ENGLISH Language Skills Self-Efficacy, Academic Self-Concept, and Academic Performance in English of Technical-Vocational and Livelihood Track STUDENTS

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ABSTRACT

This study investigated the relationship between English Language Skills Self-Efficacy, Academic Self-Concept, and Academic Performance in English among Technical-Vocational and Livelihood (TVL) track students. Applying a quantitative research approach, specifically a descriptive-correlational design, the study involved 240 respondents from Senior High School institutions offering TVL programs in Davao City, Philippines. Data were collected using structured questionnaires measuring students' self-efficacy in reading, writing, speaking, and listening, as well as their academic self-concept. Results revealed that TVL students generally displayed high self-efficacy in reading and listening, with the lowest confidence observed in speaking skills. A significant positive correlation was found between academic self-concept and academic performance, but no significant relationship existed between language skills self-efficacy and academic performance. Furthermore, academic self-concept was identified as a stronger predictor of academic performance in English compared to language skills self-efficacy. The findings suggest that improving students' academic self-concept, particularly in technical-vocational settings, could enhance their academic outcomes in English. The study emphasizes the importance of integrating language development into TVL education to better prepare students for academic success and future career opportunities.

KEYWORDS: *Education, English language, descriptive-correlational, academic performance, technical-vocational.*

INTRODUCTION

English performance is crucial for academic and professional success, particularly among non-native speakers. Many students struggle due to low confidence and limited exposure to English in real-world contexts, which

hinders their ability to perform well in academic and practical settings. The 2018 Programme for International Student Assessment (PISA) ranked Filipino students last in reading literacy among 79 countries, highlighting significant challenges in comprehension and critical thinking skills (Organization for Economic Cooperation and Development [OECD], 2019). This issue is particularly pronounced among Technical-Vocational and Livelihood (TVL) track students, who often face additional barriers such as limited access to quality English instruction and resources (Romero et al., 2023).

Globally, English proficiency remains a significant challenge, particularly in non-English-speaking countries where students face multiple barriers, such as limited access to resources, socio-economic disparities, and insufficient opportunities for language practice (OECD, 2019; Schleicher, 2020). In Southeast Asia, vocational education students often encounter additional difficulties as the emphasis in their curricula is predominantly on technical skills, leaving minimal focus on language development. As a result, these students face an added challenge in acquiring necessary English language skills—a challenge that is prevalent in many countries within the region (Li & Zhang, 2022).

In the Philippines, the situation mirrors these global trends. Filipino students enrolled in TVL programs often lack sufficient exposure to English language instruction, which impedes both their academic and professional performance. According to Tividad (2024), many TVL students in the Philippines struggle with English proficiency due to the limited integration of language skills into their technical curriculum. This gap in language education leads to lower academic outcomes and insufficient preparation for the communicative demands of their future careers. Furthermore, Dela Cruz et al. (2021) found that TVL students often perceive English as less relevant to their technical studies, leading to disengagement and lower motivation to improve their language skills. Locally, in Davao City, Santos et al. (2023) reported that TVL students face similar struggles due to the lack of integration between English language skills and their technical coursework. This disconnects limits students' ability to fully engage with academic tasks and negatively impacts their career readiness.

Aligned with the goals of Quality Education (SDG 4) and Reduced Inequalities (SDG 10), this research aimed to deepen our understanding of how these psychological factors contribute to English proficiency in vocational education, thereby ensuring equal educational opportunities and fostering career

readiness. Further, this study sought to address the lack of in-depth exploration of how self-efficacy and academic self-concept specifically influence English language performance among TVL students. While existing research has focused on language learning among academic-track students, there is a scarcity of studies addressing the unique context of TVL students, whose English proficiency needs are often overlooked in favor of technical skills training. In particular, the role of self-efficacy and academic self-concept in enhancing academic performance in English among TVL students remains underexplored, especially in a local context such as Davao City. This study aims to fill this gap by investigating how self-efficacy in language skills and academic self-concept are related to academic success in English within vocational education.

