

Challenges of English Language Learning Among Junior High School Students in Talipao National High School – Main

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english language learning, challenges, grammar, vocabulary acquisition, spelling, pronunciation, sentence structure

Abstract. This study was conducted to identify the challenges in English language learning among junior high school students in Talipao National High School–Main in terms of demographic profile, and the extent of challenges in grammar, vocabulary acquisition, spelling, pronunciation, and sentence structure; it also aimed to test whether there was a difference in the extent of challenges in terms demographic profile, and identify the correlation among identified language domains. This study utilized descriptive-correlational research design and involved 100 student-respondents carefully chosen through purposive sampling. Data were gathered using an adapted questionnaire and were processed using frequency, percentage, mean, standard deviation, t-test and ANOVA, and Pearson R. Findings show that most of the respondents were from age ranging 15 to 16 years old, are a female, classified to different grade levels, majorly came from a family that belongs to low-income level. The results revealed that the students faced considerable challenges in all domains of English language learning, all indicated “Agree”, which describes pervasive and multi-faceted challenges in learning English language. There was no significant difference among the dimensions only when grouped according to grade levels; and there was a high to very high significant correlation among grammar, vocabulary acquisition, spelling, pronunciation, and sentence structure. It highlighted the necessity for holistic and grade-specific instructional methods. A connection to enhancing pedagogical approaches and creating targeted strategies to improve students’ command of the English language was established by the results.

Introduction

As the language of commerce, technology, and academia, English serves as a vehicle for communication and technology. As the lingua franca of the field, its mastery is vital for students across the globe. English grants students access to realms of knowledge and job opportunities. This is true in countries where it is a second language (L2). According to Alghamdi (2021), learning English language relies on the development of element building blocks of grammar, vocabulary, spelling, and punctuation and sentence construction. These building blocks are essential for reading, writing and communication. Many learners still struggle with the fundamentals because of limited exposure to the language, inability to retain vocabulary, and inconsistent experience and practice. As noted by Hapsari and Rachmawati (2022), knowing which aspects of the language students struggle with is half the battle in determining how to assist students in overcoming the challenge and developing greater linguistic skill. As the official language as well as the language of the classroom, English is an unusual situation. Filipino learners often experience difficulty in mastering the technical aspect of the language. Students struggles in grammar and sentence construction arise from a limited understanding of the structure of language and interference from their first language (Bernardo, 2020). This problem caused by interference with their own languages is reflected in spelling, punctuation, word choice, and the general qualities of their communication in both oral and written form; all negatively affecting effective communication and writing. Students at Talipao National High School – Main had difficulty creating grammatically correct sentences, using appropriate punctuation, and choosing correct words to express themselves in the oral form, as well as in writing. Teachers in this area attribute this issue not only to a lack of consistent practice, both at school and at home, with the language, but also socially to the failure to read enough and the unavailability of good materials to read. Moreover, in Talipao, where Filipino, Tausug and other natives’ dialects are spoken, this disorder makes it difficult for the learners to “think” in English rather than try to carry over their own

grammar and spellings. This situation required understanding the students' difficulties in English - the subject this study at Talipao National High School – Main would seek to reveal.

Research Questions:

The researcher identified the difficulties students encounter in learning the English language in Talipao National High School - Main. Specifically, this study answered the questions below.

1. What is the demographic profile of the student-respondents in terms of:
 - 1.1. age;
 - 1.2. gender;
 - 1.3. grade level; and
 - 1.4. parent's monthly income?
2. What are the challenges of the students of English language learning in terms of:
 - 2.1. grammar;
 - 2.2. vocabulary acquisition;
 - 2.3. spelling;
 - 2.4. pronunciation; and
 - 2.5. sentence structure?
3. Is there any significant difference on the perceived challenges of English language learning when grouped according to profile in terms of:
 - 3.1. age;
 - 3.2. gender;
 - 3.3. grade level; and
 - 3.4. parent's monthly income?
4. Is there a significant relationship among the sub-categories subsumed under the perceived challenges of English language learning?

Methodology

Within this chapter, details were provided of the research design, research location, research participants, sampling design, data collection method, research instrument, validity and reliability, statistical analysis of the data collected, and ethical considerations.

Research Design

This study is a descriptive-exploratory research design. It is a combination of two approaches, descriptive and exploratory. The goal of this design, is first, to describe the characteristics, behaviors, or situations of a population or problem as they exist in their natural setting, and second, to explore underlying factors, patterns, or relationships that are not clearly defined. According to De Guzman and Tan (2021), a descriptive-exploratory design is one where you can "obtain some factual information and also gain deeper insights into emerging issues by combining quantitative and qualitative data". Connectively, this is when it tries to clarify ideas and concepts about the challenge encountered in English language learning.

Research Locale

This study was conducted in Talipao National High School – Main. The environment was conducive of the spread of distribution of checklist questionnaires. Specifically, it took place in the building of junior high school department which composed of many sections by degree levels. This school was takes twenty-two (22) kilometers the Jolo town proper. It was a of urban partially secondary public school that is situated at Bilaan Poblacion in municipality of Talipao of prov. of Sulu under Region IX of the Philippines.

