



BADJAO LEARNERS' SOCIO-ECONOMIC FACTORS: ITS INFLUENCES AND BARRIERS TOWARD ENGLISH LANGUAGE ACQUISITION

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ABSTRACT

This study aimed to determine the relationship between the socioeconomic factors, influences, and barriers affecting English language acquisition among Grades 4, 5, and 6 Badjao learners at Totolan Elementary School during the School Year 2024-2025. Employing a descriptive research design, the study utilized a self-developed questionnaire to gather data on the learners' socioeconomic factors, influences, and barriers to English language acquisition. The questionnaire underwent pilot testing before the administration of a total population survey. The weighted mean was used to determine the learners' socioeconomic factors, influences, and barriers, while the Pearson Product-Moment Correlation Coefficient was employed to examine the significant relationship among these variables. The collected data were analyzed, presented, and interpreted accordingly. The findings revealed that an inclusive and supportive environment enhances English language learning among Badjao learners. The results also showed that while the learners receive some support in developing their English language skills, such support remains insufficient to maximize their learning. Furthermore, various barriers continue to challenge and hinder their acquisition of the English language. The study concluded that socioeconomic factors, influences, and barriers have a significant relationship with the English language acquisition of Badjao learners. Based on these

findings, the study recommends promoting engaging group activities through interactive hands-on games, implementing reading programs, conducting one-on-one reading sessions, and integrating digital tools and multimedia resources to improve English language proficiency.

Keywords: *Badjao learners; English language acquisition; Indigenous education; Language barriers; Language influences; Socio-economic factors.*

INTRODUCTION

English has become the global language of communication, education, and professional advancement. In the Philippines, English serves as one of the official languages and remains an essential medium of instruction in the educational system. Despite its importance, recent reports have shown a decline in the country's English proficiency, with various factors such as socio-economic conditions, parental involvement, learning environment, and instructional practices contributing to learners' language development (Santos et al., 2022).

Among marginalized and indigenous communities, these challenges are often more pronounced. The Badjao, one of the indigenous cultural communities in the Philippines, continue to experience educational disadvantages arising from poverty, geographic isolation, limited educational opportunities, and inadequate exposure to English. These conditions may affect their ability to acquire English proficiency and participate fully in academic and social contexts (Nusrath, 2020).

Previous studies have demonstrated that language acquisition is influenced by multiple interconnected factors, including socio-economic status, parental support, classroom culture, peer interaction, teaching strategies, and access to educational resources. Learners from disadvantaged backgrounds generally have fewer opportunities to access quality learning materials and language-rich environments, which may hinder the development of English proficiency (Alamer, 2021; Zahid & Ashfaq, 2022; Ferreira et al., 2020). Likewise, financial constraints and limited educational resources have been identified as significant barriers to language learning (Joshi et al., 2024).

The present study is anchored in Putnam's (2000) Social Capital Theory, Tomasello's (2005) Usage-Based Theory of Language Acquisition, and Larsen-Freeman's (2013) Complexity Theory for Second Language Acquisition. These theories collectively explain that language acquisition is shaped by learners' social relationships, meaningful language interactions, and the complex interplay of environmental and socio-economic conditions. They provide a comprehensive framework for understanding how contextual factors influence English language acquisition among Badjao learners.

Although previous research has examined factors affecting English language learning, limited empirical evidence focuses specifically on elementary Badjao learners in the Philippine context. This gap underscores the need to investigate how socio-economic

factors, learning influences, and barriers interact in shaping English language acquisition among this marginalized group.

Accordingly, this study examined the socio-economic factors, influences, and barriers affecting English language acquisition among Grade 4, Grade 5, and Grade 6 Badjao learners at Totolan Elementary School, Dauis, Bohol. It further determined the significant relationships between socio-economic factors and both the influences and barriers to English language acquisition. The findings provide empirical evidence that may guide educators, school administrators, policymakers, and other stakeholders in developing culturally responsive interventions and support programs that promote equitable English language learning opportunities for indigenous learners.

Research Questions

The main objective of this study was to determine the socio-economic factors, influences and barriers toward English language among Elementary Badjao learners at Totolan Elementary School.

Specifically, this study aimed to answer the following questions:

1. What are the respondents' socio-economic factors in terms of:
 - 1.1 parental support;
 - 1.2 social class; and
 - 1.3 class culture?
2. What are the influences of English language acquisition along:
 - 2.1 support at home;
 - 2.2 peers; and
 - 2.3 teaching strategies?
3. What are the barriers of English language acquisition in terms of:
 - 3.1 access to resources;
 - 3.2 quality of education; and
 - 3.3 financial constraints?
4. Is there a significant relationship between the Badjao learners' socio-economic factors, influences and barriers of English language acquisition?
5. What improvement measures could be proposed based on the findings of the study?

METHODOLOGY

Research Design

This study employed a descriptive research design to examine the socio-economic factors, influences, and barriers associated with English language acquisition among Badjao learners. A descriptive design was considered appropriate as it enables the systematic collection, analysis, and presentation of data to describe the existing

conditions and characteristics of the target population without manipulating the study variables.

