The Factors Affecting Learning Achievement in English Language Studies of The Students at North Bangkok University

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Abstract

Background and Aims: Research emphasizes the critical role that learners' attitudes and behaviors play in determining their success in acquiring the English language, emphasizing the relationship that exists between mindset and actions. Achieving proficiency objectives and optimizing language learning outcomes requires a focus on the development of constructive attitudes and efficient learning behaviors. Thus, the study of the factors affecting learning achievement in English language studies of the students at North Bangkok University aims to investigate the factors affecting learning achievement in English language studies of the students at North Bangkok University.

Methodology: The sample comprises students enrolled in the ENG 101 course, totaling 283 individuals, selected through stratified random sampling and simple random sampling methods. The research methodology involves utilizing a questionnaire as the primary data collection instrument. Statistical analyses employed in the study include percentages, means, standard deviations, Pearson correlation coefficients, and stepwise multiple regression analysis.

Results: The results found that the factors of students, teachers, family, and school can collectively predict the factors affecting learning achievement in English language studies of students at North Bangkok University. This predictive set comprises the factors related to students (x_1), teachers (x_2), and family (x_3). These predictor variables can predict the factors that affect the learning achievement in English language studies of the students at North Bangkok University with an accuracy of 42.77%. This can be written as a prediction equation as follows; (1) The prediction equation in raw score format can be expressed as follows: $Y = .386 + .282X_1 + .174X_2 + .151X_3$. (2) The prediction equation in standardized score format can be expressed as follows: $ZY = .341X_1 + .228X_2 + .163X_3$

Conclusion: According to the study, family dynamics, instructors, and students all have an impact on how well students learn English at North Bangkok University. The accuracy of these predictor variables, which include factors related to students, teachers, and families, in predicting learning outcomes in English language studies is 42.77%.

Keywords: Factors; Learning achievement; English language

Introduction

In the era of technological advancement and intense business competition, effective communication is crucial for driving business growth and fostering wide-ranging expansion without borders. It serves as a gateway to global opportunities and facilitates the advancement of various businesses. Moreover, in the realm of limitless learning, where cultural exploration and artistic expression are paramount, English serves as the global language of communication. This aligns with the national education policy (Keanchanaj and Komgklam, 2019; Office of the Secretary-General of the Education Council, 2017), promoting comprehensive learning and cultural exchange across nations. Current educational management has to adapt to meet the direction of human resource development, focusing on teaching and learning management to equip learners with skills for the 21st century (Promnonth, 2015). This aims to provide both knowledge and essential skills necessary for life, careers, and the economic and social development of the country. Among the vital skills are the 8Cs, particularly Communication Skills and Media Literacy, to ensure that children possess communication, speaking, reading, and writing skills for their daily lives (Roopmok, 2018).

In addition to government policies regarding education and learning, there is also an emphasis on reforming education and learning to enhance the quality of Thai individuals, enabling them to fully develop their potential from basic education to higher education levels. This includes the use of Thailand 4.0 educational policies (Bunkorng, 2018) and the Ministry of Education's strategies (Ministry of Education, 2023) to foster the development of organizations with human resources capable of innovating, conducting research, and staying abreast of rapidly changing technologies. These efforts serve as driving forces for sustainable national development, aligning with the 12th National Economic and Social Development Plan.

