STUDY ON THE RELATIONSHIP BETWEEN THE ENGLISH SELF-EFFICACY AND THE LANGUAGE LEARNING ACHIEVEMENT OF COLLEGE STUDENTS IN BINAN CITY, LAGUNA, PHILIPPINES

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Abstract - English is considered as a second language in the Philippines. However, despite the intensive English course being offered in colleges and universities, college students' grammatical competence is still at an alarming rate. Some language scholars suggest that self-efficacy plays a crucial role in the performance of individuals in English because it influences pursued courses of action and decisions, the degree of expended effort, the level of perseverance and resilience to difficulties in language learning. The present study analyzes the relationship between the English Self-Efficacy and the language learning achievement. It also employs a descriptive-survey type of research, involving 150 college students taking up English 1-Grammar Development. The present study adapted the initial questionnaire developed by Yanar and Bumen (2012) to measure the targeting English self-efficacy beliefs of the college students. It was constructed based on Bandura's self-efficacy theory. To prove the reported relationship between the self-efficacy and language achievement, college students were also tasked to judge the grammaticality of sentences in the second instrument. To test the hypothesis, the researchers utilized Pearson Correlation to determine whether there is a significant relationship between the learners' self-efficacy and their scores in the GJT. Afterwards, the qualitative interpretation of the data was provided by the researchers in analyzing the participants' self-efficacy in English and their current knowledge of specific grammatical items. After the gathering of data and the subsequent analyses, it was found that English self-efficacy was not related to language learning success of the respondents.

Keywords - English Self-Efficacy, Language Learning Achievement, Grammar Judgment Test

I. INTRODUCTION

In every cultural context, second language learning has always been considered as an encompassing issue across the world. This notion provides a critical analysis of how classroom must be structured to bring out potentials of the students in language acquisition and learning. Though some language scholars from the different parts of the world used Second Language Acquisition (SLA) and Second Language Learning (SLL) interchangeably, there is a demarcation line that separates the two important concepts in language development. Singhal (2012) mentioned that language acquisition means acquiring the language with little or no formal training or learning while language learning refers to the formal learning of a language in the classroom. It is really a great advantage for the students who have already mastered the first language to learn the second language.

English is considered as a second language in the Philippines. However, despite the intensive English course being offered in colleges and universities, college students' grammatical competence is still at an alarming rate. Some language scholars suggest that self-efficacy plays a crucial role in the performance of individuals in English because it influences pursued courses of action and decisions, the degree of expended effort, the level of perseverance and resilience to difficulties in language learning refers to the formal learning of a language in the classroom. Although the same activities were given and similar strategies were employed to all students, language learning achievement is varied. This result generates the idea that motivation, through the lens of self-efficacy as internal-motivating factor really plays an important role in language acquisition.Raoofi, Tan, &Chan, (2012) affirm that "self-efficacy involves learners' perceptions of the task (Williams& Burden, 1997), learners' beliefs in their abilities to perform a task (Bandura, 1997) and other individual differences such as learning strategies (Cohen, 1998; O'Malley &Chamot, 1990; Oxford, 1990) and motivation (Dörnyei, 2001, 2005; Gardner, 2000)". This also holds the ideas as mentioned by Bandura (1986) that self-efficacy as individuals' beliefs in their abilities to perform a task proves to be a principal variable in predicting learners' performance.

As being stated above, self-efficacy is one of the factors that affect students' performance in learning English, especially among Filipino college students. Since Filipino students are not the native speakers of English, it is important for them to have high self-efficacy or belief because it would help them develop persistence and motivation to learn the language easily. Through the results of the study, all parties especially the policy makers and educators to look further into this area. Thus, this study will identify students' level of self-efficacy in order to help teachers in developing strategies that suit the students' preference and beliefs.

This study discussed the self-efficacy of the college students in learning English, specifically the four macro skills namely: reading, listening, speaking, and writing. Moreover, it also analyzed the language learning achievement through the use of Grammar

Judgment Test. The hypothesis stating the relationship between the English self-efficacy and GJT results was also explored in this research.

