

Factors Influencing Learners' Motivation in Learning English as a Second Language

Regane B. Gapasin

Humanities and Social Sciences Department, Senior High School Department, St. John Berchmans High School Incorporated, Philippines

Abstract

This research identifies factors that affect learners' motivation in learning English as a Second Language (ESL). A quantitative, descriptive-correlational approach was employed, surveying 169 Grade 10 learners through total enumeration sampling technique, focusing on the motivation levels (Autonomy, Competence, and Relatedness) and affecting factors. The findings of this study revealed that (1) majority of the learners were 15–16-year-old females with 90-94 English grades during the first quarter; (2) learners' motivation levels in learning ESL were “Moderately High”; (3) the most agreed-upon factor was the teacher influence under competence motivation level; and (4) parental support significantly impacted learners' English learning outcomes. These results underscore the need for targeted intervention programs. The proposed “PAMILYA MUNA” program aims to address these issues. Future research should evaluate this program's effectiveness before broader implementation.

Keywords: PAMILYA MUNA, Motivation Level, Parental Support, Autonomy, Competence, Relatedness

1. Introduction

English is commonly known as the lingua franca, playing a vital role in global communication—both written and spoken. This means that people use English to communicate their thoughts, ideas, emotions, and the like to other people despite what nationality they have. According to a British Council Annual Report in 2024, people who use English as their additional language rather than their first reach 2.3 billion (Kuchah, 2024). In this case, in the Philippines as known for its vast people utilizing of the said language, from education to media and employment, (Cruz, 2022) continuously teaching English language to the learners as their second language. After all, according to American English (2024), people believe that fluency in the English language is frequently perceived as a sign of aptitude and enhances employability. Therefore, having an excellent proficiency in English helps to open doors to various career opportunities in international business, academia, and related fields (Prabha, 2019).

In the Philippine Education sector, most of the medium of instructions are in English. Thus, there is a need to teach English language to the students so that they can catch up with and understand well their lessons. In this said scenario, English teachers are put into pressure to teaching language because their subject will be considered as a foundation or stepping stone in achieving success of students' understanding whenever the medium of instruction is English.

The mentioned idea in the previous paragraph aligns with the constitutional bases for language policy. First, the 1987 Constitution of the Philippines states that aside from Filipino, English can be used as an official language for communication and instruction. Second, Executive Order No. 210 series of 2003

states that to enhance Filipino students' future employability in technology-driven sectors, there is a need to strengthen the use of English as a medium of instruction. Lastly, DO 26, s. 2006 stated that starting in Grade 1, English shall be taught and will be a primary medium of instruction in all public and private schools at the secondary level, with not less than 70% of the total time allotment for all learning areas in all year levels.

On the other hand, in the previous decade much research had focused on the attitude of students in learning English as second language that yielded enormously to the comprehension of various researchers (Santana, et. al, 2017). To strengthen this claim, in the public interest statement of the study of Getie (2020), it was stated there that there is a need to explore other aspects other than attitude and English as Foreign Language (EFL). Hence, the researcher considered the gap and thought of exploring the motivation level and its underlying factors in learning English as a Second Language (ESL) among ESL learners.

Ultimately, it is really unclear what motivates the learners to study English because it is just appearing that they are learning it due to one of the mandatory subjects to be taken to make them promote to the next level and what is their level of motivation in learning. These findings would greatly help English teachers and policy developers to what step or intervention to be utilized to maintain and upscale learners' interest in the English Language, and to address the issue found by Gapasin and Bautista (2022) regarding language anxiety, specifically Glossophobia, that affects learner's cognitive, social, and psychomotor.

1.1. Objectives of the Study

Since English language entails complexity and there is a need a thorough investigation into the learning effect to the learners, this study focused on one key aspect: learners' motivation in learning English as a second language. Hence, this study was intended to explore the learners' motivation level and factors contributing to their motivation in learning English as a second language.

Specifically, it worked on the following objectives:

1. to identify profile of the respondents in terms of:
 - 1.1. sex;
 - 1.2. age; and
 - 1.3. English grade (first quarter)
2. to determine the learners' motivation level in learning English as a second language;
3. to recognize the factors that affect motivation in learning English as a second language among learners;
4. to assess the significant difference between learners' motivation level and factors influencing to their motivation in learning English as a second language, and the respondents' profile variables in terms of sex, age, and English grade (first quarter); and
5. to propose an intervention based on the study's results.

1.2. Theoretical Framework of the Study

This study is aligned with the Self-Determination Theory (SDT) developed by Edward Deci and Richard Ryan (2000). According to this theory, a person can be motivated to work either intrinsically (interests and values) or extrinsically (rewards and evaluations), significantly affecting their holistic needs. This study focuses on the psychological needs of a person, emphasizing the essence of supporting autonomy,

competence, and relatedness for higher-quality motivation and engagement.

Cherry (2024) explains these psychological needs further: autonomy is the feeling of a person in controlling their own behaviors and goals; competence defines the mastery of a person in performing and learning the task and various skills that help achieve their goals; and relatedness refers to the ability to encounter a sense of belongingness and attachment to people.