To compete nationally and internationally, it is evident that prioritizing education at all levels, from basic education to higher education, including education at all ages, serves as a strong indicator of a country's development. Education at the tertiary level signifies higher education before entering the workforce. Therefore, English language studies are an essential subject included in the core curriculum of all higher education institutions. English proficiency is crucial for individuals to adapt and thrive in an increasingly globalized world. Moreover, a robust foundation in education, coupled with societal stability and a strong economic base, facilitates progress and development. This can be observed in the mission of the Ministry of Education, Science, Research, and Innovation, which promotes and supports education to keep pace with global changes. Academic and managerial autonomy is fostered to develop human resources that align with the country's needs. Additionally, research and innovation are encouraged to enhance communities, societies, and the nation in various fields, including science, technology, social sciences, humanities, and interdisciplinary studies (Ministry of Education, Science, Research and Innovation, 2023). To develop human resources comprehensively, the Office of the Higher Education Commission has elevated the country's development by implementing a policy to enhance English language proficiency standards across all curricula. This aims to improve English language teaching and learning, enabling learners to utilize English as a tool for accessing global knowledge and keeping pace with the world. It also enhances the country's competitiveness. Management of tertiary-level education must adhere to the standards outlined for undergraduate degree qualifications. The quality of graduates according to the Thai Qualifications Framework for Higher Education (TQF: H.Ed.) refers to the characteristics of graduates based on the national standards set by the Office of the Higher Education Commission (OHEC). These characteristics are defined as desired attributes specified by institutions and cover at least five aspects: 1) Ethical and moral integrity, 2) Knowledge, 3) Intellectual skills, 4) Interpersonal relationships and responsibility, and 5) Analytical and numerical analysis skills, and communication. The utilization of information technology, as well as the Thai Qualifications Framework (TQF), according to the declared professional branches, must align with the desired characteristics of graduates specified by professional organizations or councils. This alignment ensures that graduates possess additional attributes beyond the standard five aspects, as mandated by the Regulations for the Management of Ministry of Education, B.E. 2546, under Article 16. The Office of the Higher Education Commission (OHEC) has the authority to enforce this policy, as stated in the announcement of the Commission on the Policy for Elevating English Language Standards in Higher Education Institutions, Article. Educational institutions are required to establish policies and objectives to elevate English language standards in all courses and levels of education. This serves as a guideline for developing students' English language proficiency to a level suitable for academic, professional, and practical communication needs (Working Knowledge). Students who exhibit positive learning behaviors in English language learning may demonstrate motivation and attitude towards learning English, as referenced by Astin A. W. (1968: 26). Furthermore, students' success in English language learning may empower them to apply their language skills effectively in various aspects of life and work, aligning with the language learning concepts of Wilkins (Srikramkrun, 2008; Wilkins, 1974; and Pinkeaw & Sirinupong, 2016). In the era of globalization, a borderless world, and rapid dissemination of information, the majority of people use English as the international language for communication, exchanging information, and sharing knowledge in various fields such as economics, society, politics, science, and education (Dolati & Mikaili, 2011). ASEAN (Association of Southeast Asian Nations) mandates the use of English as the official language for signing cooperation agreements to facilitate free trade in the Southeast Asian region, encouraging each country to increase cross-border investments (Thaveewong, 2009). Therefore, English plays a crucial role in communication and work. Individuals proficient in English have a competitive advantage and greater

benefits in both domestic and international competitions (Techasenkul, 2012; Rittirat & Chiramanee, 2015). Although English is important for borderless communication and economic competition at the national and international levels, the English language proficiency of Thai people remains relatively low. Based on the survey conducted by language teaching institutions worldwide in 2017, which categorized English language proficiency of non-native English-speaking countries, Thailand ranked 53rd, indicating low English language proficiency. Thailand scored lower than Vietnam, which ranked 15th among ASEAN countries (Yuktanant, 2017). This highlights the need to enhance the English language abilities of Thai people to be more competent and efficient. Studying the factors that contribute to success in language learning would be beneficial.

One crucial factor influencing success in learning English as a foreign language is learners' attitudes and learning behaviors. Ellis (1994), Dornyei and Csizer (2002), and Gardner (1985) argue that learners' attitudes significantly impact their language learning outcomes. Attitudes are related to various aspects such as cognition, intelligence, emotions, feelings, and social surroundings. Therefore, attitude factors are crucial for learners' language learning performance. Moreover, learners' behaviors also play a significant role in language learning outcomes. O'Malley and Chamot (1990), Oxford (1990), as well as Wenden and Rubin (1987), have pointed out that appropriate learning behaviors contribute to learners' success in language learning. Conversely, learners who do not achieve success in language learning often exhibit unchanged or inappropriate behaviors that do not promote effective learning outcomes. Learners with higher language abilities often demonstrate efficient learning behaviors, such as planning, monitoring, and evaluating their learning process, leading to better achievement compared to those with lower language proficiency. Therefore, fostering effective learning behaviors is essential for learners to achieve their language learning goals.