II. THEORETICAL FRAMEWORK

This study is anchored on the theory that self-efficacy as constructs would have an impact on the language learning achievement of the college students. Bandura (1977), in his Social Cognitive Theory, identified self-efficacy as a significant component that shows individuals' competitiveness in doing work efficiently and effectively. Based on this theory, the term 'self-efficacy' is defined as "a cognitive domain that represents individuals' beliefs about their capability to act and successfully produce outcomes at certain levels". It asserted that when a person's belief in his or her capabilities to do something will to a great extent affect their performance in the task given. Self-efficacy also refers to beliefs in one's capabilities to organize and execute courses of action required to achieve certain performance outcomes (Bandura, 1997). These beliefs are seen as the generative mechanism through which persons integrate and apply their existing cognitive, behavioral, and social skills to the performance of a task. It is expressed as personal confidence in the ability to successfully perform tasks at a given level.

According to the self-efficacy theory, the student would exert more effort on performing the job themselves than on training a new employee on how to perform the job. Bandura (1977) upholds that efficacy beliefs can be changed and that, "psychological procedures, whatever their form, serve as a means of creating and strengthening expectations of personal efficacy". An efficacy expectation is defined by Bandura (1977) as, "the conviction that one can successfully execute the behavior required to produce the outcomes." Bandura (1995) also explained that people with high self-efficacy are more likely to set more challenging goals for themselves and be more committed to the goal, which enhances self-efficacy. Researchers have demonstrated the positive effects of self-efficacy beliefs on effort, persistence, goal setting, and performance (Schunk&Pajares, 2009).

This theory provides a strong foundation in language learning since self-efficacy plays a central role in self-regulation process and concerns an individual's belief in their capabilities to successfully control actions or events in their lives (Isalt, 2014). If the student has high beliefs on effort, persistence, and goal setting, he will more likely to have positive results in language learning achievement. However, in some research and studies, it is postulated that self-efficacy does not give assurance to have positive results in performance although it is considered as an affecting factor.

III. RELATED LITERATURE AND STUDIES

This research aimed to uncover the relationship between the English Self-Efficacy of the students and their language learning achievement. This study made use of English Self-Efficacy Questionnaire formulated by Yanar and Bumen (2012) and self-made questionnaire to determine the Language learning Achievement through Grammar Judgement Test.
Specifically, this study sought to answer the following questions:
1. How do Filipino students assess themselves regarding their self-efficacy in learning English?
2. What is the reported language achievement of the student-respondents in the four difficult topics among Filipino ESL learners?
3. What is the significant relationship between the Filipino students' reported self-efficacy level and their language learning achievement?

IV. RELATED LITERATURE AND STUDIES

According to Albert Bandura (1997), "self-efficacy is defined as the judgment of one's ability to organize and execute given types of performances". There is a great assertion that this belief to accomplish the given task will greatly affect the human performance. Self-efficacy is a key factor that affects interest, persistence, initiative in learning, the goals they choose to pursue and their use of self-regulated strategies in performing a task (Carmichael & Taylor, 2005; Lane, Lane, &Kyprianou, 2004).
In their study, HairuzilaIdrus and RohaniSalleh (2011) explained that a person with strong self-efficacy will be motivated and is likely to perform better on the task given. On the other hand, a person with low self-efficacy is more likely to become frustrated when they encounter difficult challenges or tasks as they perceive those tasks or challenges as something that should be avoided rather than mastered.

Similarly, Flores (2013) examined the relationship among self-concept, self-efficacy, and writing performance of 211 freshman college students. It was found out that the factors self-concept, self-efficacy, and writing performance are all significantly related, it was noted that self-efficacy beliefs are better predictors of their writing performance.

Further, Rahimpour and Nariman-jahan (2010) revealed the relationship between learners' self-efficacy and their achievement in language learning. The results of their study indicated that learners' self-efficacy is significantly related to their performance in learning English. Izyan and Parilah (2015) also conducted a study to identify students' level of self-efficacy in learning English based ethnicity. The study provides an idea that ethnicity could be an indicator of high self-efficacy in English.

The findings showed that students' level of self-efficacy in learning English was moderated and there were significant differences in terms of students' self-efficacy with regards to ethnicity.

Meera and Jumana (2015) identified the role of self-efficacy in academic performance of learners. They tried to find out the relationship between self-efficacy and academic performance in English of 520 secondary school students. The result revealed that there is a significant difference in the academic performance in English and self-efficacy of rural and urban students. In the case of gender and type of management, there was no significant difference found.