Research Environment

The study was conducted at Totolan Elementary School, a public elementary school located in Barangay Totolan, Dauis, Bohol, Philippines. Totolan is a coastal barangay situated in the northern part of the municipality of Dauis, directly opposite Tagbilaran City. Established in 1970, the school is recognized for promoting inclusive education and for providing formal educational opportunities to a significant number of Badjao learners in the community. The school was selected as the research locale because it serves Badjao learners, making it an appropriate setting for investigating the socio-economic factors, influences, and barriers affecting English language acquisition.

Research Participants

The participants of the study consisted of 40 Badjao learners enrolled in Grades 4, 5, and 6 at Totolan Elementary School during the conduct of the study. These learners were selected because they represented the target population whose experiences and perceptions regarding English language acquisition were central to the investigation.

Table 1
Distributions of Respondents
(N=40)

Grade Level	No. of Respondents
Grade 4	15
Grade 5	9
Grade 6	16
TOTAL	40

Research Instrument

The study utilized a researcher-developed structured questionnaire specifically designed to achieve the objectives of the study. The instrument consisted of three sections that measured the participants' socio-economic factors, influences, and barriers related to English language acquisition.

The questionnaire was developed through an extensive review of related literature and previous empirical studies to ensure that the items were aligned with the variables under investigation. Prior to the actual data collection, the instrument underwent pilot testing among Badjao learners who were not included in the final sample. The pilot test was conducted to evaluate the clarity, appropriateness, reliability, and consistency of the

questionnaire. Necessary revisions were made based on the results before the final administration of the instrument.

Research Procedure

Prior to data collection, the researchers secured the necessary approvals from the research adviser, the Schools Division Superintendent, the National Commission on Indigenous Peoples (NCIP), the Badjao chieftain, and the principal of Totolan Elementary School. Informed consent was likewise obtained from the participants and other appropriate stakeholders before the administration of the survey.

Upon obtaining the required permissions, the researchers personally administered the questionnaires and provided clear instructions regarding their completion. The participants were encouraged to answer each item honestly and objectively to ensure the accuracy and credibility of the data collected. After the retrieval of the completed questionnaires, all responses were checked, encoded, and treated with strict confidentiality. The information gathered was used solely for research purposes and handled in accordance with ethical standards governing research involving human participants.

Data Analysis

The data collected were analyzed using appropriate descriptive and inferential statistical techniques to address the objectives of the study.

The weighted mean was employed to determine the level of the respondents' socio-economic factors, influences, and barriers toward English language acquisition. This statistical measure was used to summarize the respondents' ratings and describe the overall level of each variable.

To determine the significant relationship among socio-economic factors, influences, and barriers toward English language acquisition, the Pearson Product-Moment Correlation Coefficient (Pearson's r) was utilized. This inferential statistical test was used to measure the strength and direction of the relationship between the variables under investigation.

The strength of the correlation coefficients was interpreted using the following criteria:

Correlation Coefficient (r)	Interpretation
0.80–1.00	Very Strong
0.60–0.79	Strong
0.40–0.59	Moderate
0.20–0.39	Weak
0.00–0.19	Very Weak

RESULTS

This section presents the analysis and interpretation of the data gathered to address the research objectives.

The first part presents the respondents' socio-economic factors in terms of parental support, social class, and class culture. The second part presents the influences on English language acquisition in terms of support at home, peers, and teaching strategies. The third part presents the barriers to English language acquisition in terms of access to resources, quality of education, and financial constraints. Finally, the fourth part presents the significant relationships among the respondents' socio-economic factors, influences, and barriers to English language acquisition.

Table 2
Respondents' Socio-economic Factors on Parental Support
(N=40)

Items	Weighted Mean	Descriptive Value	Rank
1. My parents are interested in my progress in learning English.	3.05	Felt	2
2. My parents teach me new English vocabulary.	2.65	Felt	6
3. My parents show understanding when I face challenges in learning English.	2.65	Felt	6
4. My parents support me in learning English.	2.48	Felt Less	10
5. My parents find ways for me to learn English.	2.65	Felt	6
6. My parents motivate me to read English books or English shows.	2.60	Felt	9
7. My parents help me understand English grammar.	3.18	Felt	1
8. My parents help me when I make mistakes in English.	2.83	Felt	4
9. My parents motivate me to develop my English skills.	2.93	Felt	3
10. My parents understand the importance of learning English.	2.73	Felt	5
OVERALL WEIGHTED MEAN	2.77	Felt	

Legend: 3.26 – 4.00 Felt Much 1.76 – 2.5 Felt Less
 2.51 – 3.25 Felt 1.00 – 1.75 Not Felt

Table 2 presents the respondents' socio-economic factors in terms of parental support. The highest-rated item was *"My parents help me understand English grammar"* (WM = 3.18), while the lowest-rated item was *"My parents support me in learning English"* (WM = 2.48). The overall weighted mean of 2.77 indicates that parental support was generally felt by the respondents. The findings suggest that although parental support is generally present, its extent varies across different forms of involvement. This indicates opportunities to strengthen parents' active participation in supporting their children's English language learning. These findings are consistent with Wilder (2022), who

reported that parental involvement, particularly through clear academic expectations and active engagement, is positively associated with students' academic achievement.

