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The Influence of Speaking Self-Efficacy and Emotional Intelligence to Foreign Language Anxiety Among Filipino College Students

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Abstract

This study is concerned with the relationships between foreign language speaking anxiety and demographic factors among college-level students. The study attempted to predict the roles of speaking self-efficacy and emotional intelligence on foreign language speaking anxiety among 150 (Male = 78; Female = 72) Filipino college students. The data were collected using established scales; the Speaking Skills Self-Efficacy Scale (Asakareh and Dehghannezhad, 2015), Assessing Emotions Scale or Emotional Intelligence Scale (Salovey and Mayer, 1990), and the Foreign Language Speaking Anxiety Scale (Öztürk and Gürbüz, 2014) based on Hortwitz et al. (1986). The results revealed that most Filipino college students suffered from a high level of FLSA (f = 62; % = 41.33) and males were more anxious than females when it comes to speaking a foreign language. It was also stated that foreign language speaking anxiety was negatively correlated with the two variables; speaking self-efficacy and emotional intelligence but they are not a good fit for each other. Hence, this suggests that there might be other predictors that can influence FLSA.

Keywords: Speaking Self-Efficacy Emotional Intelligence Foreign Language Speaking Anxiety

INTRODUCTION

The Philippines considered English collectively their official languages which can be seen within the daily dialogue of Filipino citizens (Bernardo & Gaerlan, 2006). Many speakers of foreign languages state that they have a psychological barrier against language-speaking leading to most Filipino experiencing foreign language anxiety (Woodrow, 2006; Liu & Jackson, 2008). It has been reported that language anxiety is one of the strongest predictors in terms of language learning and speaking success and can have an incapacitating effect on the language learner whereas referring to a second or foreign language which is termed as foreign language anxiety by Horwitz which affects the acquisition process within the classroom negatively (Horwitz et al., 1986).

Recently, there has been a growing interest in finding the relationship or the correlation of self-efficacy to foreign language anxiety. Wherein, one of the main pioneers in knowing and understanding the different variables that affect foreign language anxiety is Rober Gardner in the year of 1985, he hypothesized that there is an existing relation of foreign anxiety language learning and foreign language achievement. He also proposed the Attitude/Motivation Test Battery (AMTB) which measures affecting factors such as

motivation, attitude, and anxiety to foreign language learning (Králová, 2016). However, in terms of big contributions in the interdisciplinary of foreign language anxiety. One of the most remarkable individuals in this field are Elaine K. Horwitz, Michael B. Horwitz, and Joan Cope (1986), they developed a classroom setting measurement self-report tool called Foreign Language Classroom Anxiety Scale which until today is frequently used. It has thirty-three items with 5 Likert which ranges from "strongly agree" to "strongly disagree". This self-report scale has been considered as reliable due to high construct validity, internal reliability, and test-retest. Moreover, numerous studies that investigate the relationship of self-efficacy and foreign language anxiety has been more profound and detailed in the present time. Self-efficacy is a clear predator of success of various language skills in the longitudinal study of self-efficacy improving the level of speaking skills of the students (Teng et. al, 2018). On the other hand, Student beliefs about language learning are affected by their English self-efficacy which helps the students to correct their beliefs about the foreign language (Genç, Kuluşaklı & Aydın, 2016). Several authors in the area have also taken published self-efficacy into account. For instance, Hosseini Fatemi and Vahidnia (2013) found a substantial relationship that the students can easily help them to improve their language learning. The numerous fields suggest that self-efficacy is a crucial factor influencing the interest of learners. Students invested in learning, persistence, level of motivation, the tasks they want to achieve and their use of self-regulated techniques to accomplish a mission (Asakereh & Dehghannezhad, 2015). In addition, emotional intelligence has also been one of the most variable that is being correlated to language, specifically in foreign language learning. Wherein some studies argued that students with high emotional intelligence would most like to become successful in language learning. In contrast, students with low emotional intelligence will most likely fail or not achieve their goals in language learning (Shao, Yu, & Ji, 2013; Oz, Demirezen, & Purfeiz, 2015). However, these correlations still obtain different gaps that challenge many researchers in this field.

Even though for the past decades self-efficacy and foreign language anxiety has been connected to each other. There are still few studies that show inconsistencies that are occurring in the field of those two variables. Using the self-efficacy scale and the foreign language learning anxiety scale, Çubukçu (2008) stated that self-efficacy and foreign language anxiety is uncorrelated and gender has nothing to do in terms of the self-perception ratings and anxiety level of the author participants. This is supported by the article of Hadriana (2020). Hence, due to above-mentioned inconsistencies with those studies, it is evident that there are still a lot of areas that need to be investigated. Also, very few studies in the context of the Philippines that focuses on the influence of self-efficacy and emotional intelligence to foreign language speaking anxiety. Considering the fact that the use of foreign language in the country, especially the English language, is very rampant and can cause psychological barriers (Woodrow, 2006; Liu & Jackson, 2008). Moreover, very little information has been found/known on the influence of emotional intelligence to foreign language speaking anxiety of individuals. Wherein emotional adjustment also plays a vital role in the foreign language anxiety. Most of the past studies only focused on the relationship of ELL and not on the influence of FLA to students. Foreign language learners are not emotionally established compared to those of a native language (Miller, 2018). Also, many emotional intelligence research are not focusing on the relationship of foreign language speaking anxiety only the general FLA (Shao, Yu, & Ji, 2013; Oz, Demirezen, & Purfeiz, 2015; Guslyakova & Guslyakova, 2020). Furthermore, there are also some considered inconsistencies in the correlation of EI to language learning, Safa (2013) argued that EQ is not a predictor for EFL learners' proficiency. He said that EQ is an irrelevant factor for EFL learners for both

proficiency and interlanguage pragmatic competence (ILP). Esfandiari & Ekradi (2014) also argued that there is no relationship between the EFL learners' cloze test performance and EI.

Therefore, to help fill these gaps, the researchers wanted to analyze how speaking self-efficacy and emotional intelligence influence the foreign language speaking anxiety of Filipino college students. Guided with the aims of this study, the researchers wanted to test if high speaking self-efficacy and emotional intelligence can lessen the anxiety of individuals in terms of foreign language. Or does the role of low speaking self-efficacy and emotional intelligence can increase the participants foreign language anxiety. They also want to know if gender predicts the foreign language speaking anxiety of the participants.

The result of the study will be the null or alternative hypothesis, which will either support the null hypothesis or reject the null hypothesis. The study will conclude that language differences exist between countries. People who are aware of important social distinctions in language are more likely to avoid disputes by using the appropriate wording and expressions. In contrast someone who is not very experienced in trying to work in a foreign language could really give rise to a large number of negative repercussions. The study looks at the importance of data collection. It will also improve the self-confidence and emotions of the people. The study will enable us to understand the complex relationship between foreign language anxiety and the influence of self-efficacy and adjustment, especially in the local setting. Additionally, showing that speaking self-efficacy and emotional intelligence affect foreign language anxiety can be used to improve foreign language learning for many people. The findings can explain the need to study foreign language speaking anxiety, and the way they can impact research. Therefore, following an Introduction-Methodology-Results-and-Discussion type of quantitative research paper, the proponents of this study wanted to conduct a study to (1) know the levels of Filipino people in terms of their foreign language speaking anxiety (2) analyze if gender predicts foreign language speaking anxiety (3) measure their speaking self-efficacy and emotional intelligence and if it's predict foreign language speaking anxiety.

