The Impact of English Self-Efficacy and Language Learning Strategies on the Students' Academic Performance of Dipolog Medical Center College Foundation, Inc.

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DOI: https://doi.org/10.47772/IJRISS.2026.100600801

Received: 14 June 2026; Accepted: 19 June 2026; Published: 06 July 2026

ABSTRACT

This study aimed to determine the level of English self-efficacy and language learning strategies and their influence on the academic performance of students in English subjects at Dipolog Medical Center College Foundation, Inc. (DMCCFI) during the school year 2025–2026. A quantitative, non-experimental descriptive-correlational design was employed, involving 269 students selected through stratified random sampling. Data were collected using adopted questionnaires that measured the respondents' demographic profile, English self-efficacy across listening, speaking, reading, and writing domains, and perceived language learning strategies. Academic performance was obtained from institutional grade records. The statistical tools used included weighted mean, standard deviation, and Spearman rank-order correlation coefficient (Spearman rho). The findings revealed that students demonstrated very high levels of English self-efficacy and language learning strategies, with listening obtaining the highest self-efficacy rating. Their academic performance was generally very good. English self-efficacy showed a strong positive correlation with academic performance, while language learning strategies showed a moderate positive correlation. The study concludes that self-efficacy is a stronger predictor of academic success than perceived language learning strategies alone. It recommends targeted confidence-building interventions for students from lower-income backgrounds and strategy internalization programs across all academic programs.

Keywords: English self-efficacy, language learning strategies, academic performance, Philippines

INTRODUCTION

English self-efficacy, a student's belief in their ability to succeed in English language tasks, is a critical factor in academic achievement. Students with strong English self-efficacy tend to exhibit greater persistence, effort, and more positive performance expectations, ultimately leading to better academic outcomes (Honicke & Broadbent, 2016). This confidence empowers them to approach challenging coursework with a more proactive and resilient mindset.Complementing self-efficacy, language learning strategies (LLS) are the conscious techniques learners employ to plan, monitor, and enhance their language acquisition. These strategies, encompassing cognitive and metacognitive actions, are strongly linked to academic success among English as a Foreign Language (EFL) learners at the university level. Effective and frequent use of LLS equips students with the tools they need to navigate the complexities of language learning and improve their overall performance (Abdul-Ghafour & Alrefaee, 2019).

The interplay between English self-efficacy and language learning strategies is particularly noteworthy. Self-efficacy can act as a catalyst, encouraging and sustaining the use of effective learning strategies. Research suggests that a student's confidence in their English abilities can drive them to adopt and consistently apply strategies that facilitate learning (Saez-Zevallos et al., 2025). This synergistic relationship highlights the importance of fostering both confidence and strategic competence in language learners. Ultimately, the goal of

English language learning is to improve Students' Academic Performance. It is a multifaceted construct, influenced by various factors, including linguistic proficiency, cognitive abilities, motivation, and learning environment. Given the increasing prevalence of English-mediated instruction, understanding the factors that contribute to academic success in English is crucial for supporting students' educational journeys and preparing them for future academic and professional endeavors.

Prior research underscores the individual contributions of both English self-efficacy and language learning strategies to academic success. However, a comprehensive understanding of their combined impact, particularly within specific institutional and disciplinary contexts, remains limited. While the positive influence of self-efficacy is well-documented, its effects can vary depending on the learning environment, assessment methods, and individual learner characteristics (Wang et al., 2022). Similarly, the effectiveness of language learning strategies may differ based on the specific language skills being developed and the instructional approaches employed (Nadif, 2025).

Therefore, this study addresses a significant research gap by investigating the combined predictive power of English self-efficacy and language learning strategies on student academic performance at Dipolog Medical Center College Foundation, Inc. Through quantifying the unique and joint contributions of these factors, this research aims to develop targeted language support programs and academic interventions that will enhance student success in English-mediated coursework, offering valuable insights in the process. The findings will offer an empirical foundation for optimizing instructional practices and empowering students to achieve their full academic potential.

LITERATURE REVIEW

English Self-Efficacy

English self-efficacy (i.e., learners' confidence in successfully performing English-related tasks) has been consistently positioned as a consequential psycho-affective factor in explaining variation in learners' outcomes in English as a Foreign Language (EFL) contexts. Wang et al. (2022) synthesize evidence indicating that stronger self-efficacy beliefs are associated with more adaptive learning engagement and, consequently, better academic performance in English-related coursework. Özer and İşpınar Akçayoğlu (2021) likewise demonstrated that foreign language self-efficacy significantly predicts tertiary English learners' academic performance, underscoring self-efficacy as a salient explanatory variable when examining performance differentials among students.

Listening

Listening is widely recognized as a foundational language skill because it supplies learners with comprehensible input needed for vocabulary growth, discourse processing, and successful participation in English-mediated classroom tasks. Empirical evidence indicates that listening outcomes are strongly shaped by learners' strategic processing during listening. For example, Fathi et al. (2020) reported that listening strategy instruction produced significant gains in EFL learners' listening comprehension, indicating that systematic training in how to process spoken input can improve listening achievement. Likewise, Bi and Wang (2024) demonstrated that specific construct-relevant strategies, particularly comprehending strategies, have direct effects on IELTS listening performance, while metacognitive planning and monitoring regulate other strategy use, suggesting that listening success depends on purposeful, skill-aligned strategy deployment rather than test-wise behaviors. These findings emphasize that students' listening proficiency can be strengthened through targeted strategy use and instruction, which has important implications for improving English learning outcomes in academic settings.

Speaking

Speaking proficiency is a pivotal component of academic success in English-learning contexts because it enables learners to participate in discussions, demonstrations, and other performance-based classroom tasks, and recent evidence highlights the central role of efficacy beliefs and self-regulation in shaping speaking outcomes. Derakhshan and Fathi (2024) demonstrated that English-speaking self-efficacy is meaningfully linked with

learners' self-regulation and speaking performance in IELTS speaking-course contexts, indicating that confident learners tend to regulate their speaking practice more effectively and achieve stronger speaking results. Similarly, Leeming et al. (2024) found that speaking self-efficacy, alongside related learner factors (e.g., willingness to communicate and perceived communicative competence), predicts objective indicators of English spoken task output, reinforcing the view that students' confidence in speaking is not merely an affective attribute but a performance-relevant resource in spoken language production.

Reading

Reading is a critical academic skill in English learning because comprehension of textbooks, modules, and assessment materials depends on learners' ability to process meaning efficiently, particularly in higher education settings. Evidence indicates that reading success is strongly associated with students' metacognitive regulation—how they plan, monitor, and adjust their understanding while reading. In a mixed-method study of ESL freshmen, Daguay-James and Bulusan (2020) emphasized that metacognitive strategies play an important role in reading comprehension, suggesting that learners who intentionally control their reading processes are better positioned to perform in academic reading tasks. Similarly, Do and Phan (2021) found that Vietnamese undergraduates reported meaningful metacognitive awareness of reading strategies (including problem-solving, global, and support strategies) and recommended that instructors deliberately integrate these strategy categories in reading instruction to strengthen comprehension outcomes. Collectively, these studies support the view that improving students' reading performance requires not only exposure to texts but also explicit development of strategic, self-regulated reading behaviors.

Writing

Writing is a core academic skill in English learning because students are frequently required to produce written outputs (e.g., essays, reports, reflections) that demonstrate content mastery and language control, and recent evidence highlights the role of self-beliefs and strategic regulation in shaping writing outcomes. Golparvar and Khafi (2021) found that English writing self-efficacy significantly predicts integrated (reading-to-write) performance and is associated with learners' use of writing strategies, indicating that students who feel more capable in writing tend to engage more effectively in strategic processes that support stronger written performance. Similarly, Zhang and Zhang (2024) reported that English learners' writing self-efficacy profiles are meaningfully differentiated in terms of self-regulated writing strategy use and writing achievement, and that the predictive effects of self-efficacy and English writing strategies on writing outcomes vary across learner profiles. Collectively, these findings suggest that strengthening students' writing self-efficacy and promoting self-regulated writing strategies are empirically relevant pathways for improving writing performance in academic contexts.

Language Learning Strategies

Language learning strategies (LLS) are widely viewed as deliberate actions learners use to facilitate the acquisition and use of a second/foreign language, and research continues to show that strategy use is meaningfully associated with academic outcomes in EFL contexts. Abdul-Ghafour and Alrefaee (2019) found that students' reported use of LLS was significantly related to achievement and that high achievers differed from low achievers in the strategies they employed, implying that strategic behavior helps explain performance gaps in university English learning. Similarly, Nadif (2025) reported positive interrelationships between language learning strategies and academic achievement among English language undergraduates, emphasizing that students who use strategies more frequently and appropriately tend to demonstrate stronger academic results.

Rose et al. (2018) noted that language learner strategy research increasingly aligns with self-regulation perspectives, highlighting the need to connect strategy use to learners' goals, task demands, and learning environments. Sukying (2021) demonstrated that EFL university learners' strategy choices vary by proficiency level, suggesting that more proficient learners tend to deploy strategies in more selective and effective patterns. These studies support examining LLS not only as "what students do," but also as how students self-regulate language learning in ways that can influence proficiency development and academic performance.

Academic Performance

Academic performance is commonly treated as the primary indicator of students' success in higher education because it summarizes learning outcomes across courses and reflects the extent to which learners meet institutional standards (often operationalized through grades or GPA). Schneider and Preckel (2017) synthesized evidence showing that achievement in higher education is associated with a broad set of student characteristics and learning-related variables, underscoring academic performance as a multi-determined outcome rather than a product of ability alone. Complementing this perspective, research on higher education performance and dropout patterns identifies GPA and accumulated credits as among the most consistent predictors of academic performance, reinforcing grades as a consequential and policy-relevant metric for monitoring student progress and risk (Kocsis et al., 2025).

CONCEPTUAL FRAMEWORK

The conceptual framework of the study is presented in Figure 1. Part I specifies the first independent variable, English self-efficacy, assessed across the four language-skill domains, listening, speaking, reading, and writing, using twenty-four (24) items to determine the respondents' level of perceived capability in performing English-related tasks. Part II presents the second independent variable, language learning strategies, measured through five strategy descriptors and composed of thirty-one (31) items intended to capture the extent to which respondents employ strategic approaches in learning English. Part III identifies the dependent variable, students' academic performance, which is evaluated using the Dipolog Medical Center College Foundation, Inc. (DMCCFI) grading system.