Respondents of the Study

The researcher took only one-hundred (100) respondents from the levels of junior high school such as: grade 7; grade 8; grade 9; and grade 10 students deliberately. Twenty-five 25 were the student-respondents whom the researcher selected for each level. It was composed of fifty (50) male and fifty (50) female students. The selection was not based on any preferences or criteria. They were deemed qualified as long as they are bona fide enrolled students in the school year 2025-2026.

Distribution of samples according to grade level	
Grade level	Number of student-respondents
Grade 7	25
Grade 8	25
Grade 9	25
Grade 10	25
Total	100

Figure 1. Below shows the distribution of the respondents of the study

Sampling Design

The study used purposive a judgemental sampling design. The researcher identifies specific characteristics of interest and intentionally chooses individuals who meet those criteria. It is a method often used in qualitative research, case studies or exploratory research (Etikan & Bala, 2017).

Data Gathering Procedure

The researcher distributed an adapted checklist questionnaire to the respondents. The checklist questionnaire contained statements that collected the necessary data needed in the study. Before the researcher distributed it, the questionnaire was checked by the panel experts and consulted with the advisor. After the checklist questionnaire was checked, the researcher went to Sulu State University and asked permission from the Dean and the adviser to begin collection of data. Following to that, the researcher handed over a formal letter to the School Principal of Talipao National High School – Main as a sign of respect and gain approval. The researcher set time for the distribution of questionnaires to the target respondents right after the approval of the school principal. The researcher also wrote letter for advisors of the classes where the respondents collected as sign of formality and courtesy before the study was conducted. The researcher traveled 45 minutes by jeep going to Talipao National High School – Main Campus, which served as the research environment of the study. The distribution took approximately 3 hours. The respondents were given time to answer it not more than 30 minutes. Right after they finished it, the researcher collected the checklist questionnaires thoughtfully. After thorough gathering of data, it was submitted for statistics.

Research Instrument

This study made use of the adapted survey-questionnaires of the study: “Exploring the Multifaceted Challenges of Learning English as a Second Language in a Private Educational Institution in Gumaca, Quezon” by Urlanda et. al., (2025). The questionnaire was contextualized and mapped by the researcher to fit the purposes of the present study. Part I identified the profile of the respondents. Part II figured out the challenges experienced by the students in English language learning in relation to: grammar; vocabulary acquisition; spelling; pronunciation; and sentence structure. Each dimension has five (5) statements. It was responded in 5 Point Likert Scale: 1.00 - 1.49 Strongly Disagree; 1.50 - 2.49 Disagree; 2.50 - 3.49 Undecided; 3.50 - 4.49 Agree; and 4.50 - 5.00 Strongly Agree.

Validity and Reliability

This study utilised checklist-questionnaires of the study: “Exploring the Multifaceted Challenges of Learning English as a Second Language in a Private Educational Institution in Gumaca, Quezon” by Urlanda et. al., (2025). With that, it did not need for revalidation and retesting for the reliability. But still, it was checked by the panel experts and the adviser.

Statistical Treatment of Data

The study utilized specific statistical tools align to answer the research questions. This used frequency and percentage distribution to identify the profile of the respondents. This study also used the mean to figure out the challenges experienced by the students in English language leaning regarding: grammar, vocabulary acquisition, spelling, pronunciation, and sentence structure. This study used T-test for Independent Samples and One-Way Analysis of Variance (ANOVA) to ascertain whether a significant difference in the perceived challenges of English language learning exists when respondents are clustered in terms of their profile. The study also applied Pearson correlation to test the significant relationship of the sub-categories under the perceived challenges in learning English.

Ethical Considerations

This study underwent checking of the adapted survey-questionnaires from the panel experts and the adviser. This was completed with authority from the administration and respondents to have transparency and research ethics. A formal letter was sent to Graduate Studies’ Dean, Prof. Masnona S. Asiri, DPA, School Principal of Talipao National High School, Hji. Elvin T. Bantuhan, Ed.D and advisors of the sections of the different grade levels to seek help to meet the objectives. The

researcher pursued help from the advisors for the accommodation to conduct the study smoothly. The data were tallied and analyzed using SPSS statistical software. The researcher also assured to the school personnel and respondents to safeguard confidentiality of the data gathered. The researcher owns the research excluding the borrowed from other studies and other contributions which were cited properly.

Results and Discussion

This presented, analyzed, and interpreted the results based on the data gathered in this study.

1. What is the demographic profile of the student-respondents in terms of: 1.1 Age, 1.2 Gender, 1.3 Grade Level and 1.4 Parent's Average Monthly Income?

1.1 According to Age

Table 1.1 shows out of one hundred respondents, 9 (9.0%) are 12 years old and below, 38 (38.0%) are 13–14 years old, 46 (46.0%) are 15–16 years old and 7 (7.0%) are 17 years old and above. It can see that this study shows here in Talipao National high school – Main most of its student-respondents belong in the age group 15-16 years old. Which means that most of Junior high school students in this study is in the middle of adolescent stage which shows that in terms of age respondents are more matured.

