

SELF-EFFICACY and Self-esteem as Predictors of Cooperative Learning in English among Grade 11 STUDENTS

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ABSTRACT

Cooperative learning in English is an approach that helps students construct knowledge through practice; however, due to one's self-efficacy and self-esteem, the participation of the students may be affected. This study determined the relationship between self-efficacy and self-esteem learning in English among Grade 11 students. The researcher employed descriptive-correlational design and was anchored on Albert Bandura's (1997) Self-efficacy Theory and David Johnson and Roger Johnson's (1999) Social Interdependence Theory. Three different questionnaires were used to collect data for the study, the Self-Efficacy Formative Questionnaire, the State Self-Esteem Scale and the Cooperative Learning Scale. The findings of the study revealed that Grade 11 respondents have a high level of self-efficacy; have a high level of self-esteem; and a high level of cooperative learning in English. Moreover, the two independent variables have a significant correlation with cooperative learning in English. Further, this concludes that the self-efficacy and self-esteem of Grade 11 students influenced their cooperative learning in English. Therefore, it is recommended that the teachers will focus more on maintaining the high level of self-efficacy, self-esteem and cooperative learning of students through providing positive feedback and encouragement to the students, and integrating activities that would encourage them to work more with their peers.

KEYWORDS: *Knowledge construction, Cooperative Learning, English, Self-Esteem, Self-Efficacy*

INTRODUCTION

English plays an essential role in our globalization era today. In the search to enhance and improve the language acquisition in English education,

innovative instructional strategies are essential. Traditional teaching methods often fail to address the diverse needs and learning styles of students. This has led educators to explore cooperative learning as a promising approach to foster collaboration, critical thinking, and effective communication skills. Cooperative learning is a group-based learning wherein it emphasizes that the students labor toward the same objective. Collaborating as a group to achieve a common objective is the core of cooperative learning (Yu, 2019). However, some factors can affect how the students respond to this approach such as their self-efficacy, self-esteem and the way they perform in English cooperative learning activities.

In China, it has been found by Gu (2020) that cooperative awareness plays an important role in the Chinese English class. This will enable students to express, listen, ask questions and handle interpersonal relationships in cooperative learning settings. However, the majority of the Chinese students came from one-child households. Unlike those students who came from multiple-child families where they received an excessive amount of attention from parents, these only child students made them the center in the family where they think less about the feelings of others and they are used to working independently. This created a difficulty for Chinese teachers who incorporated cooperative learning in their English classes. Most of the students are unwilling to listen and consider the opinion of others. They only focus on expressing their own views and opinions. They have excessive self-esteem which leads them to have disagreements with their group mates. Similarly, in South Africa, according to Kibirige and Lehong (2016) teachers highlighted a lot of reasons that prevented them from using cooperative learning in their classrooms. These reasons include the limited access of training in active learning methods, not having enough materials to use in class, fearing that students might not like working together and worrying it might take too long to cover the subject at the same time not feeling very confident in using new teaching strategies. While some learners found a negative outlook towards cooperative learning.

Meanwhile, in the Philippines, English teachers often face common difficulties towards CL in pursuit of learners' performance. These difficulties are due to a lack of teaching resources, difficulties to find effective teaching techniques, attitudes of learners towards working in groups and belief that they can perform the tasks effectively (Gonzales & Flores, 2016). Further, in Zambales, Yabut (2022) highlighted that one of the underlying problems that teachers encounter in the implementation of cooperative learning are the limited

students' motivation to perform cooperative learning tasks and students' unwillingness to work harder. This means that students lack the interest to engage with their group mates for the reason that they might have low self-confidence in performing the task and they might feel that they may not be able to perform the task with the abilities that they have.

Further, in Davao City, the study of Lucena and Jose (2016) emphasized that students are more uncomfortable in a classroom environment where their performance is continually looked at. This requires English teachers to create learning environments where students can feel thriving while enhancing their language skills and avoiding actions that enhance the possibility of student failure. This implies that teachers in English need to strengthen the confidence of the students for them to be motivated to engage themselves in cooperative learning activities.

On the other hand, self-esteem is said to be another self-concept that could influence the cooperative learning of students such as the level of aspiration, learning, and delinquency. Hence, self-esteem has been considered as one of the most important factors in determining success and failure in schools (Relton, 2014). Affirmed in a study by Prihadi and Chua (2012), who stated that students with higher self-esteem would definitely push themselves to do better in their academic tasks and would have lesser disciplinary problems in school.