Therefore, researchers recognize the importance of studying factors influencing the learning outcomes of English language courses among students at North Bangkok University. They acknowledge the significance of academic performance in English language courses, which serves as a crucial tool for communication, education, seeking knowledge, pursuing professions, understanding cultures and global perspectives, as well as being aware of cultural diversity and societal viewpoints worldwide. This fosters friendship and cooperation with various countries, aiding in the development of learners' understanding. The research findings will be used to plan improvements in teaching and learning methods to enhance the learning achievement of English language courses in the future.

Objective of the Study

This study aims to investigate the factors affecting learning achievement in English language studies of the students at North Bangkok University.

Literature Review

The factors that affect students' learning achievement in English language studies are complex interactions between a variety of elements, from personal traits to external factors. The attitudes and actions of language learners are important determinants. Studies conducted by Gardner (1985), Dornyei and Csizer (2002), and Ellis (1994) indicate that attitudes of language learners have a major influence on language learning outcomes. Multiple dimensions of attitudes—cognitive, emotional, and social—affect students' motivation and persistence in learning a language. Furthermore, successful language learning is greatly influenced by appropriate learning behaviors, as noted by Oxford (1990), Wenden and Rubin (1987), and O'Malley and Chamot (1990). These actions, which include organizing, keeping track of, and assessing, support efficient learning techniques that improve language competency over time.

Furthermore, it is impossible to ignore the influence of sociocultural factors when attempting to comprehend English language study learning achievement. Peer relationships, family support, and cultural perspectives on language acquisition can all have a significant impact on students' persistence and motivation. For example, learners' families' socioeconomic status may affect their access to resources and language development opportunities (Gottlieb, 2006). Additionally, learners' attitudes toward the language and their perceptions of its significance in academic and professional domains are shaped by the cultural context in which language learning occurs (Kanno & Norton, 2003).

Learning achievement in English language studies is highly influenced by individual learner characteristics, including language aptitude, cognitive abilities, and learning styles. Higher language aptitude learners may be able to understand linguistic structures more rapidly and precisely, which could result in quicker advancement toward language proficiency, claims Skehan (1998). Furthermore, learners' ability to retain and apply language knowledge effectively is influenced by their cognitive abilities, including memory and processing speed (Skehan, 2002). Additionally, as suggested by Reid (1987), knowing students' preferred learning styles can help guide the development of instructional strategies that are customized to each student's needs and maximize learning outcomes.

Additionally, a major factor in determining learning achievement in English language studies is the caliber of instruction and learning environments. Learners' engagement and comprehension can be greatly impacted by effective pedagogical approaches, teacher qualifications, instructional materials, and classroom dynamics (Richards & Rodgers, 2014). For example, interactive and meaningful language use is emphasized in communicative language teaching approaches, encouraging active engagement and language acquisition (Celce-Murcia et al., 2014). Furthermore, having access to technology and multimedia materials can improve language learning opportunities by allowing for exposure to and practice with real-world language use (Warschauer & Healey, 1998).

In summary, a complex interaction of factors including individual traits, sociocultural influences, instructional quality, and environmental factors affects learning achievement in English language studies. To effectively promote language learning success among learners, educators, and policymakers must have a thorough understanding of these factors and how they interact. Teachers can maximize learning outcomes and promote the development of language proficiency in a variety of contexts by addressing learners' attitudes, creating supportive learning environments, and utilizing efficient instructional techniques.

Theoretical Framework

Independent variable   **Dependent variable**

The factors affecting learning achievement in English language studies of the students at North Bangkok University.
1. students (x_1)
2. teachers (x_2)
3. family (x_3)
4. school (x_4)

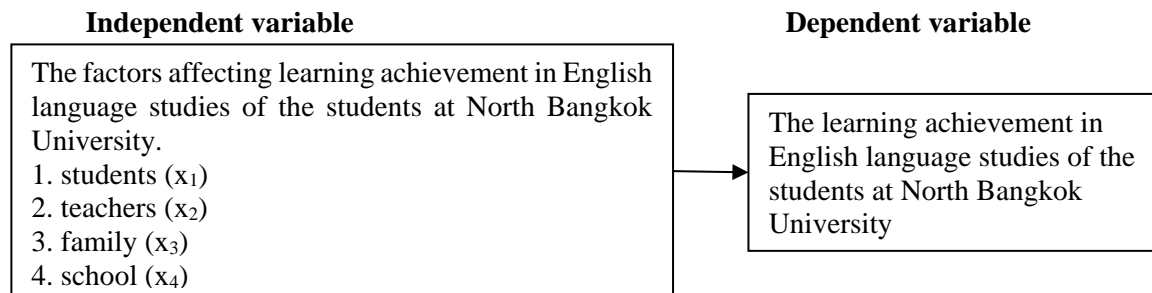The learning achievement in English language studies of the students at North Bangkok University

Figure 1 Theoretical Framework

Research Hypothesis

Factors related to students, teachers, families, and schools can collectively predict the learning achievement in English language studies of the students at North Bangkok University.