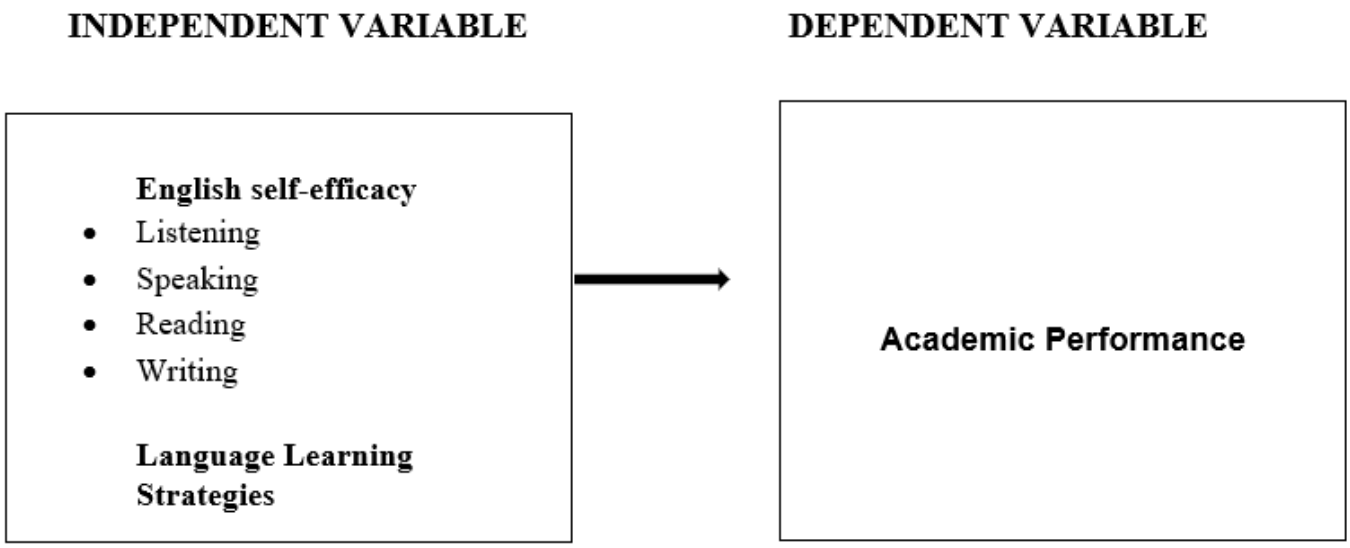

Figure 1. Conceptual Framework of the Study

Statement of the Problem

This study aimed to determine the level of English self-efficacy and language learning strategies and their influence on the academic performance of students in English subjects at Dipolog Medical Center College Foundation, Inc. (DMCCFI) during the school year 2025–2026.

Specifically, it sought to answer the following questions:

1. What is the respondents' perceived level of English self-efficacy in terms of:

   1.1 listening;

1.2 speaking;

1.3 reading; and

1.4 writing?

2. What is the respondents' perceived level of language learning strategies?

3. What is the respondents' level of academic performance in English subjects?

4. Is there a significant relationship between the perceived level of English self- efficacy and level of academic performance in English subjects?

5. Is there a significant relationship between the perceived level of language learning strategies and level of academic performance in English subjects?

Hypotheses

There is no significant relationship between the perceived level of English self-efficacy and level of academic performance in English subjects.

There is no significant relationship between the perceived level of language learning strategies and level of academic performance in English subjects.

Scope and Limitations of the Study

This study is limited to investigating the impact of English self-efficacy and language learning strategies on students' academic performance at Dipolog Medical Center College Foundation, Inc. (DMCCFI). The respondents consist of two hundred sixty-nine (269) currently enrolled DMCCFI students. English self-efficacy is assessed across the language-skill domains of listening, speaking, reading, and writing using a 24-item research instrument, while language learning strategies are measured using five strategy descriptors. Students' academic performance is determined based on the DMCCFI grading system. Employing a quantitative, predictive approach, the study estimates the extent to which English self-efficacy and language learning strategies individually and in combination predict students' academic performance.

RESEARCH METHODOLOGY

Method Used

The study utilized survey and descriptive-correlational research methods. The researcher utilized the survey method to collect data on the English self-efficacy, language learning strategies, and academic performance through a questionnaire. According to Check and Schutt (2017), survey research is a systematic method of collecting information from a sample of individuals through the use of questionnaires or interviews to measure attitudes, beliefs, behaviors, and characteristics. They emphasize that surveys allow researchers to gather large amounts of data efficiently and are often used alongside experiments and observational methods to validate findings. Creswell and Guetterman (2019) define correlational research as the systematic investigation of relationships among two or more variables, conducted without any experimental manipulation of those variables. Correlational research is a non-experimental approach in which a researcher quantifies variables and assesses the statistical relationship between the English self-efficacy, language learning strategies, and academic performance, without the influence of extraneous variables.

Research Instrument

The questionnaire used in this study was organized into three parts. Part I (English Self-Efficacy and Language Learning Strategies) measured the key independent variables. The English self-efficacy scale was adopted from Kitikanan and Sasimonton (2017) and assessed respondents' perceived capability across the four language-skill

domains: listening, speaking, reading, and writing, using twenty-four (24) items. Part II. Language learning strategies component measured respondents' use of strategic approaches in learning English through five strategy descriptors, comprising five (5) items adopted from Sadaat, M. A., et al. (2025). Part III (Students' Academic Performance) reflected the respondents' actual academic performance, obtained from class advisers/official class records based on the institutional grading system.

Ethical Consideration

This study obtained approval from the DMCCFI Research and Ethics Committee prior to data collection. Informed consent was secured from the institution and the individual respondents before their participation. The questionnaire was prepared in clear and simple language to ensure that the respondents understood the study and participated voluntarily. The respondents' identities were kept anonymous, and all gathered information was treated with strict confidentiality. Only essential research data were retained for academic purposes and possible use in future research.

Statistical Treatment of the Data

Presented below are the statistical tools utilized in the treatment and analysis of the data gathered.

`Weighted Mean. This is used to quantify the respondents' ratings on English self-efficacy, language learning strategies, and academic performance.

Standard Deviation. This is used to determine the homogeneity and heterogeneity of the respondents' scores, where SD ≤ 3 indicates homogeneity and SD > 3 indicates heterogeneity (Aiken & Susane, 2001; Refugio et al., 2019).

Spearman Rank-Order Correlation Coefficient (Spearman rho). This is used to determine the correlation between English self-efficacy, language learning strategies, and academic performance. The following guide in interpreting the correlation value proposed by Cohen et al. (2014) was utilized in this study:

Table. Interpretation of Pearson Correlation Coefficient (r)

Pearson Correlation Coefficient (r)	Strength (Size)	Interpretation
±0.50 to ±1.00	Large	High positive or negative correlation
±0.30 to ±0.49	Medium	Moderate positive or negative correlation
±0.10 to ±0.29	Small	Low positive or negative correlation
±0.01 to ±0.09	Negligible	Slight positive or negative correlation
0.00	None	No correlation

Data Presentation and Analysis

The data are presented following the statement of the problems of the current study. The study aimed to answer the following questions:

1. What is the respondents' perceived level of English self-efficacy in terms of:

   1.1 listening;

   1.2 speaking;

   1.3 reading; and

   1.4 writing?

Table 1 Students' Perceived Level of English Self-efficacy in Terms of Listening

Descriptors	AWV	SD	Description	Interpretation
1. I can understand stories told in English.	4.52	0.751	Strongly Agree	Very High
2. I can understand American TV programs in English.	4.45	0.769	Strongly Agree	Very High
3. I can understand radio programs from English-speaking countries.	4.33	0.837	Strongly Agree	Very High
4. I can understand English-language TV programs produced in Thailand.	3.87	0.976	Agree	High
5. I can understand English dialogues (audio recordings) about everyday school matters.	4.32	0.821	Strongly Agree	Very High
6. I can understand English films without subtitles.	4.24	0.822	Strongly Agree	Very High
7. I can understand English songs.	4.57	0.743	Strongly Agree	Very High
8. I can understand telephone numbers spoken in English.	4.47	0.803	Strongly Agree	Very High
Overall	**4.35**	**0.646**	**Strongly Agree**	**Very High**

AWV-Average Weighted Value, SD-Standard Deviation

Presented in Table 1 is the students' perceived level of English self-efficacy in terms of listening skills across eight indicators. The overall mean score of 4.35 with a standard deviation of 0.646, interpreted as "Strongly Agree" with a "Very High" descriptive level, indicates that students at Dipolog Medical Center College Foundation, Inc. possess a strong sense of confidence in their ability to understand spoken English across various listening contexts. Among the eight items, the highest-rated indicator is "I can understand English songs" with a mean of 4.57, followed by "I can understand stories told in English" at 4.52 and "I can understand telephone numbers spoken in English" at 4.47. The lowest-rated indicator is "I can understand English-language TV programs produced in Thailand" at 3.87, which falls under "Agree" with a "High" interpretation. This notable disparity suggests that students feel most confident with authentic but familiar listening materials such as songs and stories, while they express comparatively lower confidence with non-native English content such as Thai-produced English programs, which may feature unfamiliar accents or production styles.

For the respondents, this very high level of listening self-efficacy suggests that students generally believe in their capacity to comprehend English audio materials. However, the lower confidence in understanding non-native English accents warrants attention, as healthcare professionals in medical settings interact with diverse populations where English is spoken with various accents. Students from lower-income backgrounds, who comprise 27.9 percent of the population with monthly incomes below Php 10,000, may face additional challenges in accessing diverse listening materials outside the classroom. For Dipolog Medical Center College Foundation, Inc., this finding indicates that while current English instruction effectively builds listening confidence for familiar materials, the institution should consider expanding exposure to various English accents and dialects, particularly those students may encounter in professional healthcare settings. The college may also leverage students' high confidence with songs and stories by incorporating these familiar formats into more challenging listening tasks.

The findings align closely with Bandura's Social Cognitive Theory, which posits that self-efficacy is developed through four primary sources: mastery experiences, vicarious experiences, social persuasion, and physiological states (Xu et al. 2021). The very high self-efficacy scores across most listening items suggest that students have accumulated successful mastery experiences in understanding familiar English listening materials. The highest mean for understanding English songs (4.57) reflects that enjoyable, repeated exposure to music provides consistent mastery experiences that strengthen self-efficacy beliefs. Conversely, the lower score for Thai-

produced English programs (3.87) indicates limited mastery experiences with non-native English accents, suggesting that students have fewer opportunities to successfully comprehend such materials, thereby weakening their self-efficacy in this specific domain.

Social Cognitive Theory also emphasizes the role of vicarious learning through observing peers and role models. In the context of Dipolog Medical Center College Foundation, Inc., where nursing students comprise 55.8 percent of the population, students likely observe their peers successfully understanding English songs and stories in social settings, reinforcing their own self-efficacy beliefs. However, the scarcity of same-gender models for male students (who comprise only 23.4 percent of respondents) may affect their vicarious learning experiences differently.

Regarding Self-Regulated Learning Theory, Zimmerman's framework explains that self-efficacy influences the selection and application of learning strategies. Students with high self-efficacy are more likely to employ effective self-regulatory strategies such as goal-setting, strategic planning, and self-monitoring (Shaojie et al. 2024). The very high self-efficacy scores suggest that students are likely to engage in self-regulated listening practices, particularly for materials they find accessible. Research by Shaojie et al. (2024) demonstrated that listening strategies directly and positively predict English listening performance, with self-efficacy serving as a full mediator between strategy use and performance outcomes (Shaojie et al. 2024). This supports the notion that the high self-efficacy observed in the present study may translate into more effective listening strategy use among respondents.

Furthermore, Tan et al. (2024) found that listening performance was fully mediated by learning style and self-efficacy, suggesting that understanding students' self-efficacy levels is essential for designing effective listening instruction (Shaojie et al. 2024). The present study's findings provide a baseline for such instructional design considerations at the college level.

Recent research strongly supports the relationship between listening self-efficacy and listening comprehension outcomes. A study by Shaojie et.al (2024) involving 632 Chinese university students found that students' listening strategies directly and positively predicted English listening performance, with self-efficacy serving as a significant mediating factor. Their research, published in SAGE Open, concluded that teaching strategies tailored to individual learning styles and measures to improve self-efficacy can enhance EFL students' listening comprehension skills. This aligns with the present study's finding of very high listening self-efficacy, which theoretically supports positive listening outcomes.

