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Original Article

A Social Cognitive Perspective on English Grammar Performance: The Roles of Attitudes, Teacher Attributes, and Student Engagement

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Abstract. This study examined students' grammar performance and its relationship with their attitudes, teacher attributes, and engagement in learning English grammar. Using a descriptive-correlational design and systematic sampling, data were collected from 220 Grade 10 students from both public and private high schools in Bacong District, Negros Oriental, Philippines. Validated questionnaires and appropriate statistical tests were employed to analyze the data. Findings indicated that students generally demonstrated positive attitudes toward grammar, viewed their teachers' instructional practices favorably, and showed high levels of engagement, particularly in participation and effortful learning. In terms of performance, students showed relative strength in simple tenses but encountered more difficulty in areas such as subject–verb agreement and parallelism. The results further revealed that students' attitudes, teacher attributes, and engagement were all positively associated with grammar performance, with attitudes emerging as the most influential factor. Additionally, differences in grammar achievement were linked to demographic and socio-economic variables, including sex, type of elementary school attended, language use, and family income. Based on the findings, the study highlights the combined influence of learner attitudes, instructional practices, engagement, and socio-economic context on students' grammar learning outcomes.

Keywords: *Attitudes; Attributes; Engagement; Grammar; Income.*

Despite consistent evidence that learners struggle with core areas of English grammar—particularly subject–verb agreement, verb tense consistency, and parallelism (Maknunah, 2024; Indriyani & Hardiyanto, 2025; Sari & Oktavia, 2023)—prior research tends to be descriptive and fragmented. These studies converge on identifying similar error patterns but differ in scope and analytical depth, often relying on error-frequency counts with limited inferential analysis. Collectively, they provide only surface-level insights into grammatical difficulties, leaving underlying learning processes largely unexplored.

Much of the literature further examines isolated factors influencing grammar learning. For instance, learner attitudes and motivation (Huang, 2025), teacher-related variables (Olagbahu, 2020), and student engagement (Li, 2024) have all been linked to learning outcomes. While these findings suggest that affective, instructional, and behavioral factors play a role, inconsistencies arise due to differences in research design, measurement tools, and

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a heavy reliance on self-reported data. Consequently, the extent to which these variables translate into actual grammar performance remains unclear.

This fragmentation is also evident in studies conducted in the Philippine context. Research consistently documents difficulties in subject–verb agreement and verb usage, as well as broader challenges in grammatical proficiency among learners (Rueda, 2022; Castor & Buenviaje, 2025). However, many studies focus on specific error types or learner groups and often employ descriptive or correlational designs, limiting understanding of how personal, environmental, and behavioral factors interact. Similarly, although variables such as student engagement, teacher competence, and motivation are individually linked to language outcomes, their combined influence is rarely examined, resulting in a fragmented view of grammar learning as a set of disconnected influences rather than an integrated process.

Two key gaps emerge from this body of work. First, there is limited effort to examine grammar learning through an integrated lens that captures interactions among personal, environmental, and behavioral factors. Second, the persistent reliance on perception-based measures, without triangulation using objective assessments of grammar competence, creates a disconnect between reported experiences and actual performance. These limitations reduce both the explanatory strength and practical applicability of prior findings, a concern that is especially relevant in the Philippine educational context, where English proficiency is critical for academic success, yet persistent grammatical weaknesses suggest that current approaches may not adequately address the complexity of learning.

To address these limitations, this study is grounded in Albert Bandura's Social Cognitive Theory, which emphasizes that learning emerges from triadic reciprocal interactions among personal, environmental, and behavioral factors. In this framework, students' attitudes serve as personal determinants that influence how they process and respond to instruction, teacher attributes represent environmental factors that model and reinforce learning behaviors, and student engagement functions as the behavioral mechanism through which these influences manifest in grammar performance. By linking each variable directly to a theoretical construct and specifying the directional interactions among them, the study not only operationalizes Bandura's theory but also embeds it analytically, allowing predictions about how changes in personal or environmental factors may propagate through engagement to impact learning outcomes.

