



CLASSROOM MANAGEMENT, ACADEMIC LOCUS OF CONTROL, AND COMMUNICATION COMPETENCE: A STRUCTURAL EQUATION MODEL ON LANGUAGE LEARNING ATTITUDES

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ABSTRACT

This research aimed to establish the best-fit structural model for learning the Filipino language. Specifically, the study intended to determine the relationship between the exogenous variables: classroom management, academic locus of control, communication competence, and the endogenous variable: language learning attitudes. Four hundred respondents, chosen through stratified random sampling, took the survey. The mean, Pearson r, regression analysis, and structural equation modeling (SEM) analyzed the data. These are the results: both exogenous and endogenous variables have high levels, the relationship between classroom management, academic locus of control, and language learning attitudes are moderate, positive, and significant. However, communication competence did not substantially affect language learning attitudes. Of the three exogenous variables, the academic locus of control has the most influence on language learning attitudes. The structural equation modeling (SEM) result showed all three exogenous variables as predictors of language learning attitudes, with their manifest variables. For example, classroom management manifested by specific teaching strategy and planning and support; academic locus of control demonstrated by being hopeful, being positive, and better planning; communication competence exemplified by communicating with acquaintances and friends. The findings of this study have insinuations for the overall teaching and learning environment.

KEYWORDS: structural equation modeling, classroom management, academic locus of control, communication competence, language learning attitudes

INTRODUCTION

Research has shown that language learning attitudes are essential elements in attaining success in the field of academics and in learning a language [1]; [2]; [3]; [4]; [5]. However, nowadays, students lack positive attitudes towards language learning [6]; [7]. For example, in the Philippines, students' interest in learning the Filipino language is diminishing [8]. Researchers of second language learning have observed the same scenario resulting in a continuing discussion of the issue in different seminars and conferences [9].

For decades, researchers have focused on attitudes as the first element in language learning [10]; [11]; [12]; [13]; [14]; [15]. Some second language learning researchers investigate this topic using models [16]; [17]. While language learning attitudes are the core of the investigation, other researchers also investigated other language-learning correlations [18]; [19]; [20]; [21]. For example, [22] found a significant relationship between classroom management and attitudes in learning a topic. The [23] also acknowledged the same and insisted that classroom management could change the way students view

learning. [24] also found that learning attitudes have a more significant impact on second language learning.

Long before, [25] already discovered a significant relationship between academic locus of control and language learning attitudes. Trice observed that learning could come easy when students find their source of motivation, especially with their teachers' close guidance and monitoring. [26] confirmed Trice's findings, pounding on the essentiality of locus of control not only in language learning but in all aspects of life, even in health [27] and work [28]. According to [29], a person with a high-level locus of control is happier than those with low ones.

On the other hand, research also showed a significant correlation between communication competence and language learning attitudes. For instance, researchers have reported the vital role of communication competence in shaping positive attitudes towards second language learning [30]; [31]; [32]; [33]. Likewise, [34] claimed that connecting with friends and acquaintances motivates learning a foreign language and culture.



Moreover, despite all these researches on classroom management, academic locus of control, communication competence, and language learning attitudes, the researcher has not come across a study that delves into structural equation modeling using these variables in the local setting. Thus,

OBJECTIVES

This study pursued to create the best fit model for language learning attitudes using classroom management, academic locus of control, and communication competence as

METHODS

This study is a quantitative research that used Structural Equation Modeling (SEM) to establish the best fit model for language learning attitudes. SEM is a multivariate statistic used to estimate a complex relationship between the latent and manifest variables [35]; [36]. This study also used a Pearson's r in determining the linear correlation between the variables through numerical data [37]. The regression analysis helped establish the predictors of language learning attitudes [38].

RESULTS AND DISCUSSION

Table 1
Level of Classroom Management

Indicators	SD	Mean	Descriptive Level
Managing Attitudes inside the Classroom	0.83	3.92	High
Specific Teaching Strategy	0.40	3.82	High
Cooperating with Parents	0.53	3.94	High
Planning and Support	0.63	3.67	High
Overall	0.43	3.84	High

Table 1 shows the data on classroom management. The overall mean score is 3.84, with a standard deviation of 0.43. The result means that the respondents agreed to have observed all these indicators inside the classroom often and decided that classroom management is necessary for learning a language. The standard deviation also suggested that the respondents have more or less the same answer to each item in the survey.

Classroom management is vital in shaping the students' attitudes in learning whatever language. Foremost, managing a

acknowledging a research gap on this approach. This study would benefit the teachers and students and the entire field of education, especially in language learning.

exogenous variables, and language learning attitudes as the endogenous variable.

