

Awareness and Attitude towards Philippine English among Faculty in Selected Higher Education Institutions in Sulu

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Abstract. Philippine English has been crucial in understanding students' perceptions of language varieties and linguistic identity. To understand this phenomenon, the faculty plays a vital role in language teaching. So, this study assessed the extent of awareness and attitude towards Philippine English among English faculty members in selected Higher Education Institutions in Sulu. A descriptive quantitative research design was utilized through purposive sampling for 60 selected respondents. Descriptive and inferential statistics were utilized to analyze the gathered data. Results revealed that the respondents have demonstrated a moderate awareness of Philippine English and expressed moderately positive overall attitudes towards it. No significant differences were found in the awareness levels or attitudes when data were based on age, gender, educational attainment, employment status, or institutional affiliation. However, a significant difference was observed in the level of awareness based on length of service. This aligns with the Acculturation Theory that emphasizes how prolonged exposure to societal practices influences language perceptions. Thus, this study underscores the significance of Philippine English as a distinct language variety and medium in education that necessitates its use for its increased recognition. It also considers the integration of teaching practices to improve linguistic diversity and cultural identity in Philippine classrooms.

Keywords: English faculty members; Higher Education Institutions; Philippine English.

1.0 Introduction

English is officially recognized as a national language and serves as the country's primary language of instruction. The introduction of English to the people of the Philippines by the Thomasites and its eventual acceptance by the locals gave rise to a new hybrid variant of English known as Philippine English (PhE). Despite the extensive use and recognition of Philippine English, there is still ambiguity concerning its acceptance and use in higher learning institutions. Educators' perceptions towards Philippine English are of great importance because their knowledge and beliefs about the variety directly affect the students' attitudes towards their language identity. The unique characteristics of Philippine English in phonology, grammar, and lexis reflect the Filipino rich identity and culture (Alieto & Rillo, 2018). It is important to note that this American-transplanted variety of English has been remarkably developing and improving, becoming one of the fastest-growing English varieties globally (Bautista, 2000). Regardless, recognition and appreciation of Philippine English within the education systems context of its value remains unclear.

Recent research has illuminated the role and acceptance of Philippine English. In a study conducted by Dangilan and Asuncion (2023), they reported that teachers of English in Nueva Vizcaya had positive perceptions of Philippine English and claimed that they had adequate awareness of it. Several researchers have studied Philippine English; however, its full potential in integration into educational practices has been underwhelming. In Sulu, Philippine English has been recognized as informal and an indicator of poor linguistic capacity. Through this research, the authors seek to provide valuable insights that can inform policymakers about the utilization and language opportunities of Philippine English for the purposes of education in Sulu and the Philippines as a whole.

2.0 Methodology

2.1 Research Design

This study employed a descriptive quantitative research design to ascertain the level of awareness and overall attitude toward Philippine English among English faculty members. It gathered quantitative data through surveys regarding the exposure and perceived importance of Philippine English within the academic context. This method is considered appropriate in this study because it aims to describe, quantify, and infer this phenomenon of Philippine English.

2.2 Research Participants

This study's respondents consisted of sixty (60) faculty members from four selected higher education institutions in Sulu, who were surveyed using a purposive sampling design. This included instructors from the English department, ensuring a representation of perspectives on Philippine English. The selection criteria focused on faculty teaching for at least one academic year, as this experience is expected to provide them with sufficient exposure to the language and its use in the classroom, ensuring adequate representation and relevance to the conducted study.

2.3 Research Instrument

The primary instrument used in this study was an adopted and patterned questionnaire from the study of Dangilan and Asuncion (2023). The instrument consisted of 17 items for assessing the level of awareness and 12 items for assessing the overall attitude towards Philippine English. Since the questionnaire was adopted, its validity has already been established. To check reliability, this study applied Cronbach's alpha to measure internal consistency for the questionnaire, ensuring the items objectively represent the desired constructs. The first part of the adapted questionnaire on the awareness of Philippine English garnered a .953 for 17 items, which is higher than .700 the accepted level of reliability. As for the second part of the adapted questionnaire on the attitude towards Philippine English, it garnered a .706 for 12 items, which is an acceptable level of reliability.