This study makes three contributions. First, it advances a theory-driven model that integrates previously isolated variables into a single analytical framework, addressing the lack of conceptual coherence in prior research. Second, it addresses methodological limitations by linking perceptual data to objective measures of grammar performance, thereby reducing reliance on self-report alone. Third, it provides focused evidence on Grade 10 learners in the Philippines, a group that remains underexamined despite its importance in the K–12 curriculum.

Based on the findings, this study positions grammar learning as a socially situated and dynamically constructed process, offering a more nuanced and empirically grounded basis for improving instructional practices and learner outcomes.

Methodology

Research Design

The research employed a descriptive-correlational design to examine how students' perceptions and profiles influence their performance in English grammar. It is descriptive because it identifies variations in grammar performance and perceptions across sex, type of elementary school, language use, and family income, revealing the factors that differentiate students' outcomes. It is correlational because it analyzes how student attitudes, teacher attributes, and student engagement relate to grammar performance, highlighting the interconnections that contribute to learning outcomes. This study demonstrates how students' perceptions and contextual factors shape their performance in English grammar, providing a deeper understanding of the mechanisms underlying their academic achievement.

Research Participants

The respondents in the study were Grade 10 students enrolled in both public and private high schools in Bacong District, Bacong, Negros Oriental, Philippines, during the academic year 2025–2026. The total population comprised 430 students, from which a sample of 220 respondents was drawn. This sample size represents a substantial proportion of the population, allowing for reliable analysis of students' grammar performance and the

influence of personal, environmental, and behavioral factors on English grammar learning.

The selection of respondents was conducted using systematic sampling with a random starting point. Specifically, every second student in the list of enrolled Grade 10 learners was chosen to participate in the study. This approach ensured that the sample was evenly distributed across the population and minimized selection bias, thereby enhancing the data's representativeness. Furthermore, the study achieved a 100% retrieval rate of the administered instruments, ensuring data completeness and strengthening the validity of the findings.

Research Instruments

Two researcher-developed instruments were used in this study. The questionnaire had three parts: (1) a disclosure statement and respondents' demographic profile; (2) students' perceptions of learning English grammar, focusing on attitudes, teacher attributes, and classroom engagement; and (3) grammar tests assessing subject–verb agreement, simple verb tenses, and parallelism.

The survey assessed students' attitudes across three themes: Student Attitudes (Language Skills Development, Communication and Confidence, Academic Benefits, Motivation and Enjoyment), Teacher Attributes (Clarity and Explanation, Lesson Pace and Adaptation, Student Engagement, Classroom Management, Instructional Creativity, Progress Monitoring, Use of Resources), and Student Engagement (Active Participation, Collaboration, Concentration and Effort, Feedback Utilization, Self-Monitoring, Enjoyment). Using a 5-point Likert scale, it captured varying degrees of interest, confidence, and motivation in grammar learning, provided insight into how teaching practices influence perceptions, and measured participation, effort, and enjoyment, highlighting areas of high motivation or potential support needs.

To ensure validity, three English teachers (two with doctorates, one with a master's) reviewed the instrument, and a dry run with 30 Grade 10 students tested reliability. Cronbach's alpha coefficients for the perception questionnaire were 0.7435 (attitudes), 0.7418 (teacher attributes), and 0.710 (engagement), all above the 0.70 threshold. Pilot testing of the grammar tests showed a combined item–test correlation (Pearson r) of 0.921, confirming strong reliability.

The subject–verb agreement test included 30 multiple-choice items on singular and plural agreement, prepositional phrases, interrupting modifiers, and collective/special singular nouns, ranging from simple to abstract or complex subjects with distractors. The verb tense test had 30 items on habitual actions, past events, and future plans, ranging from basic tense identification to items that required attention to time markers and context. The parallelism test contained 30 items on verbs, infinitives, gerunds, adjectives, nouns, and correlative structures, ranging from straightforward structures to subtle inconsistencies and complex phrasing with multiple distractors.