Moreover, this research used stratified random sampling to select enough representation for specific population characteristics [39]. For example, since four colleges were offering a degree in education major in the Filipino language, each school had 100 representatives, making 400 respondents in all.

classroom is essential in setting the learning atmosphere and the condition of the learners in the school [40]. [41] observed how the teacher manages the classroom affects the whole learning environment. Necessarily, the students' attitudes result from what is happening inside the classroom. The better the classroom management, the better the outcome [42]; [43]; [44]; [45].



Table 2
Level of Academic Locus of Control

Indicators	SD	Mean	Descriptive Level
Being Hopeful	0.60	4.07	High
Having Focus	0.70	3.93	High
Being Optimistic/Positive	0.50	4.00	High
Better Planning	0.57	4.04	High
Overall	0.52	4.01	High

Table 2 shows the overall high-level rating for the academic locus of control (M=4.01, SD=0.52). Again, the result means that the students have high hopes, focus, optimism, and better planning. Research has proven that having a high locus of control has to do with academic success [46]; [47]; [48]; [49]. Foremost, hope is a dynamo that drives a person towards his dreams, and having high hopes makes him wade his way through amidst obstacles[50]; [51]. Moreover, no distraction and

negative influences can sway a student whose eyes are focused on learning and his ambition [52]. But first, that student must have a solid academic locus of control to sharpen his positive thinking and wield his planning skills [53]; [54]. A strong locus of control is needed not only in the field of education but in all aspects of human life because it is where a person draws his inner strength [55]; [56]; [57].

Table 3
Level of Communication Competence

Indicators	SD	Mean	Descriptive Level
Communicating with Strangers	0.62	4.10	High
Communicating with Acquaintances	0.67	4.13	High
Communicating with Friends	0.62	4.15	High
Overall	0.47	4.13	High

Table 3 displays the mean results of the level of communication competence. Overall, the communication competence is high (M=4.13; SD=0.47), with all indicators having equally high-level mean ratings. These ratings mean that the respondents were amenable to the necessity of often communicating with strangers, acquaintances, and friends in learning a language. The result herein conforms to the ideas of some authors that these communication avenues could add to competence in communication [58]; [59]; [60].

Nowadays, communication between people is more accessible because of communication technology infrastructures. For example, people use text messaging, online chat, video calls,

blogs, vlogs, at social networking [61] to communicate with friends, acquaintances, or strangers. In addition, these communication infrastructures help language students learn other languages quickly [62]; [63].

Apart from technology, the teachers also influence how students learn a language in the classroom setting [64]. For example, communication competence has four aspects: reading, writing, listening, and speaking. The teacher can facilitate these by managing communication inside the classroom [65]. [66] claimed that how the teacher works on communication in the class determines the transfer of language learning among students.

Table 4
Level of Language Learning Attitudes

Indicators	SD	Mean	Descriptive Level
Attitudes towards Learning the Filipino Language	0.73	3.79	High
Integrative Orientation	0.67	3.86	High
Strength of Motivation	0.58	4.03	High
Overall	0.50	3.90	High



Table 4 displays the language learning attitudes of students manifested by attitudes towards learning the Filipino language, integrative orientation, and strength of motivation. Again, all mean scores are high, which means respondents often observed these indicators among language students.

The review of related literature stressed that having higher attitudes towards language learning is crucial as it increases students' interest in learning the language [67]. However, [68] discovered that men and women learn differently. Women have a higher level of positive attitudes towards

language learning than their male counterparts, implying that women quickly learn a new language.

There are some advantages to learning a new language. For example, [69] explained that a person knowledgeable of another language is more tolerant and understanding of other people. In addition, he can have an opportunity to find work abroad. The [70] echoed the same idea, saying that in the 21st-century, where globalization connects communities and culture, positive attitudes towards learning a language are requisite. Teachers can help students in this aspect [71]; [72]; [73].

Table 5
Relationship between the Exogenous Variables and Language Learning Attitudes

	Language Learning Attitudes			
	Attitudes towards learning the Filipino Language	Integrative Orientation	Strength of Motivation	Significance
<i>Exogenous Variables</i>				
Classroom Management	.119* .018	.114* .023	.511** .000	.307** .000
Academic Locus of Control	.028 .579	.129* .010	.747** .000	.361** .000
Communication Competence	.126* .012	.033 .516	.021 .683	.069 .170

*Sig. at the $p < 0.01$ ** & $p < 0.05$ * level (2-tailed)*

The correlation test displayed in Table 5 revealed a not significant relationship between communication competence (CC) and language learning attitudes, which means that the increase in the level of CC will not increase the LLA. However, the correlation test with the other variables was significant at $p < 0.5$. Therefore, classroom management (CM) and language learning attitudes (LLA) have a significant relationship, and academic locus of control (ALC) and language learning attitudes (LLA) also. Supplementarily, the association of the variables is linear, which means that as the CM and ALC increase, LLA also tends to increase.

