

# **Self-efficacy in English**

*A comparison of first year and fourth year students' language self-efficacy in the Philippines and the factors affecting self-efficacy*

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## Abstract

Self-efficacy beliefs are “beliefs in one’s capability to organize and perform courses of action needed to handle prospective situations” (Bandura, 1997). Academically, students with a high sense of efficacy for accomplishing a task will get involved more readily, work harder, and persist longer than those who doubt their capabilities (Zimmerman, 1995).

As self-efficacy is known to influence student achievement, the study aimed to investigate the English self-efficacy of Filipino students as it may shed light on how they manage their academic challenges in the midst of low performance in achievement tests. The present study aimed to determine and find significant differences in the language self-efficacy of first year and fourth year Filipino teacher-students and investigate what factors significantly influence their self-efficacy in English.

Specifically, the study aimed to know whether background factors such as: level of schooling, gender, family income, parents’ education and employment status, high school attended, language spoken at home; and other factors such as: optimism, perceived academic performance, preferred media language, and the use of media forms (books, magazines, radio, newspapers, televisions, mp3/mp4’s, podcasts, videos, cd’s, internet), significantly influence English self-efficacy of the teacher-students.

Conducted in the College of Teacher of Education at Cebu Normal University in Philippines, and using survey-correlational design with a sample of 227 students, the results revealed that the language self-efficacy of fourth year students was higher than first years’.

Language self-efficacy was found to have significant relationships with level of schooling, gender, father’s educational attainment, high school attended, perceived academic performance, and optimism. The use of books, magazines, and newspapers, radios and mp3/mp4’s also influenced the language self-efficacy. Corresponding implications and recommendations for teachers, parents, schools and policy makers were discussed.

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# 1 Introduction

*“The beliefs that young people hold about their capability to succeed in their endeavors are vital forces in the subsequent successes or failures they attain in these endeavors.”  
Frank Pajares (2006, p.339)*

## 1.1 Introduction

This chapter will provide a brief outline of the study; the rationale for making the study, questions that arise, and the methodology used. The structure of the thesis will also be mentioned in this chapter.

## 1.2 Reasons and background of the study

As every individual aims for success in any endeavour, it is not uncommon to take skill and ability into consideration. However, an important concept that needs attention is the question of whether one's innate ability is the only sure-fire secret to success: most probably not. Looking through educational lens, many education advocates purport to quality schooling, teaching method, and even a host of personal factors as means to student achievement. One of these many personal factors that seem to influence student achievement is the construct of self-efficacy. Self-efficacy is “the beliefs in one's capability to organize and execute the courses of action required to manage prospective situations” (Bandura, 1997, p.2). Studies of self-efficacy abound in the research field; and some of the studies in relation to academic settings. Self-efficacy has been found to predict student achievement across different subject domains. Moreover, it has been found that even if students have the same skills in cognitive development, their achievement will vary in relation to the strength of their perceived self-efficacy. Hence, personal success or accomplishments need not only the skills but also the beliefs of personal competence in using these skills.

Although several domains of self-efficacy had been studied, such as mathematics self-efficacy, writing self-efficacy, and self-efficacy for self-regulated learning, not so many studies have actually delved into students' language self-efficacy; particularly self-efficacy in English, more significantly in a Philippine setting. It is an important aspect to study such concept as it relates

to the country in focus since the Philippines had been formerly known to be the only English-speaking nation in south-east Asia. Now, the quality of education in the Philippines at all levels has declined significantly (Asian Development Bank, 2003). Its competitiveness in the domain of English teaching has been challenged. Teachers are not exempt from the issue as they are the most important vehicles for delivering information and core learnings to the student. It is for this reason that this study is conducted.

In light of this, the country has implemented efforts to strengthen the use of English by increasing time allotment in the teaching of English (Department of Education, 2006). Although the country has adopted the 1987 Bilingual Education Policy in Education (Department of Education, 1987), it has been argued that English proficiency among students need to be improved if economic progress is to be achieved (Calmada, 2007). Hence, improvement of future teachers' skills is also helpful by studying the perceptions of their ability to handle and manage tasks required in achieving competent English skills. It is relevant to know the self-efficacy of a person and the factors that seem to affect it. In knowing these, one's self-efficacy may be improved and hence alter one's performance.

Background factors; socio-demographic profile in that matter, are significant in relating to self-efficacy. Level of schooling, gender, family income, parent's educational status and employment, high school background, and language spoken at home are relevant in distinguishing any differences in self-efficacy.

Optimism, performance expectations, and one's use of media, and preferred media language have also been included in the study to see whether they in part, influence self-efficacy. There has been subtle reference on the relationship of optimism to self-efficacy. Support for this relationship suggests that self-efficacy reflects an optimistic self-belief (Schwarzer, 1992). More so, media and its language are significant in influencing beliefs of competence. Media has played an important role, not only in delivering information to its audience, but also in shaping the minds of its receivers. In fact, media has become the alternative socializing agent in moulding the minds of the young adolescents. And in the Philippine context, media consumes much of the Filipino youth's leisure time. Hence, a look into the language of the media, and the usage habits of its specific forms (television, radio, newspapers, books, magazines, podcasts, mp3's/mp4's, the internet, and cd's) are also essential in bringing into light any possible differential effects on the English self-efficacy of the Filipino youth.

The importance of self-efficacy in academic settings is worthy of note. In fact, self-efficacy accounts for 14% of the variance in student performance (Multon, Brown, & Lent, 1991). In the country such as the Philippines, studying the language self-efficacy; or self-efficacy in English, is of prime significance, since English is taught in almost all levels of schooling. Knowing what factors affect teachers' self-efficacy in English would be meaningful in this study. As major consumers of Philippine media, it is vital to draw young teacher-students in this study and see how media plays a part in self-efficacy.

### **1.3 Aims and objectives**

This study is interested in knowing the language self-efficacy (or self-efficacy in English) and the differences among first year and fourth year teacher-students in Cebu Normal University (CNU). The study aims to answer the following questions:

- 1) What is the language self-efficacy (LSE) of first year teacher-students in CNU?
- 2) What is the language self-efficacy (LSE) of fourth year teacher-students in CNU?
- 3) Is there a significant difference between first year and fourth year teacher-students in their language self-efficacy?
- 4) Is there a significant difference between first year and fourth year teacher-students in terms of their:
  - a) Socio-demographic or background factors?
  - b) Optimism?
  - c) Perceived academic performance?
  - d) Use of media resources?
  - e) Preferred media language?
- 5) What factors significantly influence the language self-efficacy of teacher-students in Cebu Normal University in Cebu, Philippines?

## **1.4 Organization of the thesis**

The thesis is organized as follows: The first chapter outlines the reasons, background and aims and objectives of the study. Chapter two discusses the theoretical issues and previous research involving self-efficacy, its relation to educational settings and the factors that affect it. Studies on language self-efficacy in particular and studies of self-efficacy in relation to the Philippine context are reviewed. Chapter three presents the Philippine economic and sociolinguistic context and the educational setting. The basic profile of the country, as well as the role of media and its influence on the Filipino's use of English are discussed. In terms of the Philippine educational setting, the educational structure, access and admission, higher education, as well as teachers; their qualifications, status in society, and concerns, are also presented. The language of instruction in light of the language policy in the country is also reviewed. Chapter four demonstrates the methodological aspect of how the study was conducted and the instrument used. Measure of the variables, the ethical concerns involved and delimitations of the study are discussed. Chapter five presents the results, while chapter six concludes the study with recommendations accompanying the relevant implications.