2.4 Data Gathering Procedure

An actual survey was distributed to all 60 faculty members from the four selected Higher Education Institutions in Sulu through an actual visit to their respective workplaces. A letter of request to launch and conduct the study was sent through the recommendation of the Dean of the College of Arts and Sciences for approval from the Office of the President of Sulu State College. Afterwards, permission to launch and conduct the study was sought from these HEIs prior to the actual visit by presenting the signed and approved request letter. After securing permission, the researchers visited the respective departments of the target respondents. Informed consent was obtained from all participants, emphasizing compliance with ethical standards and transparency regarding the objective of the study. The researchers personally launched the survey and retrieved the gathered data right after the respondents had answered the survey. The results were tallied using MS Excel and were analyzed and interpreted, respectively.

2.5 Data Analysis

The gathered data were subjected to both descriptive and inferential statistical analyses. Descriptive statistics (e.g., mean, standard deviation) were used to determine the demographic data, level of awareness, and overall attitude towards Philippine English. Meanwhile, inferential statistics (e.g., *t*-test for independent samples, One-way ANOVA) were used to explore the differences in the extent of awareness and overall attitude towards Philippine English when data are grouped according to their demographic profile.

2.6 Ethical Consideration

Maintaining ethical standards in research would safeguard the participants' dignity, rights, and welfare. This study followed the identified ethical standards – in this case, informed consent. Informed consent is a process that provides adequate knowledge of the objectives, methodology, risks, and benefits of the research before a subject agrees to participate. Researchers followed the principle of beneficence, which ensures minimal harm but benefits participants. The research ensured confidentiality by keeping the personal data and also guaranteeing that the information was presented in a collective format in order not to lead to individual identification.

3.0 Results and Discussion

3.1 Level of Awareness of Philippine English

Table 1 reflects the level of awareness of the English faculty members on the use of Philippine English. It can be gleaned from this table that the respondents generally obtained a mean score for individual items ranging from 2.88 with a standard deviation of 1.166 to 3.48 with a standard deviation of 1.268, indicating an awareness of Philippine English. Furthermore, they obtained a composite mean score of 3.231 with a standard deviation of .82295, which was rated as “moderate.”

Table 1. *Level of Awareness of the English Faculty Members on the Use of Philippine English*

No	Indicators	Mean	sd	Interpretation
1	There is a local English variety called Philippine English (PhE).	3.20	1.35	Moderate
2	Incorporating PhE in English curricula is a pressing issue in language policy and planning.	3.00	1.02	Moderate
3	PhE is a mark that Filipinos have owned English and have freed themselves from the colonizing power of native English speakers.	2.88	1.16	Moderate
4	PhE has its accent, phonology, vocabulary, and grammar.	3.48	1.26	Moderate
5	PhE mirrors the national and cultural identity of Filipinos.	3.40	1.15	Moderate
6	PhE is reflected in Filipino English textbooks and instructional materials.	3.22	1.15	Moderate
7	PhE has been codified into dictionaries and grammars	3.05	1.19	Moderate
8	Educated PhE has acceptable variants (e.g. fill up, result to, based from) from American English (e.g. fill-in, result in, based on).	3.18	1.06	Moderate
9	Educated PhE embodies appropriateness, comprehensibility, and intelligibility in communication.	3.33	1.02	Moderate
10	PhE is the English variety Filipinos often use in intranational communication.	3.23	0.98	Moderate
11	PhE is the English variety Filipinos often use in local media.	3.43	0.89	Moderate
12	PhE has the potential to be implemented into the English language classroom as a module or unit within the compulsory or effective part of the English language curriculum.	3.20	1.05	Moderate
13	PhE, as the norm in teaching English vocabulary, is used by Filipino English teachers.	3.20	0.93	Moderate
14	PhE, as the norm in teaching English grammar, is used by Filipino English teachers.	3.18	0.98	Moderate
15	PhE, as the norm in testing the speaking and writing skills of Filipino learners, is used by Filipino English teachers.	3.27	1.05	Moderate
16	PhE is the English variety used by Filipino learners when performing oral communication activities.	3.35	1.05	Moderate
17	PhE is the English variety Filipino learners use when responding to test questions requiring sentence or paragraph writing.	3.32	1.09	Moderate
Weighted Mean		3.23	0.82	Moderate

