

# Factors Affecting Self-Confidence in Tertiary Education Students: A Study of English Classroom-Based Policies

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## ABSTRACT

English is a language that many people used in speaking and writing. This language is widely used in business, law, and education. This study determines the factors affecting self-confidence among Bachelor of Secondary Education students, addressed to first-year students in utilizing English as a primary language of instruction in Classroom-based English policy. The research followed a quantitative design and adopted a purposive sampling technique. The study was conducted virtually and took place within a month. The study findings indicated that the lack of self-confidence and apprehension of committing errors were the only factors that had a notable correlation with the student's level of confidence in speaking English within the classroom setting. Furthermore, the study found no significant difference between self-confidence levels and the respondents' profile characteristics. However, the findings showed that the characteristics of the students, such as gender, age, first language, parents' educational attainment, school type, and educational resources at home, did not have an impact on their level of self-confidence. As a result, the study's general conclusion was that the students showed a limited level of self-confidence when speaking English in the classroom environment. To enhance their speaking ability and confidence in front of peers or others, students might have to recognize their areas of weakness and focus on developing their language proficiency. The researchers also recommend conducting a symposium on boosting the self-confidence of the students.

**Keywords**— Self-confidence, English-only policy, Secondary Education Students, English language

## INTRODUCTION

English is a prevalent language utilized for both communication and instruction in various regions across the globe. In certain nations where English is not the primary language, it is taught as a subject rather than used in everyday conversation. On the other hand, Malaysia is a country where English is commonly used and plays a significant role as a global means of communication (Kashinathan & Aziz, 2021). Nevertheless, some Malaysian students struggle in learning English as a second language, owing to the prolonged duration required for studying it and the limited opportunities to develop their communication abilities.

In the Philippines, English is among the official languages and is commonly spoken in combination with regional dialects. It serves as the language of instruction from primary to tertiary education levels in the country's educational system. As emphasized in a study by Manalastas and Batang (2018), proficiency in English is critical for the Philippines to establish its global presence as a developing nation. Additionally, Regala (2017) highlights the practicality and potential career opportunities associated with English proficiency. Despite these benefits, similar to the situation in Malaysia, Filipino learners encounter difficulties in learning and communicating in English due to their fluency in their native language, particularly in effectively conveying their ideas.

Speaking a language involves a range of skills that are essential for language learning, such as grammar, pronunciation, vocabulary, fluency, and comprehension. Effective communication, as argued by Leong and

Masoumeh (2017) and cited by Aziz and Kashinathan (2021), requires a strong command of the English language. Gaya's (2018) research indicates that psychological factors like anxiety and self-confidence can also impact a learner's ability to speak a foreign language. Nijat et al. (2019) referenced Schwarz's (2015) research, which lists various obstacles that impede students' ability to speak fluently, including anxiety, shyness, lack of confidence, fear of making mistakes, and low motivation. Emotional distress may arise when students are afraid of being ridiculed or criticized for errors, resulting in lower linguistic self-confidence and impeding communicative competence.

According to Pabro-Maquidato's research in 2021, students who lack knowledge of a second language, including its correct grammar, pronunciation, and meaning, tend to have doubts about their abilities, and those with high anxiety and low self-confidence may struggle to develop their speaking skills. Similarly, a study by Serrania and Mendoza in 2018 in El Salvador City, Misamis Oriental, found that students encounter difficulties in expressing themselves fluently in English, which leads to the limited elaboration of their thoughts and ideas, resulting in stuttering and running out of words.

Students often lack self-confidence and fear making mistakes when speaking English in the classroom, even if they are required to use it regularly, and this is particularly true for first-year Secondary Education majors in English. The researchers aim to address this problem by examining the elements that impact the self-assurance of students who are studying Secondary Education major in English and attending certain local colleges in the second district of Misamis Oriental, Philippines during the Academic Year 2022-2023. The purpose of this study is to recognize these factors and enhance their self-assurance when using English as a language of instruction.

## **METHODOLOGY**

### **Research Design**

The study used a quantitative approach to investigate how the English-only policy affects the participants' self-confidence. The participants rated their confidence level in speaking English in front of others, and the data were analyzed using statistical software. The study aimed to understand the effectiveness of the English-only policy in promoting language proficiency and self-confidence among students.