Data Gathering Procedure

After completing the required revisions from the design hearing, the researcher sought authorization from the university's Dean of the Graduate School. Following endorsement, the request was forwarded to the Schools Division Superintendent of Negros Oriental, together with approval letters from the school principals, the district supervisor, and duly signed parental consent forms. Once approved, the researcher coordinated with principals and advisers of participating public and private high schools and administered the questionnaires. Adequate spacing and supervision ensured honest responses. Students completed their profiles, survey, and grammar tests within two hours. The completed questionnaires were then collected, tallied, processed, analyzed, and interpreted.

Data Analysis Procedure

The researcher employed several statistical tools to analyze the data gathered in the study. The mean and standard deviation were used to describe students' grammar test performance in terms of subject–verb agreement, simple tenses, and parallelism, as well as their perceptions, including student attitudes, teacher attributes, and student engagement. An independent-samples t-test was used to assess significant differences in grammar performance across groups defined by sex and type of elementary school attended. Prior to conducting the parametric test, the assumption of normality was examined using the Shapiro–Wilk test for each group. The results revealed that all p-values were greater than 0.05, indicating that the data within each group did not significantly deviate from a normal distribution. Hence, the independent samples t-test was deemed appropriate.

Furthermore, one-way analysis of variance (ANOVA) was conducted to assess significant differences in grammar

performance across groups defined by family income. The assumptions of normality and homogeneity of variances were satisfied, as indicated by p-values greater than 0.05 in both the Shapiro–Wilk test and Levene's test. Consequently, Tukey's post hoc test was employed to identify specific group differences. Meanwhile, Spearman's Rank-Order Correlation was used to examine the relationship between students' grammar performance and their perceptions of learning English grammar. The normality of the variables involved in the correlation analysis was also assessed using the Shapiro–Wilk test. The results yielded p-values of < .001, 0.002, and 0.007 for student attitudes, teacher attributes, and student engagement, respectively. Since these values are less than the 0.05 level of significance, the data were considered not normally distributed. Therefore, the use of Spearman's Rank-Order Correlation, a non-parametric measure, was justified.

Ethical Considerations

Ethical standards were strictly observed throughout the research process. Ethical clearance was obtained from the university's ethics review board prior to data collection. Informed consent, including parental consent and disclosure statements, was secured from all participants. The principles of voluntary participation, confidentiality, and anonymity were clearly upheld. The purpose, benefits, and potential risks of the study were thoroughly explained to the respondents before participation. Participants were informed that they could withdraw their information and/or responses at any time without penalty. Furthermore, participants were advised that their data would be anonymized three weeks after collection. Additionally, the researcher disclosed the use of OpenAI's GPT-3 and QuillBot to improve the manuscript's readability. All outputs generated through these tools were carefully reviewed, edited, and finalized by the researcher, who assumes full responsibility for the accuracy and integrity of the content.

Results and Discussion

Student Attitudes in Learning English Grammar

Table 1 shows an overall mean of $\bar{x}$ = 4.18, indicating generally positive attitudes toward English grammar. Students strongly recognize grammar's importance for mastering English ($\bar{x}$ = 4.65), supporting speaking ($\bar{x}$ = 4.43), comprehension ($\bar{x}$ = 4.41), vocabulary ($\bar{x}$ = 4.40), and effective communication ($\bar{x}$ = 4.39). Grammar also enhances confidence ($\bar{x}$ = 4.39) and supports writing ($\bar{x}$ = 4.20), academic success ($\bar{x}$ = 4.07), and learning in meaningful contexts ($\bar{x}$ = 4.00), though enjoyment of exercises and early exposure were rated lower ($\bar{x}$ ≤ 3.93).

These findings indicate that students value grammar as central to listening, speaking, reading, writing, and overall communicative competence, even if it is not always perceived as enjoyable (Ameen, 2023; Arif et al., 2024; Febriyanti et al., 2024; Aulia et al., 2025; Sasmita & Ardiana, 2025; Asne & Estremera, 2025). High agreement on listening, vocabulary, and comprehension aligns with prior studies highlighting the role of grammar in text understanding (Sawitri & Riyanto, 2022; Wang, 2023; Ridwan, 2024; Prasetia et al., 2022).