Given these circumstances, to the researcher's knowledge, only few study have examined how self-efficacy and self-esteem influence the cooperative learning of students specifically in English. Further, the researcher has yet to discover more studies investigating them among Grade 11 students, where they are anticipated to be competent in dealing with their peers, being able to manage their emotions and feelings well, and perform effectively in their academics. Moreover, this study aimed to shed light by investigating how the students' confidence in one's ability and self-worth play a significant role in engaging in the different collaborative activities in English. The study's findings aimed to provide English teachers with awareness about the current emotional state of their students which will help them understand the behavior of their students in cooperative learning settings. Further, the study's findings would be disseminated to the public and private institutions to tailor appropriate teaching strategies to better support the students' self-efficacy and self-esteem and enhance students' engagement and participation.

Theoretical Lens

This study was anchored on Albert Bandura's (1997) Self-efficacy Theory and David Johnson and Roger Johnson's (1999) Social Interdependence Theory. Bandura's (1997) Self-efficacy Theory and his perceptions about self-esteem are both subsets of his broader Social Cognitive Learning Theory. The Self-efficacy Theory focused on outcome and efficacy expectations as the essential components of successful coping and goal achievement (Bandura, 1977, 1982 as cited in Vaughan-Johnston & Jacobson, 2020). Likewise, according to Bandura (1997) as cited in Pfitzner-Eden (2016), people evaluate information about their own capacities to generate self-efficacy beliefs. Further, mastery experiences, vicarious experiences, verbal persuasion, and physiological and emotive states are the four main sources of this knowledge. With this, Vaughan-Johnston and Jacobson (2020) believe that self-efficacy is the conviction that one can carry out the necessary tasks to bring about a desired outcome. The Self-efficacy Theory was applicable to the study since a student's view of himself or herself greatly affects how he or she may be able to coordinate his or her skills and abilities to accomplish tasks in English, whether that be individually done or by group.

METHODS

Research Design

This study utilized a quantitative method, particularly the descriptive-correlational design. In this research, there were two independent variables and one dependent variable involved. The self-efficacy and self-esteem were the independent variables while cooperative learning in English was the dependent variable. Since this research intended to determine the influence of self-efficacy and self-esteem on cooperative learning in English, the descriptive-correlational research design is best suited in this study.

Research Locale

The study was conducted among Grade 11 students studying in a public school in Marilog District, Davao City, Philippines. To observe anonymity, the schools was coded as school A, B, and C. These schools were chosen because they are the ones offering Senior High School education within the said locality. Moreover, the researcher selected the said schools because as observed, the self-efficacy and self-esteem of the respondents as predictors of cooperative learning in English is still unexplored. The public schools were chosen since many students have free access to education.

Research Respondents

The respondents of the study were composed of 368 Grade 11 Senior High School students who are enrolled in the first semester of School Year 2023-2024 at the public schools in Marilog District. Moreover, these students were the respondents who answered the questionnaires produced and given by the researcher with regard to their self-efficacy, self-esteem, and cooperative learning. The study utilized cluster sampling in choosing the respondents who were appropriate to the nature of the study. The following inclusion criteria were considered in choosing the respondents: First, the respondents must be Grade 11 students enrolled in the chosen schools in Marilog district for the academic year 2023-2024 first semester. Second, they must have an English for Academic and Professional Purposes subject. Third, they must have minimal to zero absences in this subject. Lastly, they must be willing to participate in the study.

RESULTS

Level of Self-Efficacy of Students

The data in Table 1 presents a summary of the level of self-efficacy of students in terms of belief in personal ability and belief that ability grows with effort. The results revealed a high level of self-efficacy as evident in the overall mean of 4.09. The result indicates that the measure described in the item of self-efficacy as perceived by the Grade 11 students is often manifested. This means that the respondents often believe in their own abilities and that these abilities grow with effort. The findings conform to the study of Tus (2019) which reported a high level of self-efficacy of Senior High School students which means that the students are resilient and determined in the face of setbacks, feel assured that they will be able to learn the classroom discussion, excel on their assessment, and that they are eager to learn more. Further, this was supported by the study conducted by Bangga (2021) which reported a high level of self-efficacy among Senior High School students in Metro Manila. Additionally, Shi (2018) also found high levels of self-efficacy in college-level English Language Learners in the United States. Further, the overall standard deviation is 0.44 which indicates that the respondents' ratings are nearly consistent.