From a learning perspective, motivation is vital because the more motivated the learner is, the higher the probability of achieving their goals. Hawthorne (2021) claims that students with a high level of motivation have the potential to find success in their lives. Thus, in an effective teaching and learning environment and a goal-oriented classroom, motivation is an indispensable ingredient that contributes to students' behavior.

In conclusion, SDT is a valuable theory for explaining learners' motivation levels and their contributing factors. By understanding and supporting students' psychological needs, educators can foster environments that enhance motivation and engagement, leading to better educational outcomes.

2. Methodology

This study explored the learners' motivation level and its factors that affect the indicated level of motivation using a quantitative method and a descriptive-correlational research design. With this design, the researcher was allowed to assess if there is a significant difference between the identified factors and motivation levels, and the respondents' profiles.

Moreover, the researcher used a total enumeration sampling technique to conduct a comprehensive survey of all Grade 10 learners who are currently enrolled during the school year 2024-2025 at St. John Berchmans High School Incorporated and presently learning English as a second language. To have valid and reliable data, the researcher asked permission from the office of the principal for conducting the research and consulted from the office of school registrar for the learners' population. The total population of grade 10 learners is 169.

A researcher-made survey questionnaire was employed to collect data. This survey questionnaire underwent face, construct, and content validation from three English teachers and after which, the researcher did pilot testing to 15 respondents for internal reliability with a Cronbach's Alpha (a) of 0.946 (Excellent) to ensure accuracy of data. The mentioned tool utilized a matrix type of questions with a four-point Likert scale for determining the motivation levels and affecting factors to ensure that the respondents' responses were objective and accurate. Hence, the table below shows the four-point Likert scale interpretation:

Table 1. Four-Point Likert Scale Interpretation

Scale	Range	Interpretation for Motivation Level	Interpretation for Factors Affecting Motivation Level
4	3.26 – 4.00	High	Strongly Agree
3	2.51 – 3.25	Moderately High	Agree
2	1.76 – 2.50	Moderately Low	Disagree
1	1.00 – 1.75	Low	Strongly Disagree

Ultimately, the results were subjected to different statistical treatment methods such as Frequency Distribution, Percentage, Mean, Standard Deviation, Independent Sample T-test, and Analysis of Variance (ANOVA).

3. Results and Discussions

The underwent systematic analysis and interpretation processes when all data was collected, scrutinized, and evaluated. After that, the results were methodically systematized and presented in a tabular format.

1. Respondents’ Demographic Profile

1.1. Sex

Table 2. Frequency Distribution of the Respondents According to Sex

Sex	Frequency	Percentage
Male	80	47.34
Female	89	52.66
Total	169	100

Table 2 shows the frequency distribution of respondents according to their sex. Based on the table, out of 169 respondents, male respondents have 47.34% while female respondents have 52.66%. This implies that majority of the respondents were female, which means that most of the responses in this study were from the female respondents.

In line with this, in the conducted study by Royall (2020), it was found that women are more likely active in contributing responses to the survey because they tend to be highly engaged respondents.

The findings and to mentioned study’s results were associated with each other in which female would greatly affect the results of this study leading to a more of feminist responses and interpretations.

1.2. Age

Table 3. Frequency Distribution of the Respondents According to Age

Age	Frequency	Percentage
15 - 16 Years Old	164	97.04
17 - 18 Years Old	5	2.96
Total	169	100

The table above reports on the frequency distribution of the respondents in terms of their age.

It shows that there were approximately 164 out of 169 respondents who aged from the age range of 15 to 16 years old. This means that 97.04% of the total population were mostly younger high school learners.

The claim above strengthen to the study of Kilag, et al. (2023). Their study’s respondents are similar to age range to this study where it indicates that the mentioned age range is appropriate to the tenth grade (SEAMEO, 2023). With this, this study noted that the responses are drawn from appropriate age group of Grade 10 learners.

1.3. English Grade (First Quarter)

Table 4. Frequency Distribution of the Respondents According to English Grade (First Quarter)

English Grade (First Quarter)	Frequency	Percentage
100 - 95	10	5.91

94 - 90	100	59.17
89 - 85	40	23.67
84 - 80	16	9.47
79 - 75	3	1.78
Total	169	100

Table 4 illustrates the frequency distribution of the respondents according to their English grade for the first quarter.

According to the table, majority of the respondents are performing well in English (65.08%), with a substantial portion excelling in the subject (33.14%). On the other hand, there was small portion (1.78%) from the total samples who may benefit from additional resources or assistance to improve their performance to the focus subject.

The aforementioned paragraph indicated that the respondents are likely motivated in learning the English subject, as evidenced by their strong grades. This provided indication negated by the study of Lena, Trisno, and Khairat (2022) in which they concluded that there was a negative connection between the motivation and interest and learning outcomes of the learners towards English subject—motivation and interest are not factors that affect learners’ achievements in English subject.