Legend: (5) 4.50 – 5.00=Very high; (4) 3.50 – 4.49=High; (3) 2.50 – 3.49=Moderate; (2)1.50 – 2.49=Low; (1)1.00 – 1.49=Very low

More specifically, statement number four garnered the highest mean of 3.48 with a standard deviation of 1.268, which is rated as “moderate.” It states, “Philippine English has its own accent, phonology, vocabulary, and grammar.” Bautista (2001) revealed a high acceptance of Philippine English among English language faculty, which indicates strong support and awareness of its features. She suggested that Philippine English has already shifted towards an endonormative standard in English teaching. Furthermore, Quinto (2024) reported that university students in Northern Luzon showed a marginal awareness of Pinoylish’s meanings, features, and uses. They have a positive attitude, indicating a generally favorable perspective toward Philippine English.

3.2 Overall Attitude towards Philippine English

Table 2 shows the overall attitude of the English faculty members towards Philippine English. It can be gleaned from this table that generally, the respondents obtained a mean score for individual items that ranged from 2.13 with a standard deviation of 1.081 to 3.93 with a standard deviation of 1.039, indicating an overall neutral attitude towards Philippine English. Furthermore, it obtained a composite mean score of 3.138 with a standard deviation

of .50628, which is rated as “moderate,” supporting the findings that students, on average, hold a positive attitude toward Philippine English.

Table 2. *Overall Attitude of the English Faculty Members towards Philippine English*

No	Indicators	Mean	sd	Interpretation
1	Philippine English (PhE) is the term used to describe mistakes made by people who speak poor English.	3.05	1.11	Moderate
2	If we speak PhE, we will not be respected by other English speakers.	2.27	1.03	Low
3	If we use PhE, people from other countries will think we are uneducated.	2.30	1.07	Low
4	Foreigners do not understand us if we talk to them in PhE.	2.13	1.08	Low
5	Spoken PhE will be internationally acceptable only if it does not show a trace of regional pronunciation.	2.65	1.26	Moderate
6	It is to be expected that there will be regional differences in pronunciation and vocabulary in PhE.	3.70	1.09	High
7	It is natural to have different varieties of English, like Australian English, Singaporean English, and Philippine English.	3.93	1.03	High
8	The variety of English that should be used in Philippine newspapers, radio, and television should be educated PhE.	3.55	0.92	High
9	The variety of English taught in Philippine schools should be American English, not PhE.	3.45	0.83	Moderate
10	Newsreaders and reporters who speak American English are good examples of how English should be spoken.	3.63	0.99	High
11	If we want to be understood internationally, we must use American English.	3.48	1.00	Moderate
12	The spoken and written English standard in the Philippines has been steadily declining.	3.50	0.98	High
Weighted Mean		3.13	0.50	Moderate

Legend: (5) 4.50 – 5.00=Very high; (4) 3.50 – 4.49=High; (3) 2.50 – 3.49=Moderate; (2)1.50 – 2.49=Low; (1)1.00 – 1.49=Very low

More specifically, statement number seven garnered the highest mean of 3.93 with a standard deviation of 1.039, which is rated as “High.” It states, “It is natural to have different varieties of English like Australian English, Singaporean English, and Philippine English.” As pointed out in the study of Babanto et al. (2023), ESL instructors in Central Luzon were highly accepting of Philippine English as a tool for fostering cultural appreciation, student involvement, and language empowerment. This empirically improved the instructors' overall language learning experience. Meanwhile, Dimaculangan (2022) showed that ELS instructors have mixed feelings about accepting its legitimacy. This indecisiveness regarding ESL instructors and learners may obstruct the assimilation of Philippine English in the nation’s English language programs, as is evident in the country's educational resources.