This study will be beneficial in the growing interest in finding the relationship and influence of the speaking/self-efficacy and emotional intelligence to foreign language speaking anxiety, especially in the local setting and how gender contributes or plays a big role in the aforementioned dependent variable. Moreover, highlighting the fact that self-efficacy and emotional intelligence do really influence foreign language speaking anxiety can serve as an awareness and help in improving the language learning of many individuals. It can also contribute to the researcher's study that is connected to the foreign languages speaking anxiety studies that have more specific impacts. Therefore, following an Introduction-Methodology-Results-and-Discussion type of quantitative research paper, the proponents of this study wanted to conduct a study aiming to know the levels of Filipino individuals in terms of their foreign language speaking anxiety. And if gender predicts FLSA and how does speaking self-efficacy and emotional intelligence predict FLSA.

REVIEW OF RELATED LITERATURE

This section reviews relevant materials and studies within the interdisciplinary area of the independent variables (Self-Efficacy and Emotional Adjustment) and its relationship to the dependent variable (Foreign Language Anxiety) of this study. The review is divided into four subheadings. In the first subheading, the researchers discuss the nature of foreign language anxiety and several variables that affect/predict foreign language anxiety. The second and third subheadings tackle and justify the relationship of Self-Efficacy

and Emotional Intelligence to Foreign Language Anxiety using numerous profound studies. Finally, in the synthesis, the researchers organize insights from the first two subheadings in order to rationalize the research gap address in a study of the influence of Speaking Self-Efficacy and Emotional Intelligence to Foreign Language Anxiety Among Filipino College Students.

Foreign Language Speaking Anxiety

In the past decades, the variable, foreign language anxiety, has been one of the main topics in the field of linguistics and anxiety. The American Psychiatric Association in the Diagnostic Statistical Manual 5th edition (2013), defines anxiety as disorders that share features of immoderate fear, related behavioral disturbances, and anxiety. On the other hand, according to MacIntyre and Gardner (1994), foreign language anxiety is the feeling of apprehension and tension which is specifically associated in the context of a second/foreign language. This can include speaking, learning, and listening. It is also the worry about the negative emotional reaction arousal which happens on learning and using a foreign language. Horwitz, Horwitz, and Cope (1986) are the main proponents or the ones who conceptualize the idea of FLA as a distinct type of anxiety. Wherein, they defined it as a negative emotional reaction of learners towards foreign language acquisition. They are the one who models a scale which many researchers in this field is still using, they named it as Foreign Language Classroom Anxiety Scale. This tool has thirty-three items with 5 Likert which ranges from "strongly disagree" to "strongly agree" (Horwitz, Horwitz, & Cope, 1986). Their significant contribution arose from other foreign language anxiety tools by using their scale as a basis. A great example is the Foreign Language Speaking Anxiety Scale of Öztürk and Gürbüz (2014) which is an 18-item Questionnaire that only highlights the anxiety in speaking a second or foreign language.

Low self-confidence is the highest factor to why fourth-year students suffer from FLSA wherein it is followed by fear of negative evaluation and apprehension communication factors (Toubot et. al, 2018). Additionally, Ozturk and Gurbuz (2014) stated that the major causes of English Foreign Learner Speaking Anxiety are immediate questions, pronunciation, fears of making mistakes, and negative evaluation. While the feeling of preparedness and unpreparedness is the most important issue that students in the study of Yalçın, & İnceçay (2014) experienced in terms of spontaneous speaking activities that makes them suffer from anxiety. And error correction, language. Proficiency, low self-esteem, and self-confidence, fear of interaction are the reasons why language-speaking are pervasive in License-Master-Doctorate students. Furthermore, with the help of these studies that aims to understand and identify the factors behind FLSA, many researchers are connecting/correlating different variables to FLSA in order to contribute and help students and teachers in terms of learning (e. g. Self-efficacy, Academic Performance, Self-Confidence, and Speaking Achievement) (Mede & Karairmak, 2017; Leeming, 2017; Chen. & Lin, 2009; Tridinanti, 2018a). The study of Park and Lee (2004) highlighted that anxiety and self-confidence are correlated to the performance of L2 learner's oral performance. They also stated that high self-confidence can result in higher oral performance. Gender has also been one of the variables that has been influencing FLA in different context. Most of the researchers usually find the female population to be more likely to experienced FLA (MacIntyre et al., 2002; Park and French, 2013; Öztürk and Gürnüz, 2012; Tercan and Dikilitas, 2015). But there are also studies that contradict to the idea of gender as a predictor of foreign language anxiety among learners. Saying that they do not have any correlation or connection to each other and it does not influence foreign language anxiety (Donovan and Macintyre, 2005; Cubukcu, 2008; Marzec-Stawiarska, 2014; Peck and Hwa, 2017). And lastly, they are a lot of existing studies that also

says that gender can predict FLA but the male gender is more likely to experience this than female (Bozavli & Gülmez, 2012; Hasan & Fatimah, 2014; Elaldi, 2016). However, the use of the variable self-efficacy is considered as the most rampant variable that is being correlated to the area of FLSA. For this reason, the researchers will use speaking self-efficacy as one of the main independent variables that affect the FLSA of Filipino college students.

Self-Efficacy

In learning a non-native or a foreign language, one of the most dominant an individual might experience is to have language anxiety. As defined by MacIntyre & Gardner (1994), foreign language anxiety (FLA) is the "feeling of apprehension and uneasiness experienced while using and learning a foreign language." In the theory of foreign language classroom anxiety, Horwitz et al. (1986) discussed that students having FLA creates unpleasant negative emotional reactions when exposed to a foreign language and culture. This kind of anxiety plays a vital role for individuals whether they will or they will not immediately immerse themselves in the new language being presented to them. In line with this, self - efficacy is an individual's belief about his or her ability to perform a particular behavior and a capability to reach executing a task (Bandura, 1997; Bandura et al., 1999). When it involves the sources of self-efficacy, mastery experiences, vicarious experiences, verbal persuasion, and emotional states (Bandura, 1977; Usher & Pajares, 2008) are the key elements. Bandura (1986) posited that various ways are required to assess self-efficacy when tasks vary because the assessment of self-efficacy is task-specific. Therefore, self-efficacy must be measured specifically instead of generally. Since learning a language differs from other styles of learning (Dörnyei, 1998), more attention must be paid to how learners develop self-efficacy and what factors affect their self-efficacy in foreign language contexts. Additionally, self-efficacy influences human function in four aspects: cognitive, motivational, affective, and selection processes (Bandura, 1993).

