SJIF Impact Factor (2024): 8.675| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 1 | January 2025 - Peer Reviewed Journal

UNRAVELING THE INTERPLAY OF GRAMMAR ANXIETY, MOTIVATION, AND ENGLISH LANGUAGE COMPETENCE IN SENIOR HIGH SCHOOL LEARNERS

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ABSTRACT

This study, titled "Unraveling the Interplay of Grammar Anxiety, Motivation, and English Language Competence in Senior High School Learners," aimed to explore the relationship between grammar anxiety, motivation, and English language competence among 100 randomly selected Grade 11 and 12 students of Malungon National High School. The study employed validated questionnaires and descriptive-correlational research to measure grammar anxiety, motivation, and language competence in reading, writing, speaking, listening, and comprehension. Statistical tools, including mean, standard deviation, and Pearson correlation, were utilized for data analysis.

The findings revealed high levels of grammar anxiety, particularly with an emphasis on grammar learning and learning experiences, alongside high to very high levels of motivation, with the most pronounced emotional aspect. Students' English language competence was generally high, with reading and writing scoring higher than speaking and comprehension. Significant relationships were identified between specific dimensions of grammar anxiety and motivation with language competence, highlighting the nuanced influence of psychological and motivational factors.

The study concluded that while motivation enhances language competence, grammar anxiety exhibits both positive and negative effects depending on the skill. Recommendations include implementing strategies to mitigate anxiety, fostering motivation, and promoting balanced language skill development to enhance proficiency.

KEYWORDS: *grammar anxiety, motivation, English language competence, grammar learning, descriptive-correlational study, senior high school learners*

CHAPTER 1
THE PROBLEM AND ITS SETTING

Language proficiency has become an integral part of communication and helps students' academic and social development succeed. Most students find grammar challenging, which is essential for language proficiency. According to Wilang (2021), grammar anxiety contributes to poor linguistic skills. It is characterized as fear and can be felt when learning or applying grammatical rules. Grammar anxiety results in poor academic performance, high anxiety, lack of interest in studying grammar rules, lack of self-confidence, and attentiveness. According to Horwitz (2016) and Zheng and Cheng (2018), understanding the things that contribute to grammar anxiety and its relationship to English language competence is critical for addressing the difficulties that students face when developing their linguistic skills. These issues affect students' ability to acquire the English language competence required for academic and future success.

Globally, many students experience grammar anxiety, a psychological challenge that hinders their ability to use English language effectively. This anxiety often results from the fear of making grammar mistakes, avoidance of speaking or writing in English, and struggles with academic performance. Research highlights that this issue is not isolated but a global issue, affecting students from different regions and cultural backgrounds (Teimouri et al., 2019; Cadet, 2021). Countries like the United States and Saudi Arabia experience similar issues, demonstrating that grammar anxiety goes beyond (Horwitz et al., 1986; Alrabai, 2014). As English proficiency becomes an important part of personal and professional growth, finding ways to address grammar anxiety is challenging. Understanding the connection between anxiety and language competence can help educators create supportive learning environments, encouraging students to overcome this barrier and succeed academically or socially (Oteir & Al-Otaibi, 2019).

In the context of the Philippines, the provision of Article XIV Section of the 1987 Constitution even proclaimed the English language as the official language of the country, yet despite continuous efforts, factors like English language anxiety challenge developing learners in communication skills. This issue is particularly evident in Malungon, Sarangani Province, where many students experience significant anxiety despite being exposed to English throughout their education, especially when using the language in

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real-life situations. Giray L. et al. (2022) stated in their study that most participants are afraid of committing grammatical errors and that these errors lead people to criticize them. This problem has been growing since.

Although existing research offers valuable inputs into the relationship between grammar anxiety and English language competence, there is a clear gap in the understanding of this relationship in the context of high school pupils in Malungon, Philippines, because most studies focus on either younger students or college students majoring in English. There is limited research that investigates the long-term consequences of sustained grammar anxiety on students' English proficiency, particularly in senior high school students who are on the brink of transitioning to higher education or the workforce. Understanding whether grammar anxiety compounds over time and impacts future language learning and professional communication skills is an important area for future research.