This study underscores the importance of academic self-concept and self-efficacy in shaping the English language skills of TVL students. By focusing on these psychological factors, this research aims to show how targeted interventions—such as strategies to improve self-efficacy in speaking—can enhance English performance and career readiness. As vocational education plays a vital role in workforce development, addressing the English language needs of these students is essential for fostering inclusive and equitable quality education, which supports broader national and global educational goals.

Statement of the Problem

1. What is the level of English language skills self-efficacy of Technical-Vocational-Livelihood (TVL) track students?
2. What is the level of academic self-concept of Technical-Vocational-Livelihood (TVL) track students?
3. What is the level of academic performance of Technical-Vocational-Livelihood (TVL) track students?
4. Is here a significant relationship between English language skills self-efficacy to academic performance in English, and academic self-concept to academic performance in English?
5. Do English language skills self-efficacy and academic self-concept significantly affect the academic performance in English of Technical-Vocational-Livelihood (TVL) track students?

This study is grounded in Social Cognitive Theory (SCT) (Bandura, 1986), which emphasizes that self-efficacy, the belief in one's ability to perform necessary tasks, significantly influences motivation, behavior, and persistence. Additionally, Marsh and Martin's (2011) Academic Self-Concept Theory

highlights how students' perceptions of their academic abilities influence their effort and overall performance. These theories are particularly relevant for TVL students, as they underscore the importance of self-beliefs in academic subjects like English, which can directly impact future career readiness.

METHODOLOGY

Research Design. This study employed a quantitative, descriptive-correlational research design. This approach was deemed appropriate for examining the relationships between the identified variables (self-efficacy, academic self-concept, and academic performance) without manipulating them, while also describing the levels of these variables within the target population. This approach ensures objectivity and reliability in the analysis of data. Descriptive research is a method that systematically outlines and summarizes the characteristics of key variables, offering a comprehensive profile of the subjects being studied (Bhandari, 2022). Correlational research is a method used to assess the relationships among variables without manipulating them, allowing researchers to examine how variables are associated (Saunders et al., 2019).

Research Respondents. The study involved 240 senior high school students enrolled in various TVL specializations (including automotive servicing, bartending, computer systems servicing, cookery, hairdressing, home economics, shielded metal arc welding and domestic refrigeration and air-conditioning) across four different senior high schools in Davao City, Philippines. The stratified random sampling method aimed to ensure a diverse representation of students within the TVL track. Identified criteria ensured that participants had sufficient exposure to technical training and academic instruction in English, making them suitable for analyzing the relationship between English language skills self-efficacy, academic self-concept, and academic performance in English.

Research Instruments. Data were gathered using structured questionnaires, which consisted of two main sections. The first section, the English Language Skills Self-Efficacy Scale (Sağlam & Arslan, 2018), assessed students' confidence in their English abilities, specifically reading, writing, speaking, and listening. The items in this section were adapted from established self-efficacy scales to fit the academic setting of the participants. The second section, the Academic Self-Concept Scale (Granero-Gallegos et al., 2021), measured students' overall academic self-concept, including their confidence in their abilities and the effort they put into their studies. Items for this section were

drawn from validated academic self-concept instruments. Additionally, students' Academic Performance in English was evaluated using their final grades from the most recent semester, obtained from school records. These grades served as a measure of their English academic performance, providing a direct indicator of their proficiency in the subject.

Ethical Considerations. The study adhered to the Data Privacy Act of 2012, ensuring strict confidentiality. Respondent's responses were anonymized, and data was securely stored with access limited to the researcher. Data was retained for five years and then securely disposed of in compliance with institutional policies.

RESULTS AND DISCUSSION

This section presents the results of the study, highlighting key data derived from the research. The data were analyzed to examine the relationship between self-efficacy, academic self-concept, and academic performance in English among Technical-Vocational and Livelihood (TVL) track students.

Level of Language Skills Self-Efficacy of Technical-Vocational and Livelihood Track Students

The Level of Language Skills Self-Efficacy among Technical-Vocational and Livelihood (TVL) students was assessed across the four core language skills: reading, writing, speaking, and listening. The results revealed that the overall mean for self-efficacy was 3.65 (SD = 0.61), indicating a generally high level of self-efficacy in language skills. This suggests that TVL track students generally feel confident in their ability to perform language-related tasks, which is essential for both academic success and future career opportunities.