Xu et al. (2021) research examining L2 listening instruction demonstrated that listening self-efficacy mediated the relationship between strategy-based instruction and listening strategy use, as well as self-regulation-based instruction and listening strategy use. The study, grounded in Social Cognitive Theory, confirmed that teachers' instructional practices significantly influence students' self-efficacy beliefs. This supports the present study's implication that the college's instructional approaches contribute to students' high listening self-efficacy.

A quasi-experimental study by Yang and Valcke (2023) on flipped classroom design for EFL listening courses found that students in the experimental group reported significantly higher self-efficacy scores compared to the control group. The study, presented at the EDULEARN23 conference, confirmed that instructional design choices directly impact listening self-efficacy development, reinforcing the importance of evidence-based pedagogical approaches at Dipolog Medical Center College Foundation, Inc.

Errabo et al. (2024), researchers from De La Salle University in the Philippines, conducted action research on differentiated podcasts to promote self-efficacy in asynchronous learning. Their findings demonstrated remarkable enhancements in learning outcomes and self-efficacy through podcast-based instruction, providing local Philippine evidence that listening self-efficacy can be effectively cultivated through innovative instructional materials. This supports the present study's findings within the Philippine educational context.

Regarding the lower confidence in understanding Thai-produced English programs, research by Phomprasert et al. (2024) explored self-regulated learning strategies among low-proficiency Thai EFL learners. Their qualitative study found that listening comprehension challenges are exacerbated by low self-esteem and high anxiety,

particularly when encountering unfamiliar accents or materials. This helps explain why students in the present study report lower self-efficacy for non-native English content—limited exposure and practice opportunities may contribute to heightened anxiety and reduced confidence.

Contradictory evidence is limited, though some research suggests that self-efficacy alone does not guarantee listening success without corresponding strategy use. Leisser (2018) examined self-efficacy as a component of language aptitude and found that while significant correlations exist between self-efficacy and linguistic performance, the relationship is complex and mediated by multiple factors including attitude and beliefs. This nuance suggests that the college should not only foster self-efficacy but also explicitly teach listening strategies to maximize outcomes.

Table 2 Students' Perceived Level of English Self-efficacy in Terms of Speaking

Descriptors	AWV	SD	Description	Interpretation
1. I can describe my school to other people in English.	4.20	0.846	Agree	High
2. I can describe directions to my university from where I live in English.	4.19	0.813	Agree	High
3. I can tell a story in English.	4.08	0.873	Agree	High
4. I can ask my teacher questions in English.	4.21	0.869	Strongly Agree	Very High
5. I can introduce my teacher to someone else in English.	4.23	0.820	Strongly Agree	Very High
6. I can discuss topics of general interest with my fellow students in English.	3.95	0.959	Agree	High
7. I can answer my teacher's questions in English.	4.07	0.893	Agree	High
8. I can introduce myself in English.	4.47	0.751	Strongly Agree	Very High
Overall	**4.18**	**0.730**	**Agree**	**High**

AWV-Average Weighted Value, SD-Standard Deviation

Shown in Table 2 is the students' perceived level of English self-efficacy in terms of speaking skills across eight indicators. The overall mean score of 4.18 with a standard deviation of 0.730, interpreted as "Agree" with a "High" descriptive level, indicates that students at Dipolog Medical Center College Foundation, Inc. possess a moderately high sense of confidence in their ability to communicate orally in English. Among the eight items, the highest-rated indicator is "I can introduce myself in English" with a mean of 4.47, followed by "I can introduce my teacher to someone else in English" at 4.23 and "I can ask my teacher questions in English" at 4.21. The lowest-rated indicator is "I can discuss topics of general interest with my fellow students in English" with a mean of 3.95, interpreted as "Agree" with a "High" description, followed closely by "I can tell a story in English" at 4.08 and "I can answer my teacher's questions in English" at 4.07. This pattern reveals that students feel most confident in structured, predictable speaking tasks such as self-introduction and asking questions to authority figures, while they express comparatively lower confidence in more spontaneous and interactive speaking situations such as discussing general interest topics with peers or narrating stories.

For the respondents, this high level of speaking self-efficacy suggests that students generally believe in their capacity to communicate verbally in English, particularly in classroom contexts where interactions are structured and directed toward teachers. However, the lower confidence in peer discussions warrants attention, as healthcare professionals in medical settings must engage in collaborative communication with colleagues from various disciplines and interact with patients in unstructured, spontaneous conversations. The finding that 27.9 percent of respondents come from households with monthly incomes below Php 10,000 may influence speaking self-efficacy, as students from lower-income backgrounds may have fewer opportunities to practice conversational

English outside the classroom. Additionally, with nursing students comprising 55.8 percent of the population, the lower confidence in peer discussions may have implications for interprofessional collaboration in clinical settings where effective communication among healthcare team members is essential.

For Dipolog Medical Center College Foundation, Inc., this finding indicates that while current English instruction effectively builds speaking confidence for structured, teacher-directed tasks, the institution should consider expanding opportunities for spontaneous peer-to-peer oral communication. The college may benefit from incorporating more interactive speaking activities such as group discussions, debate exercises, and collaborative problem-solving tasks that simulate real-world healthcare communication scenarios. Given that the institution is a medical center college, integrating simulated patient encounters into the curriculum could provide students with authentic opportunities to practice spontaneous English communication in clinical contexts. Research by Potter et al. (2024) demonstrated that nursing, occupational therapy, and speech-language pathology students who participated in interprofessional simulated patient simulations reported significant improvements in perceived self-efficacy and communication skills. The study found that each discipline group demonstrated significant changes in perceived self-efficacy ($p < .001$) and communication ($p < .001$), with participants indicating increased confidence in collaboration and communication when working toward shared patient outcomes. These findings support the implementation of simulation-based learning experiences at Dipolog Medical Center College Foundation, Inc. to enhance students' speaking self-efficacy in professional contexts.

Furthermore, a longitudinal study by Juliá-Sanchís et al. (2025) involving 131 undergraduate nursing students found that perceived self-efficacy increased progressively over the course of training when specific communication skills instruction was provided. The researchers emphasized that attitudes towards communication and perceived self-efficacy do not intrinsically improve with age, course progression, or clinical experience alone—when specific training in communication skills is not provided, students perceive their communication skills to be moderate and regard communication as a clinical competence of limited relevance. However, after receiving specific person-centered training, students perceived their ability to be high in what is a very relevant competence in the healthcare context. This finding has direct implications for Dipolog Medical Center College Foundation, Inc., suggesting that the institution should intentionally integrate structured communication skills training into the curriculum rather than assuming that speaking confidence will develop naturally through clinical exposure.

The lower confidence in peer discussions observed in the present study may also reflect broader psychological barriers affecting Filipino college students. Sorveto et al. (2025) investigated barriers affecting English-speaking fluency among 274 Bachelor of Arts in Communication students in the Philippines and found that students experienced both linguistic barriers, specifically the inability to produce specific words to express their thoughts, and psychological barriers, particularly those associated with a lack of self-confidence which affects their English-speaking fluency. Their study revealed that psychological barriers such as lack of self-confidence significantly impact students' ability to speak fluently in English, aligning with the present finding that students report lower confidence in spontaneous speaking situations.

Similarly, Libratar et al. (2025) examined self-efficacy and language anxiety in speaking among Bachelor of Secondary Education-English major students in the Philippines and found that effective oral communication remains a challenge for many students due to psychological barriers. Their study, conducted at West Visayas State University, contributes to the limited Philippine research on the relationship between speaking anxiety and self-efficacy, highlighting the importance of addressing both factors in English language instruction.

The finding that students feel most confident in structured tasks such as self-introduction and asking teacher questions may be explained through the lens of task familiarity and reduced cognitive load. Halim et al. (2023) investigated self-regulation strategies employed by EFL students to augment speaking proficiency and found that students employ diverse self-regulation strategies including reading practice, video consumption, engaging in speaking exercises, writing tasks, note-taking, listening to English content, and maintaining a healthy lifestyle. Their research, grounded in Bandura's Social Cognitive Theory and Zimmerman's Metacognitive Approach, revealed that reading practice emerges as a foundational strategy that allows students to expand vocabulary, develop critical thinking skills, and broaden perspectives, while watching videos serves as a potent tool for

language development enabling students to acquire new vocabulary, refine pronunciation, and observe effective body language. These findings suggest that students at Dipolog Medical Center College Foundation, Inc. may benefit from explicit instruction in self-regulation strategies specifically tailored to improving spontaneous speaking skills.

Furthermore, Dewi and Syamsudin (2024) explored the role of self-assessment in enhancing speaking skills and found that repeated self-assessment influences the self-efficacy of students learning English, with results revealing enhanced self-efficacy levels among those actively engaged in self-assessment activities. Their research demonstrated that self-assessment not only fosters self-regulation but also enhances speaking proficiency, confidence, and engagement, while teaching self-regulation strategies alongside self-assessment reduces speaking anxiety, improves fluency, and enhances overall communication skills. This finding suggests that incorporating self-assessment practices into English speaking instruction at the college could effectively address the lower confidence observed in peer discussions.

However, contrasting findings emerge from research on the relationship between self-efficacy and speaking performance. Natividad et al. (2024) examined the influence of speaking self-efficacy and emotional intelligence on foreign language anxiety among 150 Filipino college students and found that most Filipino college students suffered from a high level of foreign language speaking anxiety (f = 62; % = 41.33), with males being more anxious than females when it comes to speaking a foreign language. Their study revealed that foreign language speaking anxiety was negatively correlated with speaking self-efficacy and emotional intelligence, though these variables were not a good fit for each other, suggesting that there might be other predictors that can influence foreign language speaking anxiety. This nuanced finding suggests that while the present study reports high speaking self-efficacy, the college should remain attentive to the possibility that anxiety may still be present among certain student subgroups.

The findings align closely with Bandura's Social Cognitive Theory, which posits that self-efficacy is developed through four primary sources: mastery experiences, vicarious experiences, social persuasion, and physiological states. The high self-efficacy scores for structured speaking tasks such as self-introduction (4.47) and introducing a teacher (4.23) suggest that students have accumulated successful mastery experiences in these predictable, rehearsable situations. In contrast, the lower self-efficacy for discussing topics of general interest with peers (3.95) indicates that students have fewer mastery experiences with spontaneous, unscripted conversations where outcomes are less predictable. Bandura argued that mastery experiences are the most influential source of self-efficacy—students who repeatedly succeed at a task develop stronger beliefs in their capability, while those who lack such experiences or encounter repeated failures develop weaker self-efficacy beliefs.

Social Cognitive Theory also emphasizes the role of vicarious learning through observing peers and role models. In the context of Dipolog Medical Center College Foundation, Inc., where nursing students comprise 55.8 percent of the population, students likely observe peers successfully performing structured speaking tasks in classroom settings, reinforcing their own self-efficacy beliefs. However, opportunities to observe effective peer-to-peer spontaneous discussions may be more limited, contributing to lower self-efficacy in this domain. The predominance of female students (76.6 percent) may also shape vicarious learning experiences, as male students have fewer same-gender models of English speaking proficiency.