Table 3
Respondents' Socio-economic Factors on Social Class
(N=40)

Items	Weighted Mean	Descriptive Value	Rank
1. I feel that my social class affects my access to to quality English language education.	3.10	Felt	4
2. I feel limited in my ability to practice English outside of school because of my social class.	2.88	Felt	7
3. I feel encouraged to improve my English skills because my family can invest in educational materials.	3.30	Felt Much	3
4. I feel that my parent's occupations provide me with insights into the importance of English in various aspects.	3.40	Felt Much	2
5. I feel that my parent's professional accomplishments motivate me to strive for excellence in my English studies.	3.05	Felt	5
6. I feel that my educational background helps me understand English concepts better.	3.50	Felt Much	1
7. I feel that financial stability in my family helps me focus on my English studies without economic stress.	2.78	Felt	8
8. I feel that my social class provides me with access to diverse English language media.	2.65	Felt	9
9. I feel that the stability of my social class allows me to focus more on my studies, including English.	3.05	Felt	5
10. I feel that my social class exposes me to a wide range of perspective on language use and learning.	2.55	Felt	10
OVERALL WEIGHTED MEAN	3.03	Felt	

Legend: 3.26 – 4.00 Felt Much 1.76 – 2.5 Felt Less
2.51 – 3.25 Felt 1.00 – 1.75 Not Felt

Table 3 presents the respondents' socio-economic factors in terms of social class. The highest-rated item was *"I feel that my educational background helps me understand English concepts better"* (WM = 3.50), while the lowest-rated item was *"I feel that my social class exposes me to a wide range of perspectives on language use and learning"* (WM = 2.55). The overall weighted mean of 3.03 indicates that the influence of social class was generally felt by the respondents. The findings suggest that the respondents perceived their social class as having a meaningful influence on their English language acquisition, particularly through educational background and family-related resources. These findings support those of Zahid (2022), who emphasized that socio-economic factors, including family income and access to educational resources, play an important role in language learning by shaping learners' educational opportunities and learning experiences.

Table 4
Respondents' Socio-economic Factors on Class Culture
(N=40)

Items	Weighted Mean	Descriptive Value	Rank
1. I feel that my classroom environment encourages speaking English.	3.38	Felt Much	2
2. I feel that my classmates support each other in learning English.	3.05	Felt	8
3. I feel comfortable asking questions in English during class.	2.83	Felt	9
4. I feel that English is valued in our classroom.	3.35	Felt Much	4
5. I feel that group activities in English help me learn better.	3.10	Felt	7
6. I feel motivated to learn English because of my classmates.	3.40	Felt Much	1
7. I feel comfortable approaching our teacher for help in learning English.	3.38	Felt Much	2
8. I feel that my class culture promotes a positive attitude towards learning English.	3.25	Felt	5
9. I feel comfortable using English in class discussion.	2.75	Felt	10
10. I feel respected when speaking English.	3.25	Felt	5
OVERALL WEIGHTED MEAN	3.17	Felt	
Legend: 3.26 – 4.00 Felt Much 1.76 – 2.5 Felt Less 2.51 – 3.25 Felt 1.00 – 1.75 Not Felt			

Table 4 presents the respondents' socio-economic factors in terms of class culture. The highest-rated item was *"I feel motivated to learn English because of my classmates"* (WM = 3.40), while the lowest-rated item was *"I feel comfortable using English in class discussion"* (WM = 2.75). The overall weighted mean of 3.17 indicates that class culture was generally felt by the respondents. The findings suggest that a positive classroom culture supports English language acquisition, particularly through peer motivation and a supportive learning environment. However, respondents were less confident in using English during class discussions, indicating the need to further encourage active oral participation. These findings are consistent with Akpur (2021), who reported that a supportive classroom culture enhances students' confidence, participation, and language development by fostering a positive and encouraging learning environment.

Table 5
Summary on Badjao Learners' Socio-Economic Factors
(N=40)

Socio-Economic Factors	Weighted Mean	Descriptive Value	Rank
Parental Support	2.77	Felt	3
Social Class	3.03	Felt	2
Class Culture	3.17	Felt	1

Average Weighted Mean	2.99	Felt	
Legend:	3.26 – 4.00 Felt Much 2.51 – 3.25 Felt	1.76 – 2.5 Felt Less 1.00 – 1.75 Not Felt	

Table 5 summarizes the respondents' socio-economic factors. Among the three dimensions, class culture obtained the highest weighted mean (WM = 3.17), followed by social class (WM = 3.03), while parental support received the lowest weighted mean (WM = 2.77). The overall average weighted mean of 2.99 indicates that the respondents generally felt the influence of socio-economic factors on their English language acquisition. The findings suggest that class culture was the most influential socio-economic factor affecting the respondents' English language acquisition, while parental support was the least influential. Overall, the respondents perceived that socio-economic factor played a meaningful role in their English learning experiences. These findings are supported by Jee (2024), who emphasized that a positive classroom culture enhances students' motivation and engagement in learning English. Likewise, Chavez et al. (2023) highlighted that parental involvement contributes to children's language development by fostering literacy and communication skills, reinforcing the importance of family support in English language learning.