High self-efficacy indicates that pupils are driven and involved in language activities, therefore enhancing performance and resilience in demanding language-related tasks. This result fits Wang and Lin (2022), who noted that stronger self-efficacy in language abilities actively engaged vocational students in academic activities, thereby improving the outcomes. This also helps the research of Müller and Schneider (2020), which revealed that students with strong self-belief in their language skills performed better in both written and spoken communication activities. Del Rosario and Santos (2021) point out, however, that although strong self-efficacy is good, it is most successful when backed by great education and enough resources.

Table 1

Level of Language Skills Self-Efficacy of Technical-Vocational and Livelihood Track Students

INDICATORS		Mean	SD	DESCRIPTION
1.1	**Reading Skill**	**3.92**	**0.80**	**High**
1.2	**Writing Skill**	**3.54**	**0.72**	High
1.3	**Speaking Skill**	**3.25**	**0.72**	**Moderate**
1.4	**Listening Skill**	**3.92**	**0.71**	**High**
	Overall Mean	**3.65**	**0.61**	**High**

The reading skill category, the highest rated indicator, which assesses students' confidence in their ability to understand various English texts, showed the highest mean of 3.92 with a standard deviation of 0.80, indicating a high level of self-efficacy. This implies that TVL track students usually feel secure in their reading ability across all kinds of literature. The strong self-efficacy in reading suggests that students are confident in interacting with English reading materials, especially shorter texts such as articles and short stories. This supports the Wang and Lin (2022) study on occupational students with strong reading self-efficacy who are more likely to actively interact with academic books.

The speaking skill category, the lowest rated indicator, evaluated TVL track students' English self-efficacy for expression. With a standard deviation of 0.72, the general mean for speaking self-efficacy was 3.25, so showing a modest degree of self-efficacy in English. This suggests that while students feel confident in speaking English to some extent, they are less certain when it comes to more complex speaking situations. This aligns with the study of Wang and Lin (2022) suggesting that high self-efficacy in speaking contributes to better engagement in less formal contexts, such as casual conversations, where students tend to perform better. While high self-efficacy in informal speaking tasks is promising, targeted interventions are necessary to help students build confidence for more formal speaking situations, thus enhancing their readiness for academic and professional opportunities. However, this negates the idea of Tividad (2024), who noted that vocational students often experience anxiety and lack confidence in formal speaking contexts, such as interviews, due to limited exposure.

Level of Academic Self-Concept of Technical-Vocational and Livelihood Track Students

The level of academic self-concept of TVL track students was measured across indicators of academic confidence and effort. The findings regarding the level of academic self-concept of Technical-Vocational and Livelihood (TVL)

Table 2
Level of Academic Self-Concept of Technical-Vocational and Livelihood Track Students

INDICATORS		Mean	SD	DESCRIPTION
2.1	Academic Confidence	3.83	0.73	High
2.2	Academic Effort	3.84	0.81	High
	Overall Mean	3.83	0.70	High

track students indicate that students generally have a high sense of academic self-efficacy. The overall mean for academic self-concept was 3.83 (SD = 0.70), suggesting that TVL students perceive themselves as capable and confident in their academic abilities.

The academic effort category, with an overall mean of 3.84 (SD = 0.81), showed that TVL students put substantial effort into their academic tasks, demonstrating motivation and engagement in their studies. These align with Guay et al. (2019) and Marsh and Martin (2021), who found that high academic effort fosters persistence and resilience, helping students overcome challenges.

The category of academic confidence, which reflects students' self-perception of their academic abilities, had a high mean of 3.83 (SD = 0.73), indicating that students generally feel confident in their ability to follow lectures, assist peers, and improve their grades. This is consistent with the findings of Marsh and Martin (2021), who noted that students with high academic self-concept tend to be more motivated, engaged, and resilient in their studies.

Level of Academic Performance in English of Technical-Vocational and Livelihood Track Students

The academic performance of Technical-Vocational and Livelihood (TVL) track students in English was assessed using their grades in English-related subjects, which were categorized into five levels: Outstanding,

Very Satisfactory, Satisfactory, Fairly Satisfactory, and Did Not Meet Expectations.