### **Respondents**

The researchers employed a purposive sampling technique to obtain a sample of 83 students who were enrolled in the Bachelor of Secondary Education program, majoring in English, at a local community college. The participants were all first-year students, and they were selected with the aim of conducting a comprehensive survey of all eligible individuals. To ensure that the respondents could provide their answers freely and contemplate the survey questions thoroughly, the researchers administered an online survey.

### **Research Instrument**

The researchers employed a survey questionnaire to collect data from the participants, which consisted of 30 items adapted and modified from various sources to suit the respondents' nature. The survey included questions with a closed-ended format using a Likert scale consisting of four points, ranging from Strongly Agree to Strongly Disagree. It consisted of five parts that were adapted from different sources. The first part, which evaluated shyness, was a condensed version of Bang's (1999) questionnaire. The second part, which assessed motivation, was adapted from Gardner's AMTB (1985). The third part, which evaluated anxiety, was adapted from Griffie's study in 1997 (as cited in Doqaruni, 2014). The fourth part, which measured self-confidence, was adapted from Bang's (1999) questionnaire. Lastly, the fifth part, which measured the fear of mistakes, was adapted from Querishi et al.'s (2020) study. The questionnaire

comprised different sections, and each section included a total of five questions using the 4-point Likert scale. The response choices for the questions were Strongly Agree, Agree, Disagree, and Strongly Disagree.

### Data Analysis and Procedure

The researchers obtained the necessary permissions from the School President, Dean, Program Head and the students to conduct the study, and they made sure to uphold respect and privacy to maintain the confidentiality of the respondent’s responses. To assess the students’ answers, a matrix was utilized to establish the range of their responses. This range served as the foundation for determining whether there was a significant correlation or difference between the student’s self-confidence and the factors that influenced it.

**Table 1. Level of Self-Confidence in Classroom-Based EOP**

Interval	Agreement	Interpretation
3.26 – 4.00	Strongly Agree	Very Poor Self-Confidence Level
2.51 – 3.25	Agree	Poor Self-Confidence Level
1.76 – 2.50	Disagree	High Self-Confidence Level
1.00 – 1.75	Strongly Disagree	Very High Self-Confidence Level

## RESULTS AND DISCUSSIONS

The analysis of the respondents’ self-confidence level yielded results that were categorized according to the survey questionnaire’s equally distributed responses.

### Self-Confidence Level

The initial inquiry of the research aims to investigate the impact of the respondents’ demographic characteristics on their level of self-confidence.

1. What are the demographic characteristics of the respondents with regard to:
  - o Sex

**Table 1.1. The Frequency and Percentage Distribution of Respondents’ Sex**

Sex	Frequency	Percentage
Male	22	26.50 %
Female	61	73.50 %
<b>TOTAL</b>	<b>83</b>	<b>100%</b>

Table 1.1 displays the frequency and percentage distribution of the 83 respondents based on their sex. The majority of the participants were female, accounting for an average of 73.50%, while male participants comprised the remaining percentage. This finding is consistent with Reysio-Cruz’s (2019) study, which reports that Filipino women have higher enrollment rates in high school and college compared to men, based on a gender equality report covering 153 countries.

This observation is corroborated by the 2020 Global Gender Gap Report of the World Economic Forum (WEF), which reveals that secondary education enrollment rates for women and men are 71.3 percent and 60.2 percent, respectively, and college enrollment rates for women and men are 40.4 percent each.

According to the report, there was little difference in enrollment rates between girls and boys in primary education, as 93.7 percent of girls and 93.9 percent of boys were enrolled. However, in 2020, during the pandemic, tertiary education enrollment in the Philippines had approximately 1.32 females for every male (Philippine Statistics Association, 2020).

Thus, it was established that in the research site where the study was carried out, the number of female enrollees in the college exceeded that of male enrollees, which was consistent with the data obtained from the surveyed secondary education students. Specifically, the collected data revealed that 73.5% of the Bachelor of Secondary Education students were females, while only 26.5% were males.

## Age

**Table 1.2. The Frequency and Percentage Distribution of Respondents' Age**

Age	Frequency	Percentage
15-20	54	65.1 %
21-25	20	24.1 %
26-30	6	7.2 %
31-34	1	1.2 %
35-40	1	1.2%
41 above	1	1.2 %
<b>TOTAL</b>	<b>83</b>	<b>100%</b>

Table 1.2 illustrates the percentage distribution of the study's respondents. The data gathered revealed that the highest percentage count of respondents fell under the age range of 15-20, with a majority of 65.1%, compared to other age groups such as 31-34, 35-40, and 41 and above, which had the least percentage of about 1.20% of the respondents.