Table 6
Respondents' Influences of English Language Acquisition on Support at Home (N=40)

Items	Weighted Mean	Descriptive Value	Rank
1. My parents provide English learning resources (e.g., books, apps.)	2.80	Influence	4
2. My parents take an active role in discussing English related topics with me.	2.97	Influence	2
3. My parents correct my mistakes when I speak English.	2.45	Less Influenced	8
4. My parents have the financial mean to invest in additional English learning opportunities.	2.55	Influenced	6
5. My parents encourage me to read English books or watch English media.	3.05	Influenced	1
6. My parents actively engage with me in English conversation at home.	2.10	Less Influenced	10
7. My parents motivate me to learn and practice English through encouragement.	2.85	Influenced	3
8. My parents create opportunities for me to interact with others in English.	2.20	Less Influenced	9
9. My parents help me balance learning both my native language and English.	2.52	Influenced	7
10. My parents encouraged me to watch English movies or shows to improve my language.	2.62	Influenced	5
OVERALL WEIGHTED MEAN	2.61	Influenced	
Legend:	3.26 – 4.00 Highly Influenced 3.25 Influenced	1.76 – 2.5 Less Influenced 1.00 – 1.75 Not Influenced	2.51 –

Table 6 presents the respondents' influences on English language acquisition in terms of support at home. The highest-rated item was "My parents encourage me to read

English books or watch English media" (WM = 3.05), while the lowest-rated item was "My parents actively engage with me in English conversation at home" (WM = 2.10). The overall weighted mean of 2.61 indicates that support at home generally influenced the respondents' English language acquisition. The findings suggest that parental support contributes to English language acquisition primarily through encouragement and exposure to English learning materials. However, the limited use of English in parent-child interactions at home may constrain the development of learners' oral communication skills. These findings are consistent with Choudhury et al. (2024), who emphasized that active parental involvement and the use of supportive learning resources are important in enhancing children's English language development.

Table 7
Respondents' Influences of English Language Acquisition on Peers
(N=40)

Items	Weighted Mean	Descriptive Value	Rank
1. My peers encourage me to speak English more frequently.	2.45	Less Influenced	8
2. I feel more comfortable practicing English with peers.	2.42	Less Influenced	9
3. My peers correct my mistakes in English.	2.92	Influenced	1
4. I improve my English vocabulary by interacting with my peers.	2.57	Influenced	5
5. I learn new English phrases from my peers.	2.72	Influenced	3
6. My peers motivate me to participate in English related activities.	2.52	Influenced	6
7. I learn English slang and informal expression from my peers.	2.22	Less Influenced	10
8. My peers encourage me to watch English movies or Shows.	2.92	Influenced	1
9. My peers give me feedback on my English pronunciation.	2.47	Less Influenced	7
10. I learn about English grammar rules through discussion with my peers.	2.67	Influenced	4
OVERALL WEIGHTED MEAN	2.59	Influenced	

Legend: 3.26 – 4.00 Highly Influenced 1.76 – 2.5 Less Influenced
2.51 – 3.25 Influenced 1.00 – 1.75 Not Influenced

Table 7 presents the respondents' influences on English language acquisition in terms of peers. The highest-rated items were "My peers correct my mistakes in English" and "My peers encourage me to watch English movies or shows" (WM = 2.92), while the lowest-rated item was "I learn English slang and informal expressions from my peers" (WM = 2.22). The overall weighted mean of 2.59 indicates that peers generally influenced the respondents' English language acquisition. The findings suggest that peer interactions contribute to English language learning through feedback and encouragement. However, peers had a relatively limited influence on developing learners' spoken English and informal language use. These findings support those of Aziz and Kashinathan (2021), who reported that a supportive peer environment promotes language

learning by reducing speaking anxiety and encouraging collaboration and communication among learners.

Table 8
Respondents' Influences of English Language Acquisition on Teaching Strategies (N=40)

Items	Weighted Mean	Descriptive Value	Rank
1. My teacher creates a positive learning environment for English language.	3.47	Highly Influenced	4
2. My teacher incorporates technology to enhance English learning.	3.50	Highly Influenced	2
3. My teacher influences me to read English books.	3.77	Highly Influenced	1
4. My teacher gives me enough time to learn English.	3.25	Influenced	7
5. My teacher help me understand English grammar.	3.45	Highly Influenced	5
6. My teacher uses real-life examples to teach English concepts.	3.50	Highly Influenced	2
7. My teacher helps me builds confidence in using English.	3.20	Influenced	8
8. My teacher provides a variety of materials to enhance my English grammar.	3.45	Highly Influenced	5
9. My teacher incorporates storytelling in English To develop my English vocabulary.	3.07	Influenced	9
10. My teacher adapts lesson to meet my individual learning needs in English.	3.05	Influenced	10
OVERALL WEIGHTED MEAN	3.37	Highly Influenced	