In line with this, this study would further investigate and assess the data results to explain why the findings did not correlate to the cited study.

2. Learners’ Motivation Level in Learning ESL

Table 5. Mean and Standard Deviation Results of Learners’ Motivation Levels in Learning ESL

Motivation Level	Standard Deviation	Mean	Verbal Interpretation
Autonomy	0.788	2.79	Moderately High
Competence	0.795	2.79	Moderately High
Relatedness	0.821	2.84	Moderately High

The mentioned table presents the mean and standard deviation results of learners’ motivation level in learning English as a Second Language (ESL).

Based on the table, the respondents show a moderately high level of motivation in Autonomy, Competence, and Relatedness.

Furthermore, mean scores of Autonomy is similar to Competence with 2.79 and standard deviations of 0.788 and 0.795 respectively indicating that there is a general reliability and moderately high discernments of independence and self-efficacy among the respondents.

Moreover, in terms of relatedness motivation level, it is slightly higher at 2.84 mean score with 0.821 standard deviation. This suggests that the respondents also feel a strong sense of connection and belonging within their learning context.

In summary, the findings reflect a positive and motivated attitudinal towards learning ESL among the respondents, with their feelings of autonomy, competence, and relatedness that play critical roles in overall educational experience.

Regarding to the indicated findings on the mentioned table, it explained further to the results revealed in Table 4 and negated to the finding of Lena, et. al (2022). To strengthen this counterargument, Maddens, et al. (2022) concluded that when autonomy, competence, and relatedness are supported, they would eventually boost their motivation and better academic performance followed. In other sense, students

exhibit a moderately high level of motivation in autonomy, competence, and relatedness, which positively correlates with their academic performance.

3. Factors Affecting Learners’ Motivation Level in Learning ESL

3.1. Autonomy

Table 6. Mean and Standard Deviation Results of Possible Factors Affecting Motivation Level in Terms of Autonomy

Factors	Standard Deviation	Mean	Verbal Interpretation
Intrinsic Motivation	0.948	3.06	Agree
Language Anxiety	0.843	3.00	Agree
Goal Setting	0.662	3.02	Agree

The illustrated table above revealed the mean and standard deviation results of possible factors that affect motivation level with respect to autonomy.

It is evidently stated on the table that the identified factors generally agreed by the respondents, with intrinsic motivation being the most critical with a mean score of 3.06 and a standard deviation of 0.948. However, this means that these factors significantly affect learners’ motivation level in learning ESL in terms of Autonomy.

Moreover, it was found that the learners intrinsically motivated (mean score: 3.06, standard deviation: 0.948) learning ESL, experienced moderate anxiety (mean score: 3.00, standard deviation: 0.843) that can affect their confidence in learning English and willingness to participate in whatever class activities related to the mentioned subject, and identify the essence of setting clear and achievable goals (mean score: 3.02, standard deviation: 0.662) in the language-learning development.

In relation to the findings stated above, Nisha (2020) found out that there was a positive significance of learners’ motivation and various identified factors such as integrative motivation, autonomy, competence, relatedness, and language anxiety. This cited finding was an apparent contribution to this study’s result because of their similarities.

3.2. Competence

Table 7. Mean and Standard Deviation Results of Possible Factors Affecting Competence

Factors	Standard Deviation	Mean	Verbal Interpretation
Extrinsic Motivation	0.737	3.16	Agree
Teacher Influence	0.723	3.21	Agree
Feedback and Assessment	0.711	3.09	Agree

Table 7 shows the mean and standard deviation results of possible factors affecting competence.

According to the table, the respondents generally agree on all the indicated factors such as Extrinsic Motivation, Teacher Influence, and Feedback and Assessment with 3.16, 3.21, and 3.09 respectively. This implies that these factors influenced and linked to the respondents’ motivation level and performance, with Teacher Influence illustrating a slightly higher mean score suggesting that this factor may have a somewhat stronger perceived impact. This is connected to the finding of Table 5 in relation

the competence level of the learners with Moderately High.

For example, learners who rated Teacher Influence highly define the essence of mentorship and guided instruction in which it contributes to their competence development. Furthermore, in relation to the Teacher Influence, it was found that Feedback and Assessment score suggests that consistent providing constructive feedback serves as their Extrinsic Motivation to hone further their competence level that could affect their academic performance.

This means that to enhance learning outcomes, teacher may yield constant and robust feedback and assessment thru continuous guided instruction and mentorship to ESL learners that serve as their extrinsic motivation. Therefore, teachers are encouraged to give assessment feedback in a form of dialogic process among learners to discuss their strengths and weaknesses on how to further maintain and enhance—understanding better and employ it to the next assessment activities (Lopez, 2023).

Indeed, teachers play an important role in enhancing student’s competence motivation level in learning ESL by providing assessment feedback that will assist as their extrinsic motivation and support.