Age	Number of respondents	Percent
12 years old and below	9	9.0%
13-14 years old	38	38.0%
15-16 years old	46	46.0%
17 years old and above	7	7.0%
Total	100	100%

Table 1.1. Demographic Profile of the student-respondents by Age

1.2 According to Gender

As shown in Table 1.2, out of one hundred respondents 22 (22.0%) are male and 78 (78.0%) are female. It can see that this study shows here in Talipao National high school – Main most of its student-respondents are Female. This shows that Junior high students in this study are mostly female.

Gender	Number of respondents	Percent
Male	22	22.0%
Female	78	78.0%
Total	100	100%

Table 1.2. Demographic Profile of the student-respondents by Gender

1.3 According to Grade Level

Table 1.3 shows the grade level profile of the student-respondents of Talipao National high school – Main. There is a total of one hundred respondents, and as presented in the table, 25 in Grade 7, 25 in Grade 8, 25 in Grade 9 and 25 in Grade 10. It can see that this study shows here in Talipao National high school – Main that its respondent was somewhat represented evenly in grade level. Which means that the respondents in this study came from all Grade Level in fairly equal number of respondents which allow to generalize somewhat findings of study within.

Grade Level	Number of respondents	Percent
Grade 7	25	25.0%
Grade 8	25	25.0%
Grade 9	25	25.0%
Grade 10	25	25.0%
Total	100	100%

Table 1.3. Demographic Profile of the student-respondents by Grade Level

1.4 According to Parents' Average Monthly Income

As presented in Table 1.4, out of one hundred respondents, are 71 (71.0%) having Parents' average monthly income of 10,000 pesos and below, and 8 (8.0%) having 10,001 – 15,000, and 14 (14.0%) having 15,001 - 20,000, and 7 (7.0%) having 20,001 pesos and above. It can see that this study shows here in Talipao National high school – Main most of its respondents comes from low-income families. Which means that of most of respondents came from low-income families which may bear a financial trouble upon, thus, they have lesser access in their educational resources and learning opportunities that activity engage in, that may affect their academic engagement and performance.

Parents' Average Monthly Income	Number of respondents	Percent
10,000 pesos and below	71	71.0%
10,001 – 15,000 pesos	8	8.0%
15,001 - 20,000 pesos	14	14.0%
20,001 pesos and above	7	7.0%
Total	100	100%

Table 1.4. Demographic Profile of the student-respondents by Parents' Average Monthly Income

2. What is the extent of challenges faced by students of English language learning among junior high school students at Talipao National High school – Main in terms of: 2.1 Grammar, 2.2 Vocabulary Acquisition, 2.3 Spelling, 2.4 Pronunciation, and 2.5 Sentence Structure?

2.1 In the context of Grammar

Table 2.1 shows the extent of challenges faced by students in English language learning among Junior high school students at Talipao National high school – Main in the context of Grammar. The mean is 3.78 that described as agree. It shows that students basically experience a fair amount of difficulty in grammar terms of mastery of competition. This shows that grammar relates competencies relate as challenges, and of significant concern to the respondents which shows the need for intensive instructional support and targeted interventions to improve students' mastery and overall language proficiency. In learning English, the students were challenged with/by: "applying English grammar rules in subject-verb and pronoun-antecedent agreement.", "differentiating between similar and related grammatical forms in English (e.g., when to use the past perfect tense and the past simple tense).", "determining when and how to use definite (the) and indefinite (a, an) articles correctly.", and "using correct grammar in more complex sentences or writing."

Statements	Mean	S.D	Rating
In learning English, I am challenged with/by...			
1. using English grammar rules (e.g., 'subject-verb agreement' and 'pronoun-antecedent agreement').	4.05	.757	Agree
2. distinguishing among similar and related forms in English grammar (e.g., knowing when to use 'past perfect' as opposed to 'past simple').	3.75	.796	Agree
3. recognizing when and how to use definite (the) and indefinite (a, an) articles appropriately.	3.56	1.008	Agree
4. mastering the exceptions and anomalies of English grammar (e.g., see-saw-seen).	3.69	.982	Agree
5. using accurate grammar in more complex sentence or writing.	3.87	.917	Agree
Total Weighted Mean	3.78	.63161	Agree

Legend: (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Undecided; (2) 1.50- 2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

Table 2.1. Extent of challenges faced by students in the context of Grammar

2.2 In the context of Vocabulary Acquisition

Table 2.2 shows the extent of challenges encountered by the respondents in English of Junior high school students at Talipao National high school – Main in the context of Vocabulary Acquisition, unless otherwise noted. The mean is 3.78 that described as agree. This indicates that generally students do encounter considerable difficulty in the area of vocabulary acquisition. This means that limitations in vocabulary knowledge persist among the respondents which impair their ability to understand in English. Interestingly, student-respondents rated the following as "Agree": In learning English, I am challenged with/by: "learning and retaining new English words", "using a diverse range of vocabulary in my English conversations or writing" and "understanding and utilizing specialized vocabulary related to specific fields or topics in English (e.g., biotechnology and genetic engineering)."