SIGNIFICANCE OF THE STUDY

This study aims to examine the relationship between grammar anxiety, motivation, and English language competence among Filipino senior high school students, addressing a gap in existing research. It seeks to identify how grammar anxiety and motivation influence students' ability to learn and use English grammar effectively and their combined impact on academic and professional readiness. By understanding the role of motivation in mitigating or exacerbating the effects of grammar anxiety, the study aims to uncover strategies to foster positive attitudes toward language learning, enhance students' confidence, and boost their English language competence. The findings will provide educators with practical insights to design interventions that reduce anxiety, cultivate motivation, and improve communication skills and academic performance.

STATEMENT OF THE PROBLEM

This study aims to determine the relationship between grammar anxiety, motivation, and English language competence among senior high school students in Malungon National High School. Specifically, it aims:

1. To assess the level of grammar anxiety among high school students in terms of:
    1.1. emphasis on grammar learning;
    1.2. learner beliefs, and
    1.3. grammar learning experience.
2. To determine the level of motivation among high school students in terms of:
    2.1. personal aspect;
    2.2. emotional aspect;
    2.3. educational aspect;
    2.4. professional aspect, and
    2.5. parental aspect.
3. To evaluate the level of English language competence among high school students in terms of:
    3.1. reading;
    3.2. writing;
    3.3. speaking;
    3.4. listening, and
    3.5. comprehension.
4. Is there a significant relationship between grammar anxiety, motivation, and English language competence among senior high school students in Malungon National High School?

HYPOTHESIS

The null hypothesis below will be tested at $\alpha = 0.05$ level of significance.

H_0: There is no significant relationship between grammar anxiety, motivation, and English language competence among high school students in Malungon National High School.

THEORETICAL FRAMEWORK

This study is based on Stephen Krashen's Affective Filter Hypothesis (1982), which suggests that emotional factors like anxiety and motivation play a significant role in second language acquisition. According to this theory, learners who experience high anxiety or low self-esteem tend to have a "raised affective filter." This filter creates psychological barriers that make it difficult for individuals to truly understand and absorb the language they are exposed to.

In this theory of grammar anxiety, students may feel tense or overly cautious about making mistakes, which inhibits their ability to learn and apply grammatical rules in English. On the other hand, a low affective filter—characterized by positive emotions and a relaxed mindset—facilitates language acquisition by allowing learners to engage more freely with the language.

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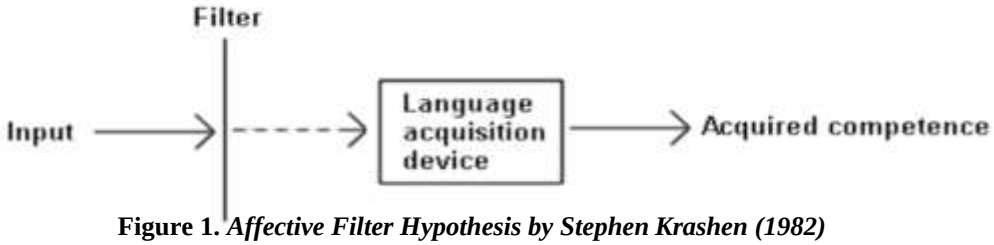


Figure 1. ***Affective Filter Hypothesis by Stephen Krashen (1982)***

CONCEPTUAL FRAMEWORK

This conceptual framework examines the interrelationship between grammar anxiety, motivation, and English language proficiency among high school students. It integrates both cognitive and emotional dimensions that influence language acquisition. Within this framework, grammar anxiety and motivation are regarded as independent variables, whereas English language proficiency is identified as the dependent variable. Furthermore, the researchers designed this framework to emphasize the significant correlations between these variables and to illustrate the resultant outcomes of their interactions.