Self-efficacy influences an individual’s emotional reactions. Facing challenges, individuals with low-self efficacy may even see matters as harder and more demanding than they are. This could cause higher degrees of anxiety and stress among individuals and will make them demotivated while facing the challenges. Bandura (1997) argues that there is a correlation between foreign language anxiety (FLA) levels and coping self-efficacy beliefs. Individuals with lower levels of self-efficacy tend to experience higher levels of anxiety because they underestimate their ability to find out a foreign language. His claim was supported by several researchers. Coping self-efficacy (CSE), a kind of self-efficacy, was conceptualized by Chesney et al. (2006) as confidence and self-belief to deal well with difficult and stressful events. The said researchers also found out that individuals with higher levels of CSE tend to deal with a more challenging environment or events. To associate these studies, Fallah (2017) stated that the more mindful an individual is, the higher self-efficacy he or she has. More so, the more mindful and the higher self-efficacy an individual has, the lower his or her FLA level will be. It has been proved through their study that being mindful has a positive correlation in predicting students' CSE. However, self-efficacy was negatively correlated in predicting one's FLA as supported by the study of Pajares and Shunk (2001) which stated that people who have high self-efficacy tend to overcome challenging tasks rather than giving up. Also, in an exceedingly study involving Turkish students learning English foreign language, the correlation between the participants’ self-efficacy and foreign language anxiety is negative (Cubukcu, 2008, pp. 148–158). Individuals with lower levels of self-efficacy had higher levels of foreign language anxiety while students with lower anxiety had higher levels of self-efficacy.

A large number of researchers have investigated the role of self-efficacy in numerous areas of learning however, there is an insufficient study that has focused on self-efficacy within the context of Philippine studies. Although, there has been a growing interest in self-efficacy as a predictor within the sphere of foreign language anxiety in the past years. Research results from several areas indicate that self-efficacy may be a key factor that affects speakers' interest, self-regulated strategies in performing a task (Kim et al., 2015). The way students believe in the extent of what they can do greatly affects their performance and that includes their ability to learn a foreign language. Although there were only a few studies that focused on self-efficacy and foreign language anxiety, there were still several pieces of researches that were still persistent in proving that the effectiveness of the students to learn foreign languages was greatly affecting their performance in different language domains (Abedini & Rahimi 2009; Hsieh, 2008; Hsieh and Kang 2010; Mills, Pajares, & Herron, 2007, 2006; Tilfarlioğlu & Cınkara, 2011; Wang, Spencer, & Xing, 2009; Matsuda & Gobel, 2004, Torres & Turner, 2016; Behzad & Majid, 2010). On the other hand, Anyadubalu (2010) proved that even though there is no significant correlation between English language proficiency and performance, it has been noted that between English language anxiety and self-efficacy there was a significant negative correlation. Researchers Mills, Pajares, and Herron (2006), who surveyed 95 college students who were learning French as a foreign language in the USA, also studied the relationship between the above-mentioned variables. It turned out that students' self-efficacy was correlated negatively with their anxiety in reading and listening. This was also supported by the study of Erkan and Saban (2011) who surveyed 188 EFL students in Turkey which reported that students' self-efficacy in writing and their writing anxiety were significantly correlated negatively as well.

Students who had varying intellectual abilities and who were from different levels of academic achievement were presumed to be influenced by language learning anxiety. According to McDonald (2001), this anxiety varies in degrees and can be expressed differently. As one student progresses, excessive pressure and varying degrees of anxiety can affect him or her. Foreign language anxiety is one of the least researched areas. However, Çubukçu (2008) scrutinized if the anxiety levels among foreign language learners were interrelated with their self-efficacy levels. After surveying and administering the Foreign language Learning Anxiety Scale and The Self Efficacy Scale to the 100 junior level students who were a part English teacher training program at a university in Turkey, it was found out that there was no significant correlation between foreign language learning anxiety and self-efficacy. Related to the finding of Çubukçu (2008), whereas self-efficacy and foreign language anxiety are negatively correlated to each other Haley, Romero Marin, & Gelgand (2015); Huerta et al. (2017); Kırmızı & Kırmızı (2015); Bensalem (2018) also support this argument wherein an individual with high self-efficacy will less likely to experienced foreign language anxiety due to the fact that they have a strong self-perceptions about their selves and they are efficacious. As stated above, though there are a substantial number of studies in literature disbursed to reveal the relationship between self-efficacy and foreign language anxiety, there are few studies undertaken within the Philippine context to look at this relationship.

Emotional Intelligence

Emotional Intelligence is defined as the ability to perceive, access, generate, assist emotions and thoughts. It is also to understand emotions and knowledge about emotions, and to regulate emotions so as to promote/encourage intellectual and emotional growth (Salovey & Mayer, 1990; Sucaroman, 2012; Ghanadi & Ketabi, 2014). In terms of language learning, it is an important variable due to the reason that language learning can create intense emotion. It can also be a fundamental basis of a learner's motivation

(Scovel, 2000; MacIntyre, 2002). These emotions can include anxiety, stress, fear, and anger which can contribute to the learning behavior of an individual (Shao, Yu, & Ji, 2013). Through the past years, the variable Emotional Intelligence has been correlated to many other variables such as academic performance, language learning, academic achievement, behavior, etc. Highly emotional intelligent medical students were performing better in terms of their academics and this includes their continuous assessments and final professional examination. Hence, the emotional intelligence of medical students is correlated to their academic performance which may contribute to their development academically (Chew, Zain & Hassan, 2013).