Statements	Mean	S.D	Rating
In learning English, I am challenged with/by...			
1. learning and retaining new English words.	3.95	1.029	Agree
2. using a diverse range of vocabulary in my English conversations or writing.	3.86	.932	Agree
3. remembering and using idiomatic expressions and phrasal verbs in English (e.g., barking up the wrong tree).	3.48	.847	Moderately Agree
4. learning and applying synonyms and antonyms in English.	3.86	1.110	Moderately Agree
5. understanding and utilizing specialized vocabulary related to specific fields or topics in English (e.g., biotechnology and genetic engineering).	3.77	1.081	Agree
Total Weighted Mean	3.78	.70535	Agree

Legend: (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Undecided; (2) 1.50- 2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

Table 2.2. Extent of challenges faced by students in the context of Vocabulary Acquisition

2.3 In the context of Spelling

Table 2.3 shows the extent of challenges faced by students in English language learning among Junior high school students at Talipao National high school – Main in the context of Spelling. The mean is 3.64 that described as agree. This indicates that students usually encounter difficulty in terms of spelling, which means that spelling should still be the concern of the respondents, i.e., this has an effect on the correctness of their written communication and instructional support for the teaching of spelling is needed. Student-respondents rated the following items as “Agree”: In learning English, I am challenged with/by: “remembering correct English spellings, including irregular words (e.g., in the word “receive” it is challenging to remember that it has “ei” instead of “ie”).”, “applying spelling rules in English (e.g., knowing when to double the final consonant before adding a suffix, as in “running” or “stopped”).”, “homophones or words that sound the same but have different spelling (e.g., there, their, and they’re).” and “spelling words in which the pronunciation differs significantly from its spelling (e.g., bourgeoisie).”

Statements	Mean	S.D	Rating
In learning English, I am challenged with/by...			
1. remembering correct English spellings, including irregular words (e.g., in the word “receive” it is challenging to remember that it has “ei” instead of “ie”).	3.72	1.016	Agree
2. applying spelling rules in English (e.g., knowing when to double the final consonant before adding a suffix, as in “running” or “stopped”).	3.70	1.000	Agree
3. homophones or words that sound the same but have different spelling (e.g., there, their, and they’re).	3.60	1.155	Agree
4. pronouncing English words with silent letters and idiosyncratic spelling patterns (e.g., the “k” in the word “knock”).	3.56	1.122	Agree
5. spelling words in which the pronunciation differs significantly from its spelling (e.g., bourgeoisie).	3.64	1.059	Agree
Total Weighted Mean	3.64	.82515	Agree

Legend: (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Undecided; (2) 1.50- 2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

Table 2.3. Extent of challenges faced by students in the context of Spelling

2.4 In the context of Pronunciation

Table 2.4 shows the extent of challenges faced by students of English language learning of Junior high school students at Talipao National high school Main in the context of Pronunciation. The mean is 3.51 that described as agree. This result suggests that students tend to experience moderate to considerable difficulty in pronunciation. This means that limitations in the pronunciation skills still exist among the respondents, this may have an impact on their oral communication and therefore fluency in English language learning. Based on the rating student-respondents agreed on: In learning English, I am challenged with/by “accurately pronouncing English sounds and words (e.g., pronouncing the “th” sound in words like “think” and “thought”). And “pronouncing English words with multiple rhotic sounds or “r” sounds (e.g., rural).”

Statements	Mean	S.D	Rating
1. in learning English, I am challenged with/by...			
1. accurately pronouncing English sounds and words (e.g., pronouncing the “th” sound in words like “think” and “thought”).	3.77	1.053	Agree
2. similar sounding words (e.g., “affect” and “effect”).	3.41	1.129	Undecided
3. pronouncing English words with correct stress and intonation (e.g., the noun record “REH-cord” and the verb record “ree-CORD”).	3.46	1.077	Undecided
4. pronouncing English words with silent letters (e.g. knife and knight).	3.42	1.327	Undecided
5. pronouncing English words with multiple rhotic sounds or “r” sounds (e.g., rural).	3.51	1.020	Agree
Total Weighted Mean	3.51	.84292	Agree

Legend: (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Undecided; (2) 1.50- 2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

Table 2.4. Extent of challenges faced by students in the context of Pronunciation

2.5 In the context of Sentence Structure

Table 2.5 shows the extent of challenges faced by students in English language learning of Junior high school students at Talipao National high school - Main in the context of Sentence Structure. The mean is 3.63 which categorizes as agree. This finding indicates that students generally experience a notable level of difficulty in constructing correct sentence structures. This implies that students’ ability to organize ideas into grammatically appropriate sentences remains a concern, which may affect the clarity and coherence of their written and spoken communication and underscores the need for focused instruction on sentence construction.

Notably, student-respondents rated the statements “In learning English, I am challenged with/by understanding and utilizing different sentence structures in English (e.g. simple and complex structure).”, “In learning English, I am challenged with/by constructing complex sentences in English (e.g. incorporating subordinate clauses into the main clause).”, “In learning English, I am challenged with/by arranging words in proper order to construct a coherent English sentence (e.g. proper placement of subject, verb, and object).” and “using appropriate verb tenses and participles in my English sentences is difficult for me” as “Agree”.