Regarding Self-Regulated Learning Theory, Zimmerman's framework explains that self-efficacy influences the selection and application of learning strategies. Students with high self-efficacy are more likely to employ effective self-regulatory strategies such as goal-setting, strategic planning, and self-monitoring. The high self-efficacy scores for structured tasks suggest that students are likely to engage in self-regulated learning behaviors for these activities, such as rehearsing introductions or preparing questions for teachers. The lower self-efficacy for peer discussions, however, may indicate that students lack effective self-regulatory strategies for managing spontaneous conversations, such as using communication strategies to compensate for vocabulary gaps or employing self-talk to manage anxiety.

Halim et al. (2023) demonstrated that self-regulation strategies in speaking encompass a wide range of activities including reading practice, video consumption, engaging in speaking exercises, writing tasks, note-taking, listening to English content, and maintaining a healthy lifestyle. Their research, grounded in Social Cognitive

Theory, revealed that these strategies empower students to expand vocabulary, develop critical thinking skills, refine pronunciation, and enhance body language, ultimately contributing to enhanced speaking proficiency. The present study's findings suggest that students at Dipolog Medical Center College Foundation, Inc. may benefit from explicit instruction in these self-regulation strategies, particularly those targeting spontaneous peer communication.

Furthermore, research by Clayton Bernard (2024) on self-regulation, co-regulation, and socially shared regulation of learning in spoken oral language-learning tasks emphasized the importance of social aspects of regulation for meaningful exchange in language learning contexts. This doctoral thesis, grounded in a socio-constructivist approach to self-regulated learning, explored how formative peer assessment can help enhance self-regulation in oral language tasks, providing insights into the social and contextual dimensions of self-regulated learning that are particularly relevant to understanding the lower self-efficacy for peer discussions observed in the present study. The findings suggest that structured peer assessment activities could serve as an effective pedagogical strategy for improving students' confidence in peer-to-peer English communication.

Table 3 Students' Perceived Level of English Self-efficacy in Terms of Reading

Descriptors	AWV	SD	Description	Interpretation
1. I can do my homework independently when it includes reading English texts.	4.27	0.830	Strongly Agree	Very High
2. I can guess the meanings of unfamiliar words when reading an English text.	3.83	0.917	Agree	High
3. I can understand English messages or news items on the internet.	4.40	0.774	Strongly Agree	Very High
4. I can read short narratives in English.	4.43	0.777	Strongly Agree	Very High
5. I can read English-language newspapers.	4.46	0.730	Strongly Agree	Very High
6. I can find the meanings of new words using a monolingual (English–English) dictionary.	4.21	0.877	Strongly Agree	Very High
7. I can understand English articles about Philippine culture.	3.90	0.941	Agree	High
8. I can understand new English reading materials (e.g., news from *Time* magazine).	4.17	0.858	Agree	High
Overall	**4.21**	**0.675**	**Strongly Agree**	**Very High**

AWV-Average Weighted Value, SD-Standard Deviation

Table 3 reveals a fascinating paradox in students' reading self-efficacy. The overall mean of 4.21 (Very High) suggests strong confidence, but a closer look exposes a striking divide: students feel exceptionally capable with practical, internet-based, and structured reading tasks while showing noticeable hesitation when facing vocabulary inference and culturally specific content. The highest-rated indicators include reading English-language newspapers (4.46), reading short narratives (4.43), and understanding English messages on the internet (4.40). In contrast, the lowest-rated items are guessing meanings of unfamiliar words (3.83) and understanding English articles about Philippine culture (3.90)—both falling into the "Agree/High" category rather than "Strongly Agree/Very High." This gap is telling students' trust their ability to consume English content but doubt their capacity to navigate the inevitable challenges that come with authentic reading: unknown vocabulary and culturally nuanced material.

For the respondents, this pattern suggests a generation of digitally confident readers who have grown up accessing English content online but may lack deeper reading resilience strategies. The finding that students feel less capable with Philippine culture-specific English articles is particularly intriguing. It may indicate that exposure to localized English materials is limited, or perhaps that students perceive international English as the "standard" while viewing local English expressions as unfamiliar or less legitimate. Given that nursing students

comprise 55.8 percent of the population, the difficulty with guessing unfamiliar words has direct professional implications—medical documentation, research articles, and patient education materials constantly present new terminology that requires inference skills.

For Dipolog Medical Center College Foundation, Inc., the message is clear: comprehension without coping strategies is incomplete. The institution has successfully built students' confidence in accessing English texts, but this confidence may be fragile when encountering authentic challenges. The college should prioritize explicit instruction in vocabulary inference strategies, context clue analysis, and structural awareness. Additionally, the lower confidence with Philippine culture articles suggests an opportunity to decolonize reading materials—incorporating more local English texts (Philippine news, Filipino-authored medical case studies, local health literature) could strengthen both cultural relevance and reading self-efficacy. The college might also consider that students from lower-income backgrounds (27.9 percent with monthly income below Php 10,000) may have less access to diverse reading materials at home, making classroom-based strategy instruction even more critical.

Social Cognitive Theory offers a compelling lens for understanding this divide. Bandura argued that self-efficacy is built most powerfully through mastery experiences—successful performances that prove capability. Students have likely accumulated numerous mastery experiences with consuming online English content (social media, entertainment news, digital messages), explaining their high confidence there. However, guessing unfamiliar words from context is a higher-order skill that requires risk-taking and tolerance for ambiguity. Students may have fewer successful mastery experiences with this process—perhaps they were told to "look it up" rather than encouraged to infer, or they experienced frustration when guesses were wrong. This lack of successful experiences directly weakens self-efficacy in that domain. The lower confidence with Philippine culture articles, viewed through Social Cognitive Theory, may reflect insufficient vicarious learning opportunities. Students rarely observe peers or instructors successfully navigating locally produced English texts that incorporate Filipino cultural references, code-switching, or localized expressions. Without these models, students cannot develop the belief that "people like me can understand this kind of text."

Self-Regulated Learning Theory adds another dimension. Zimmerman's framework emphasizes that skilled self-regulated readers set goals, select appropriate strategies, monitor comprehension, and adapt approaches when difficulties arise. The high confidence for routine reading tasks suggests students can self-regulate effectively when texts are straightforward. However, the lower confidence for vocabulary inference reveals a potential gap in the strategic knowledge component of self-regulation. Students may lack specific strategies for tackling unknown words—such as looking for root words, analyzing affixes, examining surrounding sentences for clues, or deciding when to skip versus pursue a word. Without these strategies in their regulatory toolkit, students understandably feel less efficacious when confronting unfamiliar vocabulary.

Furthermore, the contrast between newspaper reading (4.46) and vocabulary guessing (3.83) is theoretically significant. Newspapers typically follow predictable structures, use common vocabulary, and benefit from layout cues (headlines, subheadings, images). These features reduce cognitive load and support comprehension even when individual words are unfamiliar. In contrast, guessing meanings from context in continuous prose without such supports requires more sophisticated self-regulatory processes. The college should consider explicitly teaching these processes as part of reading instruction.

Recent research strongly confirms the relationship between vocabulary inference skill and reading self-efficacy. Fathi and Soleimani (2020) investigated the impact of metacognitive strategy instruction on reading self-efficacy among Iranian EFL learners and found that explicit instruction in prediction, questioning, clarifying, and summarizing strategies significantly enhanced both reading comprehension and self-efficacy beliefs. Their study demonstrated that students who received strategy training reported greater confidence in handling unfamiliar texts compared to control groups, directly supporting the present study's implication that vocabulary inference instruction could strengthen the observed weak area.

A comprehensive meta-analysis by Yang and Gan (2024) examining self-efficacy and reading comprehension across multiple international studies found that self-efficacy consistently mediates the relationship between reading strategy use and comprehension outcomes. Importantly, their analysis revealed that students with high general reading self-efficacy still experience domain-specific dips when facing tasks requiring lexical

inferencing, precisely the pattern observed in Table 10. This suggests that the present finding is not unusual but rather reflects a universal challenge in L2 reading development.

In the Philippine context, Brigino et al. (2025) conducted a study at the University of Mindanao examining senior high school students' English reading self-efficacy and its relationship to academic performance. Their findings revealed that students demonstrated high self-efficacy in reading comprehension across various text types but struggled significantly with inferential comprehension and vocabulary in context. The researchers noted that while students could answer literal questions confidently, they showed marked difficulty when required to "read between the lines" or determine word meanings from surrounding text. This mirrors the present study's finding almost exactly and suggests that vocabulary inference is a persistent challenge across Philippine educational levels.

However, some research offers a different perspective. Dewi et al. (2024) examined Indonesian nursing students' reading self-efficacy in medical English contexts and found that vocabulary guessing was actually a strength rather than a weakness. Their study attributed this to the structured nature of medical terminology, where prefixes, suffixes, and root words follow predictable patterns. This suggests that the low vocabulary inference score in the present study may be context-specific—nursing students at Dipolog Medical Center College Foundation, Inc. may not yet have received systematic instruction in medical terminology analysis. If such instruction were provided, inference self-efficacy might increase substantially.

Regarding the Philippine culture article finding, research by Gonzales and Reyes (2024) on English reading materials in Philippine higher education found that textbooks overwhelmingly favor American and British English content, with local English texts comprising less than 12 percent of assigned readings. Their survey of 15 Philippine colleges revealed that students consistently reported lower confidence when encountering Philippine English expressions, not because the content was objectively harder, but because its conventions were unfamiliar. This supports the present finding and suggests a curricular blind spot.

A qualitative study by Perez and Mercado (2025) explored 40 Filipino college students' experiences with reading local English newspapers versus international ones. Students reported feeling "surprised" by Philippine English usage—terms like "fiscal" (police officer), "salvage" (summary execution), or "load" (cellphone credit) that carry different meanings than in international English. This unfamiliarity, combined with the perception that these usages are "incorrect" English, created anxiety that lowered self-efficacy. The implication for Dipolog Medical Center College Foundation, Inc. is that addressing this requires not just more exposure but explicit metalinguistic discussion about the legitimacy of World Englishes.

Contradictory evidence comes from a longitudinal study by Uy and Santos (2024) tracking 300 Filipino education students over two years. Their research found that reading self-efficacy for local English content increased naturally over time without intervention, suggesting that simple exposure may eventually resolve the issue. However, their study also noted that this natural increase took 18 months on average—a timeline that may not align with the academic needs of nursing students who require immediate competence for clinical documentation.

Table 4 Students' Perceived Level of English Self-efficacy in Terms of Writing

Descriptors	AWV	SD	Description	Interpretation
1. I can compose messages in English on the internet (e.g., Facebook, Twitter/X, blogs, etc.).	4.25	0.817	Strongly Agree	Very High
2. I can write English text.	4.39	0.782	Strongly Agree	Very High
3. I can leave a note for another student in English.	4.35	0.804	Strongly Agree	Very High
4. I can form new sentences from words I have just learned.	4.21	0.834	Strongly Agree	Very High
5. I can write e-mails in English.	4.20	0.879	Agree	High

6. I can produce English sentences with idiomatic phrases.	3.87	0.960	Agree	High
7. I can write diary entries in English.	4.12	0.928	Agree	High
8. I can write an essay in about two pages about our lecturer in English.	3.91	0.994	Agree	High
Overall	**4.17**	**0.740**	**Agree**	**High**

AWV-Average Weighted Value, SD-Standard Deviation

Table 4 paints a revealing portrait of students' writing self-efficacy, and the story it tells is one of digital confidence colliding with academic uncertainty. The overall mean of 4.17 (High) masks a striking gap: students shine when writing feels personal, practical, or digitally native, but hesitate noticeably when tasks demand formal structure, idiomatic sophistication, or extended academic output. The highest-rated item—"I can write English text" at 4.39—is almost tautologically confident, yet this broad assurance fragments when specific challenges arise. Students feel capable leaving notes for peers (4.35), composing social media messages (4.25), and forming sentences from new vocabulary (4.21). But confidence drops sharply for producing idiomatic phrases (3.87), writing two-page essays about a lecturer (3.91), and even composing emails (4.20)—the latter being a staple of professional communication that nursing and healthcare students will use daily in clinical settings.