Legend: 3.26 – 4.00 Highly Influenced 1.76 – 2.5 Less Influenced
2.51 – 3.25 Influenced 1.00 – 1.75 Not Influenced

Table 8 presents the respondents' influences on English language acquisition in terms of teaching strategies. The highest-rated item was *"My teacher influences me to read English books"* (WM = 3.77), while the lowest-rated item was *"My teacher adapts lessons to meet my individual learning needs in English"* (WM = 3.05). The overall weighted mean of 3.37 indicates that teaching strategies highly influenced the respondents' English language acquisition. The findings suggest that teaching strategies were the most influential factor in promoting English language acquisition among the respondents. Effective instructional practices, particularly those that encourage reading and active classroom engagement, played a significant role in supporting learners' language development. These findings are consistent with Khajavy et al. (2021), who emphasized that meaningful teacher–student interaction and engaging instructional strategies enhance language learning by increasing students' motivation, participation, and application of English in authentic contexts.

Table 9
Summary on Influences of English Language Acquisition
(N=40)

Influences of English Language Acquisition	Weighted Mean	Descriptive Value	Rank
Support at Home	2.61	Influenced	2
Peers	2.59	Influenced	3
Teaching Strategies	3.37	Highly Influenced	1
Average Weighted Mean	2.85	Influenced	

Legend: 3.26 – 4.00 Highly Influenced 1.76 – 2.5 Less Influenced
2.51 – 3.25 Influenced 1.00 – 1.75 Not Influenced

Table 9 summarizes the influences on English language acquisition among the respondents. Among the three dimensions, teaching strategies obtained the highest weighted mean (WM = 3.37), followed by support at home (WM = 2.61), while peers received the lowest weighted mean (WM = 2.59). The overall average weighted mean of 2.85 indicates that these factors generally influenced the respondents' English language acquisition. The findings suggest that teaching strategies exerted the greatest influence on the respondents' English language acquisition, highlighting the important role of effective classroom instruction in facilitating language learning. These findings are consistent with Ferreira et al. (2020), who emphasized that inclusive and culturally responsive teaching strategies foster a supportive learning environment and enhance students' language development and academic success.

Table 10
Respondents' Barriers of English Language Acquisition on Access to Resources
(N=40)

Items	Weighted Mean	Descriptive Value	Rank
1. The availability of English learning resources in my school is limited.	2.95	Observed	3
2. I have lack access to English.	2.93	Observed	6
3. I cannot afford to purchase supplementary English learning materials.	2.95	Observed	3
4. My school lacks technological resources for English learning.	2.93	Observed	6
5. Internet access for practicing English is difficult for me.	2.93	Observed	6
6. There are inadequate English materials available.	2.95	Observed	3
7. The school library does not have enough English books for practice.	2.93	Observed	6
8. Learning resources for English are not available in my community.	2.93	Observed	6
9. I do not have access to audio-visual materials for learning English.	2.98	Observed	2
10. I struggle to get the necessary materials for English language exams.	3.00	Observed	1

OVERALL WEIGHTED MEAN		2.90	Observed
Legend:	3.26 – 4.00 Highly Observed 2.51 – 3.25 Observed	1.76 – 2.5 Less Observed 1.00 – 1.75 Not Observed	

Table 10 presents the respondents' barriers to English language acquisition in terms of access to resources. The highest-rated item was *"I struggle to get the necessary materials for English language exams"* (WM = 3.00), while the lowest-rated items were *"I have lack access to English," "My school lacks technological resources for English learning," "Internet access for practicing English is difficult for me," "The school library does not have enough English books for practice,"* and *"Learning resources for English are not available in my community"* (WM = 2.93). The overall weighted mean of 2.90 indicates that barriers related to access to resources were generally observed by the respondents. The findings suggest that limited access to learning materials and educational resources remains a barrier to the respondents' English language acquisition. Although the differences among the item ratings were minimal, the results indicate that access to adequate instructional materials and learning resources continues to affect their language learning experiences. These findings are supported by Tortor et al. (2020), who reported that limited financial resources and inadequate access to educational materials restrict learners' opportunities to develop English language proficiency.

Table 11
Respondents' Barriers of English Language Acquisition on Quality of Education
(N=40)

Items	Weighted Mean	Descriptive Value	Rank
1. The curriculum is not relevant to real-life situations.	2.83	Observed	4
2. I feel discouraged to speak in English in class.	2.85	Observed	1
3. Assessment methods do not adequately measure language skills.	2.83	Observed	4
4. The classroom environment is not supportive for language learning	2.83	Observed	4
5. Teachers are not encouraging to my language efforts.	2.83	Observed	4
6. The school's focus primarily on other subjects, neglecting English.	2.83	Observed	4
7. There are no clear goals for English language acquisition in the English.	2.83	Observed	4
8. My school does not encourage students to speak English in informal settings.	2.85	Observed	1
9. The English tests in my school do not reflect Real language ability.	2.83	Observed	4
10. The teaching methods used in my English class are outdated.	2.85	Observed	1
OVERALL WEIGHTED MEAN	2.84	Observed	
Legend:	3.26 – 4.00 Highly Observed 2.51 – 3.25 Observed	1.76 – 2.5 Less Observed 1.00 – 1.75 Not Observed	