Statements	Mean	S.D	Rating
In learning English, I am challenged with/by...			
1. understanding and utilizing different sentence structures in English (e.g., simple and complex structure).	3.75	.925	Agree
2. constructing complex sentences in English (e.g., incorporating subordinate clauses into the main clause).	3.66	.890	Agree
3. arranging words in proper order to construct a coherent English sentence (e.g., proper placement of subject, verb, and object).	3.62	1.090	Agree
4. differentiating between active and passive voice in English.	3.58	1.075	Agree
5. using appropriate verb tenses and participles in my English sentences is difficult for me.	3.53	1.058	Agree
Total Weighted Mean	3.63	.73307	Agree

Legend: (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Undecided; (2) 1.50- 2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

Table 2.5. Extent of challenges faced by students in the context of Sentence Structure

3. Is there any significant difference in the extent of challenges in English language learning when respondents are grouped according to their demographic profile in terms of: 3.1. age, 3.2. gender, 3.3.class="western" grade level and 3.4. parent's monthly income?

3.1 According to Age

Table 3.1 presents the difference on the extent of challenges in English language learning among Junior high school students at Talipao National high school - Main in terms of age. As reflected in this table, all the F-values and probability values are not significant at alpha 0.05. This means to say that the student-respondents best represented by age groups classified in this study has no difference in the perception toward the subcategories of challenges influencing the student’s English language learning namely Grammar, Vocabulary Acquisition, Spelling, Pronunciation, and Sentence Structure.

This further implies that, belonging to the 17 years old and above age group entitles not the student-respondent to be a better perceiver toward the challenges influencing English language learning in comparison to other age group as classified in this study, and versa vice. Hence, it does not intervene in the ways of perceiving the extent of challenges in English language learning. Therefore, it accepts the hypothesis.

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
Grammar	Between Groups	.155	3	.052	.126	.944	Not Significant
	Within Groups	39.339	96	.410			
	Total	39.494	99				
Vocabulary Acquisition	Between Groups	.150	3	.050	.097	.961	Not Significant
	Within Groups	49.105	96	.512			
	Total	49.254	99				
Spelling	Between Groups	4.074	3	1.358	2.059	.111	Not Significant
	Within Groups	63.332	96	.660			
	Total	67.406	99				
Pronunciation	Between Groups	2.498	3	.833	1.178	.322	Not Significant
	Within Groups	67.843	96	.707			
	Total	70.340	99				
Sentence Structure	Between Groups	.200	3	.067	.121	.948	Not Significant
	Within Groups	53.002	96	.552			
	Total	53.202	99				

Note. * Significant at alpha 0.053.2

Table 3.1. Difference in the in the extent of challenges in English language learning in terms of Age

3.2 According to Gender

Table 3.2 shows the difference in the extent of challenges in English language learning among Junior high school students at Talipao National high school - Main in terms of gender. As shown in this table, the computed t-values and probability values for all variables are not significant at alpha 0.05. This means that male and female student-respondents who were part in the study has no difference in their perception towards the subcategories of extent of challenges in English language learning, namely Grammar, Vocabulary Acquisition, Spelling, Pronunciation and Sentence Structure. This further implies that being a male does not guarantee a more accurate perception towards the extent of challenges in English language learning, and likewise, vice-versa for females. Hence, the variable gender may be said not to have a significant intervention in the ways of perceivable of the extent of challenges in English language learning. Accordingly, the hypothesis is accepted.

Variables	Grouping	Mean	S.D	Mean Difference	t	Sig.	Description
Grammar	Male	3.9818	.53775	.25361	1.679	.096	Not Significant
	Female	3.7282	.64785				
Vocabulary Acquisition	Male	3.8091	.64580	.03217	.188	.851	Not Significant
	Female	3.7769	.72505				
Spelling	Male	3.8545	.77135	.26993	1.361	.177	Not Significant
	Female	3.5846	.83481				
Pronunciation	Male	3.6273	.77163	.14522	.712	.478	Not Significant
	Female	3.4821	.86396				
Sentence Structure	Male	3.5818	.75318	-.05921	-.333	.740	Not Significant
	Female	3.6410	.73174				

Note. * Significant at alpha 0.05

Table 3.2. Difference in the in the extent of challenges in English language learning in terms of Gender

3.3 According to Grade Level

Table 3.3 presents the difference in the extent of challenges in English language learning among Junior high school students at Talipao National high school - Main. It could be gleaned from the table that all the F-values and probability values are significant at alpha 0.05. This means that student-respondents belonging to different groups of Grade Level differ in their perception towards the extent of challenges in English language learning. This means that belonging to higher grade level may make the student-respondent a better perceiver toward the extent of challenges in English language learning on the one hand, compared specimen of other grade level as categorized in this study or vice-versa. Hence, this intervenes on the extent of challenges in English language learning. Therefore, the hypothesis is rejected.

