

SELF-REGULATED Motivation, English Self-Efficacy, and Attitudes towards English Language of College STUDENTS

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ABSTRACT

One of the major issues in foreign language learning today is students' attitudes towards English language. Learning the English language appears to be difficult for students. This quantitative descriptive-correlation design aimed to determine the relationship and influence of self-regulated motivation, English self-efficacy, and attitudes towards English among college students in Davao City. The research used validated-adapted survey questionnaires and statistical tools such as mean, standard deviation, Pearson r , and multiple linear regression analysis. Furthermore, stratified random sampling was used to select 314 college students in Davao City. Results revealed high levels of self-regulated motivation and attitudes toward the English language, alongside very high levels of English self-efficacy among the respondents. Correlation analysis demonstrated significant positive relationships among all three variables. Furthermore, multiple linear regression indicated that both self-regulated motivation and English self-efficacy are significant predictors of students' attitudes toward the English language.

KEYWORDS: *self-regulated motivation, English self-efficacy, attitudes towards English language, descriptive correlation, college students, Davao City, Philippines*

INTRODUCTION

The most common language for communication in the world is English. To learn English, students' attitudes will determine whether the language-learning experience is successful or not. According to Herwiana and Laili (2021) and Getie (2020), students' attitudes toward the language are one of

the most significant indicators of achievement in English language learning. However, attitude is revealed to be a major issue in foreign language learning (Yuliani, 2023). Some students felt anxious or nervous whenever they spoke English. Due to the difficulties they face when learning English, students appear to have negative impressions of English (Larasati & Simatupang, 2020). Hence, if students are not confident in their ability to use English, they are more likely to not participate in different English language activities.

Students' attitudes towards English language could either be positive or negative, so teachers have created different strategies to identify students' specific attitudes (Gardi et al., 2020). In the study conducted by Ahmed et al. (2021) among private universities in the Kurdistan region of Iraq, most students showed negative attitudes towards English because they are not encouraged to use the English language and feel forced to learn it.

In the Philippines, attitudes towards English language are influenced by distinct challenges. Esteron (2020) discovered that as most trilingual learners (mother tongue and their second languages - Ilocano, Filipino, and English) have positive attitudes towards English, some have negative attitudes, which could affect their learning and motivation. Furthermore, Pongasi and Jamora (2023) conducted a study on Maranao learners' attitudes toward English language learning, revealing that dynamic struggles affected their motivation to use the English language flexibility, language preference, and how they use it. This can be attributed to factors like culture, community, parents, and peers.

In Davao City, research about attitudes towards English and its relationship with self-regulated motivation and English self-efficacy is minimal. Students' success in English language learning depends on the level of importance of the language and whether it is needed or not. Magadan and Limpot (2023) revealed that the level of language learning attitude of learners is high, which means a positive attitude is often demonstrated among senior high school students from private schools in Davao City. Emotional Aspect has the lowest mean of 3.92 among the three indicators. It is suggested that teachers should create interactive learning activities where students can express and share their experiences to enhance their emotional Aspect.

Most educational institutions use the English language in communication between students and teachers. Zin and Yunus (2023) studied students' self-regulated motivation and attitude in English language learning.

The results revealed that students with a positive attitude have high motivation to learn. Students find learning English interesting, enjoyable, and fun. On the other hand, English self-efficacy plays a vital role in developing students' attitudes toward the English language. If students show a positive attitude, they are expected to perform an English task successfully (Wang et al., 2014, as cited in Bai et al., 2021; Torres et al., 2023).

Despite English serving as a primary medium of instruction in higher education, cultivating a positive attitude toward the language remains a complex challenge for many college students. Current literature suggests that linguistic anxiety and low confidence often impede fluency; however, there is a distinct need to understand how internal psychological drivers—specifically self-regulated motivation and self-efficacy—interact to shape these attitudes in a localized Philippine context. However, by thoroughly analyzing these variables together, their mutual effects can help create interventions and strategies that will help college students in their language learning experience.