For over the past decades predicting the success of learning a foreign language through the variables of emotional intelligence yields different outcomes. In the study of Oz, Demirezen, & Purfeiz (2015) 159 English Foreign Learners showed a positive correlation between the different components of Emotional Intelligence and Attitudes-Foreign Language Learners. It was recorded that the strongest or highest predictor of cognitive and behavioral/personality was the participants perception of emotion. In this regard, they concluded that the role students' emotional intelligence is very vital in terms of shaping their attitude towards learning which can lead to more insightful implications and better educational outcomes. On the other hand, a larger respondents/population and a Chinese context were argued by Shao, Yu, & Ji (2013) through the used Trait Emotional Intelligence Questionnaire—Short Form (TEUQue-SF) and Foreign Language Class Anxiety Scale (FLCAS) of Pérez et al., 2005 and Horwitz, Horwitz, and Cope, 1986. They assessed 510 Chinese students at three universities in Hangzhou, People's Republic of China and examined their Emotional Intelligence as well as their English classroom learning anxiety. The author's results shows that Chinese college students have a middle to high level of Emotional Intelligence and one-third of them are experiencing English language anxiety. They also found that FLA have a significant mediating effect on the students Emotional Intelligence which can predict their English achievement. Finally, they also concluded that Emotional Intelligence and self-rated English proficiency are being partially mediated with Foreign Language Anxiety or FLA. In terms of the teacher's emotional intelligence and its effect on the student's success in learning foreign language has also been studied. Guslyakova & Guslyakova (2020) stated that teachers' emotional intelligence significantly influences students' learning and success on foreign languages. The presence of numerous studies is the results of many related articles that suggested different practical implications in the field of FLA or FLSA and EI. Tevdovska (2017a) stated that the significant relationship of language learning and EI can develop different emotional intelligence areas such as social skills, motivation, empathy, self-awareness, and self-regulation. There are also a vast number of studies which argues that emotional intelligence and foreign language anxiety were negatively correlated to each other. Stating the fact that when people have a higher emotional intelligence, they can manage and control their emotions making them less to experience anxiety in learning foreign language (Cle´ment, 1986; MacIntyre, 1995; Pishghadam, 2009; Ahangari & Taghizadeh, 2012; Manzouri and Movahed, 2017). However, there are also studies stating that they were not correlated to each other or one does not predict the other. Although there are a lot of studies about language learning and EI, apparently, in the local setting there has been a little amount of effort that has been made in finding the correlation of emotional intelligence to foreign language speaking anxiety. The only rampant studies about emotional intelligence were most focused on the academic performance of students (Bance & Acopio, 2016; Cruz, 2007; Yazon & Ang-Manaig, 2019). Hence, through this research, it will somehow help/contribute to the FLSA and EI areas of the Philippines.

Synthesis

Based on the given literature of the study, the factors that affect the learners in terms of applying Self-efficacy in Second/Foreign Language Learning Contexts depends on the psychological adaptation and metacognitive situation (Williams & Burden, 1997). Some might easily understand a second language but there are also those who cannot determine enough the exact words that they are trying to acquire. The area of second language learning reveals that humans have the ability to reverse or counterclaim their cognitive understandings in order to interact with influences (Bandura, 1986). The study elaborates significant components of the aforementioned focus of the research which are determined by the ideas of human capabilities in terms of learning a second/foreign language for certain purposes (Pajares, 1996; Schunk, 2003). The results show that learners' self-efficacy contributes to their motivation and learning. Self-efficacy plays a crucial role in people's agency as a mediator aptitude, past accomplishments and future potential (Bandura, 2006). The study literature requires deep analysis in order to sustain the needs of the main research, due to different perspectives that became factor inputs of providing efficiency. There are large number of studies that focused on self-efficacy and foreign language anxiety which is the effectiveness of the students to find out foreign languages was greatly affecting their performance in numerous language domains (Abedini & Rahimi 2009; Hsieh, 2008; Hsieh and Kang 2010; Mills, Pajares, & Herron, 2007, 2006; Tilfarlioğlu & Cınkara, 2011; Wang, Spencer, & Xing, 2009; Matsuda & Gobel, 2004, Torres & Turner, 2016; Behzad & Majid, 2010) which focused all on international studies. As seen in the literature, self-efficacy beliefs and foreign language anxiety are among the learner's differences that are a vital process of learning foreign languages and every student has at different levels. The literature on foreign language anxiety and therefore the relationship between self-efficacy and other variables has reported inconsistent findings. Additionally, some of the literature made the implications that the components of foreign language anxiety and its relationship with other factors were influenced by the type of foreign language learned and the sociocultural backgrounds of the learners. There were only a few studies which measured the relationship self-efficacy and foreign language speaking anxiety within the local studies. As a result, the fact that there are a few researches within the literature investigates the relationships between self-efficacy and foreign language speaking anxiety in the local setting makes the present study unique.

From the past works of literature, emotional intelligence is a vital predictor of language learning. Emotional intelligence has been interrelated to other variables (academic performance, language learning, academic achievement, behavior, etc). The study of Chew et al. (2013) resulted that there is a correlation between academic performance and emotional intelligence. This study coincides that there is a correlation between the attitudes of foreign language learners and emotional intelligence. The result shows that emotional intelligence is the highest predictor of cognitive and behavioral/personality (Oz et al., 2015). In different circumstances, they revealed that Chinese college students have a middle to a high level of Emotional Intelligence and one-third of them are experiencing English language anxiety (Shao et al., 2013). In another study by Guslyakova & Guslyakova (2020) discovered that teachers' emotional intelligence correlated with students' learning and success in foreign languages. As stated above, there is an inconsistency within the findings of the various studies. There is plenty of past literature that studies the various variables/predictors with emotional intelligence, hence studies are limited to finding the correlation of emotional intelligence to a foreign language speaking anxiety in local settings.

Research Questions

1. What are the demographic profiles and the levels of foreign language speaking anxiety among Filipino college students?
2. Does gender predict foreign language speaking anxiety?
3. Does Speaking Self-efficacy and Emotional Intelligence predict Foreign Language Speaking Anxiety among Filipino college individuals?

Conceptual Framework

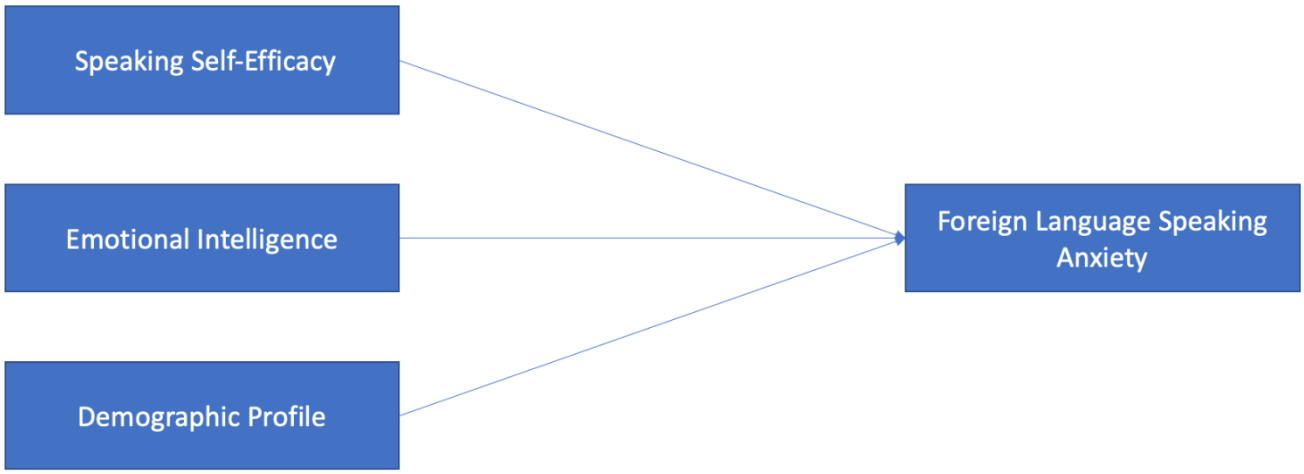


Figure 1. Framework illustrating the main concept of the study

This figure displayed speaking self-efficacy, emotional intelligence, and demographic profile as the independent variables of this study. While foreign language speaking anxiety is the dependent variable. There is an independent and dependent variable relationship in this study, hence, the researchers used single headed arrows. The independent variables are pointing or heading to the dependent variable which signifies the main concept/purpose of this study which is to know if speaking self-efficacy, emotional intelligence, and the demographic profile of Filipino college students predict foreign language speaking anxiety. This conceptual framework will be the guide of the researchers in all parts of this study.