Method

Population and sample group

The population consists of 962 students enrolled in the ENG 101 course at North Bangkok University.

The sample group used in the research consists of 283 students enrolled in the ENG 101 course at North Bangkok University. The sample size was determined using the formula for sample size calculation according to Yamane (1973). The sampling method employed was stratified random sampling, and simple random sampling was used to select the sample.

The creation and validation of tools. (1) Study documents, theories, and research related to the topic. (2) Utilize the knowledge gained from step 1 to develop a questionnaire that comprehensively covers the content. Define the framework, structure, and characteristics of the questionnaire into 2 parts as follows: Part 1 Questionnaire on personal factors. Part 2 Questionnaire regarding factors affecting learning achievement in English language studies of the students at North Bangkok University. The questionnaire format is a Likert Rating Scale. (3) Present the questionnaire to experts to ensure content

validity. Calculate the Item-Objective Congruence (IOC) value, aiming for a value between 0.80 to 1.00. (4) Revise the questionnaire based on feedback from step 3. Then find out the reliability of the questionnaire. To assess its reliability by conducting a try-out with 30 teachers who are not part of the sample group. Calculate the Cronbach's alpha coefficient of the questionnaire(α - Coefficient) (Cronbach, 1970) with the value α = 0.954 5. Refine and revise the questionnaire based on the results. Finally, use the complete questionnaire to gather data for future purposes.

Data Collection: Proceed to collect data from the sample group by administering the questionnaire to the 283 students of North Bangkok University. Gather the questionnaires filled out by the respondents to proceed with the data analysis.

Data analysis: The statistics used in this study include percentages, means, standard deviations, Pearson correlation coefficients, and stepwise multiple regression analysis.

Results

Table 1: Mean and standard deviation concerning the level of opinion on factors affecting learning achievement in English language studies of the students at North Bangkok University overall, as follows:

Factors Affecting Learning Achievement in English Language Studies	$\overline{X}$	S.D.	Meaning
1. Students (x_1)	3.45	.293	Moderate
2. Teachers (x_2)	3.55	.356	High
3. Family (x_3)	3.32	.334	Moderate
4. School (x_4)	3.40	.336	Moderate
Total	**3.44**	**.171**	**Moderate**

From Table 1, it is found that the mean and standard deviation of factors affecting learning achievement in English language studies of the students at North Bangkok University overall are at a moderate level ($\overline{X}$ = 3.40, S.D.= .179). When considering each dimension, it is observed that the dimension with the highest mean is the teacher factor (x_2), which is perceived at a high level ($\overline{X}$ = 3.55, S.D. = 0.356). Following this, the student factor (x_1) is perceived at a moderate level ($\overline{X}$ = 3.45, S.D. = 0.293), while the dimension with the lowest mean is the family factor (x_3), perceived at a moderate level ($\overline{X}$ = 3.32, S.D. = 0.334).

Table 2: Correlation coefficients between factors and learning achievement of English language studies of the students at North Bangkok University

	X_1	X_2	X_3	X_4	X	Y
X_1	1.000					
X_2	.747**	1.000				
X_3	.722**	.704**	1.000			
X_4	.690**	.724**	.669**	1.000		
X	.853**	.843**	.823**	.659**	1.000	
Y	.788**	.771**	.742**	.542**	.824**	1.000

** Statistically significant at the .01 level

From Table 2, it is found that the correlation coefficient between the factors is at a high level (r_{XY} = .824) and the learning achievement in English language studies of the students is positively high at

the .01 level of significance Ranked from highest to lowest, the relationships are as follows: Students (x_1), there is a high significant correlation with the learning achievement in English language studies of the students $(r_{X6Y} = .788)$ at the .01 level of significance. Teachers (x_2), there is a high significant correlation with the learning achievement in English language studies of the students $(r_{X5Y} = .771)$ at the .01 level of significance. Family (x_3) there is a high significant correlation with the learning achievement in English language studies of the students $(r_{X3Y} = .742)$ at the .01 level of significance. School (x_4), there is a high significant correlation with the learning achievement in English language studies of the students $(r_{X4Y} = .542)$ at the .01 level of significance.