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
Grammar	Between Groups	6.800	3	2.267	6.656	.000	Significant
	Within Groups	32.694	96	.341			
	Total	39.494	99				
Vocabulary Acquisition	Between Groups	9.034	3	3.011	7.187	.000	Significant
	Within Groups	40.221	96	.419			
	Total	49.254	99				
Spelling	Between Groups	20.866	3	6.955	14.347	.000	Significant
	Within Groups	46.541	96	.485			
	Total	67.406	99				
Pronunciation	Between Groups	17.755	3	5.918	10.804	.000	Significant
	Within Groups	52.586	96	.548			
	Total	70.340	99				
Sentence Structure	Between Groups	16.366	3	5.455	14.218	.000	Significant
	Within Groups	36.835	96	.384			
	Total	53.202	99				

Note. *Significant at alpha 0.05

Table 3.3. Difference in the English language learning of Junior high school students in terms of Grade Level

A Post Hoc Analysis using the Tukey test was conducted to identify which among the groups classified have different level of mean in the extent of challenges in English language learning among Junior high school students when grouped according to the student respondents' demographic profile in terms of grade level.

On grammar, it showed significant differences between Grade 7 and Grade 8 ($MD = -0.464$, $p = 0.030$), Grade 7 and Grade 9 ($MD = -0.632$, $p = 0.001$), and Grade 9 and Grade 10 ($MD = 0.544$, $p = 0.007$). This means that students' grammar challenges vary greatly based on grade-level, especially with Grade 9 demonstrating higher spans of difficulty relative to some groups. This suggests that grammar hurdles are not normalized based on grade and may go up or down as the students' progress through, requiring differentiated instructional strategies per grade level. On vocabulary acquisition, it showed significant differences between Grade 9 and Grade 7 ($MD = 0.760$, $p = 0.000$) and Grade 9 and Grade 10 ($MD = 0.648$, $p = 0.003$). This means that Grade 9 students face significantly greater challenges with vocabulary acquisition compared to those groups. This implies that vocabulary development becomes most challenging at a particular stage, i.e., Grade 9, indicating the need for heightened focus on vocabulary instruction at that level. On spelling, it shows significant difference between Grade 7 and Grade 8 ($MD = -0.648$, $p = 0.008$), Grade 7 and Grade 9 ($MD = -0.800$, $p = 0.001$) and Grade 9 and Grade 10 ($MD = 1.112$, $p = 0.000$). This means that spelling difficulties vary widely across the grade levels, with Grade 9 showing the greatest level of difficulty. This indicates that the difficulties with spelling become more significant the higher the grades, they go, especially, in Grade 9 children, that should be thoroughly remediated. On Pronunciation, it showed significant differences between Grade 9 and Grade 7 ($MD = 0.656$, $p = 0.012$) and between Grade 9 and Grade 10 ($MD = 1.056$, $p = 0.000$), which indicates that Grade 9 students experience significantly greater pronunciation challenges compared to the other groups. This implies that pronunciation difficulties intensify at the Grade 9 level, emphasizing the need for focused oral language and phonological interventions. On Sentence Structure, it showed significant differences between Grade 8 and Grade 7 ($MD = 0.568$, $p = 0.009$) and between Grade 8 and Grade 10 ($MD = 0.680$, $p = 0.001$), which

indicates that Grade 8 students experience significantly higher challenges in sentence structure compared to these groups. This implies that difficulties in sentence construction are more evident at the Grade 8 level, highlighting the importance of strengthening syntactic instruction during this stage.

Dependent Variable	(I) Grouping by Year Level	(J) Grouping by Year Level	Mean Difference (I-J)	Std. Error	Sig.
Grammar	Grade 7	Grade 8	-.46400*	.16506	.030
		Grade 9	-.63200*	.16506	.001
	Grade 9	Grade 10	.54400*	.16506	.007
Vocabulary Acquisition	Grade 9	Grade 7	.76000*	.18308	.000
		Grade 10	.64800*	.18308	.003
Spelling	Grade 7	Grade 8	-.64800*	.19694	.008
		Grade 9	-.80000*	.19694	.001
	Grade 9	Grade 10	1.11200*	.19694	.000
Pronunciation	Grade 9	Grade 7	.65600*	.20934	.012
		Grade 10	1.05600*	.20934	.000
Sentence Structure	Grade 8	Grade 7	.56800*	.17520	.009
		Grade 10	.68000*	.17520	.001

Note. * The mean difference is significant at the 0.05 level

Table 3.3.1. Multiple Comparison on the extent of challenges in English language learning in terms of Grade Level.

3.4 According to Parents' Average Monthly Income

Table 3.4 presents the difference in the extent of challenges in English language learning among Junior high school students at Talipao National high school - Main when data are grouped according to their demographic profile in terms of parents' average monthly income. As shown in this table, all the F-values and probability values are not significant at alpha 0.05. Student-respondents belong to different parents' monthly income groups who were part of this study do not differ in their perception toward the challenges of English language. This further implies that belonging to the 20,001 pesos and above parents' income group may not make the student-respondent a better perceiver toward the extent of challenges in English language learning, compared to other monthly income group as categorized in this study or vice versa. Hence, it seems appropriate to conclude that the parents' average monthly incomes have no essential role in how they are challenged in English. Therefore, the hypothesis is accepted.

