

# DEMOTIVATION FACTORS IN ENGLISH LANGUAGE LEARNING AND ACADEMIC COMPETENCE AMONG JUNIOR HIGH SCHOOL STUDENTS



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## **Abstract**

This descriptive – correlational research aimed at determining the students’ demotivation factors in English language learning, its significant difference when grouped according to the profile variables and significant relationship with their level of academic competence. The respondents of the study consisted of 186 students out of 358 (161 male and 197 female) Grades 7, 8, 9, and 10 Junior High School students of the University of Perpetual Help System Laguna enrolled during the Academic Year of 2021 - 2022. The sample size was computed using the Raosoft sample size calculator. The respondents were selected using stratified and random sampling techniques. The statistical tools particularly Frequency and percentage distribution, Weighted mean, t-test, Analysis of Variance (ANOVA) with Post-Hoc analysis, and Pearson r Moment Correlation Coefficient were used in the treatment and analysis of data. The results revealed that the students’ demotivation factors in English language learning are “Weak” based on the weighted mean; however, there are particular factors that are interpreted as “Strong”. Findings also revealed that there is no significant difference in the respondents’ level of academic competence when grouped according to their profile variables. The weaker the demotivation factors in English language learning, the higher the level of academic competence of the respondents. The respondents’ high level of academic competence does not depend on their demotivation factors in English language learning whether these factors are strong or weak. It is recommended for the educators and administrators to have an annual survey to determine the students’ demotivation factors in English language learning, assessing students’ progress and achievement, designing learning plans according to the standards and facilitating students’ learning experiences using effective learning strategies with hope-based interventions, optimistic and realistic goals, or designing individual-based, learner-centered teaching methods or cooperative learning activities that can help students to overcome barriers and affective factors. Giving of formative assessment for learning and feedback instead of summative assessment in order to decrease students’ fear and anxiety.

## **Keywords:**

*Demotivation Factors, English Language, Academic Competence*