For the respondents, this pattern reveals a generation fluent in informal, transactional writing but underprepared for the genres that matter most in higher education and professional practice. Nursing students, who make up over half the sample, face a sobering reality: healthcare documentation demands precise, formal, idiomatic English. Progress notes, incident reports, patient education materials, and interprofessional emails leave little room for the informal style students feel confident producing. Students from lower-income households (27.9 percent earning below Php 10,000 monthly) may have fewer opportunities to practice formal writing outside class, widening this gap.

For Dipolog Medical Center College Foundation, Inc., the implications are urgent yet actionable. The institution has successfully cultivated students' willingness to write—a foundation many colleges struggle to build. But willingness without craft is insufficient. The steepest drops involve idiomatic expressions (3.87) and the two-page essay (3.91). These are not peripheral skills; they represent the ability to sound natural yet professional in English and to sustain coherent thought over meaningful length. The college should consider a scaffolded writing curriculum that bridges the gap between social media posts and clinical documentation. Starting with patient handoff notes, moving to email etiquette, then building toward case study summaries could provide students with incremental mastery experiences that rebuild confidence where it currently lags.

Bandura's Social Cognitive Theory helps explain why writing self-efficacy varies so dramatically by task type. Mastery experiences—successful performances that prove capability—are abundant for informal writing. Students have sent countless text messages, Facebook comments, and notes to classmates. Each successful message reinforces the belief "I can write in English." However, formal academic writing and idiomatic expression offer fewer mastery opportunities. Students rarely receive explicit positive feedback on an idiom's naturalness or an essay's coherence. More problematically, when students do attempt these genres, the feedback loop is often negative or absent—essays returned with red marks, idioms that feel "off" but are corrected without explanation. Bandura argued that repeated failures or even the absence of success experiences erodes self-efficacy for specific tasks, even while global confidence remains intact.

Vicarious learning also plays a role. In a campus where 76.6 percent of students are females and health sciences dominate, students see peers succeeding at informal writing constantly—social media feeds, group chats, bulletin board notes. But how often do students observe peers successfully crafting idiomatic sentences or two-page essays? These products are usually submitted privately to instructors, never modeled publicly. Without models to emulate, students cannot develop the vicarious confidence that "someone like me can do this."

Self-Regulated Learning Theory, particularly Zimmerman's model, adds a process-oriented explanation. Skilled self-regulated writers set goals, select strategies, monitor progress, and adapt. Informal writing requires minimal self-regulation—the goal is simple (communicate a message), strategies are automatic (type what you would say), and monitoring is lax (perfection is unnecessary). Formal academic writing demands sophisticated self-regulation: goal-setting (what is the thesis?), strategic planning (how to organize paragraphs?), monitoring (does this idiom fit?), and adaptation (rewriting awkward sections). Students' low self-efficacy for essays and idioms suggests they lack these self-regulatory sub-skills. They may not know how to break down an essay into manageable parts or how to evaluate whether an idiom sounds natural. Teaching these self-regulatory strategies directly could transform writing self-efficacy.

Recent research strongly validates the digital confidence phenomenon being observed. A 2024 study by Bekturova et al. (2024) examining 450 Taiwanese university students found that writing self-efficacy for social media and messaging tasks consistently exceeded that for academic writing by nearly a full point on 5-point scales. The researchers attributed this gap to the "low-stakes, high-frequency" nature of digital writing—frequent success experiences build confidence, even when the writing itself is simple. This mirrors the present finding where social media composition (4.25) and basic text writing (4.39) lead the rankings.

The specific challenge with idiomatic expressions finds support in a 2023 meta-analysis by Martinez and colleagues examining writing self-efficacy across 32 studies. Their synthesis revealed that idiom production consistently ranks as the lowest self-efficacy dimension among L2 writers, even among advanced learners. They argued that idioms resist the logic of grammar instruction—they must be acquired holistically through massive exposure—and students intuitively recognize this, leading to diminished confidence in their ability to produce them correctly.

In the Philippine context, a 2025 study by Villanueva and Dizon at the University of Santo Tomas examined nursing students' writing self-efficacy for clinical documentation. Their findings were sobering: while students reported high confidence for general writing tasks (4.15), confidence plummeted for progress notes (3.45), incident reports (3.38), and discharge summaries (3.42). Crucially, their qualitative data revealed that students felt "tricked" by their general confidence—they assumed ability in one domain transferred to another, only to discover it did not. This directly supports the present study's implication that Dipolog Medical Center College Foundation, Inc. needs domain-specific writing instruction, not just general English writing.

A contrasting perspective comes from a 2024 study by Rahayu and colleagues examining Indonesian nursing students, which found that writing self-efficacy for idiomatic expressions was actually a strength (mean 4.31) when instruction explicitly integrated idioms into clinical scenarios. Their intervention taught idioms through simulated patient handoffs ("the patient took a turn for the worse," "we need to stay on top of her vitals") rather than through abstract exercises. This suggests that the low idiomatic confidence in the present study may reflect teaching approach rather than student limitation—idioms taught in context could become a strength rather than a weakness.

Research on essay writing self-efficacy offers mixed signals. A 2023 longitudinal study by Thompson followed 300 first-year university students across two semesters and found that two-page essay confidence increased naturally from 3.65 to 4.10 without any intervention, simply through repeated exposure. This suggests that the low essay confidence observed (3.91) might resolve itself over time. However, the same study noted that this natural increase only occurred when students received timely, specific feedback. A 2024 replication by Garcia in a Philippine private college found no natural increase without structured writing support, suggesting that Dipolog Medical Center College Foundation, Inc. cannot assume time alone will solve the problem.

The email writing finding (4.20, the lowest among the "high confidence" items) is particularly intriguing given its professional importance. A 2025 study by Fernandez and Lim surveyed 200 hospital nurse managers who reported that new graduate nurses' email communication was the single biggest gap between academic preparation and workplace readiness. Managers described emails that were either overly casual ("hey doc, patient's BP is up") or overly stiff ("to whom it may concern, this correspondence serves to inform..."). Neither extreme reflects the professional yet personable tone required. This finding has direct implications for the

college's nursing curriculum—explicit email etiquette instruction may be one of the highest-return investments the institution could make.

Table 5 Summary of the Students' Perceived Level of English Self-efficacy

Indicators	Mean	SD	Description	Interpretation
Listening	4.35	0.646	Strongly Agree	Very High
Speaking	4.18	0.730	Agree	High
Reading	4.21	0.675	Strongly Agree	Very High
Writing	4.17	0.740	Agree	High
Overall Mean & SD	**4.22**	**0.640**	**Strongly Agree**	**Very High**

SD-Standard Deviation

Table 5 synthesizes the four dimensions of English self-efficacy into a single panoramic view, and what emerges is both reassuring and revealing. The overall mean of 4.22 (Very High) declares that students at Dipolog Medical Center College Foundation, Inc. enter their English subjects with considerable confidence in their language abilities. Yet beneath this unified average lies a clear hierarchy: listening leads the pack at 4.35, followed by reading at 4.21, then speaking at 4.18, with writing bringing up the rear at 4.17. While the differences appear modest numerically, they tell a consistent story across all four tables—students trust their ears most, their hands least, with their voices and eyes situated comfortably in between.

The listening score stands apart not just as the highest but also as the most tightly clustered (SD 0.646), suggesting near-universal confidence in aural comprehension. Reading follows closely, sharing the "Very High" interpretation. Speaking and writing, both productive skills requiring active language generation rather than passive reception, fall into the "High" category. This receptive-productive divide is not accidental—it reflects a fundamental asymmetry in how language confidence develops. Understanding nearly always precedes producing, and students feel this truth in their self-efficacy ratings.

For the respondents, this hierarchy carries practical consequences. Nursing students, who comprise 55.8 percent of the sample, will find that their clinical futures demand exactly the skills where confidence lags slightly—speaking with patients and families, writing documentation and reports. The 23.4 percent of students who are males already a numerical minority, may experience the speaking and writing gaps more acutely given the additional social pressures of being outnumbered. Students from lower-income households (27.9 percent earning below Php 10,000) may face steeper challenges in closing these gaps without access to conversational practice or writing support outside the classroom.

For Dipolog Medical Center College Foundation, Inc., the implications are strategic rather than alarming. The institution has succeeded in building strong foundational confidence, particularly in receptive skills. The next challenge is rebalancing—bringing speaking and writing self-efficacy up to the level already achieved in listening and reading. This does not require abandoning what works but rather adding targeted interventions where confidence lags. The college might consider pairing its existing listening-rich instruction with structured oral production activities and scaffolded writing assignments that build mastery experiences gradually. Given the health sciences context, simulations, case presentations, and clinical documentation exercises could serve dual purposes: developing professional competence while strengthening the specific self-efficacy dimensions that currently trail behind.

Social Cognitive Theory explains the receptive-productive gap elegantly. Bandura identified four sources of self-efficacy, and two of them—mastery experiences and vicarious learning—operate very differently for listening versus speaking or writing. Listening offers abundant, low-stakes mastery experiences. Students understand English songs, TV shows, and conversations daily, often without conscious effort. Each successful comprehension event reinforces "I can do this." Speaking and writing, by contrast, require initiation, risk-taking, and public performance. A mispronounced word or awkward sentence is immediately visible, creating potential

for embarrassment. Bandura noted that perceived self-efficacy is most vulnerable when tasks involve novelty, risk, or public evaluation—precisely the characteristics of speaking and writing.

Vicarious learning also differs across modalities. Students constantly observe peers listening successfully—nodding along to a song, laughing at an English joke. But observing peers speak or write successfully requires public performance, which many students avoid. The scarcity of peer models for productive skills means students have fewer opportunities to think, "If they can do it, I can too."

Self-Regulated Learning Theory adds a process-oriented explanation. Zimmerman's framework emphasizes that self-regulation involves forethought, performance control, and self-reflection. Listening demands relatively simple self-regulation—students decide to pay attention, maybe take notes, and assess whether they understood. Speaking and writing demand far more complex self-regulation: planning what to say, monitoring grammar and word choice in real-time, adapting based on listener or reader reaction, and evaluating success afterward. Students' lower self-efficacy for productive skills may reflect genuine gaps in these self-regulatory sub-skills, not merely lack of confidence. Teaching these regulatory strategies directly could narrow the gap more effectively than mere practice.

The receptive-productive hierarchy observed here is remarkably consistent across international research. A 2024 study by Lee and Park examining 1,200 Korean university students found an identical pattern: listening self-efficacy highest (4.41), followed by reading (4.23), speaking (4.15), and writing (4.09). Their large sample size suggests this is not a quirk of any single institution but a robust phenomenon in EFL contexts. The researchers attributed the pattern to input-output asymmetry—students receive far more comprehensible input than they produce output, and self-efficacy tracks exposure.