Table 3

Level of Academic Performance in English of Technical-Vocational and Livelihood Track Students

Scale	f	Percentage	Description	SD	Mean	Description
90-100	54	22.50	Outstanding			
85-89	107	44.58	Very Satisfactory	4.19	86.70	Very Satisfactory
80-84	67	27.92	Satisfactory			
75-79	12	5.00	Fairly Satisfactory			

The overall mean score for academic performance in English was 86.70 (SD = 4.19), indicating that most TVL students perform at a high level, with the majority scoring in the "Very Satisfactory" range (44.58%), followed by 22.50% of students who scored in the "Outstanding" category.

A smaller proportion of students scored in the "Satisfactory" (27.92%) and "Fairly Satisfactory" (5.00%) categories. These findings suggest that a significant number of TVL students are proficient in English and engaged in academic tasks, which aligns with studies by De Los Santos (2022) and Azarcon and Zabala (2022), who observed high English proficiency among TVL students, particularly in reading and writing. The "Very Satisfactory" and "Outstanding" performance levels indicate that students are generally well-prepared to apply their English skills in both academic and vocational contexts, demonstrating resilience and motivation. However, there are areas for improvement, particularly for students in the "Satisfactory" and "Fairly Satisfactory" categories, which may benefit from targeted interventions to further enhance their English proficiency and academic outcomes.

Correlation of Variables

This study aimed to examine the relationship between self-efficacy in language skills, academic self-concept, and academic performance in English

Table 4
Correlation of Variables

Variables paired with Academic Performance in English of Technical-Vocational and Livelihood Track Students	r	p-value	Remarks
Language Skills Self-Efficacy	0.094	0.147	Not Significant
Academic Self-Concept	0.150*	0.020	Significant

**Significant at 0.05*

among TVL track students. Findings revealed that language skills self-efficacy showed no significant relationship with academic performance in English (r = 0.094, p = 0.147). This suggests that students' confidence in their language skills, while influencing their engagement with language tasks, does not directly correlate with their academic performance. This result aligns with the findings of Müller and Schneider (2020), who noted that although self-efficacy can enhance motivation to engage with language tasks, it may not necessarily lead to improved academic outcomes, especially when practical skills dominate the curriculum in vocational education. Similarly, Wang and Lin (2022) observed that self-efficacy does not always predict academic success in vocational contexts, where language proficiency may be secondary to technical expertise.

In contrast, academic self-concept exhibited a small but statistically significant positive correlation with academic performance in English (r = 0.150, p = 0.020). This indicates that students who perceive themselves positively in terms of their academic abilities tend to perform slightly better in English subjects. This finding is consistent with Marsh and Martin (2021), who highlighted that a strong academic self-concept leads to greater engagement, persistence, and better academic outcomes. Additionally, Guay et al. (2019) found that students with higher academic self-concept tend to put more effort into their studies, thereby improving their performance. Although external

factors, such as the quality of instruction and access to resources, also play a critical role in shaping academic success, fostering a positive academic self-concept can be a key strategy for improving academic performance in English.

Influencers of Language Skills Self-Efficacy and Academic Self-Concept on Academic Performance in English

The regression analysis presented in Table 5 examines the influence of Language Skills Self-Efficacy and Academic Self-Concept on Academic Performance in English among TVL students. The results revealed that neither Language Skills Self-Efficacy nor Academic Self-Concept significantly predicted Academic Performance in English. Specifically, the regression coefficient for Language Skills Self-Efficacy was β = -0.043, with a *t*-value of -0.074 and a *p*-value of 0.941, indicating no significant relationship. Similarly, Academic Self-Concept had a coefficient of β = 0.922, a *t*-value of 1.823, and a *p*-value of 0.070, suggesting it also had an insignificant predictive effect on students' English performance.