## 2 Theory and Previous Research

*“The ultimate goal of the educational system is to shift to the individual the burden of pursuing his [sic] own education.”—John W. Gardner (1963, p.21), former U.S. secretary of Health, Education*

### 2.1 Introduction

A review on the literature will be detailed in this chapter. More specifically, self-efficacy and its characteristics and relationship to educational settings will be discussed. Studies on the factors that seem to affect perceived self-efficacy and studies of self-efficacy in relation to the context of the Philippines will be reviewed. The conceptual framework will be presented.

### 2.2 Self-efficacy

#### 2.2.1 Nature and Definition of Self-efficacy

Almost three decades have passed since the construct self-efficacy has been first introduced by its major proponent, Albert Bandura. This self-efficacy construct has been part of Bandura's (1986) social cognitive theory which postulated that individuals possess a self-system that enables them to exercise a measure of control over their thoughts, feelings, motivation, and actions. This concept is rooted from the view of *reciprocal determinism* by Bandura (1986), which suggests that (a) personal factors in the form of cognition, affect, and biological events, (b) behaviour, and (c) environmental influences, make interactions that result in a *triadic reciprocity*. How individuals behave is mediated by their beliefs about their capabilities. Moreover, their behaviour can often be better predicted by these beliefs than by the results of their previous performances (Pajares, 1997; Bandura 1995). Self-efficacy is thus a component of Social Cognitive Theory wherein behaviour, cognition, and environment exist in a reciprocal relationship and as such, are determined to a large extent by each other.

Self-efficacy beliefs are “beliefs in one's capability to organize and execute the courses of action required to manage prospective situations” (Bandura, 1997, p.2). These self-efficacy beliefs influence how people think, feel, motivate and act, and thus are important elements in

people's exercise of control over their environments and in their personal agency for well-being and attainment. Self-efficacy measures focus on the performance capabilities of the individual rather than on personal qualities such as one's physical or psychological characteristics. Thus, self-efficacy measures ask people to judge their capabilities in fulfilling given task demands such as performing math multiplication problems, and not on who they are personally or how they feel about themselves in general.

### **2.2.2 Characteristics of Self-efficacy**

According to Zimmerman (1995), there are several characteristics of self-efficacy that are important when it is assessed. First, self-efficacy focuses on the judgment of performance capabilities rather than on personal qualities such as psychological traits or physical characteristics. Second, these beliefs are multidimensional, rather than a single disposition. Hence, efficacy beliefs for English composition may differ from efficacy beliefs in Mathematics. In effect, efficacy beliefs are linked to different domains of functioning. Third, self-efficacy measures are context-dependent. Learning in competitive classroom set ups may show lower sense of self-efficacy than in cooperative ones. Thus, judgments of self-efficacy vary in terms of performance context. Fourth, self-efficacy judgments depend on a mastery criterion of the performance and not on normative or other criteria. Performance is rated on the varying difficulty of the task, and not on how well one performs in comparison to others. Finally, self-efficacy judgments refer to future functioning. Beliefs are measured before one performs the relevant activities. This antecedent property of self-efficacy places it in a temporal position, playing a causal role in any field, including academic motivation.

### **2.2.3 Sources of Self-efficacy**

As Bandura (1995) had established, people's beliefs with regard to their efficacy can be developed by four forms of influence or sources: *mastery experiences*, *vicarious experiences*, *verbal or social persuasions* and *emotional states*. The most influential source and the most effective way of creating a strong sense of efficacy is through *mastery experiences* or the interpreted result of one's performance. People assess the effects of their actions, and their interpretations of these effects help create their efficacy beliefs. Outcomes interpreted as successful raise self-efficacy, while outcomes interpreted as failures lower it (Pajares, 1997;

Bandura, 1995). Placed in the context of educational setting, self-efficacy beliefs are created as students interpret and evaluate the results gained from completing an academic task. Judgments of competence are then created or revised according to those interpretations. Self-efficacy beliefs are raised when they believe their efforts have been successful, while their self-efficacy beliefs is lowered when they believe their efforts failed to produce the desired effects (Usher & Pajares, 2008).

Social models play an important role in the development of self-efficacy (Usher & Pajares, 2008). Thus, the second source which is influential also in creating and strengthening efficacy beliefs is through *vicarious experiences* of observing others. According to Bandura (1995), seeing people similar to themselves succeed by perseverant effort raises observers' beliefs that they also possess the capabilities to master comparable activities. Similarly, observing others fail despite high effort lowers one's efficacy. Thus, vicarious information gained from others similar in ability is an influential source of self-efficacy beliefs. Likewise, experiences of those similar in attributes (age, gender, and ethnicity) are also powerful sources (Usher & Pajares, 2008).

Putting it in the school context, students compare themselves to particular individuals (social models) such as classmates and adults as they make judgments about their academic capabilities. Watching a classmate succeed in a difficult math problem may convince fellow students that they also can succeed the challenge. Although vicarious experiences often occur between day-to-day encounters with people, such as peers or family members the role of television and other media has brought symbolic models as well. Such models can convey attitudinal and enactive vicarious information to students about how to approach school, peers, and parents (Bandura, 2004).

*Verbal and social persuasion* is a third source of strengthening peoples' efficacy beliefs. People who are persuaded verbally that they possess the capabilities to master given activities are likely to effect greater effort and sustain it than if they carry self-doubts and dwell on personal deficiencies when problems arise (Bandura, 1995). Positive persuasions encourage and empower people's self-beliefs while negative persuasions work to defeat and weaken them. Moreover, effective persuasions should be appropriately framed and not to be confused with empty praise (Pajares, 1997). In the educational setting, encouragement from parents,



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teachers, and peers whom students trust can strengthen students' confidence in their academic capabilities (Usher & Pajares, 2008).

Fourth, *physiological and emotional states* such as anxiety, stress, arousal and fatigue, also provide information in judging people's capabilities. People interpret their stress reactions and tension as signs of vulnerability to poor performance. Positive mood enhances perceived self-efficacy while high anxiety diminishes it (Bandura, 1995). In terms of school settings, students learn to interpret their physiological arousal as an indicator of their self-efficacy beliefs by evaluating their own performances. Students who experience a feeling of dread going to a class may likely interpret their anxiety as evidence of their lacking in skill or incompetency in that class (Usher & Pajares, 2008).

These sources of efficacy beliefs are not directly made into judgments of competence. As Bandura (1995) mentioned, they are not inherently instructive. Instead, people interpret the results of events, and these interpretations provide the information on which judgments are based. Hence, these sources that influence self-efficacy beliefs are dependent on how they are cognitively processed or interpreted by the person.

As self-efficacy has manifested itself to be a significant factor that influences future behaviour, it is interesting to see how it also relates to the educational setting.

#### **2.2.4 Self-efficacy in relation to educational settings**

The relationship of self-efficacy to academic performance is important. Through the recent years, self-efficacy has been given increasing attention in educational research especially in the studies of academic motivation and of self-regulation. Self-efficacy beliefs have been shown to predict students' achievement across academic areas and levels (Pajares & Urdan, 2006). Multon, Brown, and Lent (1991) found out in their meta-analysis of studies measuring self-efficacy and student motivation from the period of 1977-1989 that, self-efficacy beliefs accounted for 12% (positive effect size of  $r=.34$ ) of students' task persistence. With regards to its effects on academic achievement, Multon, Brown, and Lent's (1991) analysis found that self-efficacy accounted for 14% (positive effect size of  $.38$ ) of the variance in students' academic performance across various student samples, experimental designs, and criterion measures.