METHODOLOGY

Research Design

The present study used predictive cross-sectional research design as cited by Johnson (2001) in his new classification of non-experimental research design, this kind of research design is concerned with predicting outcomes or forecast events in the future, where the data were gathered at a single time point. This paper incorporates variables that are quantitative and psychological constructs that could be used to predict foreign language speaking anxiety, and the data were cross-sectional. Using this research design, this study argued if speaking self-efficacy and emotional intelligence predict foreign language speaking anxiety wherein SE and EI were independent variables and FLSA was dependent variable.

Settings

This study was conducted in a prime engineering university in the Philippines. This university is a top-ranking Asian university. It has earned a spot with a rank of 401-450 in Quacquarelli Symonds (QS) Asia University Rankings. It is one amongst the eight Philippine universities that made it to the list. The

university is known for specializing in technology, engineering, and architecture. It offers 15 undergraduate and 18 graduate engineering degree courses, but it also offers art and humanities, media studies, physical sciences, social sciences, and business management. The sole university that encompasses a quarterm system. The university mainly uses the Tagalog and English language but they also offer some foreign language programs such as Mandarin, Japanese, Spanish, and French which is highly associated with the study because the researchers are looking for participants who know other languages other than their native language (*CCESC*, 2019).

Participants and Sampling Technique

The participants of this study were 150 college level students who were studying in a prime engineering university in the Philippines. Table 1 provides a basic demographic about the participants. The participants were dominated of male (n = 78). Approximately 31% of participants were from 1st year level while the age group of 19-year-old (n = 76) were the greatest number of participants. The participants all speak Tagalog as their first language. With an age range from 18 to 25 years old. The individuals in this study were already taken the course subject/s of Oral Communication and Reading and Writing which is highly associated with the researchers' study (*Senior High School Core Curriculum Subjects | Department of Education*, n.d.). As long as the participants are enrolled in the chosen setting and met the above-mentioned criteria. The researchers will consider them as participants; hence, demographics will not be based on their qualifications. In this study, random sampling will employ for participant selection. To avoid and reduce the choice bias in participants. Additionally, this kind of sampling allows the participants to possess an equal chance of being selected. It can produce more representative results.

Table 1: Summary of Participants' Demographics

Variable	Category	Frequency	%
Age	18	26	7.6
	19	76	22.3
	20	32	9.4
	21	9	2.6
	22	7	2.0
Gender	Male	78	41.1
	Female	72	21.1
Year Level	1st Year	108	31.7
	2nd Year	32	9.4
	3rd Year	7	2.0
	4th Year	3	0.8

Data Gathering Tools

The questionnaires used in the present study have a reliability and validity to ensure their accuracy. Through validity, the researchers had a precise measure of what it is intended to measure as well as through reliability, to address the consistency throughout the whole study. Therefore, the measure and the measurement error can be reduced by administration standardized.

Demographic Information

The researchers included a modified demographic questionnaire to include the data which they think is necessary for the present study and which can be provided by the participants with no hesitations. Through this, the researchers were able to know who their participants were. Moreover, it also provides new findings that can be furthermore investigated by future studies. This was collected using a nominal scale with pre-coded options.

Speaking Skills Self-Efficacy Scale (SSSS)

The Speaking Skills Self-Efficacy Scale (SSS) was developed by Asakereh & Dehghannezhad (2015) was adapted from Rahimi and Abedini (2009), Gahungu (2007), Wang et al. (2013), and Saeidi and Ebrahimi Farshchi (2012). This 28-item questionnaire is presented in a 5-point Likert scale format, ranging from 1 = "Strongly Disagree", to 5 = "Strongly Agree". Asakereh & Dehghannezhad (2015) also reported that the internal consistency was at 0.84 as well as Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was at 0.71. However, in the present study, the researchers will change the word 'English' into 'foreign language'.

Assessing Emotions Scale (AES)

The Assessing Emotions Scale or Emotional Intelligence Scale is a self-report emotional intelligence test which was developed by Salovey and Mayer's (1990) primary model of emotional intelligence (EQ). This specific scale is a self-report inventory, composed of 33 items that focuses on typical emotional intelligence (EQ), where participants need to rate themselves and to finish the scale in five minutes, on average. This scale uses a 5-point Likert scale format, ranging from 1 = "Strongly Disagree", to 5 = "Strongly Agree". Reverse coding items will be applied for items 5, 28, and 33 in the scale before calculating the total score. The obtained scores of the participants will be between 33 to 165; the higher the score, the higher indication of emotional intelligence (EQ). Originally, the items are in English language for this scale (Schutte et al., 1998) which has been utilized by most research, but Assessing Emotions scale also has been translated and used in different languages, such as in Hebrew (Carmeli, 2003), Polish (Oginska-Bulk, 2005), Swedish (Sjoberg, 2005), and Turkish (Yurtsever, 2003). Schutte et al. (1998) reported that the measure of this scale is at 0.90 (n = 346), which indicates that it has strong internal reliability as it represents a low variance in the scores.

Foreign Language Speaking Anxiety Scale (FLSAS)

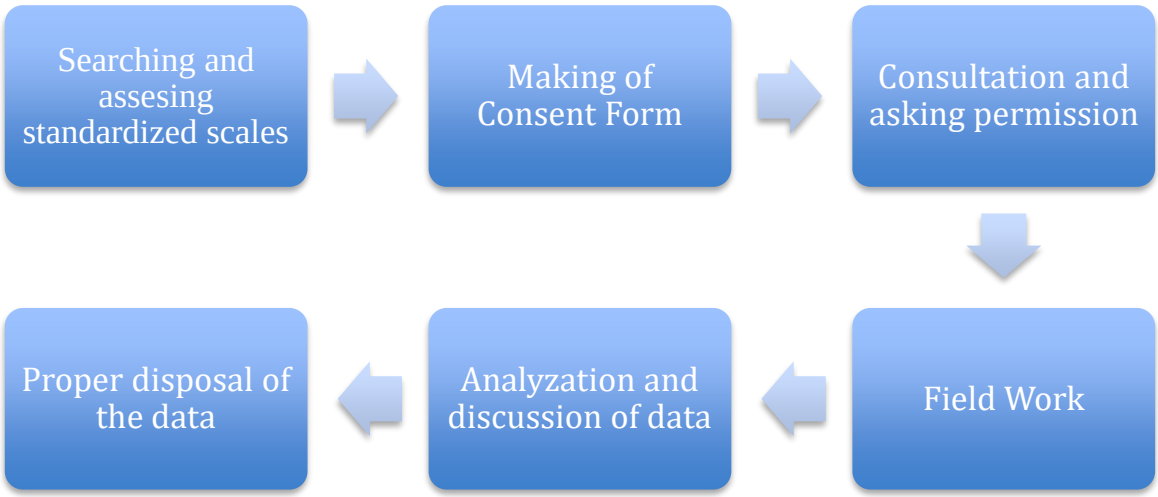
According to Toubot et al. (2018), the Foreign Language Speaking Anxiety Scale (FLSAS) was developed by Öztürk and Gürbüz (2014) and was designed based on the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986). This scale has a total of 18 items which was chosen among 33 items of FLCAS that measures foreign language speaking anxiety directly (Ozturk and Gurbuz, 2014). A 5-point Likert scale format, ranging from 1 = "Strongly Agree", to 5 = "Strongly Disagree" is used in FLSAS to measure the degree of anxiety. Saltan (2003) also proved this relationship in his study. Ozturk and Gurbuz (2014) reported that FLSAS has 0.91 internal consistency, which indicates a high reliability coefficient.