Among the two indicators of self-efficacy, belief that ability grows with effort has the highest category mean of 4.19, interpreted as high, which means that students usually see failures as opportunities for learning and growth. Further, students also foster willingness to put in the effort required to improve

and achieve success. They are friendly, respectful, kind, and thoughtful of others.

Conversely, belief in personal ability has the lowest mean of 4.00 interpreted as high. This shows that the students usually believe in their own abilities. Further, they are confident enough that they can control their own behavior and that they can stay motivated in the pursuit of their goal. This affirms Hayat et al. (2020) study, indicating that students with high levels of self-efficacy tend to rely on themselves to find a solution. They are also more likely to be patient, put in more effort and persevere longer to get past the difficulties and achieve their desired outcome.

Level of Self-Esteem of Students

The data in Table 2 presents the summary of the level of self-esteem of students in terms of performance, social, and appearance. The results revealed a high level of self-esteem as evident in the overall mean of 3.56. The result indicates that the measure described in the item of self-esteem is often manifested. This means that the respondents often demonstrate self-esteem. They are more likely to be confident with themselves. The results support the study of Arshad et al. (2015) which revealed a high level of self-esteem of students. It also suggests that high self-esteem of students is an important factor and would help strengthen their academic achievement. Further, this is also connected with the study of Kariuki et al. (2019) which indicated a high level of self-esteem of secondary students. This means that students are positive among themselves and are ready to accept setbacks. Koosha et al. (2011) also concluded in their study that students who have higher levels of self-esteem tend to be more confident about themselves and are ready to share their opinions with others regardless of their ability to produce correct English. Further, the overall standard deviation is 0.61 which indicates that the respondents' ratings are nearly consistent.

Among the three indicators of self-esteem, social self-esteem has the highest category mean of 3.89, interpreted as high, which means that the students have a strong sense of confidence and self-worth in social situations. Further, they feel comfortable around people and they feel confident about what other people think about them.

Conversely, appearance has the lowest mean of 3.45 interpreted as high.

This implies that students are confident about their physical appearance. This confidence in their looks can impact how they interact with their peers and how they see themselves. This validates the statements of Andiyati (2016) on her study that a positive body image leads to increased self-confidence, acceptance of one's looks, ability to connect and interact with others, courage to express ideas, and the ability to overcome failure.

Level of Cooperative Learning in English

The data in Table 3 presents the summary of the level of cooperative learning in English in terms of interpersonal skills, group processing, positive interdependence, promotive interaction and individual accountability. The results revealed a high level of cooperative learning as evident in the overall mean of 4.03. The result indicates that the measure described in the item of cooperative learning in English of students is often evident. This means that the respondents usually actively participate with their peers, share each other's ideas and support one another in the learning process. The findings conform to the study of Gillies and Ashman (2000) which found out that students with a high level of cooperative learning have better comprehension of the subject content, and improved engagement during the learning process. It highlights that students who are eager to study are able to communicate well about their feelings and express themselves comprehensively. In the same lens, the research of Hancock (2004) pointed out that students with high peer orientation were more motivated to learn than those who do not. This signifies that students who prefer to work with others are more likely to learn in places that promote collaboration and desire for language learning. Further, the overall standard deviation is 0.53 which indicates that the respondents' ratings are nearly consistent.

Among the five indicators of cooperative learning in English, positive interdependence has the highest category mean of 4.09, interpreted as high, which means that the students believed in their teammates' capabilities and that they will be able to attain their desired goals with the help of each one.

Conversely, interpersonal skills has the lowest mean of 3.97 interpreted as high. This shows that the students' abilities to communicate, collaborate and interact with their peers in their English classes are typically observable in some situations.

Significance of the Relationship of Self-Efficacy and Self-Esteem to Cooperative Learning in English

Table 4 underscores the significant relationship between self-efficacy and cooperative learning of students in English, with a computed r-value of 0.522 and a significant p-value of 0.000 which is less than 0.05 level of significance. This correlation highlights the connection between the students' self-efficacy and their level of interactive learning in English. The result indicates a correlation, implying that as students exhibit higher levels of self-efficacy, their cooperative learning in English also tends to be highly evident.