Schunk (1991) discussed how self-efficacy might operate during academic learning. He said that “initial self-efficacy varies as a function of aptitude (abilities and attitudes) and prior experience. Such personal factors, such as goal setting and information processing along with situational factors (teacher feedback and rewards), affect students while they are working. From these factors students derive cues signalling how well they are learning, which they use to assess efficacy for further learning (Schunk, 1991 p. 209).” Motivation is enhanced and in turn students maintain a sense of self-efficacy for performing well.

Several studies have found the role of self-efficacy beliefs in mediating the effects of skills and other self-beliefs on performance (Collins, 1982; Bandura 1997; Schunk, 1991). Students with the same level of cognitive skill development may vary in their intellectual performances depending on the strength of their perceived self-efficacy. Thus, personal accomplishments require not only skills but the self-efficacy beliefs to use these skills well (Bandura, 1993). As Pintrich and De Groot (1990) said, “Students need to have both the will and the skill to be successful in classrooms (Pintrich & De Groot, 1990 p. 38).” They have found that perceived self-efficacy was predictive of students’ use of cognitive and self-regulative learning strategies in classroom settings, and that these strategies were in turn predictive of academic attainment. Likewise, studies have been found the influence of self-efficacy beliefs on performance by influencing effort, persistence and perseverance. Pajares (1997) and Usher and Pajares (2008) have outlined these studies. Such studies have shown distinct differences between high and low self-efficacy beliefs.

In general, people with high self-efficacy beliefs are more likely to expend greater effort when facing difficult circumstances; viewing them as challenges and not as threats, remain more problem-focused, and persist for a longer time. On the other hand, people with low self-efficacy beliefs shy away from difficult tasks; viewing them as personal threats, get depressed and frustrated, give up quicker and be more emotionally focused (Jackson, 2002; Bandura, 1995). Academically, students with a high sense of efficacy for accomplishing a task will get involved more readily, work harder, and persist longer when faced with difficulties, than those who doubt their capabilities (Zimmerman, 1995).

### **2.2.5 On Language Self-efficacy**

Because of its unique property of being domain and context-specific, self-efficacy assessments have been common in educational settings (Pajares, 1997). These properties of self-efficacy have resulted in findings that made self-efficacy beliefs more superior than other self-concept beliefs in predicting and explaining than generalized judgments (see Pajares & Usher, 2008). Studies across different content domains like reading, writing, mathematics among children and adolescents yielded significantly positive relationships between self-efficacy and academic achievement (Schunk & Meece, 2006; Multon, Brown & Lent, 1991; Pajares, 1996; Schunk, 1995). Zimmerman and Bandura (1994) found that self-efficacy for writing correlated positively with goals for course achievement, satisfaction with potential grades, and actual achievement. Zimmerman and Martinez-Pons (1990) had found verbal efficacy increase among students from fifth to eleventh grades. Pintrich and De Groot (1991) found that self-efficacy was positively correlated with cognitive strategy and self-regulated learning in Science and English classes. Wong (2005) in her study on language self-efficacy and its relationship with language learning strategy among ESL pre-service teachers found that there was a positive relationship between the two. High self-efficacy pre-service teachers reported more frequent use of more number of language learning strategies than did those teachers with low self-efficacy. The significance of studying the relationship of language self-efficacy and the factors suggested in this study is relevant.

## **2.3 Factors influencing Self-efficacy**

### **2.3.1 Background factors**

#### **a. Level of Schooling (Age)**

How students perceive their capabilities depend on their age and maturity (see Usher & Pajares, 2008). It was shown that young children commonly overestimate the conditions of their behaviors and their outcomes, and overstate their self-efficacy or ability (Paris & Oka, 1986; Stipek, 1993; Bandura, 1997). According to Bandura (1997), young children are unable to integrate efficacy-building information, but they tend to attend to more recent experiences and bias their efficacy judgments. As they mature- physically, cognitively, and

emotionally, they acquire skills that help them appraise information related to their capabilities, thus enhancing their accuracy of self-efficacy beliefs (Usher & Pajares 2008; Schunk & Meece, 2006). With cognitive maturity, young adults are able to interpret and integrate several sources of information about their capabilities, and have much more varied views of their abilities (Eccles, Wigfield, Schiefele, 1998). Several studies have found that self-efficacy beliefs have significant relationships with level of schooling. Some research showed a developmental increase in perceived efficacy (see Schunk & Meece, 2006; Zimmerman, 1995), particularly in areas of math and verbal efficacy from fifth to eighth grades (Zimmerman & Martinez-Pons, 1990) and in reading and writing achievement (see Shell, Colvin, & Bruning 1995).

A meta-analysis made by Multon, Brown, and Lent (1991) reported a strong relationship between self-efficacy and academic attainment among high school and college students than elementary school students. They speculated that older students may be able to assess their academic capabilities because of their greater experience in school. Moreover, Zimmerman and Martinez-Pons (1990) had found a trajectory increase in perceived efficacy among students from fifth to eleventh grades. The children's math and verbal efficacy was assessed in terms of their perceived capability to solve problems of increasing difficulty. However, some research also showed a decline in efficacy beliefs (Anderman, Maehr, & Midgley, 1999; see Schunk & Meece, 2006). Though there are mixed results in the research areas, it has been argued that the inconsistency of the findings across developmental studies may be due to differences in the specificity of self-efficacy and competence measures (Schunk & Meece, 2006). Yet, it remains that developmental changes in self-efficacy occurs among students in varying year levels.

### **b. Gender**

Gender differences in students' academic self-efficacy have been reported in terms of academic domains in which they have been measured. In terms of confidence in mathematics, boys and girls report equal confidence in their mathematics ability during the elementary years, but differences begin to emerge following children's transition to middle or junior high school (Midgley, Feldauer, & Eccles, 1989; Wigfield, Eccles, & Pintrich, 1996). In relation to language arts, male and female students exhibited similar confidence despite the fact that girls' achievement was greater (Pajares, 2002). In similar studies, boys reported stronger

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mastery experiences and lower anxiety in math (Lent, Lopez, Brown, & Gore, 1996) and science (Britner & Pajares, 2006) while girls reported greater mastery experiences and lower anxiety in writing (Pajares, Johnson, & Usher, 2007). Findings suggest that boys and girls differently interpret and use self-efficacy information (Usher & Pajares, 2008). However, researchers have found that gender differences in social, personality, and academic variables may be a function of *gender orientation*- the stereotypic beliefs that students hold about gender- rather than gender per se (Eisenberg, Martin, & Fabes, 1996). Hence, in male domains such as mathematics, science, and technology, a masculine orientation is associated with confidence and achievement. While language arts is typically associated with a feminine orientation because writing is viewed by most students as a female domain. Hence, a feminine orientation is associated with motivational beliefs related to success in writing (Pajares, 2002; Pajares & Valiante, 2001).