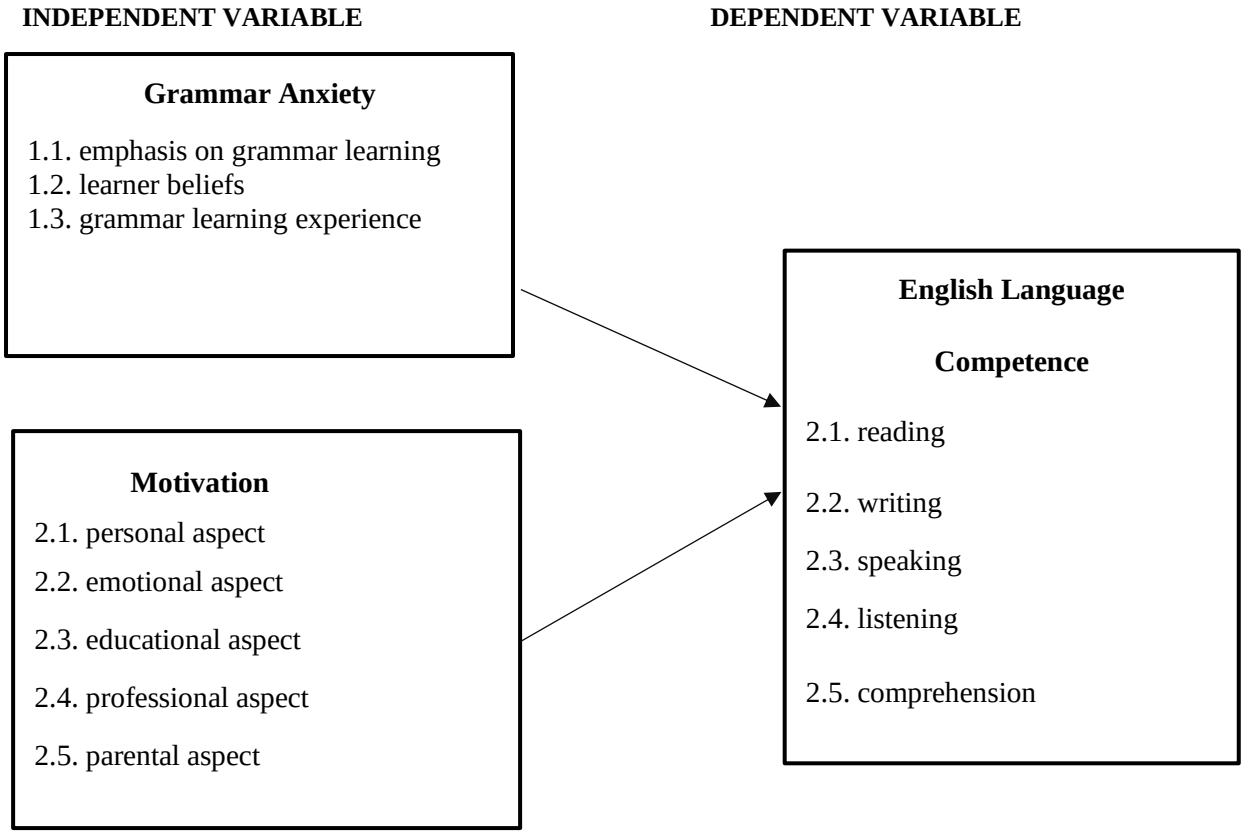


Figure 1. ***Conceptual Framework of the Study***

CHAPTER 2
METHODOLOGY

Research Design

In this study, the researchers will employ a quantitative non-experimental study, employing descriptive-correlational technique to explore the relationship between grammar anxiety, motivation, and English language competence among public senior high school students in Malungon National High School. Sahiruddin, et al., (20221) suggested that this method helps the researchers survey the numeric responses that can be objectively quantified and measured. According to Creswell (2018), this approach is ideal for examining whether a significant association exists between two variables without manipulating them.

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Locale of the Study

The study will be conducted at Malungon National High School, a public institution focusing on English or language arts subjects for grades 11 and 12. The senior high department has 150 students. We chose this school to ensure diversity in socio-economic backgrounds, academic performance, and grammar instruction exposure. The selected school will also consider accessibility and alignment with relevant educational policies.

Sample and Sampling

This study will utilize a simple random sampling technique to select 100 high school students in grades 11 to 12 from Malungon National High School. This method provides every student in the population an equal chance of being selected, reducing selection bias and enhancing the generalizability of the findings, making it easier to draw conclusions that apply to a broader group of high school students.

Research Instrument

This study will adapt three questionnaires downloaded from the internet: **Grammar Anxiety Scale: The Validity and Reliability Study** by Ekinci Çelikpazu, E., & Taşdemir, F. (2022), **Motivation and attitudes towards English language learning in Thailand: A large-scale survey of secondary school students** by Imsa-Ard, P. (2020), and **English Language Competence Questionnaire** by Eslit, Edgar & Michael, St. (2023).