Based on the survey conducted by the Social Weather Stations (SWS), it was found that in late 2020, around 4.4 million Filipino students of school age were not enrolled due to the transition to modular learning brought about by the pandemic. The Department of Education (DepEd) and Commission on Higher Education (CHED) acknowledged that the non-enrollment was due to the high risk of students being infected with the virus. Additionally, some parents were hesitant to inoculate their children, which became a requirement for enrollment. Consequently, there was a decrease in the number of students enrolled in primary, secondary, and tertiary levels during the pandemic outbreak.

Based on the report from the local pollster, it was found that 87% or 29.8 million of the population aged 5 to 20 were enrolled in schools while the remaining 13% were not. It was observed that students aged between 18 to 20 years old comprised 40% of the total population, which is equivalent to 1.76 million, and those aged between 21-25 years old accounted for 15%. Furthermore, the Commission on Higher Education records show that the enrollment figure for distance learning classes for approximately 25 million students began in October 2020, which was two million lower than the enrollment figure in 2019.

It is evident that a significant proportion of the participants in this study, following the pandemic outbreak, fell within the age bracket of 15 to 20 years old, and were continuing their education after a considerable period of interruption.

According to available statistics, college students accounted for only 6% or 1.9 million of the total student population in the Philippines, while those at the primary level constituted 7% or 2.1 million.

## First Language

**Table 1.3. The Frequency and Percentage Distribution of Respondents' L1**

First Language	Frequency	Percentage
Tagalog	–	–
English	1	1.2%
Bisaya	79	95.2 %
Higaonon	1	1.2%
Others	2	2.4 %
<b>TOTAL</b>	<b>83</b>	<b>100%</b>

The table reveals that the majority of the respondents, comprising 95.2% or 79 out of 83 participants, speak Bisaya as their first language. A small percentage of respondents were identified to have Ilongga or Ilonggo (2.4%) and Higaonon (1.20%) as their L1. Only two respondents out of 83 speak English as their first language. The findings indicate that the majority of the respondents use Bisaya as their L1. As highlighted in Asif et al.'s (2019) study, while a student's first language is significant, it should be used sparingly in the classroom to facilitate increased second language (L2) input. This underscores the importance of acquiring a second language, such as English, even while recognizing the value of one's L1.

## Parent's Educational Attainment

**Table 1.4. The Respondents' Parents' Educational Attainment**

Father's Educational Attainment	Mother		Father	
	Freq	%	Freq	%
College Graduate	6	7.2 %	3	3.6 %
College Level	21	25.3 %	17	20.5 %
High School Graduate	20	24.1 %	26	31.3 %
High School Level	23	27.7 %	17	20.5 %
Elementary Graduate	6	7.2 %	6	7.2 %
Elementary Level	7	8.4 %	14	16.9 %
<b>TOTAL</b>	<b>83</b>	<b>100%</b>	<b>83</b>	<b>100%</b>

Moreover, one of the independent variables presented is the educational attainment of parents. The data in the table reveals that 23 respondents, which is equivalent to 27.7% of mother's educational attainment, had a high school level of education, followed by both college-level and high school graduates at 24.1%. On the other hand, 26 respondents, equivalent to 31.3% of fathers' educational attainment, were high school graduates, while 17 (20.5%) were categorized as high school level, which was the same percentage as college level. Additionally, 14 respondents (16.9%) had only completed elementary level, while 6 (7.2%) were elementary graduates, and 4 (4.82%) were college graduates.

In line with this result, Davies's study in 1996 (as cited in Đurišić and Bunijevac, 2017) revealed that many parents lack the confidence and expertise to support their children in their education, either due to low self-esteem or because they themselves did not succeed in school. This implies that the educational attainment of parents can significantly affect the level of self-confidence of their children in their academic pursuits

## Type of School (public or private)

**Table 1.5. The Respondents' Type of School in High School**

Type of School	Frequency	Percentage
Public	76	91.6 %
Private	7	8.4 %
<b>TOTAL</b>	<b>83</b>	<b>100%</b>

Table 1.5 presents the Frequency Counts and Percentage Distribution of Respondents categorized according to their Type of School in High School years. The table reveals that 76 out of 83 respondents, which accounts for 91.6%, attended Public School during their Senior High School while only 7 respondents, or 8.4% came from Private Institutions.