### **c. Family Income**

Socioeconomic status (SES) has been widely studied and found to relate to the health, cognitive, and socio-emotional well-being of the person. Student SES and self-efficacy have been seen to be positively correlated, with students from higher SES backgrounds reporting higher levels of self-efficacy than their less advantaged peers (Artelt, Baumer, Julius-McElvaney, & Peschar, 2003; McConney & Perry, 2010). In studies concerning socioeconomic status' role in academic achievement, it has been found to contribute 5% of the variance in academic achievement among students (White, 1982). And among the traditional measures of socioeconomic status (other than education and occupation), family income accounted for the greatest amount of variance. Family income has been one of the more often used indexes in assessing socio-economic status (Bradley & Corwyn, 2002). Families differ in capital (or resources or assets), and as such, families with greater capital provide richer experiences that raise children's self-efficacy (Schunk & Meece, 2006). Families with greater capital provide opportunities for stimulating their children's cognitive abilities and motivation by enrolling them in classes or activities where they receive academic and social benefits. In a study by the National Longitudinal Survey of Youth and the National Household Education Survey in the US, the study showed that children from poor families have less access to a wide variety of various recreational and learning materials from infancy through adulthood (Bradley & Corwyn, 2002). Low-income parents are less likely to buy reading and learning materials for their children as well as less likely to take them on educational and cultural

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events. Access to such stimulating materials and experiences and cultural resources, mediates the relation between SES and children's intellectual and academic achievement as well as behaviour problems (Bradley & Corwyn, 2002). Furthermore, evidence suggests a strong relationship between SES and verbal skills (Mercy & Steelman, 1982). There were differences found in the language proficiency and performances among children from high-SES and low-SES families (Hart & Risley, 1995; Hoff-Ginsberg, 1991). Moreover, due to a number of different factors, lower income children are more likely to experience learning problems in school, which can result in lower self-efficacy for learning (Schunk & Miller, 2002). Yet, as Schunk and Meece (2006) suggested, socioeconomic status must be held in light of the factors and processes that characterize families of different socioeconomic levels, as not all children from poor families hold low self-efficacy.

#### **d. Parent's education**

It has been known that family variables such as parents' level of education, is related to student's academic performance and achievement. Plunkett and Bamaca-Gomez (2003) found significant relationships between parent's educational attainment levels and adolescents' educational aspirations. In his study on Mexican-origin immigrant students, he reported that both father and mother's educational attainments significantly and positively correlated with adolescents' aspirations and that mothers' educational attainment correlated with adolescents' educational motivation. Sanchez, Reyes, and Singh (2006) found negative family domains; such as low parental school involvement, socioeconomic status and educational level, to explain Latino youth's educational failure. Behnke, Piercy, and Diversi (2004) found a relationship between Latino youth's education and occupational expectations with their parents' education. In a study using emotional and social factors to predicting student success, Studies have found that parents' educational background was significantly related to students' college GPA (Pritchard & Wilson, 2003; Nelson, 2009). In a similar study, Ting and Robinson (1998) found that father's education was significant in the prediction of semester GPA for women as well as men students. Findings by Ingoldsby, Schvaneveldt, Supple, and Bush (2004) on the study of parenting behaviour and adolescent achievement and self-efficacy showed that higher levels of paternal education predicted greater feelings of self-efficacy among boys and girls in Chile and Ecuador. On the other hand, less educated parents may be unfamiliar with how the educational system works, and would have less ability to provide academic support for their children, less confidence in helping them with actual

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schoolwork, and less time to actually devote since more time is needed in working more jobs than educated parents (Plunkett & Bamaca-Gomez, 2003). Moreover, they may not be tangible role models of the benefits of more education. This may in turn affect self-efficacy. Hence, parental education is related to self-efficacy. However, several studies have suggested that the influence of parents' level of education on student outcomes might be mediated by interactions among several process variables such as parental behaviours, their children's qualities, and environmental factors. For example, research on economic hardship and low parental education has been found to correlate with difficulties in development and learning (Bradley & Corwyn, 2002). Ortiz (1986) found that parents' education and reading frequency were important correlates of lower achievement of Hispanic and Black children. Parents with less than a high school education had fewer literacy materials and classes of such materials in the home and read less frequently than parents with higher levels of academic education. Thus, rather than having a direct association with children's academic achievement, parents' level of education is suggested to be a part of a larger network of psychological and sociological variables influencing school outcomes (Walker & Smrekar, 2002).

#### **e. Parent's employment**

Bandura's (1997) position that vicarious experiences in which a person witnesses others perform challenging activities is one source of self-efficacy. In this context, parents' achievements at home and in the workplace may contribute to self-efficacy in their children (Buchanan & Selmon, 2008). The impact of parental employment can be varied; whether they live in lone mothers or dual-parent families. In dual parent families, parental employment patterns (both currently and when the young people were growing up), had no statistically significant relationship with young people's self-efficacy (Cusworth, 2006). Instead, self-efficacy is being influenced more by the number of earners in the household than by the maternal or parental employment patterns when measured separately. She mentioned that having lived in a one-earner household in infancy or during the preschool years was beneficial in adolescence compared with living in a workless household, but those who had two working parents were no better off. It was suggested that it was important to have both a working role model and the nurturing support of a parent at home. However, having a mother who was not currently in the labor market was associated with a greater risk of having low self-efficacy among young people as compared to those mothers who were in full-time employment.

In lone mother families, there was no statistically significant association between maternal employment and self-efficacy (Cusworth, 2009). Buchanan and Selmon (2008) found no significant relationship between mother's employment status and self-efficacy among African American students' but not white students. They suggested interplay of gender role attitudes and socialization influences and the mediating role of race.

#### **f. Type of high school attended**

Public and private schools generally differ in terms of financial support systems, academic programs, class size, school size, quality of teachers, school admission, and costs among others. Public schools offer a general program which is designed for all, while private schools have the flexibility to offer specialized programs. Public schools depend on government funds and sometimes on corporations and organizations, while private schools depend on tuition fees from non-public funds coming from non-public sources as religious organizations, endowments, grants, and charitable donations. Public school size is at least twice the size of private schools. Also, public schools have larger class size than private schools, with private schools having lower student/teacher ratios. Private schools cost more than public schools as public schools are funded mostly by the state (Chen, 2007). While there is a debate over the performance of both types of school in terms of student outcomes, some suggest that there is no difference in the academic performance of students enrolled in either schools (Center on Education Policy, 2007). However, in as much as debate covers the type of schools and its effect on academic performance, there is much to research on its effect on self-efficacy.

Some dimensions of schooling contain many potential influences in the self-efficacy of students. According to Schunk and Meece (2006), this may include, among others, the type of instruction being structured, the grading practices, and the amount and type of teacher attention. For example, rigid instructional sequences frustrate some students who have a hard time learning and eventually fall behind, which may lead to a signal of lack of ability, which in turn decreases self-efficacy. Classrooms that are characterized by much competition and social comparison may decrease self-efficacy among students who feel they are deficient. In a study by McConney and Perry (2010), they found that relationship between mathematics achievement and school SES (characterizing private schooling in this aspect), is slightly stronger for students with higher levels of self-efficacy than for students with lower levels of self-efficacy. They presumed that such high SES schools are associated with access to more



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academically challenging curriculum and supportive learning environments than lower SES schools. Moreover, they found that the relationship of math achievement and school SES is strongest for those students with low SES and with high level of self-efficacy, and weakest for those students with high SES and low level of self-efficacy. In this study, self-efficacy has been found to be part of an interaction between achievement and socioeconomic status.

#### **g. Language spoken at home**

There is much to research on language spoken at home and its influence on self-efficacy. However, on matters regarding achievement and language spoken at home, several studies are worth noting. In a study by Plunkett and Bamaca-Gomez (2003) on Mexican-origin immigrant adolescents, they found that the language spoken at home was positively related to academic motivation and educational aspirations. Adolescents who spoke more English and less Spanish reported higher academic motivation and educational aspirations. They discussed that those Latino youth who spoke less English or no English at home may be less proficient in English than those who actually spoke English at home. This less proficiency in English may lead to frustration and in turn lead to less academic motivation and aspiration. Fuligni (1997) similarly reported that those immigrant adolescents where English was not the main language spoken in the home reported to score lower in English and math than their peers.