Furthermore, HairuzilaIdrus and RohaniSalleh (2007) have examined the self-efficacy of Malaysian ESL students of a private university in terms of their ability to speak English. Based on the data collected, the researchers claimed that, in general, the students had high self-efficacy beliefs in their ability to speak English in all three dimensions tested; ability, aspiration and activity perception and this supported the notion that self-efficacy do influence students' oral performance.

V. RESEARCH METHODOLOGY

Participants of the Study

The participants of the study were one hundred fifty (150) students taking up English 1- Grammar Development subject. The study utilized both purposive and convenience sampling procedures. Time-constraint was also considered in conducting the study. The students were selected based on their availability and a recommendation from the College Dean. There were thirty (30) respondents from BS in Business Administration; forty (40) respondents from BS in Information Technology; Twenty-five respondents (25) from BS in Tourism Management; five (5) respondents from BS in Computer Engineering; forty-five (45) students from BS in Office Administration; and five (5) students taking up Bachelor of Technical Teacher Education.

Instrumentation and Procedures

The researchers used two (2) materials in investigating the relationship between the English self-efficacy and the language learning achievement among the Filipino ESL learners. The study utilized a 34-item questionnaire to measure the Self-efficacy level of the students in learning English. This self-efficacy scale is divided into four areas namely: reading (8 items), writing (10 items), listening (10 items), and speaking (6 items). The four macro skills given have important roles in the language learning success of the students because these strengthen the mastery of the English language. The success of the language learning can also be measured by how ESL students apply their grammatical competence in the four above-mentioned macro-skill areas.

Moreover, to determine the language learning achievement of the ESL students, Grammar Judgment Test (GJT) was employed. The second questionnaire contains a set of questions that cover the four topics that have been found to be difficult in learning English. These are subject-verb agreement, pronoun-antecedent agreement, verb tenses, and prepositions. This was also supported by the assertion of Bautista (2000) and Binalet& Guerra (2014). All sections of the GJT, except the verb tenses section, have ten sentences with five (5) statements were structured correctly and other five (5) were constructed erroneously. The verb tense section allowed the students to make a judgment on what appropriate verb to be used in each sentence.

The study was conducted among the college students, taking up English 1- Grammar Development during the first semester of School year 2017-2018. As calendared in the course syllabus, a series of activities was conducted to achieve the students' success in language learning. Further, the study was conducted before the First semester ended after discussing all topics indicated in the English 1 syllabus. The reliability and validity of the two instruments used in the study were also undertaken through the series of pilot-testing. The English Self-Efficacy questionnaire was given to determine how the students view themselves as English language learners. And as a part of their final examination in the course, Grammar Judgment Test was utilized to determine their language learning achievement.

Statistical Treatment

The weighted mean for the questionnaire on English Self-efficacy of the students was identified by the researchers; thus, the mean score for this component of the research may start from 1.00 to 5.00 depending on the student's perceptions regarding their performance. Further, the overall score for the Grammar Judgment Test was also determined. To test the hypothesis, Pearson Correlation was utilized. The schematic representation through scatter plot was also provided to show the insignificant relationship between the perceived English self-efficacy and language learning achievement. The results of the study are the following:

VI. RESULTS AND DISCUSSION

The English language is very useful in professional and personal life. It is being taught at all grade levels in Philippine Education, from kindergarten even after post-graduate. English is a skill-based subject, ranging from mere listening up to writing, including reading and speaking. The enhancement of those macro- skills provides great assurance of good language learning performance because it deepens the linguistic

competence through grammar and vocabulary. The intensive usage of terms and meaning in four areas of communication skills guarantees better performance largely due to explicit practice. Despite the continuous revision of English curriculum for the Filipinos to easily master the English grammar as its basic units to learn the language, still, Filipino learners keep on struggling with its form, meaning, and functions. In previous studies, it was found out that the higher self-efficacy, the better the performance in English. However, contrasting results from other studies were also provided to guide and establish a strong relationship between variables.

Table 1.The Reported Self-Efficacy of College Students in Learning English.