Table 3 The multiple regression analysis (MRA) using the Stepwise method to analyze the factors of students, teachers, family, and school that collectively predict the learning achievement in English language studies of the students at North Bangkok University

Variable	Learning Achievement in English Language Studies				
	B	Std. Error	Beta	t	Sig.
Constant Factor	.386	.186		5.212**	.000
X_1	.282	.054	.341	5.787**	.000
X_2	.174	.040	.228	4.309**	.000
X_3	.151	.055	.163	2.732**2.	.007
R = .654 R^2_{adj} = .4277 SE=.265 F=90.666 Sig=.000					

** Statistically significant at the .01 level

From Table 3, the results of the Multiple Regression Analysis using the Stepwise method reveal that the predictive factors, including students (x_1), teachers (x_2), and families (x_3), have a significant linear relationship with the learning achievement in English language study of the students at North Bangkok University at the .01 level of significance. The multiple correlation coefficient is .654, indicating that this set of predictor variables collectively predicts 42.77% of the variance in the students' learning achievement. The standard error of the estimate for prediction is .265. The three predictor variables that best predict the learning achievement in English language studies of the students, factors were ranked by importance, are as follows: students (x_1) (β =.341), teachers (x_2) (β =.228), and family (x_3) (β =.163) As all three predictor variables significantly contribute to the learning achievement in English language studies of the students, the prediction equation for the student's learning achievement in English language studies can be expressed in both raw score and standardized score forms as follows:
    The prediction equation in raw score format can be expressed as follows:
        $Y = .386+.282X_1 +.174X_2 + .151X_3$
    The prediction equation in standardized score format can be expressed as follows:
        $ZY = .341X_1 +.228X_2 + .163X_3$

Discussion

        Factors related to students, teachers, family, and school that can collectively predict the learning achievement in English language studies of the students at North Bangkok University include student factors (x_1), teacher factors (x_2), and family factors (x_3). This predictive set of variables can collectively predict the learning achievement in English language studies of the students by 42.77%, consistent with the research conducted by Termlucksamee (2015), which studied Factor Related to English Learning Achievement of Lower Secondary Student in Prachuapkhirikhun Province under the Secondary Education; Service Area Office 10. The research found that motivation for learning (X_2), teacher teaching behavior (X_5), classroom management (X_6), teacher personality (X_7), teacher-student interaction (X_8), and parental income (X_{11}) could predict English language learning performance among lower secondary school students (Y) in Prachuap Khiri Khan province, under the jurisdiction of the Secondary Educational Service Area Office, Area 10, with a predictive power of 18.2%.