In a study by Kennedy and Park (1994) of the relationship between Mexican- and Asian-American middle school students' academic achievement and its relationship with language spoken at home, they found out that separate results occur for the two groups. For the Asian-American students, there was a small but significant correlation with home language and math course grades such that those students who do not speak English at home reported higher course grades especially in math. However, there was no significant relationship for Mexican students. In terms of standardized test scores, speaking English at home was positively related to achievement in each subject for Mexican students but was unrelated in math but negatively related to reading for Asians such that students not speaking in English in the home achieved a significantly lower score than those who did speak English in the home.

Some research have reported several factors that influence children's language proficiency. Some of the factors included number of individuals speaking English in the home setting, the incidence of speaking English at home, and higher English proficiency in family members (Flege, Yeni-Komshian, & Liu, 1999; Jia, Aaronson, & Wu, 2002). In Brenneman, Morris,

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and Israelian's (2007) study, however, no significant relationship was found with family factors (Spanish language spoken within the family) and English reading comprehension skills among bilingual Latino students but had significant negative relationship with English reading skills. In that, as Spanish language preference decreased, English reading skills increased. Much of the studies emphasize the role of language at home on affecting achievement and proficiency. However, there is a dearth in the study relating language spoken at home and its relationship to self-efficacy. Much further research needs to be done in finding empirical data.

### **2.3.2 Other factors**

#### **a. Optimism**

Optimism has been described by Mehrabian (1998) as an emotional and cognitive predisposition to feel and think that the good things in life outweigh the bad. Optimism and self-efficacy are closely related in such a way that perceived self-efficacy reflects optimistic beliefs, wherein one can perform easy or difficult tasks, or cope with adversity- in any human domain or affairs (Schwarzer, 1992). The close relationship shows how self-efficacy facilitates goal-setting and effort investment, as well as promotes persistence in the face of obstacles and recovery from setbacks- all characterizing optimistic behavior. Conversely, pessimistic outlook leads people to misinterpret their mistakes as signs of inability, which in turn diminishes their self-efficacy (Seligman, 1990). Optimism has also been seen to mediate the relation of self-efficacy and perceived social support to well-being (Karademas, 2006). Moreover, an optimistic belief has been suggested in studies to be a beneficial element in one's self-efficacy as they are what individuals need in being able to sustain in the face of difficulties (Bandura, 1995; Usher & Pajares, 2008). Students who believe that an academic task is within reach will successfully handle negative experiences because they believe that the outcome is still attainable. Self-efficacy, thus, reflects an optimistic self-belief (Schwarzer, 1992).

Optimism is also believed to be highly related to positive mastery-oriented behaviors including persistence, utilization of suitable problem-solving strategies and assertiveness (Schulman, 1995), leading to higher achievement. It has also been found that highly optimistic individuals with high self-confidence tend to evaluate their performance favourably and attribute failures to external factors and regard them as obstacles as to be overcome, improving their

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motivation (Lane & Lane, 2001). By contrast, pessimistic individuals tend to see failures as reflective of their low ability, hence reducing their self-efficacy and affecting their learning and performance, causing them to give up (Young, 2000).

### **b. Perceived academic performance**

Expectancy beliefs are self-beliefs that pertain to one's perceived capability. They are part of outcome expectancies which are characterized by (a) the expectation that a behavior will produce certain outcomes and (b) the value of those outcomes. Expectancy beliefs may include among others, performance expectancies, perceptions of competence, and academic domain-specific self-concept (Pajares, 1997). Expectancy beliefs are closely related to self-efficacy since both are self-beliefs about one's perceived capability. Although self-efficacy and outcome expectancy (expectancy beliefs) are similar in that they are beliefs about one's perceived capability, they are different in that self-efficacy is more task- and situation- specific while expectancy beliefs form more global and general self-perceptions (Bandura, 1986; Pajares, 1997). Beliefs of personal efficacy are measured in terms of perceived capability to carry out various levels of challenges in specified domains of functioning while perceived competence is measured in a general way using normative criteria. It is argued that outcome expectancies are important also for understanding human behavior, yet self-efficacy plays a more predicting power. In a study by Shell, Murphy and Bruning (1989), they examined the predictive power of self-efficacy and outcome expectations on reading and writing achievement. They found out that self-efficacy and outcome expectancies jointly predicted 32% of the variance in reading achievement, with self-efficacy accounting for most of the variance (28%). Although it has been shown that outcome expectancies influence, they do not guarantee motivation and learning (Schunk, 1991).

The relationship between expectancy beliefs and self-efficacy is so close in that the motivating potential of outcome expectancies is partly influenced by self-efficacy beliefs. There are many attractive goals people do not pursue because they judge they lack the capabilities for them (Bandura, 1993). Although outcome expectancies also influence motivation and behavior, Bandura (1984) argues that outcomes people expect are largely dependent on their judgments of what they can accomplish. Hence, self-efficacy in part determines outcome expectancies (expectancy beliefs).

### **c. Use of media resources**

The influence of media on the physical, social, and cognitive aspects of people cannot be ignored. Media, according to Calvert (2004, p. 20) are “technologically based systems of information delivery.” Mass media is a term used to denote a section of the media specifically designed to reach a large number of audience such as a certain population of a nation or country (Mass media, 2010). As inseparable as being part of our lives, mass media remain to be an effective avenue for dissemination of information, communication, sharing of opinions and ideas and marketing and conveying of views. With the advent of technology, media has never been as pervasive as before. In this age of electronic media frenzy, a normal day is filled with mobile communication, access to virtually any person or place across the globe, modifying behaviors and attitudes of people’s lives and so significantly shaping society as a whole (Bandura, 2006). Even in the educational context, the rapid pace of technological change has placed an emphasis for the capability of the student to manage his studies by self-directed learning (Bandura, 1993).

It cannot be denied that, other than the conventional media such as television, radio, and the print media (newspapers, magazines, books, etc.), there is a rising interest in other classes of new-age media as the computers, the internet, and even mobile phones. It is interesting to know how these different types can affect the learning process, educational outcomes of students, and even their self-efficacy.

As people’s self-efficacy is shaped by observing others, the role of media has placed itself as *symbolic models* to forming self-efficacy. Such symbolic models, according to Bandura (2004), can convey attitudinal and vicarious information to young people about how to approach school, peers, and parents and anyone else (Usher & Pajares, 2008). Newspapers, magazines, radio, and television inform people about new practices and their likely risks and benefits. The internet serves as a channel of instant communicative access worldwide (Bandura, 2009). Thus, the advancement of technology in communication has given way for *symbolic modelling* to impart ideas, values and ways to behavior (Bandura, 2004). The effect of self-efficacy on educational development among students has progressed as well, such that in the past, educational development depended on the quality of the schools in which students were enrolled. Now, students have the best libraries, museums, and multimedia instruction via the Internet. The student can learn independently by themselves, being agents of their own

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learning, and not barely receivers of information (Bandura, 2006). Media and “the extraordinary advances in technology of communication are changing the nature, speed, reach and area of human influence (Bandura, 2009).

From this, it is important to distinguish which forms of media are effective, in a way or another, in influencing learning, more so, achievement. It is important to note that even when a particular educational subject or message is similar across different media, some of the factors that add to the effectiveness of that educational content will nonetheless vary in terms of the medium by which the content is delivered (Fisch, 2004).