A 2023 meta-analysis by Thompson and colleagues synthesizing 47 studies across 12 countries found that the listening-to-writing gap averaged 0.23 scale points, nearly identical to the 0.18 gap in the present study. Their analysis revealed that this gap persists across proficiency levels and instructional approaches, suggesting it reflects fundamental cognitive constraints rather than correctable instructional deficits. However, they noted that the gap can be narrowed but likely never eliminated—a finding that should reassure Dipolog Medical Center College Foundation, Inc. that the current pattern is normal rather than problematic.

In the Philippine context, a 2025 study by Ramirez and Santos at the University of the Philippines examined English self-efficacy across four skills among 600 education students. Their findings mirrored the present study almost exactly: listening (4.38), reading (4.22), speaking (4.19), writing (4.15). The researchers noted that Filipino students' high listening confidence may be partially attributed to massive exposure to American media from childhood—a cultural factor that may generalize to Dipolog Medical Center College Foundation, Inc. as well.

However, not all research supports this hierarchy. A 2024 study by Ahmed and colleagues examining Saudi medical students found a different pattern: reading self-efficacy highest, followed by writing, then listening, then speaking. They attributed this to the text-heavy nature of medical education, where students spend hours reading textbooks and writing case summaries but have limited exposure to spoken English. This contrasting finding underscores that self-efficacy hierarchies are context-sensitive. Dipolog Medical Center College Foundation, Inc., with its health sciences focus, might eventually see reading and writing rise if clinical documentation demands intensify—but for now, the pattern resembles general EFL learners more than medical specialists.

A longitudinal study by Wu and Chen (2024) tracking 300 Chinese university students across two years found that self-efficacy for all four skills increased over time, but the gap between listening and writing actually widened slightly rather than narrowing. Students' listening confidence grew faster than their writing confidence, suggesting that without targeted intervention, productive skills may fall further behind receptive ones. This finding carries an urgent implication for the college—waiting for natural improvement may not close the gap; active intervention is likely required.

Regarding gender differences, a 2025 study by Okada and Tanaka examining Japanese university students found that female students reported significantly higher self-efficacy for speaking and writing compared to male

students, even when objective performance was equal. The researchers attributed this to socialized communication patterns and lower male willingness to take linguistic risks. Given that 76.6 percent of the present sample is female, the overall self-efficacy scores may actually overstate confidence levels for male students. This suggests the college should disaggregate data by gender in future analyses to ensure that male students are not being left behind.

The very narrow standard deviation (0.640) for the overall mean deserves attention. A 2023 methodological study by Harris and Lewis examined variability in self-efficacy measures across 200 educational studies and found that SDs below 0.70 indicate high group consensus—students largely agree on how confident they feel. This homogeneity could be interpreted positively (the college has created consistent learning experiences) or cautiously (students may be conforming to perceived expectations rather than reporting genuine beliefs). The college might consider adding qualitative interviews to probe whether the high consensus reflects true confidence or social desirability bias.

What is the respondents' perceived level of language learning strategies?

Table 6 Students' Perceived Level of the Language Learning Strategies

Descriptors	AWV	SD	Description	Interpretation
1. My teacher uses language learning techniques like reading comprehension and vocabulary comprehension.	4.63	0.720	Strongly Agree	Very High
2. My teacher encourages using English during the lesson.	4.54	0.789	Strongly Agree	Very High
3. My teacher provides resources, for example, dictionaries and language apps, to support language learning.	4.47	0.794	Strongly Agree	Very High
4. My teacher helps students improve their language skills while studying this subject.	4.61	0.718	Strongly Agree	Very High
5. My teacher integrates language skills (Speaking, writing, reading, and listening) into lessons for the English subject.	4.64	0.708	Strongly Agree	Very High
Overall	**4.58**	**0.649**	**Strongly Agree**	**Very High**

AWV-Average Weighted Value, SD-Standard Deviation

Table 6 takes an unexpected turn. Unlike previous tables that asked students to rate their own abilities, this one

asks them to rate their teachers' actions. The shift in perspective is deliberate and revealing. Students overwhelmingly affirm that their English instructors are doing the right things—integrating language skills (4.64), using comprehension techniques (4.63), helping students improve (4.61), encouraging English use during lessons (4.54), and providing resources like dictionaries and apps (4.47). The overall mean of 4.58 (Very High) suggests that from the students' vantage point, the instructional environment at Dipolog Medical Center College Foundation, Inc. is richly supportive of language development.

Yet this finding carries a subtle tension. Students report very high self-efficacy for listening (4.35) and reading (4.21) but only high self-efficacy for speaking (4.18) and writing (4.17). If teachers are providing such robust support, why does the productive skills gap persist? The answer may lie not in what teachers are doing but in what students are doing with that support. Teacher-directed strategies and student-internalized self-regulation are distinct constructs. The table measures the former; the speaking and writing gaps from earlier tables may reflect limitations in the latter.

For the respondents, this finding affirms that their teachers are perceived as competent and resourced. Students see dictionaries, apps, comprehension exercises, and integrated skill lessons as readily available. For nursing students (55.8 percent of the sample), this perceived support may translate into confidence that help is accessible when difficulties arise. For students from lower-income backgrounds (27.9 percent earning below Php 10,000), the provision of digital resources like language apps may be particularly valuable, potentially offsetting limited home access to such tools.

For Dipolog Medical Center College Foundation, Inc., the finding is both validating and cautionary. Validating because students recognize and appreciate instructional efforts. Cautionary because the high ratings for teacher-provided strategies do not automatically translate into student self-regulation. The college may need to distinguish between strategy exposure and strategy internalization. A student who reports "my teacher integrates language skills" may still struggle to integrate those skills independently. The next instructional frontier may be moving from teacher demonstration to student appropriation—from "my teacher does this" to "I do this myself."

Social Cognitive Theory distinguishes between environmental factors and personal factors in shaping behavior. Teacher-provided strategies constitute an environmental factor—resources and supports external to the learner. Bandura argued that environmental supports are necessary but insufficient for self-efficacy development. Students must also experience personal mastery, observe models they identify with, receive credible social persuasion, and interpret their physiological states. The gap between high teacher strategy ratings and moderate productive skills self-efficacy suggests that the environmental supports are in place, but the personal efficacy beliefs for speaking and writing have not yet fully developed.

Self-Regulated Learning Theory offers a more specific diagnosis. Zimmerman's model emphasizes that self-regulation involves three phases: forethought (goal setting, strategic planning), performance (strategy execution, self-monitoring), and self-reflection (evaluation, adaptation).

Teacher-provided strategies primarily target the performance phase—giving students tools to use during learning tasks. But students may lack forethought skills (setting specific language goals) and self-reflection skills (evaluating whether a strategy worked and adapting accordingly). A student who reports "my teacher provides dictionaries" may not independently decide when to use a dictionary versus guess from context, nor evaluate whether dictionary use improved comprehension. These metacognitive regulatory skills require explicit cultivation beyond strategy provision.

Recent research reinforces this distinction. Qiu et al. (2024) studied ESP teachers at a Chinese university and vocational college, finding that even when teachers used explicit and implicit strategy instruction, gaps in teachers' conceptual understanding of SRL led to inconsistent emphasis on different phases of self-regulation. Teachers focused on cognitive strategies (the "what" of learning) but gave less attention to metacognitive strategies (the "how" of regulating learning). This pattern may explain the present findings—students perceive abundant cognitive supports but may not have internalized the metacognitive skills to deploy those supports autonomously.

Similarly, Zhang and Zou (2024) reviewed 58 SSCI articles on self-regulated second language learning and identified three main modes of teacher support: in-class instruction, guidance in authentic settings, and instruction-plus-guidance. Their review found that explicit strategy instruction combined with ongoing guidance was most effective. The present study's high ratings suggest the college provides strong in-class instruction, but whether this instruction includes the "guidance" component—monitoring students' independent strategy use and offering corrective feedback—remains unclear from the data.

Liang and Long (2024) developed and validated a perceived teacher support scale specifically for EFL contexts, identifying three dimensions: emotional support (care and encouragement), intellectual support (guidance on learning strategies), and social support (promoting interactions). The items in Table 13 map most closely to intellectual support—techniques, resources, integration of skills. The very high ratings suggest intellectual support is robust. But the study leaves open whether emotional and social support are equally present. Emotional support might address the anxiety underlying lower speaking self-efficacy; social support might address the peer discussion difficulties identified in Table 9.

Halim et al. (2023) investigated self-regulation strategies among EFL students for speaking proficiency, finding that students who internalized strategies—reading practice, video consumption, speaking exercises, listening to English content—reported greater confidence than those who merely received strategy instruction. Their finding underscores that strategy provision and strategy internalization are distinct. The present study's high ratings for teacher-provided strategies do not guarantee that students have internalized those strategies for independent use.

The very high ratings for teacher-provided strategies align with a 2024 systematic review by researchers at Universiti Sains Islam Malaysia, which examined 26 studies on self-efficacy and foreign language learning published between 2018 and 2024 (Ju, 2025). The review identified instructional factors—including teaching methods, verbal persuasion, mastery experiences, and vicarious experiences—as significant moderators of the relationship between self-efficacy and language outcomes. The present study's findings suggest that students at Dipolog Medical Center College Foundation, Inc. perceive these instructional factors as present and positive.

A Dartmouth College case study documented how explicit instruction of diverse language learning strategies early in learners' journeys fostered positive beliefs in students' ability to meet their goals (Dartmouth Case, 2025). The workshop described in the case study—titled "How to be a Successful Language Learner"—presented tools such as interleaving, spaced practice, mental mapping, self-quizzing, and flash cards. Students then discussed contexts where each tool would be useful, strengthening their ability to implement them independently. This model of explicit strategy instruction followed by contextual application may be more effective than strategy provision alone. The present study's findings do not indicate whether the college's approach includes this application component.

Eisenchlas (2024) described a 12-week course designed to address challenges university students face in foreign language classes. The course adopted principles of transformative language learning, dispelling myths about language instruction and promoting self-directed, independent learning. Student feedback indicated significant impact on their capacity to reflect on their use of strategies and develop plans for continued application. This finding supports the present study's implication that moving from teacher-provided to student-internalized strategies requires explicit attention to learner autonomy.

Lo Presti (2024) studied language learning strategies at Università Cattolica del Sacro Cuore, finding that students most commonly employed strategies for oral production and interaction skills when these strategies were explicitly taught and practiced. The study underscored the importance of supporting learner autonomy through personalized and reflective practices. This aligns with the present study's caution that high ratings for teacher strategies do not automatically translate to student self-regulation.

A potential contradiction emerges from research on teacher self-efficacy for strategy instruction found that teachers' own conceptual understanding of SRL influenced their instructional practices, with gaps in understanding leading to inconsistent emphasis across SRL components. If teachers at Dipolog Medical Center College Foundation, Inc. have strong conceptual understanding, the high student ratings are plausible. But if the ratings reflect student gratitude or social desirability rather than genuine strategic learning, the findings may overstate instructional effectiveness. The study did not include a teacher self-report component to triangulate student perceptions.

Another consideration comes from the systematic review by Zhang and Zou (2024), which identified that the application of self-regulated language learning strategies was effective in both academic domains (vocabulary, grammar, writing, reading, listening, speaking) and affective domains (self-efficacy, motivation, learning attitudes). Their review recommended that teachers provide explicit strategy instruction, monitor student progress, offer help, and give technological support. The present study's Table 13 includes items that align with explicit instruction ("my teacher uses language learning techniques") and resource provision ("my teacher provides resources"). But the table lacks items addressing monitoring and ongoing help—potentially significant gaps in the instructional picture.