Sources of Variation		Sum of squares	Df	Mean Square	F	Sig.	Description
Grammar	Between Groups	1.273	3	.424	1.066	.367	Not Significant
	Within Groups	38.221	96	.398			
	Total	39.494	99				
Vocabulary Acquisition	Between Groups	1.667	3	.556	1.121	.345	Not Significant
	Within Groups	47.588	96	.496			
	Total	49.254	99				
Spelling	Between Groups	2.589	3	.863	1.278	.286	Not Significant
	Within Groups	64.817	96	.675			
	Total	67.406	99				
Pronunciation	Between Groups	3.249	3	1.083	1.550	.207	Not Significant
	Within Groups	67.091	96	.699			
	Total	70.340	99				
Sentence Structure	Between Groups	1.945	3	.648	1.214	.309	Not Significant
	Within Groups	51.257	96	.534			
	Total	53.202	99				

Note. * Significant at alpha 0.05

Table 3.4. Difference in the extent of challenges in English language learning in terms of Parents' Average Monthly Income

4. Is there a significant relationship among the sub-categories subsumed under the perceived challenges of English language learning?

In table 4, it presents the correlation among the subcategories subsumed under the extent of challenges in English language learning of Junior high school students at Talipao National high school - Main.

A very high correlational degree 1. A very high correlational degree was observed between Grammar and Vocabulary Acquisition ($r = .744, p = .000$), Vocabulary Acquisition and Spelling ($r = .711, p = .000$), Vocabulary Acquisition and Sentence Structure ($r = .768, p = .000$), Spelling and Pronunciation ($r = .882, p = .000$), Spelling and Sentence Structure ($r = .819, p = .000$), and Pronunciation and Sentence Structure ($r = .798, p = .000$). This was significant at 0.01 level. This indicates that these areas are closely related in a strong positive sense, such that an increase in one area is associated with an increase in the other. And that challenges in one domain of language impacts other domains of instruction, as difficulties and challenges of learning English language are multidimensional insight and that integrated instruction is a basis. A high correlation was also found between Grammar and Spelling ($r = .697, p = .000$), Grammar and Pronunciation ($r = .630, p = .000$), Grammar and Sentence Structure ($r = .693, p = .000$), and Vocabulary Acquisition and Pronunciation ($r = .632, p = .000$), which are all statistically significant at the 0.01 level. This infers that these variables also have relatively high correlations, just below the very high ones. While they are strongly related, they do develop somewhat independently, which indicates that it is important to reinforce each skill while recognizing its interdependence with other aspects of English language learning.

Variables		Pearson r	Sig.	N	Description
Dependent	Independent				
Grammar	Vocabulary Acquisition	.744**	.000	100	Very High
	Spelling	.697**	.000	100	High
	Pronunciation	.630**	.000	100	High
	Sentence Structure	.693**	.000	100	High
Vocabulary Acquisition	Spelling	.711**	.000	100	Very High
	Pronunciation	.632**	.000	100	High
Spelling	Sentence Structure	.768**	.000	100	Very High
	Pronunciation	.882**	.000	100	Very High
	Sentence Structure	.819**	.000	100	Very High
Pronunciation	Sentence Structure	.798**	.000	100	Very High

Note. Correlation coefficient is significant at alpha .01, *Correlation coefficient is significant at alpha .05 Correlation Coefficient Scales Adopted from Hopkins, Will (2002): 0.0-0.1 = Nearly Zero; 0.1-0.3 = Low; 0.3-0.5 = Moderate; 0.5-0.7 = High; 0.7-0.9 = Very High; 0.9-1 = Nearly Perfect.

Table 4. Correlation under the extent of challenges in English language learning

Summary of Findings

The following were the findings of this study:

1. The findings on the demographic profile indicate that majority of the respondents are aged 15–16 years, predominantly female, evenly distributed across grade levels, and mostly come from low-income households. This implies that while grade level allows fair comparison, economic status may influence students' access to learning resources and language exposure. These findings are supported by studies showing that socioeconomic conditions and limited exposure contribute to difficulties in English language learning (Dela Cruz & Santos, 2019; Bernardo, 2020; Bastida, 2023; Ramos et al., 2025)
2. The findings reveal that all areas—grammar ($M = 3.78$), vocabulary acquisition ($M = 3.78$), spelling ($M = 3.64$), pronunciation ($M = 3.51$), and sentence structure ($M = 3.63$)—were rated “Agree,” indicating that students generally experience considerable difficulties across all linguistic domains. This indicates that English language challenges are pervasive and not confined to a single skill area. This implies that students' difficulties are interconnected, affecting both their written and oral communication, and require comprehensive and integrative instructional approaches. These results are in line with previous research suggesting that grammar, vocabulary, spelling, and sentence structure also pose difficulties due to limited exposure, linguistic interference, as well as the absence of consistent practice of such skills (Alghamdi, 2021; Dela Cruz & Santos, 2019; Llamas & Robles, 2022; Ramos et al., 2025) implied, that English learning difficulties is multifaceted and intervention strategies must be both targeted and comprehensive.