3.3 Differences in the Level of Awareness of Philippine English

Table 3 shows the significant difference in the level of awareness of Philippine English among English faculty members based on gender. It can be extracted from this table that, generally, the overall mean differences and t-values obtained under this category indicate no significant difference in the level of awareness of Philippine English among English faculty members based on gender.

Table 3. *Differences in the Level of Awareness of Philippine English among English Faculty Members Based on Gender*

Variables	IV	Mean	sd	Mean Difference	t	p	Description
Awareness of Philippine English	Male	3.07	0.91	-0.23	-1.05	.297	Not Significant
	Female	3.31	0.77				

*Significant at alpha 0.05

This finding contrasted with the research of Dangilan and Asuncion (2023), which found that female teachers demonstrated higher awareness of Philippine English compared to their counterparts. This non-significant finding can be attributed to the moderate awareness level of Philippine English among English faculty members, leading to parity of awareness.

Table 4 shows the significant difference in the level of awareness of Philippine English among English faculty members based on age. It can be extracted from this table that, generally, the overall mean differences and t-values obtained under this category indicate no significant difference in the level of awareness of Philippine English among English faculty members based on age. Despite the non-significant difference, Dangilan and Asuncion (2023) suggested that younger teachers displayed higher awareness of Philippine English than those 30 years old and above.

Table 4. *Differences in the Level of Awareness of Philippine English among English Faculty Members Based on Gender*

Sources of Variation		Sum of Squares	df	Mean Square	F	p	Description
Awareness of Philippine English	Between Groups	3.57	3	1.19	1.83	.152	
	Within Groups	36.38	56	0.65			Not Significant
	Total	39.95	59				

*Significant at alpha 0.05

Table 5 shows a significant difference in the level of awareness of Philippine English among English faculty members based on their highest educational attainment. It can be extracted from this table that, generally, the overall mean differences and t-values obtained under this category indicate no significant difference in the level of awareness of Philippine English among English faculty members based on their highest educational attainment. This finding aligns with the study by Meniado (2018), which reported that educational qualifications do not necessarily correlate with an increased level of awareness of Philippine English among faculty members.

Table 5. *Differences in the Level of Awareness of Philippine English among English Faculty Members Based on Highest Educational Attainment*

Sources of Variation		Sum of Squares	df	Mean Square	F	p	Description
Awareness of Philippine English	Between Groups	2.16	4	0.54	0.78	.539	
	Within Groups	37.79	55	0.68			Not Significant
	Total	39.95	59				

*Significant at alpha 0.05

Table 6 shows the significant difference in the level of awareness of Philippine English among English faculty members based on length of service. It can be extracted from this table that, generally, the overall mean differences and t-values obtained under this category indicate no significant difference in the level of awareness of Philippine English among English faculty members based on length of service. Despite the knowledge gap about perceived awareness of Philippine English based on length of service, Hernandez (2020) stated that Filipino graduates had moderate awareness of Philippine English regardless of their backgrounds. This finding resonates with the findings of this study.

Table 6. *Differences in the Level of Awareness of Philippine English among English Faculty Members Based on Length of Service*

Sources of Variation		Sum of Squares	df	Mean Square	F	p	Description
Awareness of Philippine English	Between Groups	0.82	3	0.27	0.39	.757	
	Within Groups	39.13	56	0.69			Not Significant
	Total	39.95	59				

*Significant at alpha 0.05

Table 7 shows the significant difference in the level of awareness of Philippine English among English faculty members based on employment status. It can be extracted from this table that, generally, the overall mean differences and t-values obtained under this category indicate no significant difference in the level of awareness of Philippine English among English faculty members based on employment status. The uniformity of the level of awareness suggests potential opportunities for promoting and developing standardized training programs on Philippine English for faculty members regardless of their demographic backgrounds. Such emphasis could augment understanding of this distinct variety's linguistic features, legitimate uses, and pedagogical application, as Alieto and Rillo (2018) have pointed out.