Table 11 presents the respondents' barriers to English language acquisition in terms of quality of education. The highest-rated items were *"I feel discouraged to speak in English in class," "My school does not encourage students to speak English in informal settings,"* and *"The teaching methods used in my English class are outdated"* (WM = 2.85), while the remaining items each obtained a weighted mean of 2.83. The overall weighted mean of 2.84 indicates that barriers related to the quality of education were generally observed by the respondents. The findings suggest that the respondents perceived several educational factors, including limited opportunities to use English and instructional practices, as barriers to English language acquisition. These results underscore the need to strengthen classroom practices and provide more supportive learning environments that promote language development. These findings are consistent with Sevy-Biloon et al. (2020), who emphasized that effective teaching methods, adequate teacher preparation, and supportive classroom management are essential for improving English language learning outcomes.

Table 12
Respondents' Barriers of English Language Acquisition
on Financial Constraints
(N=40)

Items	Weighted Mean	Descriptive Value	Rank
1. I find it difficult to purchase English textbooks and learning materials due to financial issues.	2.59	Observed	2
2. I struggle to afford a smartphone or computer, making it hard to engage with English learning apps and tools.	2.59	Observed	2
3. My financial struggles cause me to miss school and hinder my ability to learn the English language.	2.59	Observed	2
4. My family can't afford to get a tutor for English due to financial limitations.	2.59	Observed	2
5. Financial stress makes it difficult for me to concentrate on learning English and improving my proficiency.	2.61	Observed	1
6. I find it difficult to access extra English learning resources because of our financial issue.	2.59	Observed	2
7. I find it difficult to buy the materials needed for English class.	2.59	Observed	2
8. My family prioritizes basic needs over buying English learning resources, making it hard for me to study the language outside of school.	2.59	Observed	2
9. My family cannot afford to buy gadgets (such as smartphones or laptops) that would allow me to access online English lessons.	2.59	Observed	2
10. I struggle with completing English homework or projects at home because we cannot afford educational supplies.	2.59	Observed	2
OVERALL WEIGHTED MEAN	2.59	Observed	

Legend: 3.26 – 4.00 Highly Observed 1.76 – 2.5 Less Observed
2.51 – 3.25 Observed 1.00 – 1.75 Not Observed

Table 12 presents the respondents' barriers to English language acquisition in terms of financial constraints. The highest-rated item was *"Financial stress makes it difficult for me to concentrate on learning English and improving my proficiency"* (WM = 2.61), while the remaining items each obtained a weighted mean of 2.59. The overall weighted mean of 2.59 indicates that financial constraints were generally observed by the respondents. The findings suggest that financial limitations constitute a barrier to English language acquisition by restricting access to learning materials, educational resources, and technology needed to support language learning. These constraints may limit the respondents' opportunities to develop their English proficiency both inside and outside the classroom. These findings are consistent with Joshi et al. (2024), who reported that learners from economically disadvantaged families often experience limited access to educational resources, thereby affecting the quality of their learning opportunities and academic achievement.

Table 13
Summary on Barriers of English Language Acquisition
(N=40)

Barriers of English Language Acquisition	Weighted Mean	Descriptive Value	Rank
Access to Resources	2.90	Observed	1
Quality of Education	2.84	Observed	2
Financial Constraints	2.59	Observed	3
Average Weighted Mean	2.77	Observed	

Legend: 3.26 – 4.00 Highly Observed 1.76 – 2.5 Less Observed
2.51 – 3.25 Observed 1.00 – 1.75 Not Observed

Table 13 summarizes the barriers to English language acquisition among the respondents. Among the three dimensions, access to resources obtained the highest weighted mean (WM = 2.90), followed by quality of education (WM = 2.84), while financial constraints received the lowest weighted mean (WM = 2.59). The overall average weighted mean of 2.77 indicates that these barriers were generally observed by the respondents. The findings suggest that limited access to learning resources was the most prominent barrier affecting the respondents' English language acquisition, followed by the quality of education. Overall, the respondents perceived that these barriers influenced their opportunities to develop English language proficiency. These findings are consistent with Blom et al. (2023), who reported that learners from low socio-economic backgrounds often experience limited access to educational resources and language-rich environments, which may hinder vocabulary development and language acquisition.

Table 14
Significant Relationship Between Badjao Learners' Socio- Economic Factors and Influences of English Language Acquisition
(N=40)

Sources of Relationship	Computer r	Critical r value	P – value	Interpretation	Decision
Socio-Economic Factors VS Influences of English Language Acquisition	0.7735	± 0.264	< .00001	Strong Positive Correlation	Reject Ho

Table 14 presents the significant relationship between the respondents' socio-economic factors and the influences of English language acquisition. The computed Pearson correlation coefficient ($r = 0.7735$) exceeded the critical value ($r = \pm 0.264$), with a p-value < .00001, indicating a statistically significant relationship. Thus, the null hypothesis was rejected. The correlation coefficient further indicates a strong positive relationship between the two variables. The findings suggest that favorable socio-economic factors are associated with stronger influences that support English language acquisition. As respondents' socio-economic conditions improve, the positive influences on their English language learning likewise increase. These findings are consistent with Pecson et al. (2024), who reported that supportive family environments and positive socio-economic conditions enhance students' learning experiences and contribute to improved language acquisition outcomes.