3. The findings have shown that there is no significant difference in the extent of challenges in English language learning of Junior high school students according to age, gender, and parents' average monthly income but it has a difference in terms of grade level. This implies that similar extents of challenges are generally perceived by the respondents regardless of age, gender, and socioeconomic background but their experiences seem to vary among grade levels. This suggests the significant role of academic progression in how students perceive difficulties with the English language, implying the need for diverse instructional interventions at each grade level. These results confirm prior findings that suggest that linguistic difficulties definitely evolve as students move to higher education levels and their maturational and cognitive capabilities grow, while demographics such as gender and income may not directly impact language difficulty, at least from a student perspective (Bautista & Ramos, 2021; Navarro, 2023; Pagaduan, 2025; Ramos et al., 2025).
4. The findings indicate a number of variables demonstrating high to very high positive and statistically significant relationships, with the extent of difficulties strongly associated within the grammar, vocabulary acquisition, spelling, pronunciation, and sentence construction. This predictive risk score suggests that problems in one language area tend to correlate with problems in another area and vice versa. Thus, exemplifying that difficulties in English language learning have a synergistic rather than isolated action on other language dimensions and therefore, require integrated and comprehensive instructional approaches rather than skill-by-skill isolated development. These findings align with past literature indicating that essential language components such as grammar, vocabulary, and writing mechanics operate synergistically and have a central role in overall proficiency (Asne & Estremera, 2025; Hangad & Clarin, 2023; Ramos et al., 2025), suggesting that holistic language development is key to mitigating issues arising from proliferate language learning difficulties.

Conclusion and Recommendations

The study found:

1. It can be recalled that most of the respondents are middle adolescents, females, equally distributed across grade levels, mostly from low-income households, and that demographic variables such as age, gender, and parents' income significantly do not affect the extent of challenges in English language learning. It appears that learners experience similar levels of difficulty in the tasks regardless of those characteristics, which is supported by those placing emphasis in the context and exposure, rather than the demographics alone, of language learning outcomes (Dela Cruz & Santos, 2019; Bernardo, 2020; Bastida, 2023).
2. It can be concluded therefore that the level of challenge of the respondents in grammar, vocabulary acquisition, spelling, pronunciation, and sentence construction shows that learners are experiencing challenges across all the domains of English language learning. This coincides with those notions that language challenge is not isolated, but happens across multiple components and domains of acquisition as noted in Ramos et al. (2025), Alghamdi (2021), and Llamas & Robles (2022).
3. It can further be drawn from this study that only grade level among cited demographic data shows a significant difference on the extent of challenges in English language learning. On the other hand, the null hypotheses for age, gender, and parents' income fail; which implies that learners' perception to the level of difficulty when learning does change as they progress academically. This finding is affirmed by agreeing experience of learners from studies that their language competence is developing throughout their academic progress and exposure to practical and more varied use of the language (Bautista & Ramos, 2021; Navarro, 2023; Pagaduan, 2025).
4. Finally, it can be concluded that there is a high to very high significant correlation among all subcategories of the measure of extent of challenges in the English Language. By this, it implies that grammar, vocabulary, spelling, pronunciation, and sentence construction are closely related, as one aspect affect another; and coincides to studies that state that language skills function as an integrated system wherein teaching must be holistic in nature (Asne & Estremera, 2025; Hangad & Clarin, 2023; Ramos et al., 2025).

Recommendations

This study recommended the following:

1. To the School Administrators of Talipao National High School – Main; they may strengthen institutional support for English language instruction through adequate learning resources such as updated instructional materials, reading programs, digital learning tools and etc.
2. English Language Teachers of Talipao; may adopt integrated and differentiated instructional strategies that recognize the interconnected nature of grammar, vocabulary, spelling, pronunciation, and sentence structure. Teachers may design grade-appropriate interventions such as contextualized grammar teaching, vocabulary enrichment through reading and discussion, spelling drills, and communicative speaking activities.
3. Through Parents; may support their children's English language development at home by promoting reading habits, exposing them to English materials (e.g. books, media), and encouraging practice in both written and

spoken communication. Despite financial constraints, simple strategies such as guided reading, vocabulary practice, and consistent encouragement can significantly enhance students' confidence and competence in English.

4. Students may take an active role in improving their English language skills by engaging in regular practice of all language domains. Utilizing available resources such as school materials, peer collaboration, and digital tools can further support their learning.

Moreso, in Future researches, they may examine other fields that may affect the difficulties in English language learning such as; motivation, learning strategies, teacher competence, classroom environment. Expanding the scope to include other schools or regions may provide broader insights and enhance the generalizability of findings.

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Data Availability Statement

The author's study relied exclusively on previously published literature cited within, creating a clear basis for not having data-sharing implications. No original datasets were generated or analyzed in the article.

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Appendices

No appendices are attached to this study.