METHODS

Research Design

This study utilized a quantitative descriptive correlational approach. This technique explores the relationship between three or more factors (Shuttleworth, 2014).

Research Locale

The study was conducted in three selected private tertiary institutions in Davao City. School A, School B, and School C are located at Father Selga St., J.P. Cabaguio Avenue, and the Philippine-Japan Friendship Highway, respectively, collectively form the focal points of this research study.

Research Respondents

A stratified random sampling technique was employed to select 314 college students across various academic departments in Davao City. This stratification ensured proportional representation across different degree programs, minimizing selection bias and allowing for a more accurate generalization of language attitudes across the diverse student population.

Statistical Tools

The following was used to determine the mean, levels of each variable, standard deviation, and how spread out, far, and close the respondent's responses

were to the mean. Pearson r, for the relationship between independent variables and dependent variable and multiple linear regression analysis for the significant influence of SRM and ESE on college students' attitudes towards English.

Ethical Statement

The Ethics Review Committee of the University of Immaculate Conception thoroughly checked the study to guarantee strict adherence to ethical guidelines. This process was intended to ensure the safety of the respondents and validate the accuracy of the research findings. The researcher diligently safeguards the confidentiality of all gathered data throughout the study. The researcher provided clear and detailed information about the respondent's involvement in the study the purpose and emphasized the importance of data confidentiality. Respondents had the freedom to withdraw from the study at any point, as their participation was purely voluntary. Furthermore, the respondents were given ample time to complete the survey questionnaires.

RESULTS

Level of Self-Regulated Motivation of College Students

Table 1

Level of Self-Regulated Motivation of College Students

INDICATORS/STATEMENTS	Mean	SD	DESCRIPTION
1.1 Task Value Evaluation			
1. Consistently reminding myself that I need to learn English well.	4.39	0.81	Very High
2. Listening to my teacher carefully when he/she speaks in front of the English class in order to learn.	4.37	0.73	Very High
3. Trying to be interested in and willing to learn English.	4.55	0.63	Very High
4. Learning from my mistakes whenever I speak English to learn more.	4.55	0.67	Very High
5. Learning from the mistakes other people make when they speak English in order to speak English more correctly and learn English well.	4.33	0.79	Very High
6. Trying to pay attention in an English lesson all the time.	4.18	0.77	High

7. Trying to find ways to increase my motivation to learn English.	4.35	0.74	Very High
Category Mean	4.39	0.52	Very High
1.2 Regulation of Learning Environment			
8. Trying to find more friends in the English class.	3.72	0.95	High
9. Trying to chat with other people in English on social media.	3.84	0.98	High
10. Making contact with people whose mother tongue is English.	3.40	1.05	High
11. Trying to visit places with a lot of tourists during the holidays in order to improve my English language learning.	2.91	1.12	Moderate
12. Trying to practice my English when I meet someone whose mother tongue is not English.	3.49	1.17	High
Category Mean	3.47	0.73	High
1.3 Regulation of Affect			
13. Overcoming my fear when learning English.	3.91	0.89	High
14. Overcoming my anxiety when learning English.	3.74	0.97	High
15. Trying to keep a high level of self-confidence when I do English activities.	3.94	0.87	High
Category Mean	3.87	0.79	High
1.4 Regulation of Classroom Environment			
16. Using every opportunity to learn English language during lessons.	4.13	0.81	High
17. Talking English with people I know (e.g., classmates, roommates, board mates, dormmates).	3.64	1.01	High
18. Trying to participate as much as possible in English activities in my class.	3.93	0.88	High
19. Making a point of speaking English in	3.76	0.89	High

class for me to learn more.			
20. Spending time with friends who encourage each other to learn and speak English.	3.68	0.99	High
Category Mean	3.83	0.69	High
Overall Mean	3.89	0.53	High

As shown in Table 1, the overall mean score of SRM is 3.89 or high, which indicates that it is oftentimes manifested among college students. Its standard deviation (SD) is 0.53, showing respondents' responses average. The category means scores of all indicators of SRM range from 3.47 to 4.39, which indicates high to very high. Meanwhile, the standard deviation (SD) ranges from 0.52 to 0.79, suggesting responses are moderately varied. The high level SRM of college students implies that students are able to manage and control their own learning practices and behaviors efficiently. The findings support the findings of Alotumi (2021), where EFL students have a high level of SRM.