More significantly, it is important to determine which forms of media are significantly related to self-efficacy. In Salomon’s (1984) study on the relationship of student’s self-efficacy for learning from text or from television, with mental effort and achievement, he found out that self-efficacy of students who were exposed to print material were positively related with mental effort and achievement, while for television learning, it correlated negatively. As students’ ability to learn from print material increased, so did their perceived mental effort to complete the task. In a study of factors affecting academic achievement where instruction was delivered via podcast, self-efficacy for online technologies did not significantly predict achievement (Hodges, Stackpole-Hodges, & Cox, 2009). However, as vital as knowing the function of media in influencing self-efficacy, it is crucial to note, particularly in this study, that there are scarcely any research on the effects of the different modes of media on self-efficacy.

#### **d. Preferred media language**

Media (whether print, broadcast or any other form) represents power, prestige, and affluence. Any language used in media is also associated with these qualities. Thus, the significance of language use in the media is unquestionable. Language is spread by the use of media. And it is built, nurtured and maintained through media. The use of a language in media indicates the prominence of that language and the support it receives from the prevailing culture (Brown & Ogilvie, 2009). In a study of language preference of bilingual children and its relationship to their reading skills, Brenneman, Morris, and Israelian (2007) found that the higher English preference for media, the better reading and comprehension skills in English. Language of media input has been considered one of several factors that influence such proficiency. In a longitudinal study of bilingual boys by Ledesma and Morris (2005), they found out that

English language preference (in both social and media/formal situations) was positively related to better performance in English reading comprehension. Though language preferences have mostly been evaluated in terms of oral language proficiency, much research has to be done in investigating its relationship to self-efficacy.

#### **2.4 Studies on self-efficacy in the Philippine context**

Numerous studies abound academic self-efficacy in the Western context. However, only a few studies have been found in the Philippine context. In a study on the relationship of self-efficacy on achievement goals of high school and college students, Magno and Lajom (2008) found out developmental changes in self-efficacy. Self-efficacy increased performance goals in high school but decreased performance goals in college. The study noted that high school students who adopted higher self-efficacy tend to adopt higher learning goals that were not achievable, leading to overestimation of goals, while college self-efficacy decreased the likelihood of adopting such high goals, instead setting more achievable goals. In another study by Magno (2009), he found a significant relationship between self-efficacy and school ability among Filipino college students.

While fewer studies have been conducted on self-efficacy in the Philippine context, some studies have been observed on the language performance of Filipino students, particularly in the English language. In an investigation of language exposures and errors in English essays of Filipino high school students, Masangya and Lozada (2009) found that students with high exposure to English language have significantly committed less grammatical errors in their written essays. Furthermore, a high frequency of exposure of the language came from the source of media, literature and others such as internet websites where English is used as the medium. Furthermore, in a survey by Borlongan (2009) on the language use and attitudes among young Filipino students in a private university, she showed that English remained to be the most common language used and preferred in the media (radio, television, and newspaper), in popular literature (magazines and comics) and books, among others.

## 2.5 Conceptual Framework

As can be noted, the background factors such as level of schooling, gender, family income, parents' education, parent's employment status, the type of high school attended, and language spoken at home are deemed to affect language self-efficacy. Optimism, perceived academic performance, preferred media language, and the use of specific media forms such as books, magazines, radio, newspapers, televisions, mp3/mp4's, podcasts, videos, cd's, and the internet also likely correlates with self-efficacy. As such, figure 2.1 illustrates the relationship.

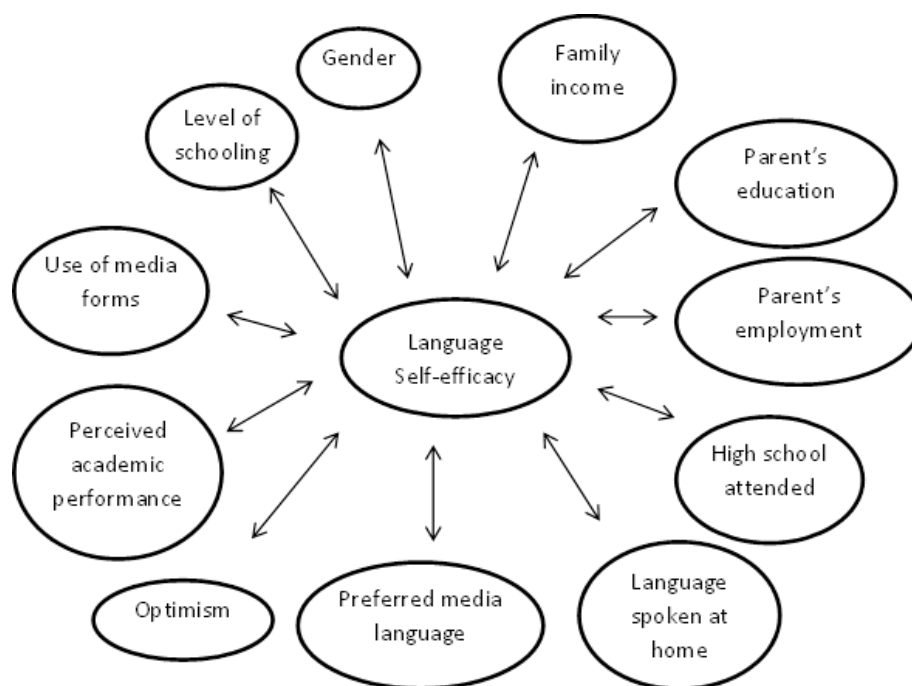


Figure 2.1 Conceptual framework of language self-efficacy and the investigated factors

## 2.6 Summary

The chapter reviewed the literature on the study of language self-efficacy and the factors related to it. Such factors being studied are categorized into background factors; or more so the socio-demographic factors, such as level of schooling, gender, family income, father and mother's educational attainment, father and mother's employment status, high school attended, and language spoken at home. Other factors included optimism, perceived academic performance, preferred media language, and usage of media forms such as: televisions, radio, newspapers, books, magazines, internet, cd's, podcasts, mp3's/mp4's, and videos.

Self-efficacy has been a potent predictor of academic achievement. Academic outcomes vary not only with the cognitive skill or ability in question but also by the self-efficacy possessed by the student. Hence, academic achievement differs among students with the same level of cognitive skill dependent on the strength of their perceived self-efficacy. (Bandura, 1993). With being a powerful predictor of student achievement; accounting for 14% of the variance, self-efficacy has been usually taken as a concept known to predict student outcome. However, only few studies show how self-efficacy is affected by all the factors stated earlier. There are scant research evidence on the actual influence of the mentioned factors on the English language self-efficacy on students, particularly in the Philippine setting. Hence, a study of self-efficacy of Filipino students is deemed necessary, and a look on the background of the study will be taken up on the next chapter, in line to see how self-efficacy place itself on the context of Philippine education and culture.



## **3 Background of the study**

### **3.1 Introduction**

This chapter will provide a description of the Philippine economic, educational and sociolinguistic landscape. A short description of the socio-economic background of the country will be presented. Moreover, the Philippine educational system will be reviewed; its structure, access and admission, private and public sectors, its quality, and its higher education component. The country's teaching manpower and their status and qualifications for the profession will also be analysed. The Philippine sociolinguistic background in the context of the educational field and in the context of the media will also be presented.

### **3.2 The Philippine socio-economic background**

The Republic of the Philippines is an archipelago-nation in Southeast Asia. It has an estimated population of 94 million ([www.census.gov.ph](http://www.census.gov.ph)) with a population growth rate of 1.9 percent (Philippines, 2010). Its 2009 estimated gross domestic product (GDP) per capita is 3,300 US dollars, with a market exchange rate of 47.48 pesos to one US dollar (year 2008). In terms of Purchasing Power Parity (PPP), GDP is 324.4 billion dollars (2009 estimate). With 60.6 percent of the country aging 15 to 64 years old, the country's labor force consisted of 37.89 million working individuals (year 2009). Unemployment rate is 7.5 percent. Although the country has an average economic growth of 4.5 percent annually, its GDP real growth rate in 2009 was only 0.9 percent (Philippines, 2010).