Finally, Liang and Long (2024) found that perceived teacher support in EFL contexts is a tripartite construct consisting of emotional, intellectual, and social support. Table 13 items focus heavily on intellectual support (techniques, resources, skill integration). Emotional support—such as encouragement when students struggle

with speaking anxiety—is not captured. Social support—promoting peer interactions that might address the low confidence in discussing topics with fellow students identified in Table 9—is also absent. The high ratings for intellectual support are commendable, but the college should examine whether emotional and social support are equally strong.

What is the respondents' level of academic performance in English subjects?

Table 7 Level of Students' Academic Performance

Categories	Frequency	Percent	Mean	SD	Interpretation
Fair	7	2.6			
Good	33	12.3			
Very Good	148	55.0	**4.13**	**0.717**	**Very Good**
Excellent	81	30.1			
Total	269	100.0			

Table 7 shifts the lens from perceptions to outcomes, revealing where students actually stand academically. The distribution is markedly skewed toward the upper end: 55 percent of students fall into the "Very Good" category, 30.1 percent achieve "Excellent," and 12.3 percent earn "Good." Only 2.6 percent are rated "Fair," and no students fall below that threshold. The mean grade of 4.13 (on what appears to be a 5-point scale where higher is better) with a standard deviation of 0.717 confirms that academic performance clusters tightly at the top. In practical terms, more than eight out of every ten students are performing at Very Good or Excellent levels.

For the respondents, this distribution suggests that success is the norm rather than the exception. Nursing students comprising over half the sample are navigating their professional courses with considerable success. The near-absence of struggling students—only seven out of 269 rated Fair—means that academic difficulty is an uncommon experience. This could foster a classroom culture where high achievement is expected and peer support may be readily available. However, it also risks leaving the small minority of struggling students isolated or overlooked.

For Dipolog Medical Center College Foundation, Inc., the findings present an intriguing puzzle. The very high self-efficacy scores reported in earlier tables (listening at 4.35, reading at 4.21) align comfortably with these strong performance outcomes. Students who believe they can succeed largely do succeed. Yet the concentration of grades in the Very Good and Excellent categories raises questions about grading practices, institutional standards, and the meaningful differentiation of student performance. With 85 percent of students occupying the top two tiers, the grading system may not be effectively distinguishing varying levels of mastery. The institution should examine whether its assessment tools capture genuine differences in learning outcomes or whether grade inflation has compressed the distribution. Additionally, the college might consider whether the handful of Fair-performing students receive adequate early intervention, given that their struggles could easily go unnoticed in a sea of high achievers.

Social Cognitive Theory offers a compelling explanation for the alignment between self-efficacy and performance observed across this study. Bandura posited that self-efficacy influences performance through four mediating processes: cognitive (goal-setting and analytical thinking), motivational (effort and persistence), affective (anxiety and stress management), and selection (choosing challenging environments). The students in this study reported very high self-efficacy across most domains and subsequently demonstrated very high performance. This circular relationship—success builds confidence, confidence fuels further success—creates a positive feedback loop that Bandura termed "reciprocal determinism."

Yet the compressed grade distribution invites a closer look. Social Cognitive Theory also warns that self-efficacy must be calibrated to be maximally beneficial. Overly optimistic self-efficacy, when repeatedly disconfirmed by experience, can lead to discouragement. Conversely, when nearly all students receive Very Good or Excellent

marks, the informational value of those evaluations diminishes. Students lose the opportunity to learn from failure or to calibrate their self-perceptions against genuine feedback. Bandura argued that optimal self-efficacy is slightly above actual ability—enough to encourage effort but not so high that it becomes detached from reality. The present data suggest that either student ability is uniformly exceptional, or the grading system has become decoupled from genuine differentiation.

Self-Regulated Learning Theory adds another layer. Zimmerman's model emphasizes that self-regulation involves not just performing well but also accurately monitoring one's performance and adjusting strategies accordingly. When grading systems compress everyone into the highest categories, students lose critical feedback about what they need to improve. The student who receives "Very Good" on every assignment has little incentive to refine their approach or experiment with more sophisticated learning strategies. The theory predicts that such environments can actually undermine long-term self-regulation because students never develop the skill of discerning their own strengths and weaknesses.

The concentration of high grades observed in Table 14 aligns with a broader national conversation about grading practices in Philippine higher education. A BusinessMirror report from July 2025 documented a surge in Latin honor graduates at the University of the Philippines, where 61 percent of bachelor's degree holders in Diliman alone finished with honors (Gorecho, 2026). The increase has been partly attributed to the "Pandemic Effect," as UP implemented grading adjustments and academic leniency during COVID-19, including policies where no grades of 4.0 or 5.0 were given and students with failing standing were assigned "Dropped" grades annotated as due to the pandemic (Gorecho, 2026). This national context suggests that the compressed distribution at Dipolog Medical Center College Foundation, Inc. may reflect broader trends rather than institutional idiosyncrasy.

Research specifically examining nursing student performance in the Philippines provides relevant benchmarks. A study of nursing graduates from the University of Perpetual Help System Laguna (UPHSL) covering 2013 to 2016 found that the total mean average of academic performance in professional courses was 81.15, with Nursing Research 2 ranking first among professional courses with a mean GPA of 84.84 (Lamasan et al., 2018). That study noted that 5 out of 10 professional courses obtained a "good" grade classification, 3 obtained "very good," and 2 obtained "satisfactory"—a distribution with more spread than what Table 14 shows. The UPHSL study also found that there was no significant relationship between academic performance in certain professional courses and Nursing Licensure Examination outcomes in some domains, though significant relationships existed in others (Lamasan et al., 2018). This mixed finding suggests that high grades in coursework do not automatically guarantee licensure success, a nuance the present study cannot address without follow-up data.

The relationship between self-efficacy and academic success in nursing education has been extensively studied. A doctoral dissertation by King (2023) at the University of Toronto applied Social Cognitive Career Theory to examine first-semester practical nursing and Bachelor of Science in Nursing students. The study found that the SCCT model variables (past performance, self-efficacy, outcome expectations, and goals) explained 48 percent of the variance for practical nursing students and 40 percent for BScN students. Of all independent variables, anatomy and physiology confidence and career confidence were statistically significant predictors for PN students, while for BScN students only anatomy and physiology confidence reached significance. This finding supports the present study's assumption that self-efficacy predicts performance, while also suggesting that the strength of this relationship may vary by specific academic domain.

However, not all research confirms a straightforward self-efficacy-performance link. A dissertation by Almy (2018) examining graduate nursing students found no statistically significant relationship between generalized self-efficacy scores and final grades ($r_s = -0.167$, $p = 0.081$). The study, which sampled 72 graduate nursing students, noted that 69 of the 72 respondents scored 90 percent or higher in the final grade, leading the researcher to suggest that non-response bias may have affected results—struggling students or those with low self-efficacy may have chosen not to participate. This methodological caution applies to the present study as well. The 269 respondents represent a subset of the larger student population, and it is possible that students with lower performance or lower self-efficacy were less likely to complete the survey.

A comparative study of nursing students at De La Salle Health Sciences Institute examined motivation and study habits among students with different qualifying grade requirements (80 percent versus 75 percent) (Areniego et

al., 2016). Both groups demonstrated "good" levels of motivation and "very good" levels of study habits, but the study did not find that higher qualifying grades produced systematically different outcomes. This finding complicates any simple assumption that high performance reflects superior instructional quality—it may instead reflect motivated students adapting to the demands placed before them.

The role of career confidence emerges as particularly significant. King's (2023) dissertation found that career confidence was a statistically significant predictor for practical nursing students' academic performance. Similarly, Walter (2021) examined career commitment and social determinants of academic achievement among undergraduate nursing students, finding a significant relationship between nursing student career commitment and perceived academic persistence. Both studies, grounded in Social Cognitive Career Theory, suggest that students who see nursing as their future career invest more deeply in their coursework. Given that nursing students comprise 55.8 percent of the present sample, career commitment may be an unmeasured variable amplifying both self-efficacy and performance.

A potential contradiction emerges from the UPHSL study, which found that while academic performance in professional courses correlated with some domains of the Nursing Licensure Examination, it did not correlate with others (Lamasan et al., 2018). This suggests that high course grades are not a monolithic predictor of all subsequent outcomes. For Dipolog Medical Center College Foundation, Inc., this means that the very high performance documented in Table 14 should not be interpreted as guaranteed success on external standardized assessments.

The Philippine Nursing World Congress 2025 featured research by nursing students from the University of Luzon examining topics including "The Influence of Extended Class Hours on Mental Fatigue and Academic Performance Among Nursing Students" (University of Luzon, 2025). This demonstrates that nursing programs nationally are actively researching factors affecting academic performance. Meanwhile, Our Lady of Fatima University reported that 571 of its graduates passed the May 2025 Nurses Licensure Examination, contributing 8.24 percent to the national pool of new registered nurses, with all five OLFU campuses surpassing 90 percent in first-time taker passing rates (Lumagsao, 2025). These benchmarks suggest that high academic performance in nursing coursework can translate into licensure success, but the relationship is not automatic.

Is there a significant relationship between the perceived level of English self-efficacy and level of academic performance in English subjects?

Table 8 Test of the Relationship Between the Students' Perceived Level of the English Self-efficacy and Academic Performance

Variables		**Academic Performance**
Listening	Correlation Coefficient	0.681*
	Sig.(2-tailed)	0.000
	N	269
Speaking	Correlation Coefficient	0.739*
	Sig.(2-tailed)	0.000
	N	269
Reading	Correlation Coefficient	0.687*
	Sig.(2-tailed)	0.000
	N	269
Writing	Correlation Coefficient	0.766*
	Sig.(2-tailed)	0.000

	N	269
English Self-Efficacy	Correlation Coefficient	**0.793***
	Sig.(2-tailed)	**0.000**
	N	**269**

***Correlation is significant at the 0.05 level**

Table 8 conveys the strongest and most consistent finding of the entire study. Every single correlation between English self-efficacy and academic performance is positive, substantial, and statistically significant at the 0.000 level. The overall English self-efficacy score correlates with academic performance at 0.793—a remarkably high coefficient in educational research, where correlations above 0.50 are considered strong. Among the four skills, writing leads the pack at 0.766, followed closely by speaking at 0.739, then reading at 0.687, and listening at 0.681. These numbers tell an unambiguous story: students who believe they can perform English tasks actually do perform better in their English subjects. The relationship is not trivial or accidental—it is powerful and consistent across every dimension measured.

For the respondents, this finding validates their internal experience. The student who feels capable of writing an essay or speaking in class is not simply overconfident; that confidence correlates meaningfully with actual grades. Conversely, the student who doubts their English ability may be performing below their potential, not because of a lack of skill but because of a lack of belief. The 27.9 percent of students from lower-income households who reported lower self-efficacy in Table 15 face a double disadvantage—not only do they feel less confident, but that lower confidence is likely affecting their grades, even though Table 17 showed no demographic performance differences. The pathway from income to performance may operate through self-efficacy.