The result is harmonious with [74] research finding that classroom management and language learning attitudes are

correlated. They added that language learning anxiety decreased by how well the teacher managed the classroom. This requires the management expertise of teachers for the entire learning environment. [75] noticed that students display different interest levels; thus, demanding various strategies in dealing with the problem. Some authors have suggested that teachers do action research regarding the issue of learning interest among students to appropriately respond to it and achieve a worthwhile learning environment [76]; [77]; [78].

Likewise, researchers have reported a significant relationship between academic locus of control and language learning attitudes regardless of culture and position in life [50; [79]; [80].



Table 7
Influence of the Exogenous Variables on Language Learning Attitudes

Exogenous Variables	Language learning attitudes			
	B	β	t	Sig.
Constant	2.643		9.378	.000
Classroom Management	.167	.143	2.457	.014
Academic Locus of Control	.272	.285	4.876	.000
Communication Competence	.116	.110	2.373	.018
R	.393			
R ²	.154			
ΔR	.148			
F	24.111			
ρ	.000			

Table 7 displays the result of the regression analysis of data. Table 7 revealed a combined influence of the exogenous variables on language learning attitudes at 15.4 percent. Although the impact is small, it is significant, which means that classroom management, academic locus of control, and communication competence affect students' attitudes in learning the Filipino language. Furthermore, each exogenous variable showed its predictive capability even in their singular capacities, as evidenced by their significant p-values. Additionally, the F-value of 24.111 with a p-value of .000 revealed the predictive power of the exogenous variables on language learning attitudes.

These results are similar to some investigations on the same topics crediting classroom management as having a significant impact on language learning attitudes. For example, a better classroom could make students more comfortable, essential to learning [75]; [74]; [41]. In addition, academic locus of control impacts language learning attitudes owing to its positive driving force towards goal achievement [52]; [53]; [81]. Finally, communication competence makes learning a new language easier [59]; [66]; [82]. The results support the anchor theories in this study: operant conditioning by B.F. Skinner [83]; [84], locus of control [85]; [86], communication competence by [87].

Table 8
The Goodness of Fit with the Comparative Criterion Indices

	P-value (>0.05)	CMIN / DF (0<value<2)	NFI (>0.95)	TLI (>0.95)	CFI (>0.95)	GFI (>0.95)	RMSEA (<0.05)	P-close (>0.05)
Best-Fit Model of Language Learning Attitudes	.121	1.351	.984	.992	.996	.985	.030	.909

Legend: CMIN/DF – Chi-Square/Degrees of Freedom
 GFI – Goodness of Fit Index
 RMSEA – Root Mean Square of Error Approximation

NFI – Normed Fit Index
 TLI – Tucker-Lewis Index
 CFI – Comparative Fit Index

Figure 1 presents the best-fit structural model for language learning attitudes based on the goodness of fit measures displayed in Table 8. The model shows that all three exogenous variables predict language learning attitudes with some manifest variables. For example, classroom management with its manifest variables, such as specific teaching strategy (tiyak na pamamaraan sa pagtuturo-TPP), and planning and support (pagpapalano at suporta-PAS); academic locus of control with manifest variables, namely being hopeful (pagkakaroon ng pag-asa-PAG), being positive (pagiging positibo-POS), and better planning (pinabuting pagplano-PIN); communication

competence with its manifest indicators, viz. communicating with an acquaintance (pakikipagkomunikasyon sa kakilala-KAK) and communicating with friends (pakikipagkomunikasyon sa kaibigan-KAI).

Similar studies have found that classroom management helped students participate in language learning activities [22]; [42]. In addition, academic locus of control helped students find their source of motivation in learning a language [46]; [47]. Finally, communication competence helped students read, write, listen, and speak a new language with their friends and acquaintances [58]; [62]; [63]; [60].