The data provided by the Department of Education (DepEd) shows that at the end of the enrollment period for School Year 2020-2021, there were 21,344,915 enrollees in basic education for both public and private schools. This figure corresponds to 76% of last year's enrollment. Moreover, the number of students who enrolled in public schools was 20,147,020, which represents 88% of the total enrollment for School Year 2019-2020.

Furthermore, a policy aimed at promoting equity in basic education has been implemented by the DepEd. All public schools in the Philippines are mandated to accept all potential students regardless of their gender, religion, economic status, race or ethnicity, place of residence, political affiliation, or other similar factors.

## Educational Media at Home

**Table 1.6. The Respondents' Educational Media at Home**

Educational Media at Home	Frequency	Percentage
English Books	43	51.8 %
Encyclopedia	2	2.4 %
Dictionary	31	37.3 %
Ebooks	7	8.4 %
<b>TOTAL</b>	<b>83</b>	<b>100%</b>

The findings presented in Table 1.6 demonstrate that a considerable proportion of the respondents' educational media at home comprises English books, which account for 51.8% of the total. Dictionaries follow next, constituting 37.3%, followed by e-books at 8.4%, and encyclopedias at 2.4%. According to Widodo's (2016) study, an English textbook is a curriculum material that includes prescribed competencies and procedures, which also function as a mediator of language learning.

These results imply that possessing and reading English books can significantly enhance not only the readers' vocabulary but also their macro-skills.



**What are the student’s characteristics in speaking English in the classroom in terms of:**

Shyness

<b>Table 2.1. Student’s characteristics in speaking English in the Classroom, in terms of Shyness</b>					
<b>Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Description</b>	<b>Interpretation</b>	
1. If my fear of giving incorrect responses were not present, I would be more inclined to actively participate in class by volunteering answers.	3.23	.57	Agree	Poor Level	Self-Confidence
2. I find it more comfortable to participate while seated rather than standing in front of the class.	3.08	.61	Agree	Poor Level	Self-Confidence
3. My comfort level with speaking in class would improve if the class size were reduced.	2.73	.73	Agree	Poor Level	Self-Confidence
4. I am concerned about my pronunciation whenever I speak in class.	3.16	.77	Agree	Poor Level	Self-Confidence
5. I am apprehensive that my classmates may ridicule me when I communicate in English within the classroom.	2.93	.93	Agree	Poor Level	Self-Confidence
<b>Average</b>	<b>3.02</b>	<b>.72</b>	<b>Agree</b>	<b>Poor Level</b>	<b>Self-Confidence</b>

The table illustrates the characteristics of students in terms of shyness when speaking English in the classroom. The results show that the mean score for student characteristics in speaking English in the classroom is 3.02 with a standard deviation of 0.72, indicating that students have a poor level of self-confidence. It is suggested that students can reduce their shyness if they adapt to the internal classroom environment. It was stated by Guo, Zhao & Yang (2023) that individuals who are shy crave social interaction but may also experience anxiety or fear when it comes to initiating contact with others. They tend to display signs of fear, anxiety, tension, and social withdrawal in social situations. Furthermore, the item " If my fear of giving incorrect responses were not present, I would be more inclined to actively participate in class by volunteering answers" had the highest mean score of 3.23 and a standard deviation of

0.57, indicating agreement. This implies that students are willing to participate in class discussions if they have confidence in their answers. Oflaz (2019) notes that shy students may be hesitant to participate in class discussions, particularly if they are uncertain about their responses.

Furthermore, the item “My comfort level with speaking in class would improve if the class size were reduced” has the lowest mean of 2.73 with an SD of 0.73 or “Agree”. This indicates that students feel more confident when the number of their classmates is limited. This conclusion aligns with the study of Oguzie, Obi, and Nnadi (2019), which describes shyness as a behavioral impairment that makes it challenging for individuals to feel at ease around others or in social situations. It also correlates with the study of Zee and Roorda (2018), who assert that shy students tend to rely heavily on their teachers for support. Moreover, it is worth noting that this item requires improvement as it did not attain the mean that corresponds to a “Very High Self- confidence” level.