3.3. Relatedness

Table 8. Mean and Standard Deviation Results of Possible Factors Affecting Relatedness

Factors	Standard Deviation	Mean	Verbal Interpretation
Learning Environment	0.734	2.97	Agree
Cultural Relevance	0.675	3.03	Agree
Peer Influence	0.800	2.95	Agree
Parental Support	0.800	2.91	Agree

Table above shows the mean and standard deviation results of possible factors that may significantly affect Relatedness motivation level.

The results indicated that the respondents have positive perceptions on the identified factors like Learning Environment, Cultural Relevance, Peer Influence, and Parental Support, with mean scores of 2.97, 3.03, 2.95, and 2.91 correspondingly.

This means that the classroom setting generally appears to be conducive and supportive but there is still a need to make a room for improvement in terms of catering diverse views to ensure accommodation for all learners. On the other hand, in terms of cultural relevance, it presents cultural aspects of learners are well-integrated and celebrated making them at ease to utilize English inside class. For the peer influence, the impact of this factor was identified but it may vary among learners due to peer dynamics, considering this result leading this study for suggesting intervention or program that could address peer dynamics. Lastly, as for the support, the students agreed that they receive a reasonable support level from their parents; however, one-size-fits-all situation is not applicable highlighting for the need of a more personalized parental approach supported to betterment and enhancement of usage of English in class. For example, the parents may enroll their child to a program that promotes proper utilization of English and/or offer or buy English books for their child.

4. Significant Difference between Motivation Level and Factors in Relation with Profile Variables

4.1. Sex

4.1.1. Learners’ Motivation Level in Learning ESL

Table 9. T-test Results when Sex is Correlated with Learners’ Motivation Levels in Learning ESL

Motivation Level	t-value	Sig.	Remarks	Decision
Autonomy	0.42	0.466	Not Significant	Failed to Reject H ₀
Competence	0.91	0.456	Not Significant	Failed to Reject H ₀
Relatedness	1.52	0.320	Not Significant	Failed to Reject H ₀

*Significant level at 0.05

Table 9 presents the t-test results if sex is correlated with learners’ motivation level in learning ESL. As the table shows, the three motivation levels’ significance values are higher than the indicated significant level, which lead to deciding to fail to reject the null hypothesis. This means that no piece of evidence suggesting that the mentioned motivation levels significantly differ from what is expected stated in the null hypothesis.

Simply, the measured motivation levels (Autonomy, Competence, and Relatedness) of the learners in relation to their sex are not statistically and do not have significant difference to each other.

The aforementioned findings were supported by Hajmohammadi and Aghayani (2022). They found out that there was no significant difference between male and female EFL learners regarding their motivation. This implies that whether the learner is learning English as EFL (English as Foreign Language) or ESL does not significantly differ based on their sex.

4.1.2. Possible Factors Affecting Learners’ Motivation Level

Table 10. T-test Results when Sex is Correlated with Possible Factors Affecting Learners’ Motivation Levels in Learning ESL

Factors	t-value	Sig.	Remarks	Decision
Intrinsic Motivation	0.68	0.493	Not Significant	Failed to Reject H ₀
Extrinsic Motivation	-1.20	0.274	Not Significant	Failed to Reject H ₀
Relatedness	-0.66	0.586	Not Significant	Failed to Reject H ₀
Learning Environment	0.47	0.514	Not Significant	Failed to Reject H ₀
Teacher Influence	-0.86	0.454	Not Significant	Failed to Reject H ₀
Cultural Relevance	0.42	0.509	Not Significant	Failed to Reject H ₀
Peer Influence	-0.20	0.411	Not Significant	Failed to Reject H ₀
Parental Support	-0.13	0.701	Not Significant	Failed to Reject H ₀
Language Anxiety	-1.88	0.151	Not Significant	Failed to Reject H ₀
Goal Setting	0.60	0.445	Not Significant	Failed to Reject H ₀
Feedback and Assessment	-0.53	0.467	Not Significant	Failed to Reject H ₀

*Significant level at 0.05

The mentioned table above illustrates the t-test results when sex is correlated with possible factors affecting learners’ motivation levels in learning ESL.

The results show that all the identified possible factors that affect learners’ motivation levels are above the agreed significance values. This simply means that none of the factors partake significant differences

from what the prediction of the null hypothesis. Therefore, this study failed to reject the null hypothesis. The uttered results suggest that the factors examined in this study do not appear to have a notable effect on each other. These implications were connected to Table 9 because if the respondents’ sex profile does not yield significant differences to the motivation levels, then the various factors being studied in relation to indicated motivation levels are not significantly affected by the learners’ sex.

4.2. Age

4.2.1. Learners’ Motivation Level in Learning ESL

Table 11. T-test Results when Age is Correlated with Learners’ Motivation Levels in Learning ESL

Motivation Level	t-value	Sig.	Remarks	Decision
Autonomy	0.266	0.522	Not Significant	Failed to Reject H ₀
Competence	-0.029	0.872	Not Significant	Failed to Reject H ₀
Relatedness	-0.751	0.535	Not Significant	Failed to Reject H ₀

*Significant level at 0.05

The abovementioned table shows the t-test results when respondents’ age profile is correlated with their motivation levels in learning ESL.