Indicative Statement	Mean Score
Reading	
I can understand when I read a text in English.	4.19
I can understand important points when I read English academic text.	3.83
I can visualize what I read in my mind.	3.16
I can find the theme or the main ideas of the English text I read.	3.96
I can answer questions about English text.	3.54
I can easily find the information I am looking for in an English text.	3.90
I believe I am being successful in reading sections of English examination.	3.51
Writing	
I can write a good paragraph or composition.	3.65
I can use grammar rules correctly when writing a paragraph or essay in English.	3.81
I can use correct punctuation marks when writing an English text.	3.71
I try to solve if I cannot write something in English.	3.90
I can highlight important points when writing English.	3.47
I can rewrite an English text with my own cues.	3.39
I can write my self-expression in daily life (resume, application letter, form).	3.47
I noticed mistake easily after I wrote anything in English.	3.39
I help someone in writing English.	3.47
I believe I am being successful in writing sections of English examinations	3.58
Listening	
I can understand English speaking people.	3.65
I take the main idea of English speaking I listen to.	3.80
I can understand the emotional stresses of a clan.	3.80
I can guess the meaning of unfamiliar words when I listen to English conversation.	3.77
I can answer questions after listening to an English conversation.	3.75
I can understand when I listen to English television channels or movies.	3.67
I can distinguish the official language and the daily conversation language when I listen to a speech.	3.70
I can write what I have heard when listening to an English reading piece.	3.68
I can understand English when two people are talking.	3.68
I believe that I am being successful in listening sections of English examination.	3.67
Speaking	
I meet my daily necessities using English.	3.68
I can easily use English grammar rules in speaking.	3.69
I can speak English officially or unofficially according to the purpose and situation.	3.68
I can answer questions asked in English.	3.67
I can express myself in English.	3.67
I can speak English just like the native speakers of the language.	3.66
General Weighted Mean	**3.697**

Legend:4.21-5.00- strongly agree ;3.51-4.50 agree ;2.51-3.50 moderately agree ; 1.51-2.50 disagree; 1.00-1.50 strongly disagree

Note: This set of questions is the modified version of the instrument used by Yanar and Bumen (2008).

Table 1 presents the reported English self-efficacy of the college students. It can be gleaned from the table that college students had an overall rating of 3.697 which means that they were agreed with most of the indicators presented. It also shows that they responded positively to indicators showing their belief and efficacy in learning English. Relative to reading self-efficacy, college students agreed with all indicators with the general weighted mean of 3.73. Based on the given data, they prefer to learn English easily by just reading English texts. This notion was supported by the study of Waleff (2010), in which he found out that there is a positive correlation between students' self-efficacy for reading and reading achievement. He found that students' self-efficacy corresponded with their grade level reading. Similarly, Mills, Pajares, and Herron (2007) also found that university students' self-efficacy in French was positively related to their reading proficiency.

Second, writing self-efficacy plays also a crucial role in language learning. College students agreed with all indicators presented above with the general weighted mean of 3.58. Due to their perceived competencies, they try to solve problems whenever they find it hard to write something in English. Flores (2013) examined if there is a relationship among self-concept, self-efficacy, and writing performance of 211 freshman college students. It was found out that self-efficacy and writing performance are significantly related. It was also noted that self-efficacy beliefs are better predictors of their writing performance.

Another predictor of language learning success is the listening self-efficacy in English. Based on the presented table, college students agreed with all indicators above with the general weighted mean of 3.73. Students perceived themselves good at getting

the main idea of the English conversation they listen to as a manifestation of metacognitive awareness.Rahimiand Abedi(2014) provide an idea based on the results of the study conducted that there is a significant relationship between listening self-efficacy and metacognitive awareness of listening strategies in general. As higher self-efficacy brings about more control over listening tasks and guarantees successful strategy use, particular attention should be devoted to the role of this construct in listening instruction research and practice.

Lastly, college students also considered speaking self-efficacy as a determinant of good performance in English. It can be gleaned from the table, college students also agreed with all indicators with the general weighted mean of 3.68. Based on their responses, they have already learned English effectively because they can easily use English grammar correctly. Asakereh and Dehghannezhad (2015) found out that there is a significant positive correlation between student satisfaction with speaking classes and speaking skills self-efficacy beliefs. Multiple regression analyses showed that between the independent variables of the study, speaking self-efficacy beliefs was a significantly stronger predictor of Iranian EFL students' speaking skills achievement.