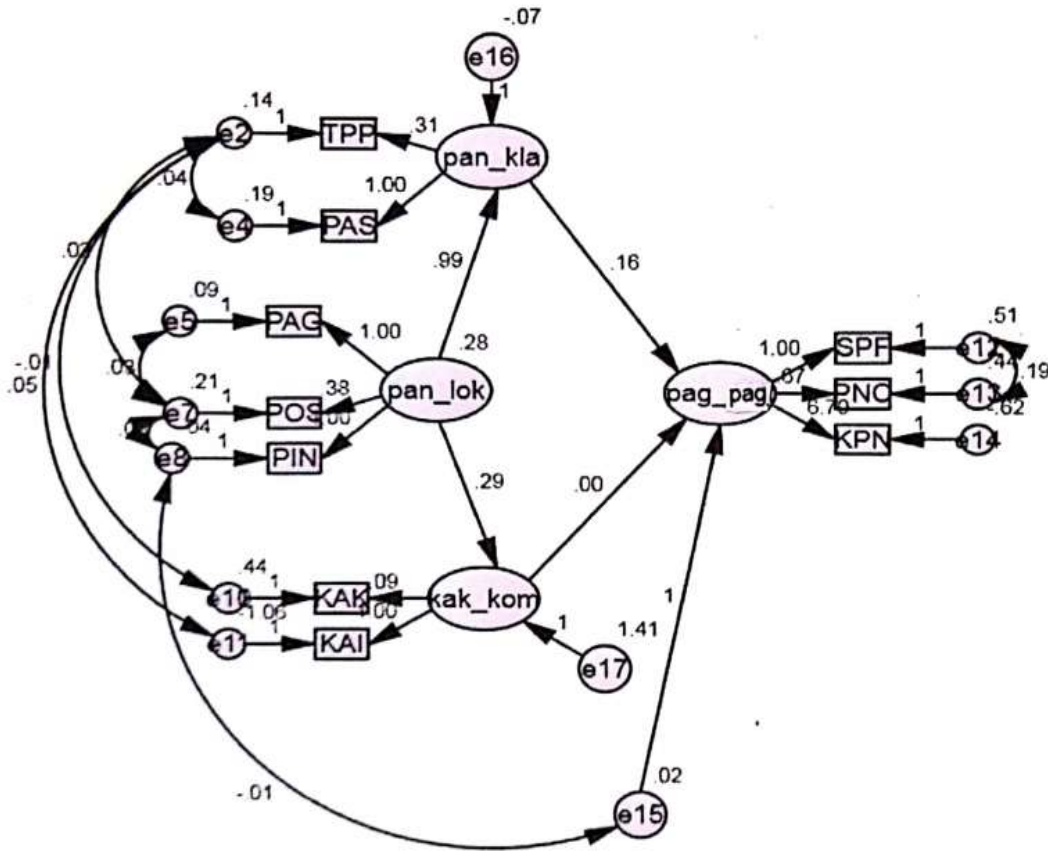


Figure 1
 Best-Fit Structural Model on Language learning attitudes

Legend

Pan_kla	- Classroom Management (Pangangasiwang Pangkalsrum)	Kak_Kom	- Communication Competence (Kakayahan sa Komunikasyon)
TPP	- Specific Teaching Strategy (Tiyak na Pamamaraan sa Pagtuturo)	KAK	- Communicating with an Acquaintance (Pakikipagkomunikasyon sa Kakilala)
PAS	- Planning and Support (Pagpapalano at Suporta)	KAI	- Communicating with Friends (Pakikipagkomunikasyon sa Kaibigan)
Pan_Lok	- Academic Locus of Control (Pang-akademikong Lokus ng Kontrol)	Pag_Pag	- Language Learning Attitudes (Pag-uugali sa Pag-aaral ng Wika)
PAG	- Being Hopeful (Pagkakaroon ng Pag-asa)	SPF	- Attitudes towards Learning the Filipino Language (Saloobin Tungo sa Pag-aaral ng Filipino)
POS	- Being Positive (Pagiging Positibo)	PNO	- Integrative Orientation (Painagsanib na Oryentasyon)
PIN	- Better Planning (Pinabuting Pagpapalano)	KPN	- Strength of Motivation (Kalasan sa Pagganyak)



CONCLUSION

The study showed that Structural Equation Modeling (SEM) is an appropriate method for this study as it successfully identified the predictors of language learning attitudes. Also, this study concluded a positive and significant relationship between classroom management and language learning attitudes and academic locus of control and language learning attitudes. Additionally, Skinner's operant conditioning theory found support from this study. The operant conditioning theory advocates that students' response (e.g., language learning attitudes) depends on the presented stimulus (e.g., classroom

management). Likewise, this study supported Rotter's locus of control theory, which claims that individuals have the sole capacity to decide on their fate based on where they locate their motivation to act. Finally, this study supported Haberna's communication competence theory, which advances communication skills underlie logical thoughts that usher understanding between individuals. Finally, this study concluded a predictive capacity of the exogenous variables to influence students' language learning attitudes.

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