The table results presents that the motivation levels are greater than the indicated significant level in which this study failed to reject the null hypothesis. This means that the three motivation levels do not significantly differ when they are correlated with the respondents’ age.

Moreover, the data suggested that the learners’ motivation level in terms of Autonomy, Competence, and Relatedness yielded in Table 5 have no significant difference as long as their age is concerned.

However, considering these findings, it negates in the study of Lincă and Matei (2023). They concluded in their study that in terms of motivation, specifically, Autonomy, conveyed statistically significant differences when correlated with the respondents’ age.

In essence, this study found out that age is not a significant factor for motivation levels, but a study opposed to this finding in which it suggested that there is a need for further investigation.

4.2.2. Possible Factors Affecting Learners’ Motivation Level

Table 12. T-test Results when Age is Correlated with Possible Factors Affecting Learners’ Motivation Levels in Learning ESL

Factors	t-value	Sig.	Remarks	Decision
Intrinsic Motivation	-0.404	0.644	Not Significant	Failed to Reject H ₀
Extrinsic Motivation	-1.023	0.467	Not Significant	Failed to Reject H ₀
Relatedness	-0.393	0.643	Not Significant	Failed to Reject H ₀
Learning Environment	-0.139	0.527	Not Significant	Failed to Reject H ₀
Teacher Influence	0.414	0.725	Not Significant	Failed to Reject H ₀
Cultural Relevance	0.676	0.543	Not Significant	Failed to Reject H ₀
Peer Influence	0.783	0.449	Not Significant	Failed to Reject H ₀

Parental Support	0.785	0.481	Not Significant	Failed to Reject H ₀
Language Anxiety	0.618	0.574	Not Significant	Failed to Reject H ₀
Goal Setting	-0.049	0.509	Not Significant	Failed to Reject H ₀
Feedback and Assessment	0.169	0.776	Not Significant	Failed to Reject H ₀

*Significant level at 0.05

Prior table displays the t-test results when age is correlated with the possible factors affecting learners' motivation levels.

The findings of this table shows that the 11 factors that may affect learners' motivation levels produce high significance values above 0.05 that lead to failing to reject the null hypothesis. Since the null hypothesis was failed to reject, this means that out of the 11 factors, none of them have statistically significant differences from what the null hypothesis predicts.

Furthermore, the data suggest that learners' age has nothing to do with the indicated possible factors. This implication was reinforced by the findings in Table 11 in which it also communicated that age does not produce significant differences when age is correlated with motivation levels. Hence, learners' age does not appear to play a significant difference in affecting their motivation levels or the possible factors related to these motivation levels.

To strengthen these claims, Yamashita et. al (2022) concluded that younger adults display significantly motivated to learn, however age itself was not a significant factor when considering other variables. Thus, this study considered that age should not be viewed as a primary factor that influences motivation levels and/or the other related factors.

4.3. English Grade (First Quarter)

4.3.1. Learners' Motivation Level in Learning ESL

Table 13. ANOVA Results when English Grade (First Quarter) is Correlated with Learners' Motivation Level in Learning ESL

Motivation Level	F-value	Sig.	Remarks	Decision
Autonomy	1.973	0.363	Not Significant	Failed to Reject H ₀
Competence	1.439	0.400	Not Significant	Failed to Reject H ₀
Relatedness	1.194	0.427	Not Significant	Failed to Reject H ₀

*Significant level at 0.05

Table 13 is the ANOVA results when English grade (first quarter) is correlated with learners' motivation level in learning ESL.

According to the table, the significance values of the motivation levels were greater than 0.05 triggering this study to decide to fail to reject the null hypothesis. This means that the findings are not statistically significant due to the results showing no significant difference between motivation levels and the respondents' English grade during the first quarter.

In line with the findings mentioned above, Lena et. al (2022) also concluded that learning outcomes or achievements did not significantly influence learners' motivation in learning English due to its negative correlation between the mentioned variables.

Therefore, considering the findings and the cited study, in the classroom context, ESL teacher may explore different factors that could possibly influence learners’ motivation levels, consider utilizing holistic approach which addresses various aspects of experiences and needs of the ESL learners, utilize personalized and differentiated teaching that make learner-centered teaching learning process, and administer a daily basis motivation levels assessment to better comprehend and support the learners and to adjust their teaching styles suitable for their learners.