Table 1. *Student attitudes in learning English grammar (n = 220)*

	I believe/think…	$\bar{x}$	VD	AI	SD
1.	Learning English grammar is important for mastering the English language.	4.65	SA	VP	0.62
2.	English grammar is important in speaking English.	4.43	SA	VP	0.72
3.	Using correct English grammar results in good listening comprehension.	4.41	SA	VP	0.71
4.	Learning English grammar improves vocabulary.	4.40	SA	VP	0.79
5.	Mastery of English grammar is needed for effective communication.	4.39	SA	VP	0.68
6.	Knowledge of English grammar helps me better understand the meaning of English texts.	4.39	SA	VP	0.68
7.	Knowledge of English grammar develops confidence in communication.	4.39	SA	VP	0.73
8.	English grammar affects the writing ability in English.	4.20	A	P	0.86
9.	Knowledge of English grammar contributes to academic success.	4.07	A	P	0.79
10.	Learning English grammar becomes valuable when it is connected to meaningful contexts.	4.00	A	P	0.89
11.	Learning English grammar becomes manageable when the rules are taught simply.	3.99	A	P	0.86
12.	Learning new English grammar rules is enjoyable.	3.93	A	P	0.78
13.	Learning English grammar becomes easier with exposure to the English language during childhood.	3.83	A	P	0.88
14.	Learning English grammar encourages note-taking.	3.81	A	P	0.76
15.	Doing English grammar exercises is fun.	3.76	A	P	0.83
	Composite	**4.18**	**A**	**P**	**0.78**

Note: Verbal Description (VD); Attitude Interpretation (AI); 4.21–5:00, Strongly Agree (SA), Very Positive (VP); 3.41–4.20 Agree (A), Positive (P); 2.61–3.40, Neither Agree/Disagree (NAD), Moderate (M); 1.81-2.60, Disagree (D), Negative (N); 1.00-1.80, Strongly Disagree (SD), Very Negative (VN)

Confidence in communication is associated with reduced anxiety and increased participation (Dahan et al., 2025). Writing, though slightly lower in agreement, is closely linked to grammar mastery and student performance (Luthfiyati et al., 2023; Karomah et al., 2025). Pedagogically, learners favor contextualized and explicit instruction,

with simplified explanations enhancing understanding (Jasmina et al., 2025; Alkhawaldeh, 2020; Anisah, 2025; Alzarahni, 2024). Lower ratings for enjoyment, exposure, and note-taking suggest traditional drill-based approaches may be less engaging, though research confirms that exposure, interactive activities, and note-taking improve achievement (Jahrani & Listia, 2023; Lee & Kim, 2025; Jin & Webb, 2023; Ganap & Kondo, 2025). With these findings, grammar instruction should be integrated into meaningful writing tasks, delivered contextually and interactively, and reinforced regularly, particularly for learners with limited early exposure.

Teacher Attributes in Learning English Grammar

Table 2 shows an overall mean of $\bar{x}$ = 4.09, indicating generally positive student perceptions of teachers' grammar instruction. The highest rating ($\bar{x}$ = 4.32) reflects that teachers encourage questions, fostering a supportive classroom (Zhang & Chen, 2024; Gebregziabher et al., 2025). Other highly rated aspects include pacing, clear explanations, and effective examples, demonstrating that students value organized, knowledgeable, and approachable teachers (Halim et al., 2023; Setiadi & Febriyanti, 2023).

Moderate ratings were observed for feedback, lesson flow, addressing questions, goal-setting, strategy adjustment, classroom management, and creative activities (~$\bar{x}$ = 4.00–4.19), suggesting generally effective instruction but opportunities to strengthen consistency, differentiation, and higher-order thinking tasks (Ganapathy, 2020; Gedamu, 2024; Gunawan & Wirza, 2025). Lower scores for lesson enjoyment, progress monitoring, engaging delivery, and multimedia use (~$\bar{x}$ = 3.89–3.98) indicate routine teaching approaches and limited technology integration, highlighting potential benefits of learner-centered, gamified, and digital strategies (Nurhalyza, 2025; Diyessa & Woldearegawie, 2025; Saputri, 2022).