Research Procedures

In order for the researchers to conduct this study, several research procedures were done to gather data

from the respondents. First, the researchers looked for the proper data gathering tools which were used in the survey part of the study. There were 3 important scales that were used in this study such as the Speaking Skills Self-Efficacy Scale by Demir, 2017, Foreign Language Speaking Anxiety Scale of Öztürk and Gürbüz, 2014, and the Assessing Emotions Scale (Salovery & Mayer, 1990). Through the usage of these tools, it allows the researchers to assess and evaluate the speaking skills self-efficacy, emotional intelligence, and the levels foreign language speaking anxiety of the chosen participants of this study. After the researchers were finally done assessing the right tools for this study, they now consulted and asked permission to their research adviser for the field work of the study. If they are finally allowed to administer those above-mentioned scales. The researchers now looked for Filipino College students that were currently enrolled in the chosen university and voluntarily asked them to answer the 3 scales of this study which were available in the online forms that the researchers made. Throughout the collection of data, the researchers ensured that no ethical guidelines were violated. When the researchers are done with the field work and have enough data for the study. They started their statistical treatment using frequency and percentage, One-way ANOVA, and multiple regression and discussed the main results of the study. After the researchers were finally done with the data, they properly disposed it by permanently deleting all of the participants' answers.

Figure 2: Graphical Representation of Research Procedures



Data Analysis

Research Question # 1

The research question number one was referring to the demographic profile and levels of foreign language speaking anxiety of Filipino college students. Hence, in order for the researchers to do that, they used frequency counts and percentage analysis were used. This type of statistical treatment helped the researchers to summarize, organize, and express the relative frequency of the researchers survey. It also helped in identifying the levels of foreign language speaking anxiety of the participants.

Research Question # 2

In order to answer and discuss the second statement of the problem of this study. The researchers used One-way ANOVA, wherein gender was the categorical data and foreign language speaking anxiety was the continuous or dependent variable. This analysis was used since the researchers aimed to know if there

was a statistical significance between the gender of the participants to FLSA and if gender predicted foreign language anxiety.

Research Question # 3

Regression analysis is a method used in analyzing the relationship between variables - a dependent variable and one or more independent variables. This method can evaluate the relationship between variables and model the association between them in the future. The present study scrutinizes how speaking self-efficacy and emotional adjustment predicts Foreign Language Speaking Anxiety among Filipino College Students through multiple regression.

Ethical Considerations

The core of every discipline relies on ethics. Through the Code of Ethics for Philippine Psychology of the Psychological Association of the Philippines, as the sole guide, researchers ensured that the ethical guidelines and its principles will be highly considered. The following are to be ensured to be followed throughout the research period and these are the following:

1. The researchers provided informed consent to the participants.
2. The researchers respect the privacy of the participants.
3. The researchers protected the confidentiality of personal information.
4. The researchers were fair in treating the participants.
5. The researchers intended to do no harm to the participants.
6. The researchers respect the ability of the participants to make their own decisions.
7. The researchers remained honest, truthful, open, and accurate in communicating with the participants.
8. The researchers did not make partial disclosure of information unless full disclosure is culturally unacceptable, or carries potential to do serious harm, or disregard confidentiality.
9. The researchers maximized impartiality and minimize biases.
10. The researchers did not exploit the participants for personal, professional, or financial gain.
11. The researchers avoid conflicts of interest and declare them when they cannot be avoided or are inappropriate to avoid.
12. The researchers were responsible for contributing a new study that will be beneficial to the well-being of the people.
13. The researchers were responsible to use psychological knowledge for beneficial purposes and to protect such knowledge from being misused, used incompetently, or made uselessly.
14. The researchers were responsible to develop their ethical awareness and sensitivity, and to be as self-correcting as possible.

RESULTS

This section displays all of the results and findings of each research question of this study. The researchers initially proposed a total of 527 people that will participate in this study. However, after the field work of this study. The researchers only gathered 150 participants because of limited time and the pandemic situation. But based on the tables presented below, there were still significant findings that can still contribute to the discourse of speaking/self-efficacy, emotional intelligence, and foreign language speaking anxiety. The first four tables show the demographic profile and the levels of foreign language anxiety of Filipino college students. On the other hand, using One-way ANOVA, the fifth table and the 3rd figure show if gender is a predictor of foreign language anxiety. Lastly, using Multiple Regression

analysis, the second table shows if speaking self-efficacy and emotional intelligence predict foreign language speaking anxiety.

Research Question 1: What are the demographic profile and levels of foreign language speaking anxiety among Filipino college students

Table 2: Age profile of the participants

Age	Frequency	%
19	76	22.4
20	32	9.4
18	26	7.6
21	9	2.6
22	7	2.1

Table 2 represents the demographics profile of the participants who were involved in this study. Most of the participants were in the age group of 19 with a frequency of 76 and percentage of 22.4. While the least individuals who participated in the study were in the age group of 22 with a percentage of 2.1.

Table 3: Gender profile of the participants

Gender	Frequency	%
Male	78	22.9
Female	72	21.2

The table shows that the number of respondents who participated in the study were mostly male with a frequency of 78 and percentage of 22.9. On the other hand, only 21.2 percent were female respondents.

Table 4: Year level profile of the participants

Year	Frequency	%
1st Year	108	31.8
2nd Year	32	9.4
3rd Year	7	2.1
4th Year	3	0.9

The table above displays the year level of the respondents wherein mostly dominated by 1st year students with a frequency of 108 and percentage of 31.8. The least year level of students was from 4th year with a percentage of 0.9.

Table 5: Anxiety levels for participants

Scores	Level of FLSA	Frequency	%
72 – 90	High	62	41.33
54-71	Moderate	53	35.33
Lower than 53	Low	35	23.33

To measure the levels of foreign language speaking anxiety of the participants, the researchers used the suggested method of Liu and Jackson (2015) wherein to multiply the total items (18) of the scale to the number of the likert (5) and then subtract the number of questions (18) until it reaches 3 levels. According

to the table above, most Filipino college students experienced high foreign language speaking anxiety with the frequency of 62 and percentage of 41.33.