4.3.2. Possible Factors Affecting Learners’ Motivation Level

Table 14. ANOVA Results when English Grade (First Quarter) is Correlated with Possible Factors Affecting Learners’ Motivation Levels in Learning ESL

Factors	F-value	Sig.	Remarks	Decision
Intrinsic Motivation	1.226	0.430	Not Significant	Failed to Reject H ₀
Extrinsic Motivation	2.420	0.218	Not Significant	Failed to Reject H ₀
Relatedness	1.300	0.596	Not Significant	Failed to Reject H ₀
Learning Environment	1.077	0.409	Not Significant	Failed to Reject H ₀
Teacher Influence	1.059	0.448	Not Significant	Failed to Reject H ₀
Cultural Relevance	2.544	0.194	Not Significant	Failed to Reject H ₀
Peer Influence	0.653	0.683	Not Significant	Failed to Reject H ₀
Parental Support	2.859	0.040*	Significant	Reject H ₀
Language Anxiety	0.571	0.693	Not Significant	Failed to Reject H ₀
Goal Setting	0.668	0.627	Not Significant	Failed to Reject H ₀
Feedback and Assessment	0.868	0.541	Not Significant	Failed to Reject H ₀

*Significant level at 0.05

Table 14 displays the ANOVA results when the learners’ grades in English during the first quarter are correlated with the possible factors that influence motivation levels in learning ESL.

The table shows that the ten possible factors were higher than the indicated significant level, which means that there are no any significant differences when these factors correlated with the ESL learners’ English grades. These results lead the study to fail to reject the null hypothesis.

However, parental support was being highlighted in this table due to its result. This factor yielded significant difference when correlated to the mentioned learners’ grades with 0.040 significant result leading to reject the null hypothesis. This means that parental support plays a crucial role in making impact in the motivation levels of the ESL learners.

The mentioned results were supported by the study of Chavez et. al (2023) in which they highlighted that there is a significant role of parental support in encouraging literacy and communication among their bilingual children in learning English because parents perceive English as essential language that may affect their success in their children’s chosen career path.

With the cited study and the findings of this table, it is necessary that the administrators, school staff, and teaching personnel will encourage parents to show positive support to the ESL learners for this is essential in enhancing motivation levels such as dialogic reading, correction and educational content (Chavez et. al, 2023).

Proposed Intervention Program

This study found out that the factor that influences motivation levels that may affect learners’ learning outcomes as they learn English as a Second Language was Parental Support. Hence, this study proposed an intervention program for the parents to increase their support system to their children:

The **Parental and Adolescents’ Meaningful Interactions for Learning Young Adults through Movies Utilizing Necessary Activities (PAMILYA MUNA)** program is aimed to enhance parental support towards their children in learning English as a Second Language through meaningful and educational movies with necessary activities provided by their ESL teachers. This program envisions to enhance learners’ motivation levels as they learn ESL that may upscale their learning outcomes or academic achievements in English.

This program offers an opportunity for the parents and learners to bond together as they do teaching and learning processes at home. Furthermore, this plan helps parents and learners to have quality time while learning.

PAMILYA MUNA supports teachers to upscale parents’ parental support system to the education of their children, specifically to the ESL learners, that may possibly impact learning outcomes or academic achievements not only in English-related subject but to other disciplines. Nevertheless, this program employs Kurt Lewin’s Action Research Design (1946) following the Planning, Acting, Observing, and Reflecting.

Table 15. The Intervention Program Action Plan Using Kurt Lewin’s Action Research for Enhancing Parental Support

INTERVENTION PROGRAM ACTION PLAN	
Planning	<ol style="list-style-type: none"> 1. Let the ESL teachers know about this study’s findings through a vertical articulation. In this meeting, they will survey from the internet about the educational movies or TV series and plan activities encourage discussion between learners and parents exploring the vocabulary, idioms, cultural references and the like. These activities provided by the teacher will be named as “Activity Ticket.” The movies or TV series and activities should be aligned with the Curriculum Map and Most Essential Learning Competencies (MELCs). 2. Compile a list of suggested educational movies or TV series that cater multiple age groups and language proficiency levels. 3. The head of the English department will notify the academic coordinators, principal and related concern personnel about the program. 4. After informing the school heads, the teacher will organize Parent-Teacher Association (PTA) meeting to inform about this intervention and its essence. This meeting is also aimed to involve the parents early in this planning phase. 5. When the stakeholders approve this, English department, together with the academic coordinators, will conduct another set of meeting deciding on how to include this