Table 7. *Differences in the Level of Awareness of Philippine English among English Faculty Members Based on Employment Status*

Sources of Variation		Sum of Squares	df	Mean Square	F	p	Description
Awareness of Philippine English	Between Groups	2.72	3	0.90	1.36	.263	
	Within Groups	37.23	56	0.66			Not Significant
	Total	39.95	59				

*Significant at alpha 0.05

Table 8 shows the significant difference in the level of awareness of Philippine English among English faculty members based on institutional affiliation. It can be extracted from this table that, generally, the overall mean

differences and t-values obtained under this category indicate no significant difference in the level of awareness of Philippine English among English faculty members based on institutional affiliation. This finding may also reflect the current state of Philippine English in academic settings, which remains in a complex position between traditional adherence to American and British English Standards despite its growing recognition as a legitimate variety. As Hernandez (2020) suggested, Philippine English must be legitimately promoted across the Philippine educational system through mandates from the Commission on Higher Education and the Department of Education.

Table 8. *Differences in the Level of Awareness of Philippine English among English Faculty Members Based on Institutional Affiliation*

Sources of Variation		Sum of Squares	df	Mean Square	F	P	Description
Awareness of Philippine English	Between Groups	3.02	3	1.00	1.52	.217	Not Significant
	Within Groups	36.93	56	0.66			
	Total	39.95	59				

*Significant at alpha 0.05

3.4 Differences in the Overall Attitude towards Philippine English

Table 9 shows the attitude towards Philippine English among English faculty members based on gender. It can be extracted from this table that, generally, the overall mean differences and t-values obtained under this category indicate no significant difference in the attitude towards Philippine English among English faculty members based on gender. English language teaching in the Philippines has traditionally privileged so-called “native speaker” norms despite an educated Philippine variety of English. Dangilan and Asuncion (2023) noted that while English teachers demonstrated positive attitudes toward Philippine English, they “did not see incorporating the variety in the curricula”. This complex relationship between recognition and implementation creates an interesting backdrop for examining faculty attitudes in higher education settings.

Table 9. *Attitude towards Philippine English among English Faculty Members Based on Gender*

Variables	Grouping Gender	Mean	Sd	Mean Difference	t	P	Description
Attitude towards Philippine English	Male	3.07	0.91	-0.23	-1.05	.297	Not Significant
	Female	3.31	0.77				

*Significant at alpha 0.05

Table 10 shows the attitude towards Philippine English among English faculty members based on age. It can be extracted from this table that, generally, the overall mean differences and t-values obtained under this category indicate no significant difference in the attitude towards Philippine English among English faculty members based on age. This consistency across age groups could suggest that higher education institutions' professional development and academic discourse may have equalized attitudes that might otherwise vary by age. Unlike in secondary education settings, higher education faculty may develop more uniform perspectives based on shared academic values and exposure to similar linguistic discourses (Dangilan & Asuncion, 2023).

Table 10. *Attitude towards Philippine English among English Faculty Members Based on Age*

Sources of Variation		Sum of Squares	df	Mean Square	F	p	Description
Attitude towards Philippine English	Between Groups	0.63	3	0.21	0.81	.492	Not Significant
	Within Groups	14.49	56	0.25			
	Total	15.12	59				

*Significant at alpha 0.05

Table 11 shows the attitude towards Philippine English among English faculty members based on their highest educational attainment. It can be extracted from this table that, generally, the overall mean differences and t-values obtained under this category indicate no significant difference in the attitude towards Philippine English among English faculty members based on the highest educational attainment. This lack of difference by educational attainment suggests that specialized linguistic knowledge acquired through advanced degrees does not substantially alter faculty perspectives on Philippine English. The uniformity might reflect broader institutional or professional norms that transcend individual educational backgrounds, or it may indicate that attitudes toward language varieties are formed through experiences not directly tied to formal education levels. As cited by Alieto

and Rillo (2018), Dayag (2012) and De Leon (2016) recognized that Philippine English is a valid nativized variant of English; yet, there are still scarce studies conducted locally regarding the language attitudes of teachers towards Philippine English.