Among the four indicators, Task Value Evaluation has the highest mean score of 4.39, which is considered very high and always manifested. Uztosun (2020) and Zhang et al. (2020) state that students who are eager to participate in different English tasks may have a higher task value. On the other hand, the lowest indicator is Regulation of Learning Environment. Results from the table show its category mean score of 3.47, which is marked as high implying that regulation of learning environment is oftentimes manifested. The findings show a similar result from the study of Uztosun (2020), where EFL students seek more learning opportunities beyond their formal learning environment where they could practice speaking the target language.

Level of English Self-Efficacy of College Students

Table 2

Level of English Self-Efficacy of College Students

INDICATORS/STATEMENTS	Mean	SD	DESCRIPTION
2.1 Listening			
1. Understanding stories told in English.	4.51	0.67	Very High
2. Understanding American TV programs.	4.42	0.75	Very High
3. Understanding radio programs in	4.28	0.82	Very High

	English-speaking countries.			
4.	Understanding English-language TV programs made in Philippines.	4.56	0.67	Very High
5.	Understanding English dialogs (audio recordings) about everyday school matters.	4.34	0.83	Very High
6.	Understanding English films without subtitles.	4.07	0.92	High
7.	Understanding English songs.	4.56	0.67	Very High
8.	Understanding telephone numbers spoken in English.	4.33	0.85	Very High
Category Mean		4.38	0.60	Very High

2.2 Speaking

9.	Describing our school to other people in English.	4.13	0.89	High
10.	Describing the way to the school from the place where I live in English.	4.11	0.93	High
11.	Telling a story in English.	3.92	1.01	High
12.	Asking our teacher questions in English.	4.07	0.97	High
13.	Introducing my classmate (to someone else) in English.	4.25	0.88	Very High
14.	Discussing subjects of general interest with my fellow students (in English).	3.86	0.97	High
15.	Answering our teacher's questions in English.	3.83	0.98	High
16.	Introducing myself in English.	4.46	0.77	Very High
Category Mean		4.08	0.77	High

2.3 Reading

17.	Doing homework/home assignments alone when they include reading English texts.	4.40	0.73	Very High
18.	Guessing the meaning of unknown words when they are reading an English text.	3.86	0.86	High
19.	Understanding messages or news items in English on the internet.	4.32	0.74	Very High

20.	Reading short English narratives.	4.42	0.75	Very High
21.	Reading English-language newspapers.	4.45	0.77	Very High
22.	Finding out the meanings of new words using a monolingual dictionary.	4.03	0.88	High
23.	Understanding English articles on Filipino culture.	4.38	0.72	Very High
24.	Understanding new reading materials selected by our teacher.	4.22	0.81	Very High
Category Mean		4.26	0.61	Very High
2.4 Writing				
25.	Composing messages in English on the internet (Facebook, twitter, blogs, etc.).	4.25	0.90	Very High
26.	Writing a text in English.	4.42	0.75	Very High
27.	Leaving a note for another student in English.	4.27	0.88	Very High
28.	Forming new English sentences from words you have just learnt.	4.09	0.91	High
29.	Writing e-mails in English.	4.26	0.88	Very High
30.	Producing English sentences with idiomatic phrases.	3.87	0.96	High
31.	Writing diary entries in English.	4.04	1.03	High
32.	Writing an essay in about two pages about our teacher in English.	3.97	0.97	High
Category Mean		4.15	0.75	High
Overall Mean		4.22	0.61	Very High