Table 2. *Teacher attributes in learning English grammar (n = 220)*

	My English teacher…	$\bar{x}$	VD	TAI	SD
1.	Encourages learners to ask questions about English grammar.	4.32	SA	VP	0.69
2.	Teaches English grammar at a comfortable pace for better understanding.	4.29	SA	VP	0.77
3.	Explains English grammar rules clearly.	4.25	SA	VP	0.70
4.	Gives effective examples for English grammar lessons.	4.24	SA	VP	0.73
5.	Shows dedication to improving students' English grammar skills through feedback.	4.19	A	P	0.79
6.	Presents English grammar lessons smoothly.	4.13	A	P	0.79
7.	Addresses students' questions about English grammar to enhance engagement.	4.11	A	P	0.82
8.	Sets clear goals for learning English grammar.	4.05	A	P	0.79
9.	Adjusts teaching strategies to fit diverse learners in English grammar lessons.	4.01	A	P	0.72
10.	Manages the classroom to make learners focus on English grammar lessons.	4.00	A	P	0.84
11.	Uses creative activities that help develop critical thinking in English grammar lessons.	4.00	A	P	0.80
12.	Teaches to make English grammar lessons enjoyable.	3.98	A	P	0.84
13.	Tracks students' progress in English grammar effectively.	3.98	A	P	0.77
14.	Presents English grammar in an engaging way to maintain interest.	3.93	A	P	0.81
15.	Uses multimedia resources to explain English grammar concepts.	3.89	A	P	0.92
	Composite	**4.09**	**A**	**P**	**0.78**

Note: Verbal Description (VD); Teachers' Attribute Interpretation (TAI); 4.21–5:00, Strongly Agree (SA), Very Positive (VP); 3.41–4.20 Agree (A), Positive (P); 2.61–3.40, Neither Agree/Disagree (NAD), Moderate (M); 1.81-2.60, Disagree (D), Negative (N); 1.00-1.80, Strongly Disagree (SD), Very Negative (VN)

Based on the results, students perceive teachers as effective in promoting comprehension, pacing, and interactive questioning, while improvements in feedback, engagement, creativity, and technology integration could enhance classroom dynamics and grammar learning outcomes.

Student Engagement in Learning English Grammar

Table 3 shows an overall mean of $\bar{x}$ = 4.00, indicating generally high student engagement. Engagement is strongest in understanding complex grammar concepts ($\bar{x}$ = 4.36) and weakest in reflective practices, such as keeping an error log ($\bar{x}$ = 3.60). Concentration, correcting mistakes, participating in lectures, and applying feedback (~$\bar{x}$ = 4.08–4.15) indicate active cognitive and behavioral engagement, while social engagement—collaborating with peers, contributing to group tasks, and interacting with teachers (~$\bar{x}$ = 3.86–3.96)—is moderate, suggesting some hesitation in peer interactions. Enjoyment of grammar outside school ($\bar{x}$ = 3.79) also indicates that independent practice is less motivating. These findings align with research showing that engagement is higher in interactive, comprehension-focused tasks than in reflective or self-directed practices (Hamedi & Arabpour, 2025; Mihai et al., 2022). Metacognitive strategies such as think-aloud tasks, consciousness-raising, and self-assessment have been shown to enhance monitoring and reflective learning (Lat & Yumarnamto, 2025; Alqaed, 2024; Lapo & Guanuche, 2024).

Table 3. *Student engagement in learning English grammar (n = 220)*

Indicators	$\bar{x}$	VD	SEI	SD
1. I try my best to understand complex English grammar concepts.	4.36	SA	VH	0.74
2. I concentrate during English grammar lessons.	4.15	A	H	0.75
3. I make an effort to correct my English grammar mistakes outside of school by speaking self-checks.	4.15	A	H	0.77
4. I participate in lectures about English grammar to enhance language skills.	4.12	A	H	0.76
5. I apply corrections in English grammar.	4.11	A	H	0.87
6. I receive feedback about my errors in English grammar with open-mindedness.	4.10	A	H	0.88
7. I read English grammar books to strengthen my English grammar skills.	4.08	A	H	0.83
8. I participate in English grammar activities.	4.04	A	H	0.81
9. I collaborate with my classmates for a better understanding of English grammar lessons.	3.96	A	H	0.86
10. I work with others on English grammar exercises.	3.95	A	H	0.80
11. I share my ideas with my classmates about English grammar.	3.90	A	H	0.90
12. I engage with my teacher during discussions of English grammar lessons.	3.88	A	H	0.87
13. I contribute to English grammar group tasks.	3.86	A	H	0.84
14. I enjoy learning English grammar even when I am outside the school by answering English grammar exercises.	3.79	A	H	0.91
15. I evaluate my progress in learning English grammar by keeping an error log.	3.60	A	H	0.85
Composite	**4.00**	**A**	**H**	**0.83**