### Lack of motivation

Items	Mean	Standard Deviation	Description	Interpretation
1. English is necessary for my career, so it’s important to study it.	3.78	.41	Strongly Agree	Very-High Motivation Level
2. Studying English is crucial as it enhances employability.	3.73	.44	Strongly Agree	Very-High Motivation Level
3. In enhancing my English speaking skills, my parents motivate me to practice regularly.	2.87	.76	Agree	High Motivation Level
4. I find pleasure in interacting with individuals who speak languages other than my own.	3.25	.56	Agree	High Motivation Level
5. The teaching style of my English teacher is engaging and stimulating.	3.37	.58	Strongly Agree	Very-High Motivation Level
<b>Average</b>	<b>3.40</b>	<b>.55</b>	<b>Strongly Agree</b>	<b>Very-High Motivation Level</b>
<b>Legend: 1.00-1.75 (Strongly Disagree), 1.76-2.50 (Disagree), 2.51-3.35 (Agree), 3.26-4.00 (Strongly Agree)</b>				

The presented table showcases the motivational traits of students when speaking English in class. Based on the data, their motivational characteristics have an average mean of 3.40 with a standard deviation of .55, which implies a significant lack of self-confidence. According to Özdemir et al (2021), as cited in Amoah and Yeboah (2021), the demand for oral English proficiency is undeniably high in our rapidly changing world.

The English language has gained global status owing to its widespread use in various fields. This underlines the significance of English oral proficiency as a crucial language to learn, given its widespread use in education and communication.

The item with the highest mean of 3.78 and SD of 0.41, which indicates “strongly agree,” is “English is necessary for my career, so it’s important to study it.” This means that if students are motivated to study English, they are also willing to learn and speak the language. As per Torres and Alieto (2019), students are motivated to learn English because they recognize that being proficient in the language can help them



quickly secure a job and earn a higher income. Therefore, inspiration is derived by students with this type of motivation from the practical utility and potential benefits of learning English.

Moreover, the item “My parents motivate me to enhance my English skills through regular practice” has a mean of 3.25 and a standard deviation of 0.56, with the response being “Agree.” According to Obico (2015), students who have the potential to excel in school may suffer from a lack of parental involvement. Conversely, Fernandez-Alonso et al (2017) argues that parents who supervise their children’s homework have better communication with their children. This study, cited in the International Journal of Social Science Research in 2020, implies that students would be more motivated in the classroom if their parents encouraged them to practice English as much as possible. It is suggested by Gith (2017) that higher self-esteem is likely to be observed in parents who are consistently involved in their child’s education. The fact that this item did not achieve the highest mean suggests that improvements are necessary.

**Lack of self-confidence**

Table 2.3. Student’s characteristics in speaking English in the Classroom, in terms of Self-Confidence				
Items	Mean	Standard Deviation	Description	Interpretation
1. My level of confidence when speaking in class would increase if we had more opportunities to practice.	3.49	0.61	Strongly Agree	Very Poor Self-Confidence Level
2. If I had a better familiarity with my classmates, I would feel less self-conscious about speaking in class.	3.33	0.61	Strongly Agree	Very Poor Self-Confidence Level
3. I believe that I have a good command of the foreign language, but I tend to make mistakes when I am aware that I am being evaluated.	2.9	0.71	Agree	Poor Self-Confidence Level
4. I would rather have the opportunity to give an answer voluntarily instead of being required to respond when called upon.	3.17	0.66	Agree	Poor Self-Confidence Level
5. My anxiety levels in class decrease when there are other students answering questions besides just myself.	3.08	0.65	Agree	Poor Self-Confidence Level
Average	3.19	0.64	Agree	Poor Self-Confidence Level
Legend: 1.00-1.75 (Strongly Disagree), 1.76-2.50 (Disagree), 2.51-3.35 (Agree), 3.26-4.00 (Strongly Agree)				

The data presented in Figure 2.3 depicts the self-confidence levels of students when it comes to speaking the English language in the classroom. This characteristic has an average mean of 3.19 and a standard deviation of 0.64, which suggests that students generally agree that they have poor self-confidence levels, and as a result, find it difficult to participate in speaking activities in the classroom. Department of Health & Human Services (2021) explains that individuals who lack self-confidence may avoid activities that involve groups of people due to their fear of being judged.