From the results presented in Table 2, the overall mean score of college students' ESE is 4.22, which is interpreted as very high. Its standard deviation (SD) is 0.61, showing consistently moderate responses. This means a very high level of ESE and always manifested. The category means scores of all indicators of ESE range from 4.08 to 4.38, indicating high to very high interpretation. Meanwhile, the standard deviation (SD) across all indicators ranges from 0.60 to 0.77, suggesting that responses are close to the mean but with some variations. The very high level of English self-efficacy of college students implies that students firmly believe in their ability to carry out tasks and meet their goals and objectives related to the use of English language. This confirms Alashouri's

(2023) study about Libyan EFL University students' perceptions of self-efficacy, in which respondents were revealed to have a high level of English self-efficacy.

Among the four indicators of ESE, Listening obtains the highest mean score of 4.38, which is described as very high, which means always manifested. This result supports previous findings of other studies (Naruponjirakul, 2020; Alashouri, 2023), where listening came first among other skills, showing that students are more confident in their receptive skills.

On the other hand, Speaking obtained the lowest category mean score of 4.08, which is described as high. This signifies that college students' speaking skills are oftentimes manifested among college students. Özdemir and Karafil (2023) state that students with high levels of self-efficacy in speaking are comfortable and confident in expressing themselves even in front of a large audience.

Level of Attitudes Towards English Language of College Students

Table 2 presents the overall mean score of attitudes toward English language of students is 4.09, which is considered high. The standard deviation (SD) is 0.54, showing that responses are less varied since it is closer to the mean, indicating that their level of attitude is oftentimes evident. Furthermore, the category means scores of all indicators range from 3.84 to 4.32, indicating a high to very high interpretation. At the same time, its standard deviation (SD) ranges from 0.49 – 0.67, showing varied responses from students. A high level of attitudes towards English language of college students indicates that students have positive attitudes towards English language. This study's findings confirm Muslim and Rohi's (2023) study, which found that students show a high level of attitudes towards English language. Students are positive towards learning the language.

Among the three indicators, Cognitive Aspect is the indicator with the highest mean score of 4.32, which is very high. This indicates that the students' attitudes towards English language are always evident. In connection, the findings support the study of Pham & Nguyen (2020), where the cognitive aspect also receives the highest mean score of 3.59, denoting that students viewed English language learning positively.

Table 3

INDICATORS/STATEMENTS	Mean	SD	DESCRIPTION
3.1 Cognitive Aspect			
1. Studying English is important because it will make me more educated.	4.51	0.72	Very High
2. Being good at English will help me study other subjects well.	4.58	0.70	Very High
3. Having more knowledge and more understanding when studying English.	4.23	0.75	Very High
4. Looking forward to studying more English in the future.	4.48	0.69	Very High
5. Studying English helps me getting new information in which I can link to my previous knowledge.	4.50	0.66	Very High
6. Summarizing the important points in the English subject content by myself.	4.14	0.81	High
7. Studying English not just to pass the exams.	4.40	0.75	Very High
8. Being able to speak more than one language including English are very knowledgeable in my opinion.	4.29	0.89	Very High
9. Studying English helps me communicate in English effectively	4.49	0.68	Very High
10. Applying the knowledge from English subject in my real life	4.36	0.72	Very High
11. Studying English makes me able to create new thoughts	4.39	0.73	Very High
12. Being able to think and analyze the content in English language	4.26	0.74	Very High
13. Being satisfied with my performance in the English subject	3.90	0.92	High
14. Learning English language is easy in my opinion.	3.84	0.95	High

15. English subject has the content covering many fields of knowledge.	4.43	0.68	Very High
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Category Mean	4.32	0.49	Very High
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3.2 Behavioral Aspect