Table 15
Significant Relationship Between Badjao Learners' Socio- Economic Factors and Barriers of English Language Acquisition
(N=40)

Sources of Relationship	Computer r	Critical r value	P – value	Interpretation	Decision
Socio-Economic Factors VS Barriers of English Language Acquisition	0.6236	± 0.264	0.000017	Moderate Positive Correlation	Reject Ho

Table 15 presents the significant relationship between the respondents' socio-economic factors and the barriers to English language acquisition. The computed Pearson correlation coefficient ($r = 0.6236$) exceeded the critical value ($r = \pm 0.264$), with a p-value = 0.000017, indicating a statistically significant relationship. Thus, the null hypothesis was rejected. The correlation coefficient indicates a moderate positive relationship between the two variables. The findings suggest that socio-economic factors are significantly associated with the barriers to English language acquisition. Respondents with greater socio-economic challenges tended to experience more barriers in learning English, although the relationship was moderate, indicating that other factors

may also influence these barriers. These findings are consistent with Munir & Munir, (2024), who reported that socio-economic status affects students' learning by influencing their access to educational resources, school quality, and family support, all of which contribute to barriers in academic and language development.

DISCUSSION

This study examined the socio-economic factors, influences, and barriers affecting English language acquisition among Badjao learners at Totolan Elementary School. It also determined the significant relationships between socio-economic factors and the influences and barriers to English language acquisition. A descriptive research design was employed, involving 40 Grade 4, Grade 5, and Grade 6 Badjao learners selected through total population sampling. Data were collected using a researcher-developed, validated, and pilot-tested questionnaire. Descriptive statistics (weighted mean) and the Pearson Product-Moment Correlation Coefficient were used to analyze the data. The findings provide insights into the factors that facilitate and hinder English language acquisition among Badjao learners and serve as a basis for developing appropriate educational interventions and support programs.

Findings

Based on the analysis of the data, the following findings emerged:

Badjao Learners Socio-economic Factors

On Parental Support. Data showed that parental support for learning English is evident but varies. Parents are more involved in tasks like understanding grammar than in overall language learning.

On Social Class. It was found out that the respondents believe their social class plays a significant role in their exposure to the English language. They believe their social class boosts their exposure to English through media, social interactions, and context.

On Class Culture. It was revealed that while class culture affects English language learning, the effects are not all the same. Peer support for learning is strong when students feel inspired by their peers.

On Summary. It disclosed that the Badjao learners' socioeconomic factors significantly affect parental support, social class, and class culture. Of these, class culture has the greatest influence on their English learning. Creating an inclusive and supportive classroom environment boosts language learning for Badjao students.

Influences of English Language Acquisition

On Support at Home. Data showed that the primary determinant of the language acquisition of Badjao learners is not parental assistance. Although parents offer some support, there is a lack of active involvement in language use.

On Peers. Data revealed that the respondents' peer support exists, though, it is insufficient to significantly support learners' proficiency in English. Peer interactions is not that effective in promoting active speaking practice or enhance pronunciation for Badjao learners.

On Teaching Strategies. Data revealed that active teacher-student engagement and real-life language application boost motivation and proficiency. A personalized, interactive approach further enhances Badjao learners' skills, making learning more meaningful and applicable beyond the classroom.

On Summary. Data found out that the influences of English language acquisition such as support at home, peers, and teaching strategies have a significant impact to the respondents. This shows that learners get some exposure, support, and chances to improve their English, but these opportunities are not fully enhanced.

Barriers of English Language Acquisition:

Access to Resources. Data revealed that the respondents' barriers of English language acquisition is observed. This suggests that restricted access to resources is a significant obstacle to English language learning for the respondents.

Quality of Education. Data showed that the respondents' barriers of English language acquisition is observed. This shows that there are clear and widespread obstacles preventing Badjao students from learning English effectively because of the quality of education.

Financial Constraints. Data revealed that the respondents' barriers of English language acquisition is observed. The respondents are clearly affected by their financial issues that significantly impact their ability to access learning materials for English class.

On Summary. Data revealed that the barriers of English language acquisition of the respondents such as access to resources, quality of education, and financial constraints is observed. This indicates that the majority of the respondents encounter challenges that hinder their ability to acquire English language.

On Relationship between Badjao learners' Socioeconomic Factors and Influences of English Language Acquisition. It revealed that socioeconomic factors are one of the strongest determinants of English learning influences, as socioeconomic improve, the influences on English language acquisition also become stronger.

On Relationship between Badjao learners' Socioeconomic Factors and Barriers of English Language Acquisition. Marginalization reduces exposure to English and prevents learners from practicing and applying their knowledge in real-word situations. This creates a cycle where marginalized learners remain at a disadvantage, unable to fully participate in academic, professional, and social settings that require English proficiency.