Furthermore, the item “My level of confidence when speaking in class would increase if we had more opportunities to practice.” has obtained the highest mean of 3.49 with a standard deviation of 0.61, indicating a “Strongly Agree” response. This suggests that students are more inclined to participate in class discussions if they have had ample practice. According to Carag (2020), students can improve their self-confidence, communication skills, and critical thinking by conversing verbally and exchanging ideas with their peers. These skills are important in many facets of life.

Additionally, the item ” I believe that I have a good command of the foreign language, but I tend to make mistakes when I am aware that I am being evaluated” received the lowest mean of 2.90 and a standard deviation of 0.71, indicating agreement. This suggests that even when being graded, students do not feel afraid to make mistakes when speaking a foreign language.

Hence, the results indicate that a high mean score signifies a low level of self-confidence among the students. In a study conducted by De Goma and Moneva (2020), they emphasized the importance of fostering self- confidence as it enables students to showcase their skills. Through verbal expression, particularly in speaking the English language, they can develop the necessary skills and overcome this obstacle that hampers their performance. This suggests that students require more practice and engagement in class to improve their self- confidence.

### Fear of mistakes

Table 2.4. Student’s characteristics in speaking English in the Classroom, in terms of Fear of Mistakes				
Items	Mean	Standard Deviation	Description	Interpretation
1. When I am doing an oral task in English, my mistakes are corrected by my teachers, and this makes me feel embarrassed in front of my classmates.	2.51	0.79	Agree	Poor Self-Confidence Level
2. I become nervous about speaking in English due to my fear of being ridiculed by others.	2.9	0.82	Agree	Poor Self-Confidence Level
3. The class atmosphere is supportive, and it aids me in conquering my fear of committing errors while speaking English.	3.22	0.66	Agree	Poor Self-Confidence Level
4. I am reluctant to speak in English due to the fear of criticism from others.	2.88	0.8	Agree	Poor Self-Confidence Level
5. My fear of making mistakes hinders me from speaking in English.	2.93	0.71	Agree	Poor Self-Confidence Level
Average	2.88	0.75	Agree	Poor Self-Confidence Level
Legend: 1.00-1.75 (Strongly Disagree), 1.76-2.50 (Disagree), 2.51-3.25 (Agree), 3.26-4.00 (Strongly Agree)				

The table displays the student’s fear of making mistakes when speaking English in the classroom. The mean score for this characteristic is 2.88 with a standard deviation of 0.75, indicating an agreement among the respondents. This suggests that the students have low self-confidence in speaking English in class. Haidara (2014), as cited by Jannah and Fitriati (2016), explains that students often fear making mistakes when speaking English because they believe that others will ridicule them if they mispronounce words. As a

result, they avoid speaking English until they are confident in their abilities. However, practice can lead to fluency even if it doesn't result in perfection.

Additionally, the item "The class atmosphere is supportive, and it aids me in conquering my fear of committing errors while speaking English" scored the highest mean of 3.22 with a standard deviation of 0.66, indicating an "Agree" response. This suggests that students can overcome their fear of making mistakes in English if they are in a supportive class atmosphere or if they are able to control their environment.

The item "When I am doing an oral task in English, my mistakes are corrected by my teachers, and this makes me feel embarrassed in front of my classmates" obtained a low mean of 2.51 with an SD of 0.79, indicating agreement. This suggests that students feel embarrassed when their mistakes are corrected by teachers while performing oral tasks in English in front of their classmates. According to Jannah and Fitriati (2016), this fear of making mistakes is rooted in the concern of students about appearing foolish in front of others and how they are perceived by others.

The results indicate that students have a poor level of self-confidence, as reflected by their high mean score. This suggests that there is a need for students to improve their self-confidence and overcome their fear of making mistakes in English. By doing so, they can become more engaged and participate actively in class activities.

### Anxiety

Items	Mean	Standard Deviation	Description	Interpretation
1. I am always conscious of my pronunciation while speaking.	3.37	.71	Strongly Agree	Very Poor Self-Confidence Level
2. I began to feel anxious when the lecturer asked me to speak in front of the class without any prior preparation.	3.24	.79	Agree	Poor Self-Confidence Level
3. Despite being well-prepared, I still feel anxious when I make a mistake while speaking.	3.43	.59	Strongly Agree	Very Poor Self-Confidence Level
4. I felt nervous and distracted due to a lack of confidence after making a mistake while speaking.	3.23	.67	Agree	Poor Self-Confidence Level
5. I feared that my peers would mock me when I stumbled on my words while conversing in English.	3.14	.77	Agree	Poor Self-Confidence Level
<b>Average</b>	<b>3.28</b>	<b>.70</b>	<b>Agree</b>	<b>Very Poor Self-Confidence Level</b>
<b>Legend: 1.00-1.75 (Strongly Disagree), 1.76-2.50 (Disagree), 2.51-3.25 (Agree), 3.26-4.00 (Strongly Agree)</b>				