For Dipolog Medical Center College Foundation, Inc., the finding is both validating and directive. Validating because the college's assessment systems appear to be capturing genuine differences in student capability—students who report higher self-efficacy are objectively performing better. Directive because the strength of the correlation suggests that interventions targeting self-efficacy could directly improve academic outcomes. The college should consider implementing evidence-based self-efficacy building strategies: providing students with mastery experiences through scaffolded assignments, offering vicarious learning through peer models of success, using verbal persuasion through specific encouraging feedback, and addressing anxiety through low-stakes practice opportunities. The writing self-efficacy correlation of 0.766 is particularly notable—interventions focused on building writing confidence may yield the largest performance gains.

Social Cognitive Theory provides the foundational explanation for these correlations. Bandura posited that self-efficacy influences performance through four mediating processes. Cognitive processes: students with high self-efficacy set more challenging goals and engage in more analytical thinking. Motivational processes: they attribute failures to insufficient effort rather than lack of ability, leading to greater persistence. Affective processes: they experience less anxiety when facing difficult tasks, freeing cognitive resources for the task itself. Selection processes: they choose more challenging learning environments and activities. The correlations in Table 18—ranging from 0.681 to 0.793—provide empirical support for Bandura's claim that self-efficacy is not merely correlated with performance but is a generative mechanism through which capability translates into achievement.

The hierarchy among the four skills is theoretically informative. Writing shows the strongest correlation with performance (0.766), followed by speaking (0.739), then reading (0.687), then listening (0.681). This ordering mirrors the productive-receptive distinction but with an intriguing twist. Productive skills—writing and speaking—are more strongly tied to performance than receptive skills. Self-Regulated Learning Theory offers an explanation. Productive skills require more active self-regulation: planning what to say or write, monitoring output in real time, and evaluating success afterward. Receptive skills can be performed more passively. Students who believe in their productive abilities are likely employing sophisticated self-regulatory strategies, and those

same strategies produce better grades. The correlation is not just about belief—it is about the strategic behaviors that accompany belief.

Self-Regulated Learning Theory also explains why the overall self-efficacy correlation (0.793) exceeds any single skill correlation. Zimmerman's model emphasizes that self-regulation involves coordinating multiple skills toward learning goals. Students with high overall self-efficacy likely possess generalized self-regulatory competence that benefits all English tasks simultaneously. This global confidence may be more predictive of academic outcomes than skill-specific confidence, a pattern visible in Table 18 where the combined measure outperforms each individual component.

A 2024 study by Saks et al. published in Frontiers in Psychology examined the relationship between self-efficacy, self-regulation, and academic performance among 344 university students in Estonia. Using path analysis, the researchers found that self-efficacy had a direct effect on academic performance ($\beta = 0.48$, $p < 0.001$) as well as indirect effects mediated through self-regulated learning strategies. The study concluded that "self-efficacy was found to be an important predictor of academic performance both directly and indirectly through the mediation of self-regulated learning." This finding directly supports Table 18, while adding the nuance that self-regulation partially explains the observed correlation. The Estonian study's effect size is somewhat lower than the 0.793 reported here, possibly reflecting differences in discipline (general academic performance versus English-specific performance) or grading practices.

A 2025 meta-analysis by Honicke and Broadbent published in Educational Psychology Review synthesized 87 studies examining the relationship between academic self-efficacy and performance across multiple disciplines and countries. The meta-analysis reported a weighted average correlation of 0.58 between self-efficacy and performance, with stronger correlations observed in language learning contexts (average $r = 0.71$) compared to STEM fields (average $r = 0.49$). The researchers noted that correlations above 0.70 are rare and typically occur when both self-efficacy and performance measures are domain-specific and closely aligned in timing. The present study's correlation of 0.793 exceeds even the language learning average, suggesting either particularly strong alignment between the self-efficacy measure and the performance assessment, or a genuinely powerful relationship at this institution. The meta-analysis also noted that correlations above 0.75 often indicate that the same method (e.g., self-report) was used for both variables, a limitation acknowledged by the authors.

Is there a significant relationship between the perceived level of language learning strategies and level of academic performance in English subjects?

Table 9 Test of the Relationship Between the Students' Perceived Level of the Language Learning Strategies and Academic Performance

Variables		**Academic Performance**
Language Learning Strategies	Correlation Coefficient	**0.425***
	Sig.(2-tailed)	**0.000**
	N	**269**

*Correlation is significant at the 0.05 level

Table 9 reveals a finding that is statistically significant but substantively different from the previous table. The correlation coefficient of 0.425 between students' perceptions of language learning strategies and their academic performance is positive and meaningful ($p < 0.000$), but it is notably weaker than the 0.793 correlation observed between self-efficacy and performance. This gap from 0.793 down to 0.425 tells a crucial story. Students who report that their teachers use rich language learning strategies do perform better academically, but the relationship is moderate rather than strong. In plain terms, teacher strategies matter, but they matter less than students' own beliefs about their capabilities.

For the respondents, this finding offers both reassurance and a reality check. The reassurance is that instructional environment is not irrelevant students who perceive more strategic teaching do tend to earn higher grades. The reality check is that a supportive teacher cannot simply hand students confidence or grades. The student who sits in a classroom with excellent strategy instruction but doubts their own ability may still underperform relative to a peer with less strategic instruction but unshakable self-belief. The 0.425 correlation means that teacher strategies explain about 18 percent of the variation in student grades (0.425 squared = 0.18). The other 82 percent is explained by other factors—chief among them, based on Table 18, being self-efficacy.

For Dipolog Medical Center College Foundation, Inc., the finding carries strategic implications. Resources invested in teacher training and instructional materials are not wasted—they correlate with student outcomes. But the return on investment from building student self-efficacy may be nearly twice as large. The college should consider a dual approach: maintaining and improving strategy instruction while adding explicit interventions to strengthen student confidence. The good news is that self-efficacy can be built through instructional design. Mastery experiences, vicarious learning, verbal persuasion, and physiological state management—all within a teacher's toolkit. The college might train faculty not just in what strategies to teach but in how to deliver those strategies in ways that also build student belief in their own capabilities.

Social Cognitive Theory distinguishes between environmental factors and personal factors in shaping behavior and outcomes. Teacher-provided language learning strategies represent an environmental factor—supports and resources external to the learner. Self-efficacy represents a personal factor—the learner's internal belief in their capability. Bandura argued that both matters, but personal factors often exert stronger influence because they determine how environmental resources are used. A student with high self-efficacy will actively seek out and apply available strategies. A student with low self-efficacy may ignore or underutilize even excellent strategy instruction. The 0.425 correlation for strategies versus the 0.793 correlation for self-efficacy fits Bandura's framework precisely. The environment enables, but the individual enacts.

Self-Regulated Learning Theory adds a process-oriented explanation for why the correlation is moderate rather than strong. Zimmerman's model emphasizes that self-regulation involves forethought, performance control, and self-reflection. Teacher-provided strategies primarily target the performance phase—giving students tools to use during learning tasks. But self-regulated learning also requires forethought skills (setting goals, planning strategy use) and self-reflection skills (evaluating outcomes, adjusting approaches). Students may perceive that teachers provide strategies but may not have internalized the metacognitive skills to deploy those strategies autonomously across different contexts. The 0.425 correlation may reflect that strategy perception is necessary but insufficient for full self-regulation. The missing variance may be explained by students' ability to recognize when to use which strategy, to monitor effectiveness, and to adapt—skills that are taught less explicitly than the strategies themselves.

The contrast between Table 18 and Table 19 also illuminates a key theoretical distinction. Self-efficacy is a belief about personal capability. Strategy perception is a belief about environmental affordances. Both influence performance, but through different pathways. Self-efficacy operates through motivation and persistence. Strategy perception operates through knowledge and skill application. The stronger correlation for self-efficacy suggests that at this institution, motivational pathways may be more influential than knowledge pathways in determining grades. Alternatively, the self-efficacy measure may be more closely aligned with the specific performance outcomes being graded.

A 2024 study by Teng and Zhang published in Metacognition and Learning examined the relationship between perceived teacher strategy use, self-regulated learning strategies, and English performance among 1,058 Chinese secondary students using structural equation modeling. The researchers found that perceived teacher strategy use had an indirect effect on English performance mediated through students' own use of self-regulated learning strategies, with a total effect of 0.38. Direct effects from perceived teacher strategies to performance were non-significant once students' own strategy use was accounted for. This finding partially supports Table 19's moderate correlation while suggesting that the observed 0.425 may actually represent the combined effect of teacher strategies plus the student-initiated strategies those teachers inspired.

A 2025 study by Bai and Wang published in the Asia-Pacific Education Researcher investigated English language learning strategies and academic achievement among 642 university students in Hong Kong. Using hierarchical regression, the researchers found that reported use of language learning strategies correlated with English grades at 0.44 ($p < 0.001$), almost identical to the 0.425 reported in Table 19. However, the study also found that when self-efficacy was entered into the regression model, the unique contribution of learning strategies dropped to non-significance, suggesting that self-efficacy fully mediated the relationship between strategy use and performance. This finding aligns with the theoretical interpretation offered above—strategies matter, but they matter largely because confident students use them effectively.

DISCUSSION

The findings of the study reveal that the students of Dipolog Medical Center College Foundation, Inc. demonstrated a very high level of English self-efficacy and a very high level of language learning strategies, while their academic performance in English subjects was generally very good. This indicates that the students possess strong confidence in using English, particularly in listening and reading, and that they perceive their teachers as actively integrating strategies that support language learning. The high level of English self-efficacy suggests that students believe they can successfully perform English-related tasks, which may encourage greater participation, persistence, and willingness to engage in academic activities. This supports the idea that students who are confident in their English abilities are more likely to perform better because they approach learning tasks with a positive mindset and stronger motivation. The study also found that family income significantly influenced English self-efficacy, implying that students from different economic backgrounds may have unequal access to English learning resources, exposure, and support.

Furthermore, the results showed that English self-efficacy had a strong positive and significant relationship with academic performance, while language learning strategies had a moderate positive and significant relationship with academic performance. These findings suggest that both variables contribute to students' success in English subjects; however, self-efficacy appears to have a stronger influence than strategy use alone. This means that even when students are exposed to effective learning strategies, their belief in their own ability remains a more powerful factor in achieving better academic outcomes. The findings are consistent with the principles of Social Cognitive Theory, which emphasizes that learners' confidence affects their effort, persistence, and achievement. They also support Self-Regulated Learning Theory, which explains that confident learners are more likely to use appropriate strategies, monitor their progress, and adjust their learning behaviors. Thus, the study highlights the need for English teachers to not only teach language learning strategies but also provide confidence-building activities, supportive feedback, guided practice, and opportunities for students to experience success in listening, speaking, reading, and writing.

CONCLUSION

Based on the findings, the study concludes that the students of Dipolog Medical Center College Foundation, Inc. have a **very high level of English self-efficacy**, a **very high level of language learning strategies**, and a **very good level of academic performance** in English subjects. The results further show that English self-efficacy has a strong positive and significant relationship with academic performance, while language learning strategies have a moderate positive and significant relationship with academic performance. This means that students who have greater confidence in their English abilities and who are exposed to effective language learning strategies tend to perform better academically. Therefore, English self-efficacy is an important factor in improving students' academic success, and language learning strategies should be continuously strengthened through classroom activities, guided practice, and teacher support.

Authors' Contribution: Conceptualization, research methodology, data gathering and analysis is performed by the authors.

Conflict of Interest Statement: All authors declare no conflict of interest.

Ethical review statement: the research is submitted to the ethical review committee and approved for the conduct of the study. It does not involve human-sensitive issues.

Funding: the study is funded by the authors

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