Note: Verbal Description (VD); Student Engagement Interpretation (SEI); 4.21–5:00, Strongly Agree (SA), Very High (VH); 3.41–4.20 Agree (A), High (H); 2.61–3.40, Neither Agree/Disagree (NAD), Moderate (M); 1.81-2.60, Disagree (D), Low (L); 1.00-1.80, Strongly Disagree (SD), Very Low (VL)

According to the results, students are motivated and attentive in the classroom and comprehension tasks, but demonstrate weaker engagement in reflection, collaboration, and independent learning. Strengthening self-monitoring, interactive strategies, out-of-school activities, and consistent feedback can foster more balanced engagement and improved grammar outcomes.

Performance of the Students in English Grammar

Table 4 shows varied student performance across grammar areas. The highest mean was in simple verb tenses ($\bar{x}$ = 79.44, Fairly Satisfactory), with 18.18% of students achieving outstanding scores. Parallelism ($\bar{x}$ = 73.04) and subject–verb agreement ($\bar{x}$ = 68.95) recorded lower means, both classified as Did Not Meet Expectations, with most students performing below the expected standard—68.18% for parallelism and 96.36% for subject–verb agreement. These results highlight significant gaps in grammar proficiency.

Difficulties in simple verb tenses often arise from overgeneralization of past-tense rules, confusion about tense functions, limited vocabulary, and insufficient practice (Reig et al., 2024; Toni, 2025). Parallelism challenges stem from improper use in comparisons, coordinate and paired conjunctions, and weak application of rules (Sari & Oktavia, 2023; Sharma, 2025). Subject–verb agreement posed the greatest challenge due to difficulties with modal patterns, complex subjects, singular/plural distinctions, and inadequate checking strategies (Putri et al., 2023; Rueda, 2022; Hanim, 2024).

Table 4. *Performance of the students in English grammar*

	SV-Agreement		Simple Tenses		Parallelism	
Ratings	**f**	**%**	**f**	**%**	**f**	**%**
90%-100% (Outstanding)	1	0.45%	40	18.18%	7	3.18%
85%-89% (Very Satisfactory)	0	0.00%	38	17.27%	18	8.18%
80%-84% (Satisfactory)	1	0.45%	24	10.91%	16	7.27%
75%-79% (Fairly Satisfactory)	6	2.73%	29	13.18%	29	13.18%
≤74% (Did Not Meet Exp.)	212	96.36 %	89	40.45%	150	68.18%
Total	**220**	**100%**	**220**	**100%**	**220**	**100%**
Mean	68.95 (**Did Not Meet Exp.**)		79.44 (**Fairly Satisfactory**)		73.04 (**Did Not Meet Exp.**)	
SD	3.67		9.71		7.36	

These findings are consistent with prior research documenting frequent errors in subject–verb agreement, tense, and parallelism among EFL learners (Delos Reyes & Lamela, 2023; Tuparan & Caturay, 2024; Catabay, 2023). Although students show some proficiency in simple tenses, their struggles with more complex structures underscore the need for targeted instructional interventions focusing on subject–verb agreement and parallelism.