In this study, the **Grammar Anxiety Scale: The Validity and Reliability Study** by Ekinci Çelikpazu, E., & Taşdemir, F. (2022) is used to measure the level of anxiety students experience in relation to grammar. This instrument consists of 33 items designed to assess students' emphasis on grammar learning, learner beliefs, and grammar learning experience. It employs a Likert scale ranging from "always" to "never". The **Motivation and attitudes towards English language learning in Thailand: A large-scale survey of secondary school students** by Imsa-Ard, P. (2020) consists of 34 items used to determine the level of students' motivation in terms of personal, emotional, educational, professional, and parental aspects. It also employs a Likert scale ranging from "strongly agree" to "strongly disagree". The result will be interpreted as follows:

Point Score	Range of Mean	Descriptive Level	Interpretation
5	4.20 - 5.00	Always	The statements are manifested at all times.
4	3.40 – 4.19	Often	The statements are often times manifested.
3	2.60 – 3.39	Sometimes	The statements are sometimes manifested.
2	1.80 – 2.59	Seldom	The statements are seldom manifested.
1	1.00 – 1.79	Never	The statements are never manifested.

Table 1. The scale of Interpretation for Mean Score per Respondent for the Grammar Anxiety

Point Score	Range of Mean	Descriptive Level	Interpretation
5	4.20 - 5.00	Strongly Agree	The respondents strongly agree with the item being described.
4	3.40 – 4.19	Agree	The respondents agree with the item being described.
3	2.60 – 3.39	Neutral	The respondents are neutral with the item being described.
2	1.80 – 2.59	Disagree	The respondents do not agree with the item being described.
1	1.00 – 1.79	Strongly Disagree	The respondents strongly disagree with the item being described

Table 2. The scale of Interpretation for Mean Score per Respondent for the Motivation

The **English Language Competence Questionnaire** by Eslit, Edgar & Michael, St. (2023) measures the overall proficiency of students in the English language, focusing on key areas such as reading, writing, speaking, listening, and comprehension. This questionnaire contains 50 items that assess the students' self-reported competence in these five language domains. The scale is based on a Likert-type format, where respondents rate statements on a scale from "strongly agree" to "strongly disagree." The result will be interpreted as follows:

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Point Score	Range of Mean	Descriptive Level	Interpretation
5	4.20 - 5.00	Strongly Agree	The respondents strongly agree with the item being described.
4	3.40 – 4.19	Agree	The respondents agree with the item being described.
3	2.60 – 3.39	Neutral	The respondents are neutral with the item being described.
2	1.80 – 2.59	Disagree	The respondents do not agree with the item being described.
1	1.00 – 1.79	Strongly Disagree	The respondents strongly disagree with the item being described

Table 3. The scale of Interpretation for Mean Score per Respondent for the English Language Competence

Data Gathering Procedures

The study will use an adaptive questionnaire to gather information from 100 Grade 11 and 12 students of Malungon National High School. Students will be chosen to insure diverse backgrounds, academic levels, and experiences with grammar teaching methods. Permission will be obtained from the students and from their parents or guardians. The data will be collected by giving a survey to understand the students' experience with grammar lessons and their thoughts on how effective these lessons are. Writing samples, such as essays, will also be collected and scored based on grammar, clarity, and overall quality using a standard guide. The results will be analyzed to find connections between grammar lessons and writing skills, with all data kept private and secure.

Data Analysis

The following statistical tools will be used in this study:

Mean. This will be used to measure the level of grammar anxiety, motivation, and English Language competence among high school students.

Pearson r. This will be used to determine the significant relationship between grammar anxiety, motivation, and English Language competence among high school students.

Ethical Considerations

Ethics regulates the principles regarding behavior for researchers. Adherence to ethical norms is critical for protecting the dignity, rights, and wellbeing of study participants. Ethical norms prevent data falsification and hence encourage the pursuit of knowledge and truth, which is the core purpose of research. Below are the specific ethical guidelines that the researchers will follow:

Informed Consent: The researchers will obtain written consent from all participants, including parental or guardian consent for minors, to ensure they understand the study's purpose, procedures, and their right to withdraw at any time without any consequences.

Confidentiality and Anonymity: In order for the researchers to protect participants' identities, researchers will be assigning codes or pseudonyms instead of using their real names. Ensure that any data collected is securely stored and only accessible to the research team.

Minimizing Risk: Researchers will ensure that the study does not interfere with students' academic schedules or create unnecessary stress. Avoid questions or tasks that might cause discomfort or embarrassment related to their grammar or writing skills.