Table 2. Pearson Correlated Representations of English Self-Efficacy and Result of Grammar Judgment Test.

Overall mean of the Reported English Self-Efficacy	**3.70**
Mean Score of Grammar Judgment Test	**23.74**
p= 0.44 (significantly correlated value: p=<. 05)	

With a two-tailed value of more than p= 0.05, this table shows that the reported English Self-Efficacy and the results of the college students' grammar judgment tests are not significantly correlated. It can be deduced from the table that the having high English self-efficacy level does not guarantee one's success in language learning.

However, Hsieh and Schallert (2008) indicated that self-efficacy was the strongest predictor of English achievement among South Korean students. Similarly, Tilfarlioğlu and Ciftci (2011) conducted a study on 250 students in Turkey. According to the findings of the study, there was a positive relationship between academic success as defined by grades and learners' self-efficacy beliefs. Moreover, Rahimpour and Nariman-jahan (2010) revealed the importance of learners' self-efficacy in predicting their achievement. In the line with previous research, the results of this study indicate that learners' self-efficacy is significantly related to their performance in learning English.

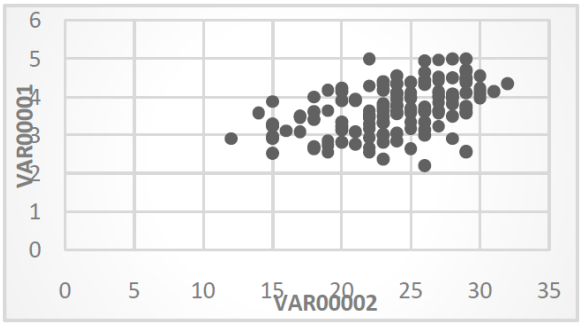


Figure 1. Schematic Relationship of English Self-Efficacy and GJT Results

Notes: Variance 1 (Vertical line) refers to the mean score of the English Self-Efficacy reported by the College Students while Variance 2 (horizontal line) refers to the GJT results

The figure shows the graphical representation of the schematic relationship between the English self-efficacy and scores obtained by the college students in Grammar Judgment Test (GJT). As shown in the table, it was found out that the self-efficacy in learning English is not relatively related to their language learning achievement. Moreover, the scattered diagram implies the insignificant ideas that self-efficacy is an indicator of success in language learning. The results confirmed to the study conducted by Binalet and Guerra (2014), in which they found out that even the motivation was not greatly related to the language learning success of the students. Also, in his study, Anyadubalu (2010) found out that there was no significant relationship between self-efficacy and English language performance.

However, the findings contrasted the results of the research conducted by Mills, Pajares and Herron (2006) in which they found out that there was a significant positive relationship between reading self-efficacy beliefs and reading proficiency, whereas listening self-efficacy was positively correlated with listening proficiency only for the females. This is similar to the study of Rahimi and Abedini (2009) which examined the relationship between self-efficacy and performance. The results of the study showed that Iranian students' self-efficacy beliefs were positively correlated to their Listening proficiency.

CONCLUSION

In an academic setting, self-efficacy is considered as an important factor that strengthens the motivation and attitude of the students towards the language learning. Despite the series of activities in English 1 course, Filipino college students are still struggling with difficulties in learning English grammar, specifically the four topics that have been considered as major problems in learning the language according to college students. One factor that motivates students to continue learning is the self-efficacy. However, as the findings showed, high self-efficacy does not validate one's success in language learning. The hypothesis stating that there is no significant relationship between

the reported English self-efficacy and their language learning achievement was partly upheld by the study.

RECOMMENDATIONS

In light of the findings and results of the study, the following recommendations have been made. Since self-efficacy was not significantly related to language learning achievement, there is a need for the students to develop their own self-regulation strategies to improve their grammatical competence. Curriculum experts and educational planners must take into consideration the current English language needs of the students in revising and improving course syllabi and curriculum. Moreover, remedial grammar teaching and grammar-mediated intervention program must also be considered to improve the students' performance in English because it is really an advantage to learn language form, structure, and meaning before one can easily learn the language. Teachers can help the Filipino students in developing their strong beliefs in learning English through various techniques. They can use self-assessment input and self-designed evaluation as methods of performance assessment to develop their own ways to monitor themselves in English learning as a second language.

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