Further, the present study establishes a significant relationship between self-esteem and cooperative learning in English, as evident in a computed r-value of 0.334 and a significant p-value of 0.000 which is less than 0.05 level of significance. This implies that students with higher self-esteem levels are more likely to have high levels of cooperative learning in English. This conforms with Petricia and Panisoara (2022) study who revealed that self-esteem (0.72) and cooperative learning (0.79) are statistically correlated. This implies that when students feel that they are valued and included as part of a group, they are more likely to cooperate with their peers and become motivated to engage in the learning process.

Significance of the Influence of Self-Efficacy and Self-Esteem on Cooperative Learning in English

Table 5 provides a comprehensive insight into the substantial influence of both self-efficacy and self-esteem to the cooperative learning in English of grade 11 students. The computed r^2 -value of 0.312, coupled with a substantial f-value of 69.197, indicates that 31.20% of the variance in students' cooperative learning in English can be attributed to the combined effects of self-efficacy and self-esteem. These results underline the significance of both factors, with a p-value of 0.00 which is less than 0.05 level of significance, affirming their importance in predicting cooperative learning in English. However, the difference of 68.80% can be ascribed to other variables or factors not addressed in this study. The findings imply that both self-efficacy and self-esteem play pivotal roles in predicting students' cooperative learning in English. In essence, students equipped with effective self-efficacy skills and heightened self-esteem are markedly more likely to excel in the realm of cooperative learning settings. The predictive nature of these factors implies that they contribute significantly to students' ability to overcome communication challenges in a group setting, speak confidently, and ultimately achieve success in their collaborative works in English. Further, the significant influence of

self-efficacy and self-esteem on the cooperative learning in English of students corroborates with the Social Interdependence model of Johnson and Johnson (1999), a foundational theoretical framework, it highlights the importance of social interactions and relationships within groups which relates to students' self-esteem and self-efficacy. The confidence of the students to interact with their peers will greatly affect how they will function and be productive in cooperative learning settings.

Specifically, self-efficacy takes center stage with a substantial positive regression coefficient value of 0.466 with $p > 0.05$. This indicates that for every unit increase in self-efficacy, there is a considerable corresponding increase in students' cooperative learning in English by 0.466. This implies that when students believe more in their own abilities, there is a significant increase in their engagement in cooperative learning activities in English. Further, higher levels of self-efficacy will enable students to collaborate more with their peers and communicate effectively in cooperative learning settings. The findings are aligned with the study conducted by (Shi, 2018) who stated that self-efficacious students eventually influence how they manage their actions and how they interact in cooperative learning activities.

Meanwhile, self-esteem has a positive regression of coefficient value of 0.206 $p > 0.05$. This indicates that for every unit increase in self-esteem, there is a considerable corresponding increase in students' cooperative learning in English by 0.206. This means that when students feel better about themselves and the things that they can do, there will be a notable increase in their participation and engagement in their English classes. This conforms to the study of Petrica and Panisoara (2022), where they attributed that self-esteem significantly influences the cooperative learning of students. This means that students with high levels of self-esteem have greater trust in themselves and are eager to participate in cooperative learning activities.

CONCLUSION

Based on the findings, the following conclusions were drawn:

1. The level of self-esteem of SHS students is high. The result implies that self-esteem manifests a very positive description. In particular, the students are confident about themselves. Further, they are equipped to manage pressure and maintain a healthy emotional state.
2. The level of cooperative learning in English is high. The result simply indicates that the SHS students have high abilities to communicate and

collaborate with others especially on their English subject. Moreover, they know how to work effectively in teams, develop essential skills and foster strong relationships with others.

3. Self-efficacy and self-esteem have a significant relationship to the cooperative learning in English of SHS students. It can be concluded that the confidence of the students to interact with their peers will greatly affect how they will function and be productive in cooperative learning settings.
4. Self-efficacy and self-esteem significantly influence in predicting students' cooperative learning in English. This implies that they contribute significantly to students' ability to speak confidently, overcome communication challenges in a group setting, and ultimately achieve success in their collaborative works in English.

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