Nongnuch and Weerapaiboon (2023) studied Factors Affecting Online English Learning Achievement of Undergraduate Students in the Tourism and Hotel Program, at Rajabhat University in the Western Region They found that independent variables significantly influenced mediator variables and affected outcome variables as hypothesized. Attitude and obstacles influenced motivation and academic performance, respectively. To develop a comprehensive predictive model of variables affecting online English language learning performance among tourism and hotel management students, the researchers confirmed the model's concordance with empirical data using the following fit indices: Chi-Square = 86.815, df = 72, Relative Chi-Square = 1.206, p-value = .112, RMSEA = .024, RMR = .026, GFI = .969, NFI = .963, TLI = .990, CFI = .993. Their findings are in line with the research conducted by Boonyam and Leunam (2018) who examine the Causal Factors Influencing English Achievement of Matthayom suksa 2 Students Under The Office of The Secondary Educational Service Area Office 31. The results showed that the causal relationship model of factors influencing the English language learning performance of second-year high school students was consistent with the empirical data, as evidenced by the following fit indices: Chi-square = 13.50, p = 1.00, df = 19, GFI = .99, AGFI = .98, and RMSEA = .00. In line with the research conducted by Kosha (2022), who studied the Causal Factor to Result in English Behavior Study for English Proficiency Exam (SWU-SET) of Undergraduate Students Srinakarinwirot University. The findings revealed the following: 1) Students who passed the exam with a high level of motivation (MOTIV) had a significant direct effect on learning behavior (ENGBEH), with a coefficient of influence equal to .59, significant at the .05 level. 2) Students who passed the exam with a positive attitude towards learning (ATT) had a significant direct effect on learning behavior (ENGBEH), with a coefficient of influence equal to .14, significant at the .05 level. Additionally, their attitude towards learning indirectly influenced learning behavior through motivation (MOTIV), with a coefficient of influence equal to .32, significant at the .05 level. 3) Students who passed the exam in a conducive learning environment (ENVI) had a significant direct effect on learning behavior (ENGBEH), with a coefficient of influence equal to .25, significant at the .05 level. Furthermore, their learning environment indirectly influenced learning behavior through motivation (MOTIV) and attitude towards learning (ATT), with a coefficient of influence equal to .27, significant at the .05 level. 4) Students who passed the exam with high levels of motivation (MOTIV), positive attitudes towards learning (ATT), and a conducive learning environment (ENVI) were able to collectively predict learning behavior (ENGBEH) by 67 percent. Aligned with the research conducted by Kunratch (2017), who studied Factors Associated with Academic Achievement of Students in the Faculty of Education, Central Region Education Institute. The findings revealed the following: Factors related to the academic performance of students in the Faculty of Education at educational institutions in the central region were found to be significantly correlated with student-related factors and family-related factors at the .01 level of statistical significance. On the other hand, service and environmental factors, instructor-related factors, and peer group factors were not statistically significantly correlated with academic performance at the .01 level. The best predictive variables related to academic performance, comprising two factors, were student-related factors and family-related factors. These two factors showed a statistically significant positive correlation at the .05 level of significance. Overall, the predictive power of all factors was 8.75%, with a coefficient of determination equal to .295 and a standard error of prediction equal to .61. Aligned with Pantongkam, Homjan & Arnmai (2022) studied A Causal Model of Factors Influencing English Language Achievement of Grade 6 Students in Roi-Et Primary Education Sercive Area Office 2. The research findings revealed that the analysis of causal model factors influencing the English language achievement of Grade 6 students in Roi-Et Primary Education Sercive Area Office 2., according to the hypothesis, showed that the model was consistent with empirical data. The results of the confirmatory factor analysis were as follows: Chi-Square = 53.97, df = 27, RMSEA = 0.044, CFI = 0.957, GFI = 0.981, and AGFI = 0.955.

Consistent with the study of Sompeng, Cheusathuchon & Cheusathuchon (2021) studied The Causal Factors Influencing the English Achievement of Prathom Suksa 6 Students under Yasothon Primary Education Service Area Office 11. The research findings indicate that the causal relationship model of factors influencing English language learning performance is consistent with observational data. The six causal variables together explain 67.2% of the variance in English language learning performance. Attitude toward learning English indirectly influences learning performance through

language proficiency, learning intention, and prior knowledge. Parental promotion of learning indirectly influences English language learning performance through attitude toward learning English, motivation, prior knowledge, learning intention, and language proficiency. Prior knowledge and motivation directly influence learning performance, while language proficiency has both direct and indirect effects through prior knowledge and motivation.

Recommendation

Suggestions for applying research findings

1. Students should pay more attention to their studies to improve their English language scores. They should engage in internet communication with international friends and teachers to impress and motivate them in their studies.

2. Students should use vocabulary memorization techniques, categorizing words into groups such as clothing and food. They should try to understand English content without translating it into Thai word by word. Difficult English vocabulary can be translated by teachers. Setting clear goals for learning English, seeking advice from proficient individuals, and rewarding oneself for good English language scores are recommended.

3. Students should memorize new content by linking it to existing knowledge. Teachers should prepare teaching materials, organize various activities for each lesson, and use explanatory methods, demonstrations, and appropriate teaching media. They should ask suitable questions based on the student's knowledge and abilities, explain procedures clearly, and address problematic behaviors by providing personal counseling in English. Students should participate in setting learning goals, and teachers should guide them to correct or improve their practices immediately after checking assignments or answering pre-lesson test questions to assess their basic English language knowledge.

Suggestions for Further Studies

Causal factors influencing English language learning performance of students at North Bangkok University.

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