	<p>intervention program to their weekly lesson plans.</p> <p>6. Provide guidelines on how to administer this intervention program. Further, an orientation to the parents will be done on how they partake to the intervention. These include specific instructions for parents on how to access the movies or TV series and complete the activities.</p>
Acting	<ol style="list-style-type: none"> 1. Before administering the program, there will be a pre-assessment regarding motivation levels of learners in terms of their Autonomy, Competence, and Relatedness. 2. The intervention program will be administered at least once a week. 3. ESL teachers may give the activity ticket to the learners. The activity ticket contains the title of the movie or TV series with indicated link that the parents may access. Also, the teachers will explain to the learners on how the given activity to be done. Accentuate to the learners that the given activity should be done with their parents and it needs documentation (photos, videos, or written summaries) as a proof that they did the activity. 4. The learners and parents will be given two nights to accomplish. Ideally, one night for watching the movie and one night for discussing and answering the activity ticket. Then, submit to the teacher when morning comes. 5. This may be optional; the teachers may give a certificate of recognition for the efforts of the students and parents. Similarly, if applicable, parents will also be given award if the learner (his or her child) meets the set standard (learning outcomes or academic achievements)—outcome-based approach. This will be served as extrinsic motivation among the participants.
Observing	<ol style="list-style-type: none"> 1. The teacher will monitor the output of the learners by checking the output and a follow-up interview for output validation. 2. Learners' progress will be tracked using a progress chart. 3. Once in a quarter, the school may request the parents, academic coordinators, and principal to come and observe their child in the classroom setting for justifying the means. 4. After the observation, conduct regular check-ins with learners and parents to gather feedback and address any challenges they may be facing. This can help make adjustments to the program as needed. 5. The learners will undergo final assessment regarding their motivation levels in terms of Autonomy, Competence, and Relatedness.
Reflecting	<ol style="list-style-type: none"> 1. The teacher will keep a journal to record the observations regarding the learners' progress, comments and suggestions from the stakeholders, and the comparative analysis of the pre-assessment and final assessment of learners' motivation levels. 2. Reporting and sharing of progress and findings with the primary beneficiaries to gather collaborative reflection and insights to make continuous enhancements to the program. In this step, it is encouraged to everyone for an open and honest feedback.

Ultimately, this program chases after boosting motivation levels of learners through unending parental support system that may possibly affect learning outcome or academic achievements—the more support coming from the parents, the higher the probability of elevating motivation level of the learners in learning English as a second language that may impact their achievements.

5. Conclusions

The following conclusion were drawn based on the findings:

1. Most of the respondents were 15-16-year-old females who had 90-94 English grades for the first quarter;
2. Learners had “Moderately High” level of motivation in learning English as a Second Language terms of Autonomy, Competence, and Relatedness;
3. The factors that affect motivation levels in learning English as a Second Language among learners:
 - 3.1. Autonomy: intrinsic motivation, language anxiety, and goal setting;
 - 3.2. Competence: extrinsic motivation, teacher influence, and feedback and assessment;
 - 3.3. Relatedness: learning environment, cultural relevance, peer influence, and parental supportHowever, teacher influence factor was the most widely agreed upon;
4. Parental support had a significant relationship with the learners’ English grade that may influence their motivation levels in learning ESL
5. PAMILYA MUNA intervention program is the proposed plan based on the study’s results, however this program needs to undergo comprehensive investigation for its effectiveness.

6. Implications to Theory and Practice

The findings of this study suggested that there is a need to develop an intervention program that addresses the motivation of the ESL learners with the constant support of the parents such as Autonomy, Competence, and Relatedness. The mentioned plan envisions to improve ESL learners’ motivation levels, teachers’ teaching strategies, and parents’ support system towards their children.

Motivation plays a significant role in learning English as second language as evidence to their findings and conclusion of the studies of Puay (2020), Dunn and Iwaniec (2021), and Ishida, Manalo, and Sekiyama (2024). Therefore, understanding the factors that affect the motivation levels of learners is critical to create a meaningful and issue-free teaching and learning processes.

In addition, support from stakeholders, specifically parents, is one of the visions of this study due to its findings that parental support influences motivation levels that possibly affect the learners’ learning outcomes in English. This means that the higher support system, the more positive impact to students’ developments specifically in their learning development in English language (Kalayci & Oz, 2018; Alias, Kamal & Ginanto, 2024).

In relation to these implication and plan program, this study come up with an intervention program called “PAMILYA MUNA” that may solve the issue presented above. With the flexibility of this intervention, teachers, especially language teachers, may adapt this program to boost the motivation levels of the learners in their subjects. On the other hand, since the program is just a proposal plan, it is suggested for the future researchers and concerned personnel to test its effectivity to evaluate its advantages and disadvantages so that improvement of this program may be suggested for future

researches. After all, education systems, nowadays, honing learners who are globally competitive and so chasing after unique intervention that may serve as a stepping stone to this aim is evident.