Use of Data: Use the collected data solely for the purpose of this research and avoid misrepresentation or misuse of findings. Ensure participants are aware of how their data will be used.

Respect for Teachers and Institutions: Handle critiques of grammar instruction methods respectfully, avoiding undue criticism of teaching practices or curriculum design. Engage with educators constructively when sharing findings.

Approval from Ethical Review Board: Secure approval from an institutional ethics committee or relevant educational authority before conducting the study to ensure compliance with ethical research standards.

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CHAPTER 3
RESULTS AND DISCUSSION

This chapter presents the results of the study, emphasizing the analysis and interpretation of the data collected to meet the research objectives. The findings offer valuable insights into the levels of grammar anxiety, motivation, and English language proficiency among senior high school students. Furthermore, the chapter examines the relationships between grammar anxiety and English language competence, motivation and English language competence, as well as the combined influence of grammar anxiety and motivation on language proficiency.

The study utilized descriptive and correlational statistical analyses, including mean, standard deviation, and Pearson correlation, to determine levels, relationships, and significant predictors. The results are systematically presented in tables, accompanied by comprehensive discussions that highlight notable trends, relationships, and the implications of these findings for language learning and instruction.

1. To assess the level of grammar anxiety among high school students in terms of:
    1.1. emphasis on grammar learning,
    1.2. learner beliefs, and
    1.3. grammar learning experience

Table 1. Level of Grammar Anxiety

Independent Variable	Standard Deviation	Mean	Descriptive Level	Verbal Description
Emphasis On Grammar Learning	0.341	4.01	High	The statements are often times manifested.
Learner Beliefs	0.382	3.51	High	The statements are often times manifested.
Grammar Learning Experience	0.344	3.72	High	The statements are often times manifested.
Overall	**0.205**	**3.75**	High	The statements are often times manifested.

The data indicates that students exhibit a high level of grammar anxiety across all dimensions. Specifically, the mean scores for emphasis on grammar learning (4.01), learner beliefs (3.51), and grammar learning experience (3.72) reflect a consistent presence of anxiety, with an overall mean of 3.75. These scores suggest that students frequently encounter anxiety-related challenges in their grammar learning journey, emphasizing the need for targeted interventions to reduce anxiety and build confidence in grammar usage.

2. To determine the level of motivation among high school students in terms of:
    2.1. personal aspect,
    2.2. emotional aspect,
    2.3. educational aspect,
    2.4. professional aspect; and
    2.5. parental aspect

Table 2. Level of Motivation

Independent Variable	Standard Deviation	Mean	Descriptive Level	Verbal Description
Personal Aspect	0.277	4.11	High	The respondents agree with the item being described.
Emotional Aspect	0.345	4.32	High	The respondents strongly agree with the item being described.
Educational Aspect	0.289	4.11	High	The respondents agree with the item being described.
Professional Aspect	0.509	4.06	High	The respondents agree with the item being described.
Parental Aspect	0.613	3.98	High	The respondents agree with the item being described.
Overall	**0.254**	**4.11**	High	The respondents agree with the item being described.

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The results show that students possess a high to very high level of motivation. The emotional aspect achieved the highest mean score of 4.32, categorized as "Very High," indicating a strong emotional drive among students toward language learning. The personal, educational, professional, and parental aspects also scored highly, with mean values ranging from 3.98 to 4.11. The overall mean of 4.11 suggests that students are generally motivated, particularly when emotional and personal factors are engaged. These findings highlight the importance of addressing both intrinsic and extrinsic motivational factors in language instruction.

3. To evaluate the level of English language competence among high school students in terms of:
   3.1. reading;
   3.2. writing;
   3.3. speaking;
   3.4. listening; and
   3.5. comprehension

Table 3. Level of English Language Competence

Dependent Variable	Standard Deviation	Mean	Descriptive Level	Verbal Description
Reading	0.347	4.04	High	The respondents agree with the item being described.
Writing	0.344	4.04	High	The respondents agree with the item being described.
Speaking	0.532	3.57	High	The respondents agree with the item being described.
Listening	0.408	3.67	High	The respondents agree with the item being described.
Comprehension	0.339	3.51	High	The respondents agree with the item being described.
Overall	**0.263**	**3.77**	High	The respondents agree with the item being described.