Table 11. *Attitude towards Philippine English among English Faculty Members Based on Highest Educational Attainment*

Sources of Variation		Sum of Squares	df	Mean Square	F	p	Description
Attitude towards Philippine English	Between Groups	0.49	4	0.12	0.46	.764	Not Significant
	Within Groups	14.63	55	0.26			
	Total	15.12	59				

*Significant at alpha 0.05

Table 12 shows the attitude towards Philippine English among English faculty members based on length of service. The overall mean differences and t-values obtained under this category generally indicate a significant difference in the attitude towards Philippine English among English faculty members based on length of service. This significant finding aligns with research suggesting that language attitudes may evolve through professional experience. Faculty members with different lengths of service have likely experienced changing language policies, shifting sociolinguistic landscapes, and evolving student needs throughout their careers. These varied experiences may have shaped their perspectives on language varieties differently. This sociolinguistic perspective highlights the dynamic nature of language use, where community members constantly adapt their language variations based on social and cultural contexts. Understanding these attitudes is essential for examining the role of language in shaping identities and fostering effective communication among speakers, particularly in diverse educational environments (Amin, 2020).

Table 12. *Attitude towards Philippine English among English Faculty Members Based on Length of Service*

Sources of Variation		Sum of Squares	df	Mean Square	F	p	Description
Attitude towards Philippine English	Between Groups	2.04	3	0.68	2.91	.042*	Significant
	Within Groups	13.08	56	0.23			
	Total	15.12	59				

*Significant at alpha 0.05

Post hoc analysis using the Tukey HSD Test was conducted to determine which groups classified according to length of service had different mean levels in areas subsumed under the attitude towards Philippine English among English faculty members.

The analysis's result, shown in Table 13, indicates that the difference in the means of attitude towards Philippine English among English faculty members is obtained by way of a lower group mean minus a higher group mean. On the attitude towards Philippine English, it shows that the 11 to 15 years of service group obtained a mean difference of -.64130* with a standard error of .22157 and a p value of .027, which is significant at alpha =.05 over the 5 to 10 years of service group. So under this sub-category, no other groups of English faculty members are supposed to have a better attitude towards Philippine English than those of who have served 5 to 10 years in teaching.

Table 13. *Post Hoc Analysis: Differences in the Attitude towards Philippine English among English Faculty Members Based on Length of Service*

Dependent Variable	(I) Grouping Year Level	(J) Grouping Year Level	Mean Difference (I-J)	Std. Error	P
Attitude towards Philippine English	Below 5 years	5-10 years	-.21075	.14104	.448
		11-15 years	.43056	.22061	.219
		16 years and above	-.02183	.20763	1.000
	5-10 years	Below 5 years	.21075	.14104	.448
		11-15 years	.64130*	.22157	.027
		16 years and above	.18892	.20864	.802
	11-15 years	Below 5 years	-.43056	.22061	.219
		5-10 years	-.64130*	.22157	.027
		16 years and above	-.45238	.26891	.343
	16 years and above	Below 5 years	.02183	.20763	1.000
		5-10 years	-.18892	.20864	.802
		11-15 years	.45238	.26891	.343

*The mean difference is significant at the 0.05 level.

Table 14 shows the attitude towards Philippine English among English faculty members based on employment status. It can be extracted from this table that, generally, the overall mean differences and t-values obtained under this category indicate no significant difference in the attitude towards Philippine English among English faculty members based on employment status. The lack of significant difference may indicate that professional identity as English faculty transcends employment status distinctions. Regardless of contractual arrangements, faculty members appear to develop similar perspectives on Philippine English, possibly through shared teaching beliefs, professional experiences, similar educational backgrounds, or common institutional influences. Teachers' teaching beliefs are significant in determining their teaching strategies and making any classroom decisions affecting the English lesson delivery (L2) (Pajares, 1992). These beliefs affect not only the teachers' achievements in the classroom but also their behaviors and the attitudes and beliefs of their learners (Borg, 2006).