References

1. Alias, N. Z., Kamal, S. S. L. A., & Ginanto, D. E. (2024). Theoretical Perspectives on Parental Involvement in Children's ESL Learning: A Systematic Literature Review. *Southeast Asia Early Childhood Journal*, 13(2), 132–148. <https://doi.org/10.37134/saecj.vol13.2.10.2024>
2. American English. (2024). Retrieved from English Fluency Opens Doors: <https://americanenglish.ph/blog/enhance-english-fluency/>
3. Chavez, J. V., Adalia, H. G., & Alberto, J. P. (2023). Parental support strategies and motivation in aiding their children learn the English language. *Forum for Linguistic Studies*, 1-16.
4. Cherry, K. (2024, July 18). Self-Determination Theory in Psychology: How the need for autonomy, competence, and relatedness fuel motivation. Retrieved from Very Well Mind: <https://www.verywellmind.com/what-is-self-determination-theory-2795387>
5. Cronbach's Alpha using SPSS by Lee Cronbach. (1951). Retrieved from SPSS Analysis: <https://spssanalysis.com/cronbachs-alpha-in-spss/>
6. Cruz, F. Y. (2022). On the Status of English in the Philippines. *UP Working Papers in Linguistics*.
7. Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11, 227-268.
8. Dunn K, Iwaniec J. EXPLORING THE RELATIONSHIP BETWEEN SECOND LANGUAGE LEARNING MOTIVATION AND PROFICIENCY: A LATENT PROFILING APPROACH. *Studies in Second Language Acquisition*. 2022;44(4):967-997. doi:10.1017/S0272263121000759
9. Gapasin, R. & Bautista, R., “GALAK-TUWA and Students'English-Speaking Skills.” *Journal of Innovations in Teaching and Learning*, vol. 2, no. 1 (2022): 24-31 (PDF) Factors Affecting Tardiness and Absences: A Basis for Intervention. Available from: https://www.researchgate.net/publication/381523230_Factors_Affecting_Tardiness_and_Absences_A_Basis_for_Intervention [accessed Jan 12 2025].
10. Getie, A. S. (2020, May 02). Factors affecting the attitudes of students towards learning English as a foreign language. *Teacher Education & Development*. Taylor and Francis.
11. Hajmohammadi, E., & Aghayani, B. (2022). A Study on Motivation and Locus of Control among Male and Female EFL Learners. *MEXTESOL Journal*, 1-13.
12. Hawthorne, H. (2021, November 17). High Speed Training. Retrieved from Understanding the Importance of Motivation in Education: <https://www.highspeedtraining.co.uk/hub/motivation-in-education/>
13. Ishida A, Manalo E and Sekiyama T (2024) Students' motivation to learn English: the importance of external influence on the ideal L2 self. *Front. Educ.* 8:1264624. doi: 10.3389/educ.2023.1264624
14. Josefina C. Santana, A. G.-S.-N.-M. (2017, November). MEASURING ATTITUDE TOWARD LEARNING ENGLISH AS A SECOND LANGUAGE: DESIGN AND VALIDATION OF A SCALE. *Journal of Psychological and Educational Research*.
15. Kalaycı, G., & Öz, H. (2018). Parental involvement in English language education: Understanding parents' perceptions. *International Online Journal of Education and Teaching (IOJET)*, 5(4), 832-847. HYPERLINK "<http://iojet.org/index.php/IOJET/article/view/447/296>"
<http://iojet.org/index.php/IOJET/article/view/447/296>

16. Kilag, O. T., Dejino, J., Arcillo, M., Borong, M., Manligoy, R., & Combista, L. (2023). Exploring the Determinants of Senior High School Track Preference among Grade 10 Students: A Comprehensive Study. *Web of Semantic: Universal Journal on Innovative Education*, 31-42.
17. Kuchah, D. H. (2024). Episode 9: What role does English play in our multilingual world?
18. Lena, M., Trisno, E., & Khairat, F. (2022). The Effect of Motivation and Interest on Students' English Learning Outcomes. *MEXTESOL Journal*, 1-13.
19. Lewin, K. (1946). Action research and minority problems. *Journal of Social Issues*, 2, 4, 34-46.
20. Lincă, F., & Matei, F. (2023). Is autonomy in learning a key for motivation? Differences between age category depending on autonomous learning. *Journal of Educational Sciences*. doi:10.35923/jes.2023.2.14
21. López, A. A. (2023). ESL Teachers' Perceptions of Effective Classroom Assessment Feedback. *Language Teaching Research Quarterly*, 91 - 107.
22. Maddens, L., Depaepe, F., Raes, A. et al. Fostering students' motivation towards learning research skills: the role of autonomy, competence and relatedness support. *Instr Sci* 51, 165–199 (2023). <https://doi.org/10.1007/s11251-022-09606-4>
23. Nisha, D. (2020). The Role Of Motivation In English Language Learning For Second Language Speakers. *Webology*, 1379 - 1386.
24. Prabha, I. (2019, December 20). Fluent Life. Retrieved from Why English Fluency is Important in Workspace?: <https://thefluentlife.com/content/why-english-fluency-is-important-in-workspace/>
25. Puay, S. K. (2020). Students' Motivation in Learning English as a Second Language at Secondary School Level. *Wawasan Open University*.
26. Royall, K. (2020, March ©*). A woman's perspective - a look at gender and survey participation. *Culture Counts*. HYPERLINK "<https://culturecounts.cc/blog/a-womans-perspective-a-look-at-gender-and-survev-participation>" <https://culturecounts.cc/blog/a-womans-perspective-a-look-at-gender-and-survev-participation>
27. SEAMEO. (2023). National Education System. Retrieved from SEAMEO Secretariat: https://www.seameo.org/Main_about/99
28. Yamashita, T., Smith, T.J., Sahoo, S. et al. Motivation to learn by age, education, and literacy skills among working-age adults in the United States. *Large-scale Assess Educ* 10, 1 (2022). <https://doi.org/10.1186/s40536-022-00119-7>

Licensed under [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)