Relationship Attitudes, Attributes, and Engagement on Overall Performance in English Grammar

Student attitudes, teacher attributes, and engagement are all positively and significantly related to overall grammar performance. Student attitudes show a moderate positive relationship, indicating that learners who are motivated, confident, and intrinsically engaged tend to achieve higher proficiency (Liang & Jiao, 2022). Positive attitudes likely cause greater persistence and cognitive engagement, enabling students to tackle complex grammar tasks effectively. Teacher attributes also show a moderate positive relationship, suggesting that instructional quality, clarity, and supportive teaching directly enhance grammar outcomes (Rohayati et al., 2025; Morales, 2025). Effective teacher guidance can amplify the benefits of positive attitudes, creating a reinforcing cycle of motivation and engagement.

Table 5. *Relationship between attitudes, attributes, and engagement with overall performance in English grammar*

Variables	r_s	p-value	Decision	Remark
Student Attitudes and Overall Performance	0.438	<.001	Reject H_{o1}	Significant
Teacher Attributes and Overall Performance	0.353	<.001	Reject H_{o1}	Significant
Student Engagement and Overall Performance	0.181	0.007	Reject H_{o1}	Significant

Note: Data are not normally distributed; Spearman's Rank-Order Correlation at 0.05 Level of significance; n= 220

Student engagement, though weaker, remains significant, indicating that active participation, collaboration, and sustained effort contribute to grammar acquisition (Cai & Xing, 2023). However, its relatively low correlation suggests that participation alone does not ensure mastery. Many students demonstrate behavioral engagement but lack deeper cognitive involvement and self-regulation, as reflected in low levels of self-monitoring (e.g., keeping an error log). This implies that engagement functions more as a mediating factor, enhancing the effects of positive attitudes and effective teaching rather than directly driving achievement. Without consistent reflection and scaffolded practice, even motivated and active learners may not reach optimal proficiency. Therefore, strengthening metacognitive strategies, feedback mechanisms, and structured learning activities is necessary to increase the causal impact of engagement on grammar outcomes. These findings demonstrate the interdependent, causal interplay among affective, instructional, and participatory factors: attitudes provide motivation, teacher attributes provide structured guidance, and engagement ensures the practical application of knowledge.

Despite high perceptions (attitudes $\bar{x}$ = 4.18; teacher attributes $\bar{x}$ = 4.09; engagement $\bar{x}$ = 4.00), actual grammar performance remains suboptimal, especially in complex structures. This suggests that positive perceptions alone cannot ensure mastery. Effective skill acquisition requires targeted instruction, scaffolded practice, and continuous formative feedback to translate motivation and engagement into measurable grammatical gains. Foundational proficiency in simple verb tenses (79.44% correctness) provides a base, but progression to advanced structures demands aligned, structured learning interventions.

Difference in the English Grammar Performance of the Students Across Profiles

Females ($\bar{x}$ = 74.61) outperformed males ($\bar{x}$ = 72.72, p = 0.016), suggesting that greater motivation, diligence, or interest may drive higher proficiency (Alhusban & Tewari, 2025). Private school students scored higher than their public-school peers ($\bar{x}$ = 78.15 vs. 73.59, p = 0.005), suggesting that English-rich environments, smaller classes, and individualized instruction enhance grammar learning (Maitlo et al., 2023). Language exposure also had a strong effect. Students using English at home ($\bar{x}$ = 75.60) or at school ($\bar{x}$ = 74.50) outperformed those with less exposure ($p < 0.001$), highlighting that consistent practice and immersion directly improve performance (Lee & Kim, 2025). Family income influenced achievement ($F = 7.178$, $p < 0.001$), with lower-middle and middle-middle income students outperforming lower-income peers. This suggests that greater access to educational resources, parental support, and technology enhances grammar proficiency (Akol, 2024; Dsouza, 2025).

Considering the results, grammar performance is shaped by the interplay of personal, familial, and educational factors. These disparities indicate unequal learning conditions and underscore the need for background-sensitive instruction, enriched home and school language environments, and differentiated support to close achievement gaps.