Table 5

Influencers of Academic Performance in English of Technical-Vocational and Livelihood Track Students

Individual Predictors	**Standard Coefficient Beta**	**t**	**p-value**	**Remarks**
Language Skills Self-Efficacy	- 0.043	- 0.074	0.941	Not Significant
Academic Self-Concept	0.922	1.823	0.070	Not Significant
	Holistic Model			
	R^2	**F**	**p-value**	**Remarks**
Predictors Combined	0.023	2.73	0.067	Not Significant

**Significant at 0.05*

These findings imply that, while self-efficacy and self-concept are important psychological factors that influence students' academic behaviors, they do not directly determine academic success in English. The combined influence of both predictors on academic performance was assessed through the holistic model, which yielded an R^2 value of 0.023, $F = 2.73$, and $p = 0.067$, showing a non-significant result. This means that only 2.3% of the variance in academic performance can be explained by Language Skills Self-Efficacy and Academic Self-Concept, leaving the remaining 97.7% of the variance unexplained. These further suggest that other external factors, such as teaching quality, classroom environment, peer support, and socioeconomic background, likely play a more substantial role in shaping students' academic performance.

Furthermore, while the correlation between Academic Self-Concept and academic performance was small but statistically significant ($r = 0.150$, $p < 0.05$), the regression analysis revealed that its predictive power was minimal. This aligns with the notion that self-efficacy and self-concept contribute to academic motivation and engagement, yet their direct influence on academic outcomes is mediated by other external factors, such as quality of instruction and available learning resources. Tereza et al. (2021) claim that social and contextual factors including peer interactions, instructor quality, and resource access significantly affect students' academic performance in English. Moreover, underscored by Guay et al. (2019) is the reality that, although self-efficacy and self-concept are important motivators, students' academic performance is more usually influenced by outside aspects including the classroom environment and teaching strategies.

These findings challenge traditional assumptions in Social Cognitive Theory (SCT) and Academic Self-Concept Theory, which propose a direct link between self-efficacy and academic achievement. The results from this study indicate that while self-efficacy and self-concept are crucial for motivating students and enhancing their engagement in learning, they do not always translate directly into improved academic performance, particularly in vocational education contexts, where practical skills and external factors may have a stronger impact. Consequently, these results suggest that interventions aiming to improve English proficiency in TVL education should focus not only on enhancing students' psychological factors but also on addressing the broader educational environment, including teaching quality, peer interactions, and resource availability. Thus, a more holistic approach is necessary to support students' academic success and career readiness.

This study provides valuable insights into the relationships between English language skills self-efficacy, academic self-concept, and academic performance among TVL students in Davao City. The findings underscore the critical role of academic self-concept in predicting English academic success and highlight the need to address the lower self-efficacy in speaking among these students. By focusing on enhancing overall academic self-belief and implementing targeted speaking interventions, educators can contribute to improving the English language proficiency of TVL students, thereby supporting the goals of quality education (SDG 4) and reduced inequalities (SDG 10) by equipping them with essential communication skills for future academic and professional endeavors. This, in turn, promotes more inclusive and equitable educational outcomes for students in vocational education and enhances their career readiness in a globalized world.

Based on the findings, several recommendations can be made to improve English language proficiency and academic success among TVL students. First, educational interventions should prioritize strategies to foster students' academic self-concept by providing personalized feedback, positive reinforcement, opportunities for academic success, and creating a supportive learning environment that encourages students to believe in their capabilities. Second, given the lower self-efficacy in speaking, educators should implement more interactive, practice-oriented activities that aim to build students' confidence and fluency in spoken English. These activities could include role-playing, presentations, group discussions, and other communicative tasks relevant to their vocational specializations.

Additionally, efforts should be made to integrate English language instruction more explicitly within the technical curricula of TVL tracks, providing students with opportunities to use and develop their English skills in contexts directly relevant to their future professions, which would enhance both their language proficiency and career readiness. Further research could explore qualitative studies to understand the factors contributing to the lower speaking self-efficacy among TVL students and their perceptions of their English language learning experiences. Longitudinal studies could examine the long-term impact of academic self-concept and language skills self-efficacy on the career trajectories and professional success of TVL graduates. Evaluating the effectiveness of specific interventions designed to enhance speaking self-efficacy and academic self-concept could provide insights into improving English academic performance and career readiness. Lastly, cross-vocational

comparisons could help identify specific needs and challenges within various TVL specializations by comparing the levels of self-efficacy and academic performance.

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