16. Speaking English anywhere makes me feel confident.	3.99	0.90	High
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17. Studying English helps me to have good relationships with friends.	3.87	0.90	High
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18. Giving opinions during English lessons.	3.67	1.03	High
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19. Making myself pay attention during studying English.	3.96	0.89	High
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20. Hearing a student in my class speaking English well, I like to practice speaking with him/her.	4.01	0.97	High
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21. Studying English makes me have more confidence in expressing myself.	4.10	0.88	High
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22. Studying English helps me to improve my personality.	4.03	0.93	High
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23. Tackling my English homework as soon as possible.	3.70	0.97	High
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24. Relaxing whenever I have to speak in my English class.	3.45	1.06	High
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25. Feeling comfortable to speak English in front of other students.	3.42	1.11	High
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26. Practicing English the way native speakers do is what I also like.	3.92	0.98	High
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27. Wishing could have many English-speaking friends.	3.89	1.04	High
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28. When missing the English class, I always ask my friends or teachers for the homework on what has been taught during my absence.	3.77	0.97	High
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29. Feeling enthusiastic to come to class when the English is being taught.	3.81	0.86	High
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30. Always paying attention when my English teacher is explaining the	4.08	0.86	High
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lesson in class.			
Category Mean	3.84	0.67	High
3.3 Emotional Aspect			
31. Feeling proud when studying English language.	4.24	0.81	Very High
32. Feeling excited when I communicate in English with others.	4.04	0.93	High
33. Not getting anxious when I have to answer a question in my English class.	3.55	1.06	High
34. Studying foreign languages like English is enjoyable.	4.11	0.84	High
35. Being inquisitive makes me study English well.	3.98	0.79	High
36. Studying English makes me have good emotions (feelings).	4.00	0.85	High
37. Studying English is what I love, and I understand better in English.	4.01	0.80	High
38. Enjoying doing activities in English.	3.99	0.85	High
39. Studying English is what I like.	4.11	0.81	High
40. Wishing I could speak English fluently.	4.47	0.77	Very High
41. Being interested in studying English.	4.32	0.78	Very High
42. Being interested in my English class.	4.17	0.84	High
43. Having big interest in my English class.	4.12	0.88	High
44. Knowing English is an important goal in my life.	4.26	0.90	Very High
45. Looking forward to the time I spend in English class.	4.15	0.89	High
Category Mean	4.10	0.62	High
Overall Mean	4.09	0.54	High

Meanwhile, the Behavioral Aspect is the indicator with the lowest mean score of 3.84, which is described as high. This suggests that the students' attitudes towards English language are oftentimes evident. The result is similar to the study of Ahmed (2021), in which the behavioral aspect has the lowest

mean score of 3.88, which suggests enhancing the behavioral aspects of students.

Relationship between Self-Regulated Motivation, English Self-Efficacy and Attitudes Towards English Language

Table 4

Correlation of Variables

Variables paired with Attitude towards English Language of College Students	r	p-value	Remarks
Self-Regulated Motivation	0.663	0.000	Significant
English Self-Efficacy	0.572	0.000	Significant

Table 4 showcased the correlation result of the study. The data presented that both SRM significantly correlates with attitudes towards English language ($p < 0.05$) and correlation coefficients (r-value) of 0.663. On the other hand, ESE significantly correlates with attitudes towards English language ($p < 0.05$) and correlation coefficients (r-value) of 0.572, which means that any changes English self-efficacy are connected with students' attitudes towards English language.

The results support the findings of Imsa-ard (2020), showing a significant relationship between self-regulated motivation and attitudes towards English language. It was revealed that Thai EFL students are highly motivated to learn the language. Shahzad's (2023) findings, stated a significant relationship between English self-efficacy and attitudes towards English language. Higher English self-efficacy reinforces positive attitudes towards students, showing greater willingness to participate in different challenging tasks.