Research Question Number 2: Does Gender predict foreign language speaking anxiety?

Table 6: One-way ANOVA on Gender to Foreign Language Speaking Anxiety

Effect	SS	Degr. of Freedom	MS	F	P
Intercept	3150.264	1	3150.264	269.1834	0.0000
Gender	56.068	1.	56.068	4.7909	0.030178*

**p<0.5; n = 150*

Using One-way ANOVA analysis, the table shows that gender is a predictor of foreign language anxiety and there is a significant difference between male and female in terms of foreign language speaking anxiety (p-value = 0.030178).

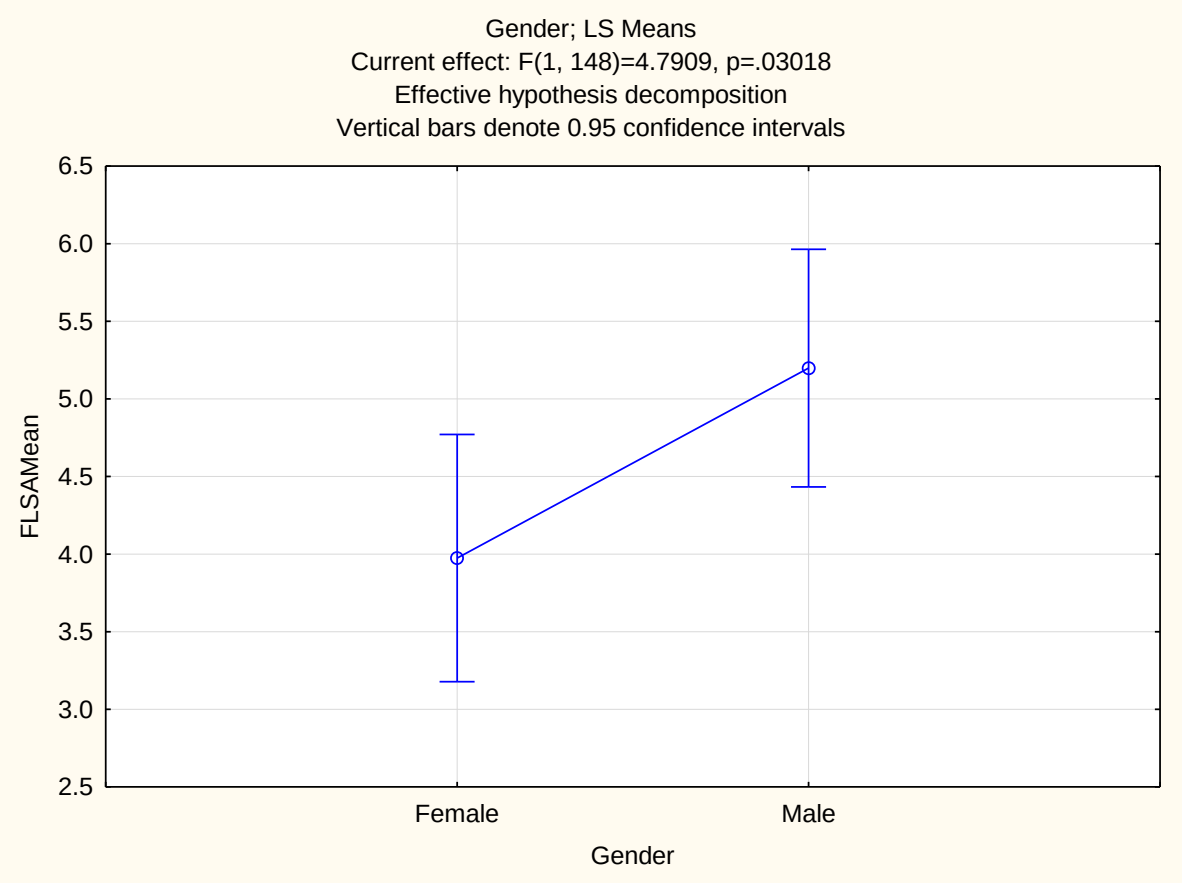


Figure 3: One-way ANOVA analysis graph of Gender

This graphical representation of gender indicates that male was significantly higher than female when it comes to experiencing foreign language speaking anxiety.

Research Question Number 3: Does Speaking Self-efficacy and Emotional Intelligence predict foreign language speaking anxiety among Filipino college individuals?

Table 5: Multiple Regression on Dependent variables to Independent variables

Variables	b	Std. Err. of b	t(147)	p-value
Intercept	6.3	0.5	11.6	.0

SSES	-0.5	0.1	-4.4	.0
AES	-1.0	0.2	-3.7	.0

With the use of multiple regression as statistical treatment, 59 percent of the time speaking self-efficacy is a predictor of foreign language speaking anxiety whereas emotional intelligence was also a predictor of speaking self-efficacy scale. Moreover, the multiple correlation coefficient indicated that the combined independent variables are predictors of foreign language speaking anxiety. Lastly, the R^2 adjusted (.17) revealed that they were not a good fit for each other, hence, there might be other predictors that can influence foreign language speaking anxiety.

Researchers have gathered the results for question number 3, the table shows that the first and Second Variable has a significant relationship wherein their p-value is at .0. The findings above also revealed that Foreign Language Speaking Anxiety was negatively correlated but it is significant to its Variable.

it shows that Speaking Self Efficacy and Emotional Intelligence is a predictor of Foreign Language Speaking Anxiety.

DISCUSSION

This section refers to the Discussion of the Results gathered by the Researchers regarding The Influence of Speaking Self-Efficacy and Emotional Intelligence to Foreign Language Anxiety among Filipino College Students through Research Questionnaires. The Researchers gathered 150 Filipino College Students to participate in this study, with the use of Research Questionnaires as an Instrument in Gathering Data and Information from the Filipino College Student Participants. This Section includes the Participants: Age, Year Level, Gender, and Anxiety Level.

The first table shows the age of the participants, ranging between the ages of nineteen (19) and twenty-two (22). The result shows that College students with the age of nineteen (19) shows the highest frequency of 76 and percentage of 22.4% In contrast, the result also shows that College students with the age of twenty-two (22) years old have the lowest frequency of 7 and percentage of 2.1%

The second table shows results regarding the Gender profile of the Participants. The results show that Male who participate in the study have a higher frequency of 78 with 22.9% than females with the frequency of 72 which is 21.2%.

The third table under the First Research Questionnaire refers to the Year Level Profile of the Participants. The Data gathered shows that the first year Filipino College Students dominated the study, with the frequency of 108 and percentage of 31.8% while the Filipino College Students with low frequency are the students from 4^{th} year level with the frequency of 3 and percentage of 0.9%.