The problem of poverty has been one of the many concerns of the government. The percentage of people living below the poverty line has grown from 30 percent in 2003 to 32.9 percent in 2006 (National Statistical Coordination Board [NCSB], 2008). The percentage share of household income or consumption among the lowest 10 percent of the population is 2.4 percent, while it is 31.2 percent among the highest 10 percent of the population. This shows a high inequitable distribution of income (Gini index of 45.8 in 2006). Poverty alleviation and improvement of employment opportunities are few of the many economic

challenges the country is facing in order for it to survive in the competitive global arena (Philippines, 2010).

In spite of a minimal GDP growth, the Philippine economy had weathered the 2008-2009 global recession better than its regional counterparts because of its minimal exposure to securities with global financial institutions, a seemingly strong domestic consumption, and minimal dependence on exports. Moreover, a huge support of remittances from over four million overseas Filipino workers (OFWs) abroad has helped the country's economy to stay afloat. This accounts for ten percent of the country's GDP. While the growing number of outsourcing and offshoring (O & O) industry (or business process outsourcing businesses), has also helped the economy stand stable (Philippines, 2010).

### **3.3 The Philippine educational setting**

#### **3.3.1 Structure**

The Philippine education is patterned largely after the American system, with English as the medium of instruction. Schools are classified into public (government) or private (non-government), while the pattern of formal education is classified into three tracking systems or levels: (a) basic education, (b) technical/vocational education, and (c) higher education (Behrman, Deolalikar, & Soon, 2002). There is also a pre-primary level (nursery and kindergarten) of education which is mostly offered in private schools. Basic education, which usually starts at age six, is divided into six-year primary education (grades 1 to 6), and four-year secondary education (first year high school to fourth year high school). After which, the student decides to take technical or vocational courses or proceed to higher education. The technical and vocational education training system provides pre-employment preparation in middle-level technician and craft skills. These skills can be upgraded through further training. Higher academic education, on the other hand, is usually taken at four or five years, and is provided by higher education institutions (HEIs) which are composed of public and private universities and colleges. These university level studies comprise bachelor's degree, post baccalaureate (certificate/diploma) or master's degree, and doctorate degrees. These post-bachelor degrees can take an added two or more years (Clark, 2004).

With only ten years of pre-university education; the shortest in East Asia (de Guzman, 2003), the Philippines follows a 6+4+4 structure. The six years of elementary education and four years of secondary education are being regulated by the Department of Education (DepEd) and the four years of university education being regulated by the Commission on Higher Education (CHED). Non-formal or vocational schooling is being managed by the Technical Education and Skills Development Authority (TESDA). The academic school years starts in June and ends in March, comprising a school period of forty (40) weeks. Higher education institutions operate on a semester system, with an option to take courses on the summer.

### **3.3.2 Access and admission**

Section two of the Philippine Governance of Basic Education Act of 2001 mandated free access to basic education, hence primary education is compulsory and provided free by the state. Secondary education is likewise free but not compulsory. No examination is required for admission to public secondary schools (Clark, 2004). In the higher education, state universities impose their own quotas of first year students and usually have additional requirements (Harman, 1994). In fact, admissions to public universities can be very competitive, particularly at the University of the Philippines campuses which accepts less than 20 percent of applicants in recent years. Secondary school grades and scores on the University of the Philippines College Admissions Test (UPCAT) are used to determine who will be admitted. Other universities maintain their own admissions criteria which may include a school-administered admissions test, secondary school grades, interview and medical exam. Admissions to some professional degree programs such as medical schools are governed by requirements set by professional bodies (*Overview of higher education*, n.d.).

### **3.3.3 Public and private sectors of education**

The Philippine government devotes a limited allocation of its budget on education with only 15.2 percent of total government expenditure (based on year 2007 budget) or 2.6 percent of its gross domestic product (UNESCO Institute of Statistics, 2008). Much of this budget has been poured out mostly on primary education (54%) followed by secondary education (29%), and last with tertiary education (14%). Public schools outnumber private schools both in the elementary (84% versus 16%) and secondary schools (53% versus 47%). And public primary

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schools accounted for 92 percent of enrollments in 2008, while public secondary schools accounted for 80 percent of enrollments (Department of Education, 2008).

In contrast, higher education in the Philippines is highly skewed to the private sector. As of year 2008, there are 2,060 higher education institutions in the country; twenty 26 percent are public and 74 percent are private (<http://www.ched.gov.ph>). Based on a 2004-2005 school year, enrollment in the public higher education accounted for 34 percent, while enrollment in private institutions accounted for 66 percent.

Financing of education in the Philippines is mostly in reliance on public funds. Expenditure on education comes from three sources- the central government, the local government units or LGUs, and the private sector; primarily the household sector (Behrman, Deolalikar, & Soon, 2002). For public schools, funds are generated from within the school such as tuition fees, and income from business-type activities, grants, loans and other fundraising activities, as well as from national and local governments by way of tax funds and other receipts. In the University of the Philippines, for example, tuition fees are subsidized by the government; as it is a state university, making its fees the lowest among the comparable universities in the country, hence admission is competitive. For private schools, the financing is generally by retaining all income earned (mainly from student fees, as well as business-type activities and grants) and invest it back to the school (Jimenez & Lockheed, 1995).

Significant differences exist between public and private higher education institutions, and this includes the cost per student and tuition fees. Public schools have cheaper expenses than private, specifically international schools. Tuition fees in university and colleges vary in type and location of the school. Schools in Manila are much higher than those of state universities and provincial universities. As of 2008, one state university, the University of the Philippines has an estimated annual tuition fee of 36,000 pesos or 1,000 pesos/subject unit (exchange rate of 47.48 pesos to one US dollar as of 2008 ) while a private institution would cost around 45,000 pesos to 100,000 pesos annually (*Cost of Education in the Philippines*, n.d.). With higher unit cost and lower performance than private institutions, public institutions have been criticized for their inefficiency and lack of accountability.

### **3.3.4 Quality**

In its aim for providing education for all, the education policy of the Philippines has emphasized more on the quantitative expansion disregarding the implications of its allocation of budget. Aside from sacrificing quality standards, planning and management, the government has failed in efficiently allocating its already meager budget for education expenditures. In fact, percentage of national budget decreased from 17.4 percent in year 2001 to 13.9 percent in year 2006 (Africa, 2005). Increase in teacher salaries was accommodated in expense of maintenance and other operating expenditures. This resulted in short supply of education materials, books, provision for teacher training and maintenance of school buildings. Achievement rates among students were 64 percent in elementary and 49 percent in secondary school (Behrman, Deolalikar, & Soon, 2002). In higher education, passing rate in teachers' licensure in 1992, 1993, 1994 were 10 percent, 13 percent, and 26 percent respectively. Virola (n.d.) mentioned that on the average, the passing percentage of professional board examinations for year 2002- 2003 was 35 percent.

With the state of public education in question, private schools are generally seen to be of better quality than those in the public sector. But many private schools are also of the same low standard as the provincial or municipal public school. There are however, some few select public schools which have quality training (Jimenez & Lockheed, 1995). Yet in general, private schools in the Philippines perform better than public ones, due to the better facilities, services, and most importantly- teachers, since private schools can afford to offer higher and more competitive rates. Most public schools do not have the same competence as the private ones. Moreover, private schools have fewer problems with student discipline than many urban public schools. However, with the country's high poverty rate, over ninety-five percent (95%) of children are in public schools.