Influencers of Attitude towards English Language of College Students

The analysis on the influencers of attitude towards English language of college students, as presented in Table 5, underscores the significant impact of both individual and combined predictors. Self-regulated motivation exhibits the

strongest positive causal relationship, with a standardized coefficient beta value of 0.509 and a significant t-value of 11.42 ($p < 0.05$), indicating that the increased level of SRM corresponds to the increased level of attitude towards the English language of college students, directly causing an increased change of about 50.90%. Considering its highest Beta standardized coefficient value, the SRM is considered the best predictor of the attitude towards English language of college students in the context of this study.

Table 5

Influencers of Attitude towards English Language of College Students

Individual Predictors	Standard Coefficient Beta	t	p-value	Remarks
Self-Regulated Motivation	0.509	11.42	0.000	Significant
English Self-Efficacy	0.294	7.54	0.000	Significant
Holistic Model				
Predictors Combined	R²	F	p-value	Remarks
	0.526	173	0.000	Significant

**Significant at 0.05*

Self-regulated motivation develops students' attitudes in learning English. Taken together, these factors promote a positive attitude toward the English language. The findings support the study of Imsa-ard (2020) in Thailand. The results revealed that highly motivated students have positive attitudes towards English language.

Similarly, ESE displays a positive causal relationship, with a standardized coefficient beta of 0.294 and a significant t-value of 7.54 ($p < 0.05$). This suggests that an increase in ESE significantly influences the attitude towards English language of college students. This directly caused an increase level of 29.40%. This is similar to the findings of Sarwat et al. (2023), stating that students with an increased level of English self-efficacy typically exhibit a positive attitude and higher motivation in their pursuit of language learning.

Moreover, the holistic model shows that the two predictors – SRM and ESE approximately 52.60% of the variance in the attitude towards English language of college students, as indicated by the model's R² value of 0.526. Furthermore, the model exhibits statistical significance ($F = 173, p < 0.05$), affirming the predictive power of the combined predictors. Hence, the SRM and ESE of college students independently and collectively contribute significantly to their attitude towards English language. On the other hand, it infers that there are other combined factors equivalent to 47.40% that could significantly influence the attitude towards English language of college students that are not covered in this study.

This study's results resonate with the Expectancy-Value Theory (Atkinson, 1964; Eccles, 1984; Wigfield & Eccles, 2000) and the Cognitive Theory of Albert Bandura. In the Expectancy-Value Theory, students' confidence in their ability to execute English-related tasks (expectancies) and how students manage and regulate their motivation (values) are crucial in shaping students' attitudes towards the language. Moreover, Albert Bandura's Social Cognitive Theory emphasizes the interaction between people, behavior, and environment. In the context of SRM and ESE, students are motivated positively to learn because they believe it benefits them.

CONCLUSION

College students in Davao City obtained a high level of Self-regulated motivation. This implies that students are able to manage and control their own learning practices and behaviors efficiently and it is oftentimes manifested. On the other hand, students obtained a very high level of English self-efficacy. This means that college students firmly believe in their ability to carry out tasks and meet their goals and objectives related to the use of English language and it is always manifested.

Moreover, students obtained a high level of attitudes towards English language. This indicates that college students have positive attitudes towards English language and it is oftentimes evident. There is also a significant relationship between SRM, ESE, and attitudes towards English language of college students. Hence, attitudes towards English language change when SRM and ESE change. Lastly, SRM and ESE are predictors of attitudes towards English language of students. This implies that SRM and ESE significantly influence students' attitudes towards English language.

Recommendations

Since the regulation of learning environment, speaking, and behavioral aspect were the indicators with the lowest category mean score, instructors/professors may create a supportive and engaging atmosphere where students may develop their language learning, activities where everyone will have a chance to speak, interactive tasks to keep students interested, and access to school counselors for students who need behavioral support. Additionally, they may use self-regulated strategies like goal setting or interactive exercises that may enhance students' motivation. Lastly, future researchers may conduct similar studies using different influencers of attitude towards English language to add more results to the existing literature.

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