The table displays the students' English speaking qualities in class in terms of anxiety. The results indicate that the students have a very poor level of confidence, with an average mean of 3.28 and an SD of 0.70, or

“Agree.” Speaking anxiety is a significant issue in the teaching and learning process of English, according to Rajitha and Alamelu (2020). The response to the question “Despite being well-prepared, I still feel anxious when I make a mistake while speaking” has the highest mean of 3.43 and the greatest standard deviation of 0.59, or “Agree,” indicating that even well-prepared students experience anxiety if they make a mistake. The response “I feared that my peers would mock me when I stumbled on my words while conversing in English” has the lowest mean of 3.14 and an SD of 0.77, or “Strongly Agree,” indicating that students are concerned about being laughed at when they stutter. This item falls short of the Very High Self-Confidence level and needs improvement. The third research question investigates the relationship between respondents’ profiles and self-confidence.

**Is there a significant difference between the self-confidence and respondent’s profile (sex, age, first language, parent’s educational attainment, type of school and educational media at home)?**

Profile	Self-confidence			Interpretation
	F-Value	p-value	Decision on Ho	
Sex	.08	.784	Accepted	Not Significant
Age	.72	.490	Accepted	Not Significant
First Language	.29	.748	Accepted	Not Significant
Parent’s Educational Attainment (Mother)	.57	.566	Accepted	Not Significant
Type of School	1.05	.354	Accepted	Not Significant
Educ. Media at Home	1.26	.289	Accepted	Not Significant

**Legend: significant if p-value <.05 level**

The table presented in this study revealed that the p-value associated with sex was found to be 0.784. This value indicates that there is no statistically significant difference in self-confidence levels based on the age of the respondents when grouped together. Hence, the null hypothesis was accepted. This finding is consistent with the results of prior research conducted by Koosha et. al (2011) concludes that there was no significant relationship found between gender and speaking skills. It signifies that sex does not play a significant role in influencing the self-confidence of the respondents.

It has been found that the age variable has a P-value of 0.490, signifying a lack of significant difference between the self-confidence of the respondents and their age. Consequently, the null hypothesis is accepted. This is consistent with the findings of Ogihara’s 2020 study, which reported that age does not impact an individual’s self-confidence. Hence, it can be concluded that the self-confidence of the respondents is not contingent on their age.

Additionally, the findings indicated that the first language of the respondents had a P-value of 0.748, suggesting that there is no significant association between their self-confidence and L1. Thus, the null hypothesis was accepted. A similar study by Gettie (2020) concluded that respondents were eager to learn English regardless of their first language.

This implies that an individual’s proficiency in English is not influenced by their native language.

In addition, the data pertaining to the educational attainment of the respondents’ mothers had a P-value of 0.566, indicating that there is no significant association between the respondents’ self-confidence and their mothers’ educational attainment. Therefore, the null hypothesis was accepted. However, according to Moneva et al.’s (2019) study, it is not the educational attainment of the parents that affects the respondents’ self-confidence, but rather their occupation. Thus, the level of self-confidence of the respondents is not influenced by their parents’ educational attainment.

According to the table, the P-value of the respondents’ previous school type is 0.354, indicating that there is no significant difference between their self-confidence and their previous type of school. Thus, the null hypothesis was accepted.

Finally, the P-value for the educational media at home was found to be 0.289, indicating that there is no significant difference between the self-confidence of the respondents and the type of educational media they have at home. Consequently, the null hypothesis was accepted. Hence, the level of self-confidence of the students is not influenced by the educational media they have access to at home.

In conclusion, there is no significant correlation between the self-confidence of the respondents and their profiles, including sex, age, first language, parent’s educational attainment, type of school, and educational media at home. Therefore, we can infer that the differences in these profiles do not affect the self-confidence of the respondents. Hence, we can say that the self-confidence of the respondents is not influenced by their profiles.

