to provide additional information about the importance of learning English language.

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