Table 6. *Difference in the English grammar performance of the students across profiles (n = 220)*

Variables	n	$\bar{x}$	t-value	p-value	Decision	Remark
Sex						
Male	93	72.72	2.418	0.016	Reject H_{o2}	Significant
Female	127	74.61				

Type of Elementary School						
Private	13	78.15	2.835	0.005	Reject H_{o2}	Significant
Public	207	73.59				
Language Used at Home						
Yes	104	75.60	4.537	<.001	Reject H_{o2}	Significant
No	116	72.20				
Language Used in School						
Yes	181	74.50	3.975	<.001	Reject H_{o2}	Significant
No	39	70.57				
Monthly Income			**F-value**			
Poor	55	72.18	7.178	<.001	Reject H_{o2}	Significant
Low Income	93	72.81				
Lower Middle	53	76.00				
Middle Middle	19	77.26				
		Post Hoc Analysis using Tukey				
		P vs. LI: p = 0.908 (not significant)				
		P vs. LM: p = 0.002 (significant)				
		P vs. MM: p = 0.004 (significant)				
		LI vs. LM: p = 0.005 (significant)				
		LI vs. MM: p = 0.009 (significant)				
		LM vs. MM: p = 0.829 (not significant)				

Note: Data are normally distributed; t-test for independent data and ANOVA at 0.05 Level of Significance
Students' grammar achievement significantly varies by sex, school type, language use, and family income, indicating that these background factors directly affect learning outcomes.

Conclusion

The findings point to the need for more deliberate, targeted instructional responses when viewed through Albert Bandura's Social Cognitive Theory. Although students show highly positive attitudes toward learning English grammar, lower enjoyment suggests these beliefs do not consistently translate into motivating experiences. Grammar instruction should therefore be redesigned to include at least one structured, interactive activity per lesson—such as grammar games, timed sentence challenges, or role-based dialogues—and weekly choice-based tasks (e.g., dialogues, narratives, or social media-style writing) to strengthen the affective component and sustain motivation, increasing active engagement.

At the environmental level, while teachers are seen as supportive, more precise and consistent feedback is needed. All written tasks should receive focused corrective feedback within one to two days, highlighting errors and providing models. Each lesson should include at least one "think-aloud" demonstration to model analysis of complex structures (e.g., parallelism, subject–verb agreement). Multimedia integration should also be more intentional, with short videos or interactive platforms used two to three times weekly to reinforce learning. These practices strengthen modeling and reinforcement, key mechanisms in Social Cognitive Theory.

To promote behavioral engagement, students need structured opportunities to develop reflective and collaborative habits. Teachers should require weekly grammar journals or error logs that document at least 3 recurring mistakes, with corrections and rule explanations, and check them regularly to ensure accountability. Peer-editing sessions should be included in each unit using clear, target-based checklists, alongside weekly small-group tasks such as sentence reconstruction or guided editing. These strategies promote self-regulation and peer-supported learning, reflecting the reciprocal interaction of personal and environmental factors.

The gap between positive perceptions and actual performance, especially in complex grammar areas, calls for focused instructional adjustments. Teachers should conduct brief diagnostic assessments before each major topic and group students by proficiency. Weak areas like parallelism and subject–verb agreement should be addressed through regular 10–15-minute mini-lessons, followed by scaffolded exercises, from guided to independent practice. Struggling students should receive supplementary worksheets or modular materials for additional practice to ensure instruction aligns with learner needs.

Finally, differences across demographic and socioeconomic variables highlight the need for more equitable support. Teachers should differentiate tasks within lessons, providing simpler guided exercises for those needing support and more complex tasks for advanced learners. Students with limited English exposure should engage in structured speaking activities (e.g., daily oral drills or pair work), while printed or offline materials should support those with limited digital access. These adjustments modify the learning environment to address disparities, consistent with the Social Cognitive view that learning is shaped by context.

Drawing from the findings, the recommendations show that improving grammar performance requires coordinated adjustments across Bandura's triadic model. By making instruction more engaging, feedback more immediate, and learning behaviors more reflective and collaborative, educators can strengthen the interaction among personal, environmental, and behavioral factors—bridging the gap between positive attitudes and actual achievement while operationalizing Social Cognitive Theory in classroom practice.

Contributions of Authors

Ronel L. Alijado: conceptualization, research design and methodology, data collection, data analysis and interpretation, writing the research paper
Nilita L. Ragay: advising and review

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Conflict of Interests

This study has no conflict of interest of any sort.

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