Table 14. *Attitude towards Philippine English among English Faculty Members Based on Employment Status*

Sources of Variation		Sum of Squares	df	Mean Square	F	p	Description
Attitude towards Philippine English	Between Groups	0.97	3	0.32	1.28	.289	NotSignificant
	Within Groups	14.15	56	0.25			
	Total	15.12	59				

*Significant at alpha 0.05

Table 15 shows the attitude towards Philippine English among English faculty members based on institutional affiliation. It can be extracted from this table that, generally, the overall mean differences and t-values obtained under this category indicate no significant difference in the attitude towards Philippine English among English faculty members based on institutional affiliation. This finding indicates that perspectives on Philippine English may be shaped more by broader professional and academic factors than specific institutional cultures or policies. The uniformity across institutions suggests a relatively consistent approach to Philippine English in higher education contexts, potentially reflecting national educational policies or professional standards that transcend individual institutional differences. These implications signified the direction for teacher education and development for the English language curricula of the Philippines (Hernandez, 2020).

Table 15 *Attitude towards Philippine English among English Faculty Members Based on Institutional Affiliation*

Sources of Variation		Sum of Squares	df	Mean Square	F	p	Description
Attitude towards Philippine English	Between Groups	0.82	3	0.27	1.07	.367	Not Significant
	Within Groups	14.29	56	0.25			
	Total	15.12	59				

*Significant at alpha 0.05

4.0 Conclusion

The findings of this study support the Social Cognitive Theory of Albert Bandura, which models a framework that implicates how attitudes toward Philippine English are influenced by their social environment, past experiences, and the behaviors they observe in others. Key concepts like reciprocal determination, observational learning, and self-efficacy highlight how social and cultural contexts within academic settings shape educators' acceptance of Philippine English. These also align with Berry's Acculturation Theory, which refers to how much individuals from an ethnic group engage with the cultural traditions, values, and practices of the dominant society around them. In this case, marginalization shows that some teachers are caught between Philippine and Standard English. These even align with the Language Attitude Theory of Cargile and Giles, which expands our understanding of both cognitive and emotional responses to language, a valuable insight for educators used to explaining student perceptions of attitudes toward Philippine English.

Key findings from this study highlight the implications of Philippine English. Specifically, English faculty members of the four selected Higher Education Institutions have a moderate level of awareness and a moderately positive attitude towards Philippine English across all items. These results indicate that English faculty members are more likely to find that Philippine English is a distinct variation of English that may be used in the delivery of education in HEIs. In addition, this reinforces the possibility of formalizing this variation as formal and Standard English in the Philippines. Moreover, this study revealed no significant difference in the level of awareness and

attitude of Philippine English among English faculty members based on different groups. However, it showed a significant difference in the level of awareness of Philippine English among English faculty members based on length of service.

These results underscore the importance of language policy in education. School Administrators may consider promoting inclusive language policies that encourage the use of Philippine English in teaching and learning, especially in contexts where it may enhance communication and understanding, and serve as a tool for bridging the gap between existing language skills and the demands of academic English. Future researchers may consider conducting similar studies focusing on the practical implications of Philippine English for teaching, learning, and language policy.

5.0 Contributions of Authors

Rohilyn U. Taji led the study's conceptualization through intensive analysis and data gathering. Laila D. Elias provided input on the study's conceptualization and helped finalize the manuscript. Mirhamer A. Warid provided input on the study's conceptualization and helped with the data gathering. Khaizar H. Barrie provided constructive input in the study, analyzing and interpreting the data.

6.0 Funding

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7.0 Conflict of Interests

There is no conflict of interest in this study.

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