The findings reveal that students demonstrate a high level of competence in various English language skills. Reading and writing both scored the highest with a mean of 4.04, followed by listening (3.67) and speaking (3.57). Comprehension scored slightly lower at 3.51. With an overall mean of 3.77, the results suggest that while students perform well in most skills, speaking and comprehension may require additional instructional focus to achieve balanced language proficiency.

4. Is there a significant relationship between grammar anxiety, motivation, and English language competence among senior high school students in Malungon National High School?

Table 4. Test for the Significance of the Relationship between Grammar Anxiety and English Language Competence

IV	DV	r-value	p-value	Decision on Ho
Emphasis On Grammar Learning	Reading	-0.022	0.831	Fail to Reject H_o
	Writing	0.211	0.035	Reject H_o
	Speaking	0.038	0.706	Fail to Reject H_o
	Listening	0.131	0.194	Fail to Reject H_o
	Comprehension	-0.010	0.924	Fail to Reject H_o
Learner Beliefs	Reading	-0.120	0.236	Fail to Reject H_o
	Writing	-0.194	0.053	Fail to Reject H_o
	Speaking	-0.398	0.000	Reject H_o
	Listening	-0.125	0.217	Fail to Reject H_o
	Comprehension	-0.319	0.001	Reject H_o
Grammar Learning Experience	Reading	0.074	0.465	Fail to Reject H_o
	Writing	0.118	0.241	Fail to Reject H_o
	Speaking	0.282	0.004	Reject H_o
	Listening	0.397	0.000	Reject H_o
	Comprehension	0.067	0.508	Fail to Reject H_o
	Reading	-0.046	0.651	Fail to Reject H_o
	Writing	0.064	0.526	Fail to Reject H_o
	Speaking	-0.067	0.508	Fail to Reject H_o

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Overall Mean of IV	Listening	0.217	0.030	Reject H_o
	Comprehension	-0.164	0.102	Fail to Reject H_o
	Overall Mean of DV	**0.003**	**0.979**	Fail to Reject H_o

The data reveals mixed results regarding the relationship between grammar anxiety and language competence. Significant positive relationships were found between emphasis on grammar learning and writing ($r = 0.211$, $p = 0.035$) and between grammar learning experience and both speaking ($r = 0.282$, $p = 0.004$) and listening ($r = 0.397$, $p = 0.000$). However, most other relationships were non-significant. These findings suggest that certain aspects of grammar anxiety may influence specific language skills, either positively or negatively, warranting further investigation.

Table 5. Test for the Significance of the Relationship between Motivation and English Language Competence

IV	DV	r-value	p-value	Decision on Ho
Personal Aspect	Reading	0.292	0.003	Reject H_o
	Writing	0.394	0.000	Reject H_o
	Speaking	0.154	0.125	Fail to Reject H_o
	Listening	0.254	0.011	Reject H_o
	Comprehension	0.012	0.906	Fail to Reject H_o
Emotional Aspect	Reading	0.407	0.000	Reject H_o
	Writing	0.692	0.000	Reject H_o
	Speaking	0.127	0.209	Fail to Reject H_o
	Listening	0.323	0.001	Reject H_o
	Comprehension	0.128	0.203	Fail to Reject H_o
Educational Aspect	Reading	0.074	0.466	Fail to Reject H_o
	Writing	0.339	0.001	Reject H_o
	Speaking	0.263	0.008	Reject H_o
	Listening	0.247	0.013	Reject H_o
	Comprehension	-0.130	0.196	Fail to Reject H_o
Professional Aspect	Reading	0.193	0.054	Fail to Reject H_o
	Writing	0.126	0.213	Fail to Reject H_o
	Speaking	-0.092	0.361	Fail to Reject H_o
	Listening	-0.067	0.508	Fail to Reject H_o
	Comprehension	0.201	0.045	Reject H_o
Parental Aspect	Reading	0.172	0.088	Fail to Reject H_o
	Writing	0.240	0.016	Reject H_o
	Speaking	0.046	0.651	Fail to Reject H_o
	Listening	0.235	0.018	Reject H_o
	Comprehension	-0.062	0.541	Fail to Reject H_o
Overall Mean of IV	Reading	0.352	0.000	Reject H_o
	Writing	0.516	0.000	Reject H_o
	Speaking	0.110	0.275	Fail to Reject H_o
	Listening	0.284	0.004	Reject H_o
	Comprehension	0.058	0.567	Fail to Reject H_o
	Overall Mean of DV	**0.376**	**0.000**	Reject H_o