Is there a significant relationship between the students’ factors in speaking English and the level of self-confidence in speaking English in the classroom?

Independent Variables	Self-Confidence			
	Pearson R	p-value	Decision	Interpretation
Shyness	-.124	.265	Accepted Ho	Not Significant
Lack of Motivation	-.013	.904	Accepted Ho	Not Significant
Lack of self-confidence	-.241**	.028	Reject Ho	Significant
Fear of Mistakes	.907**	.000	Reject Ho	Significant
Anxiety	.029	.792	Accepted Ho	Not Significant

**Legend: significant if p-value is <.05 level**

The data presented in the table indicates that shyness is not significantly related to self-confidence, as shown by its P-value of 0.265. Therefore, the null hypothesis is accepted. Mjelve et.al (2022) study suggests that a student’s shyness may be influenced by their religion, beliefs, culture, and attitude. However, it is evident that shyness does not impact the self-confidence of the respondents.

The results from the data analysis showed that there was no noteworthy association between the absence of motivation and self-confidence as the P-value obtained was 0.904. Therefore, the null hypothesis was accepted. As Ekiz and Kulmetov (2016) suggest, a lack of motivation may be due to physical or mental issues experienced by students. However, this finding shows that the lack of motivation does not affect the



self- confidence of the respondents.

In addition, the data revealed a notable association between self-confidence and the lack of self-confidence, with a P-value of 0.028. Thus, the null hypothesis was rejected. In the study conducted by Erdina (2018), it was mentioned that self-confidence is associated with the ability to assess oneself and task performance, and it has a practical approach. Hence, the absence of confidence in oneself has an impact on the level of confidence reported by the participants.

In addition, the data indicated that there is a significant correlation between the respondents' self-confidence and their fear of making mistakes, as evidenced by a P-value of 0.000. Therefore, the null hypothesis was rejected. According to several theorists (Tsui in Nunan, 1999; Yi Htwe, 2007; Robby, 2010), the fear of making errors is a significant factor causing students to be hesitant to speak English in class. As a result, this fear has an adverse effect on the level of self-confidence of the respondents.

Finally, the analysis showed that anxiety had a P-value of 0.792, indicating that there is no significant relationship between self-confidence and anxiety. Thus, the null hypothesis was accepted. Therefore, we can conclude that the students' self-confidence is not dependent on their level of anxiety.

In summary, the study revealed that there is no significant correlation between self-confidence and shyness, lack of motivation, and anxiety. However, the lack of self-confidence and fear of mistakes showed a significant relationship with the respondents' level of self-confidence. In other words, overcoming these two factors can help increase or enhance one's self-confidence.

## **CONCLUSION AND RECOMMENDATIONS**

The impact of the factors that affect self-confidence among secondary education students in an English classroom-based policy cannot be ignored, but it can be overcome by the students. The study conducted revealed that the majority of the respondents were female and aged between 15-20 years old. Additionally, most of them spoke Bisaya as their first language and used English books as their educational media at home. Lastly, the majority of the respondents attended public schools during Senior High School.

The results of the study have revealed that the demographic profile of the respondents, including their sex, age, first language, parent's educational attainment, type of school, and educational media at home, did not significantly affect their self-confidence. This suggests that the level of self-confidence among the students is not dependent on their demographic characteristics. Additionally, the study found that fear of mistakes and lack of self-confidence were significantly related to the level of self-confidence among the students. However, the factors of shyness, lack of motivation, and anxiety did not show a significant relationship with self- confidence.

Hence, the factors influencing the self-confidence of secondary education students have culminated in a subpar level of self-confidence. According to Palavan (2017), a student's lack of self-confidence may lead to a lack of motivation, which may result in mandatory learning and a negative approach toward education. This highlights the influence of the factors impeding the students' educational success on their self-confidence levels.

The researchers propose that students can identify their weaknesses in speaking the English language by actively engaging in it. Through practice, they can learn how to speak confidently in front of their classmates or others. Furthermore, teachers can provide effective strategies to enhance student's learning capacity, and their teaching approaches should be tailored to their students' needs. Future researchers are encouraged to conduct more reliable studies that incorporate a wider range of vocabulary words for the benefit of the students. The researchers suggest that larger sample sizes be used in future studies to obtain



more conclusive results. Finally, the researchers recommend organizing a symposium that would provide interventions to help students overcome their poor level of self-confidence.

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