The last table under Research Questionnaire number 1, shows the Anxiety Levels of the Participants through the suggested method Liu and Jackson (2015). The result shows that most Filipino College Students experienced a high level of anxiety caused by Foreign Language Speaking with the frequency of 62 and percentage of 41.33%.

However, the result shows that most of the Filipino College Students experience Foreign Language Speaking Anxiety due to low self-esteem. Nevertheless, gender is also considered as predictor of foreign language speaking anxiety. Therefore, the results from the Research Questionnaires shows that 4^{th} year Filipino College Students Experience Foreign Language Speaking Anxiety compared to the 1^{st} year students based on the frequency of Participants of this study.

Numerous established research had been arguing the role of gender in terms of predicting foreign language speaking anxiety. Gender is a predictor of foreign language anxiety and it has been found that females were more anxious when it comes to foreign language than males. (MacIntyre et al., 2002; Park and French, 2013; Öztürk and Gürnüz, 2012 & Tercan and Dikilitas, 2015). However, there are also a lot of studies that argued that gender plays a vital role in predicting foreign language anxiety and there were no significant differences between males and females in terms of foreign language speaking anxiety (Cubukcu, 2008; Marzec-Stawiarska, 2014). Among junior high school French immersion students, it was found that gender differences and levels of FLA were not significant among junior high school and high school students (Donovan and Macintyre, 2005). Peck and Hwa (2017) support that argument that there were no significant differences between males and females in the setting of ESL (English as a second language) learners. There was also no statistically significant interaction between gender and i. self-assessment of one's speaking, ii. self-efficacy level, iii. perceived difficulty of speaking skills, iv. level of speaking-in-class anxiety, and v. general speaking anxiety of second-year university students. Although there are a lot of existing studies about the role of gender in predicting foreign language anxiety, there are still inconsistencies in that matter. Hence, this research will somehow address it while focusing on the Filipino setting. The results of this research stated that gender was a predictor of foreign language speaking anxiety among Filipino college individuals. It was also indicated that there were significant differences between males and females when it comes to FLSA. This finding was supported by the literature of this study, wherein most of the studies regarding the dependent variables showed that gender plays an important role in predicting FLSA (Leeming, 2017). But contrary to the findings of the literature about the fact females are more anxious than males when it comes to foreign language. This study found that males were actually more anxious than females. This finding was corroborated by the study of Bozavli and Gülmez (2012) which stated that males were more anxious than females when it comes to the perspectives of Turkish students to native and non-native English speaker classes. Hasan and Fatimah (2014) also support this argument in the three dimensions of the foreign language class anxiety scale (FLCAS). Lastly, the study of Elaldi (2016) also indicated that male participants were more likely to get anxious in a foreign language than female participants.

Regression analysis was done in order for the researchers to answer the research question or the statement of the problem number 3. The findings revealed that speaking self-efficacy was a predictor of foreign language speaking anxiety (p-value = .0). These findings were corroborated by the results of (Huerta et al., 2017) wherein it was also found that self-efficacy was a predictor of writing anxiety among graduate academic writer students. Also, the findings of Bandura (1997) argued that self-efficacy was also a strong predictor of foreign language anxiety wherein it was also stated that they were negatively correlated. Hence, supported by the literature review of this study, this study also found that speaking self-efficacy was negatively correlated to foreign language speaking anxiety, which means that as one variable increases the other variable decreases and vice versa. Hence, the more efficacious the participants they will most likely less experience foreign language speaking anxiety. (Bensalem, 2018; Çubukçu, 2008) explained this correlational data as the more positive the self-perceptions of English language learners, the lower they will get a high score on the anxiety scale. However, the article Çubukçu (2008) did not found that self-efficacy was a predictor of foreign language learning anxiety and gender has nothing to do with it. There was a negative correlational relationship between self-efficacy and writing anxiety (Huerta et al., 2017) Haley, Romeo Marina, and. Gelgand (2015) also added to these findings in the setting of non-native English speaking students' and counseling self-efficacy. And lastly, Kırmızı & Kırmızı (2015) also found

that there was a strong negative correlation between writing self-efficacy and writing anxiety in the Turkish setting.

In the aspect of emotional intelligence, similar to the findings of Manzouri and Movahed (2017), emotional intelligence was a predictor of foreign language speaking anxiety and they were also negatively correlated to each other. This can be explained by the fact that high levels of emotional intelligence were found to manage or control their learning stress and self-motivate themselves. In English language classrooms, learners used or utilized their emotional strategies in order for them to decrease their anxiety (Cle´ment, 1986; MacIntyre, 1995; Pishghadam, 2009). Holt & Jones (2005) explained that learners who enjoy high levels of EI can create a classroom wherein he/she can feel stress-free and encourage. Through the use of EI, learners can modify their anxiety and boost their performance (Gates, 2000). Lastly, Taghizadeh (2012) also proves these findings that among Iranian EFL learners' their emotional intelligence was a predictor of foreign language anxiety and they were also negatively correlated to each other. Wherein it was also found that people who had less control of their EI were found to experience a greater amount of anxiety.

CONCLUSION

the main focus of this research was speaking self-efficacy, emotional intelligence, and foreign language speaking anxiety. It was designed to contribute and somehow rectify the inconsistencies in the field of the aforementioned independent and dependent variables. Through the use of different statistical analyses, the researchers argued a hypothesis that gender, speaking self-efficacy, and emotional intelligence were predictors of FLSA. After detailed and organized results procedures, the researchers reject the null hypothesis since it was revealed that gender plays a big role and have statistical differences in FLSA. Also, it was also stated that speaking self-efficacy and emotional intelligence were predictors of FLSA. This study was found significant because it widens the different perspectives regarding the topic. It also contributes to the growing interest in finding the factors that contribute to foreign language speaking anxiety, especially in the local setting. These results made the researchers argue about the possible practical implications of this study. These significant findings can widen the discussions about how teachers and learners of a foreign language interact and communicate with each other. It will also help them to know what kind of approach that an educator must do in order for the learners' to be effectively educated. However, this study does not include other factors that mind also contribute to FLSA. It also does not provide all of the information about speaking self-efficacy, emotional intelligence, and foreign language speaking anxiety. Hence, it is possible for other studies to consider the gaps of this research.

RECOMMENDATION

Based on the results obtained from the research, recommendations for research are presented below.

1. Considering that foreign language speaking anxiety negatively affects self-efficacy of the students, which are of great importance in the learning process, it is recommended that the negative effects of foreign language speaking anxiety are eliminated by professors through creating a classroom environment that is free from competition, encourages students, and focuses on communication.
2. Considering that the researchers' findings, speaking self-efficacy and emotional intelligence were considered as unacceptable predictors of foreign language speaking anxiety, it is recommended to look for other variables/predictors such as emotional adjustment and proficiency level.

3. Considering the number of the participants, there were several limitations to be taken into consideration because of the current pandemic, it was limited to college students only from a single university. It is recommended to look for more participants from various universities and schools and to provide more in-depth information concerning this topic.

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