The results indicate significant positive relationships between motivation and various language competencies. For instance, the emotional aspect strongly correlates with reading ($r = 0.407$, $p = 0.000$) and writing ($r = 0.692$, $p = 0.000$), while the personal aspect correlates significantly with writing ($r = 0.394$, $p = 0.000$). Listening also demonstrated significant correlations with several motivational aspects. Overall, the findings underscore the pivotal role of motivation, particularly emotional factors, in enhancing language performance.

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Table 6. Test for the Significance of the Relationship between Grammar Anxiety, Motivation and English Language Competence

IV	DV	r-value	p-value	Decision on Ho
Overall Mean of Two IV	Reading	0.228	0.023	Reject H_o
	Writing	0.410	0.000	Reject H_o
	Speaking	0.042	0.677	Fail to Reject H_o
	Listening	0.332	0.001	Reject H_o
	Comprehension	-0.056	0.580	Fail to Reject H_o
	Overall Mean of DV	**0.273**	**0.006**	Reject H_o

The combined analysis shows significant relationships between grammar anxiety, motivation, and specific language skills. Reading ($r = 0.228$, $p = 0.023$), writing ($r = 0.410$, $p = 0.000$), and listening ($r = 0.332$, $p = 0.001$) exhibit significant positive correlations. The overall mean of the dependent variable ($r = 0.273$, $p = 0.006$) confirms that the interplay between anxiety and motivation significantly influences language competence. These results highlight the need for holistic approaches in language education that address both psychological and motivational factors.

DISCUSSION

The findings of this study reveal a significant relationship between grammar anxiety, motivation, and English language competence among Senior High School students in Malungon National High School. The results show that grammar anxiety is often manifested due to factors such as high expectations, fear of failure, and perceived difficulty of grammar rules. This anxiety negatively impacts students' ability to engage with English grammar, which aligns with Krashen's Affective Filter Hypothesis, as emotional barriers hinder effective language acquisition.

Motivation, on the other hand, was found to positively influence English language competence. Students demonstrated strong agreement in areas such as personal and emotional aspects, with educational and parental support playing a significant role in fostering language learning. The correlation between motivation and English competence suggests that motivated students are more likely to overcome grammar anxiety and achieve higher proficiency levels.

Furthermore, the relationship between grammar anxiety and specific language skills (e.g., writing and speaking) was statistically significant in some instances, highlighting the nuanced impact of anxiety on language performance. Overall, the study underscores the importance of addressing both emotional and cognitive factors in enhancing English language competence.

CONCLUSION

Based on the conducted survey, it was found that students frequently experience grammar anxiety, which is caused by factors such as the fear of making mistakes, high expectations for grammar performance, and difficulty in applying grammar rules. This anxiety negatively impacts their confidence and engagement in learning English. However, motivation emerged as a key factor in helping students overcome these challenges. High levels of motivation, particularly in personal, emotional, and parental aspects, were observed to positively influence their ability to learn and use the language. Overall, students demonstrated a moderate to high level of English language competence, excelling in areas such as reading, writing, and listening, though speaking and comprehension were more affected by anxiety. The study also revealed that motivation plays a significant role in counteracting the negative effects of grammar anxiety, ultimately supporting students in improving their English proficiency.

RECOMMENDATIONS

Based on the findings, the following recommendations are proposed:
Curriculum Design: Incorporated activities that reduce grammar anxiety, such as low-stakes practice, collaborative works, and peer feedback sessions, to create a supportive and engaging learning environment.

Teacher Training: Educators should be trained to recognize and address signs of grammar anxiety and implement positive reinforcement instead of error correction to encourage students.

Motivational Strategies: Malungon National High School Administrator should arrange more programs that will help boost student's motivation in learning and speaking English such as setting achievable goals, celebrating progress, and involving parents in the learning process.

Holistic Language Instruction: Develop approaches that simultaneously target reading, writing, speaking, listening, and comprehension skills, to ensure well-rounded language competence.

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Further Research: Longitudinal studies must be conducted to examine the long-term effects of grammar anxiety and motivation on English proficiency, particularly as students transition to higher education or the workforce.

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