Conclusions

The data highlighted that there is a significant relationship between Badjao learners' socioeconomic factors, influences and barriers of English language acquisition. As socioeconomic conditions improve, the positive influences on English learning become stronger, providing more opportunities for exposure and practice. Conversely, economic marginalization further reduces access to English resources, limits meaningful interactions in the language, and prevents learners from applying their knowledge in real-world situations. This reinforces the idea that a positive environment and supportive individuals significantly influence their ability to acquire English effectively. However, socioeconomic barriers have been proven to hinder their language acquisition. Overall, addressing socioeconomic disparities is key to improving English language acquisition among Badjao learners.

Recommendations

Based on the conclusions drawn from the findings accumulated, it is recommended that:

1. School Administrators may ensure students, especially from underserved communities like the Badjao, have access to necessary resources (e.g. books, digital tools, and online materials), inclusive language policies, and culturally relevant content to make learning English engaging. Additionally, financial aid programs such as scholarships and grants can help ease the financial burdens that often prevent students from fully participating in their education"
2. Teachers may foster inclusivity by encouraging group discussions, peer learning, and offering remedial sessions for students struggling with English. Integrating digital tools and multimedia resources can enhance engagement and accommodate diverse learning styles.
3. Parents may continue supporting their children's English learning by fostering a language-rich home environment, encouraging reading, watching English programs, and practicing speaking. Engaging with teachers and providing emotional support helps address learning gaps and boosts motivation.
4. Badjao learners may take charge of their English learning by making the most of school resources, joining language activities, and supporting each other. Exploring free online tools, mobile apps, and community programs can further boost their skills and confidence, creating more opportunities for growth.

Future researchers may conduct long-term studies on the impact of interventions on Badjao learners' English proficiency, compare challenges across indigenous groups, and explore how digital tools and online platforms can improve language skills and address education barriers.

Proposed Action Plan for Badjao Learners' Socio-Economic Factors: Its Influences and Barriers Toward English Language Acquisition

Rationale

As the world becomes more interconnected, mastering the English language increasingly provides opportunities for communication, education, and economic growth across various cultures and communities. However, for Badjao children, struggling to access the English language can be a unique challenge.

Students should have unrestricted access to the support they need, particularly in terms of language proficiency. In this case, teachers should foster inclusivity by promoting engaging group activity by the use of games that will also stimulate the brains of the learners in acquiring English language like scrabble. Also, teachers should include implementing reading program where all students will bring their favorite storybook to class and exchange them with their peers, and providing one-on-one reading sessions for learners facing challenges in acquiring English, with teachers or community volunteers offering their support. Moreover, incorporating digital tools and multimedia resources can also boost their engagement and cater to various learning preferences.

With this knowledge of the impact of socioeconomic factors, influences, and barriers of English language acquisition of Badjao learners, the study's proposed action plan aims to offer suggestions and recommendations on how to assist educators, parents, administrators, and learners in realizing benefits and necessity of effective language support.

Mechanics of Implementation

The researchers shall present the proposed plan to the Principal of Totolan Elementary School for approval after the examining panel has subjected it to refinement. Upon approval, the researchers will forward the proposal to the DOH, DepEd, and to the office of the Municipal Mayor where further clarification will be provided.

Schedule of Implementation

The implementation of the program of proposal shall commence once permission is granted to the researchers by the authorities in charge.

Monitoring and Evaluating

To ensure the strict implementation of the said proposed plan, the researchers would adapt a periodic monitoring and evaluation in order to determine effectivity in its results. This is to identify if there are areas of concern that need further improvements in which an immediate response would be expected from the researchers.

Objectives

After the implementation of the proposed improvement plan, the research aims to achieve the following objectives:

1. encourages Badjao learners to build confidence and enhance their proficiency in languages, particularly in English.
2. develops a deeper appreciation for English language while fostering a sense of belonging and identity within their school community.
3. enhances English language skills, enabling students to improve their academic performance.
4. raises awareness among students about the benefits of being English competent within their school environment.
5. addresses common language difficulties faced by Badjao learners through well-planned educational activities.

Compliance with Ethical Standards

The researchers declare that they strictly followed all ethical guidelines in research. Informed consent was obtained from the respondents and their freedom to withdraw from the study at any time was made known to them. The anonymity of the respondents was maintained, and Data Privacy was followed. The respondents' well-being was safeguarded and there was no conflict of interest in the conduct of the study. Plagiarism was strictly avoided and objectivity in the findings' interpretation was upheld.

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APA Citation:

Apas, J. R., Homez, Z. R., Mariaca, B. S., Ramirez, A. S., Suarez, K. J. D., Tapuroc, R. M. T., Deloso, M. F. & Deloso, R. H. (2026). BADJAO LEARNERS' SOCIO-ECONOMIC FACTORS: ITS INFLUENCES AND BARRIERS TOWARD ENGLISH LANGUAGE ACQUISITION. *Ignatian International Journal for Multidisciplinary Research*, 4(8), 725–746. <https://doi.org/10.5281/zenodo.21903859>

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