### **3.3.5 Higher education**

As mentioned earlier, higher education in the Philippines is mostly privatized. Private institutions are either classified as sectarian or non-sectarian and profit or non-profit. Public institutions, however, are all non-sectarian entities, and are mainly classified as state universities and colleges (SUCs), and local colleges and universities (LCUs). SUCs are

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funded by the national government and governed by their own charter, while LCUs are established by the local government and financially supported by their local government (*Higher Education*, n.d.). Although higher education has grown extensively, producing more than a thousand graduates yearly, this growth in numbers (from 312, 667 institutions in year 1994-1995 to 386,920 in year 2003-2004), did not mean a rise in quality graduates. The overall passing rate in national licensure examinations across all disciplines declined from forty-five percent (45%) in year 2000-2001 to thirty-nine percent (39%) in year 2004-2005. With the dominance of private institutions, the absence of general scientific education came to be an effect of privatized higher education as undergraduate education became the focus of these institutions (Estelle, 1991). In fact, the most popular programs in the undergraduate level are those related to business administration which attracted twenty-two percent (22%) of the total students enrolled in year 2004-2005 ([www.ched.gov.ph](http://www.ched.gov.ph)). Enrollment in education courses came at sixteen percent (16%). At the same time, the proliferation of SUCs and LCUs, also became a concern, as most of these institutions were established mostly to cash in on public funds, and except for some reputable universities, most of these are of low quality as well.

### **3.4 Teacher context**

#### **3.4.1 Teacher education and training**

Teacher education in the Philippines is the country's traditional discipline. It is the most widely offered program in the higher education (Doronilla, Cortez, & Garrido, 1994). The NSO reported that among the various disciplines in higher education, Teacher Education and teacher training ranked second highest in enrollment in year 2006 (402,781). Practically almost all tertiary level institutions offer a Teacher Education Program. Because of its being the least expensive program, having less stringent admission requirements, and students having higher chances of completing a college diploma, Teacher Education has been known as the easiest and most available tertiary program (Ibe, 1991 as cited from Agarao-Fernandez & de Guzman, 2005).

Qualifications for Teacher Education and training can be summarized into three categories: First, for primary education, a Bachelor's Degree in Elementary Education (BEED) which

lasts for four years should be taken. Pre-primary or pre-school education is similar with BEED, although with the required six units of pre-primary education. Second, for secondary school education, a Bachelor's Degree in Secondary Education (BSED) with a specialization in high school subjects and major in a specific subject area (such as Math, English, Filipino, and Science) is necessary. A bachelor's degree in another area, with an addition of at least 18 units in professional education is also possible (Clark, 2004). Higher education teachers must hold at least a Master's Degree earned at a recognized university or college. They may only teach in the specific field of specialization. For higher positions in the academe, they must hold an appropriate Doctoral Degree on the area (International Association of Universities, n.d.).

### **3.4.2 Quality of teacher students**

The teaching profession in the Philippines has been known to be the second most popular course in higher education. Of 2,202,315 enrollees in higher education (2004-2005), 366,941 (15%) are enrolled in teacher education and training ([www.ched.gov.ph](http://www.ched.gov.ph)). Though it has attracted prospective teachers, it is usually mired with concerns and issues on the quality of students enrolled and the graduates produced.

According to CHED (1997 as cited in Agarao-Fernandez, 2005), about 25 percent of high school graduating students who passed the National Secondary Achievement Test (NSAT) chose teacher education as a career path. Of those enrolled in Teacher Education Institutions (TEIs), only 71 percent of the incoming first years survive to finish their degrees, while 29 percent or almost a third drop out from the program. Reasons are lack of initial preference for the degree (or choosing the degree only because it is the last option), and economic hardships.

In a study of the mean IQ scores of a particular TEI, Gonzalez and Sibayan (1988) found that teacher education has attracted the not so intellectually able high school graduates. Perhaps due to the less stringent admission requirements, those who enrolled are coming from the bottom half of high school graduates. Moreover, the Philippine Center for Investigative Journalism (Bautista, 2003 as cited by in Agarao-Fenandez & de Guzman, 2005) reported that teaching lured only the lower third of graduating students, particularly those who were

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least academically competent. In many cases, high school graduates take teacher education programs because mainly because it is not very selective in regard to mental ability.

The Teacher Education Council (1998 as cited from Agarao-Fernandez & de Guzman, 2005) noted that of the 815 Teacher Education Institutions (TEIs), only 228 have fully complied with the minimum standards of CHED and have been granted recognition, and only 96 have gained an accredited Level II and III status with the Federation of Accrediting Association of the Philippines (FAAP). The curriculum of pre-service teacher education has little mechanism for would-be teachers to prepare them to have the core competence needed in their profession. Reducing also the number of units for non-degree holders to qualify for the Licensure Examinations for Teachers (LET) from 18 to 10, has also been thought to lead to the watering down the emphasis on the professional component of teacher education. Many of the teacher-training institutions have no laboratory school, offering no real practicum program for would-be teachers (Agarao-Fernandez & de Guzman, 2005).

Despite completing a major specialization of field, teachers produced do not show adequate knowledge. Even basic content skills in math and science generated low performance in the tests (Ramota, 2005b). In fact, out of those who graduate, a dismal performance in the licensure exams for teachers is evident. With only an average passing rate of 38 percent for secondary education (year 2000-2003), this has gone down to 28 percent (year 2004-2006). Among elementary education examinees, average passing rate of 28 percent (2000-2003) has gone down to 27 percent (year 2004-2006) (Ramota, 2005a). Even those who have managed to pass the exams abandon their professions in favour of finding jobs abroad, or even work as domestic helpers.

### **3.4.3 Present concerns and status**

The salary of teachers has been a major concern in the profession. Since 2000, the salaries of public school teachers have been frozen, with the maximum salary of 10,000 pesos per month. This is way less of the minimum monthly salary estimated by the National Economic Development Authority (NEDA) to be 16,710 for an average family to survive. Moreover, the work load of teachers do not correspond to the salaries they receive, with working 20 hours actual teaching, 15 hours of lesson planning, grading, and preparation of audio-visual materials and ten hours of other tasks, hence rendering more than 40 hours of work per week



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required of the Civil Service (Teacher Education Council, 1998 as cited from Agarao-Fernandez & de Guzman, 2005).

Government allocation in 2007 has sparsely allotted 2.6% of its GDP on education, with 15.2% of government expenditure. Of this scarce budget, 83% is allotted for basic education, while 14% for tertiary education (UNESCO Institute of Statistics, 2008) This limited resources has been allocated mostly for building classrooms and has led teachers to buy instructional materials on their own, spend for their own re-training (mostly without) thus affecting their work. Library resources are not available in 85% of the basic education schools. (Agarao-Fernandez & de Guzman, 2005).

Aside from the concerns of low salary and government neglect, its low prestige mirrors the negative image being given to the profession, most particularly among public school teachers. Due to a shortage of public school teachers, they often have to teach subjects that are not closely related to their specialties. Philippine teachers rarely get much further training after being assigned to their duties. Moreover, the less stringent admission requirements as well as the least expensive programs due to its cheap tuition fees (Ibe, 1991 as cited in Agarao-Fernandez, & de Guzman, 2005, p. 136), and the probability of completing a college diploma in comparison to other courses, has portrayed it to be “the easiest course, and the dumping ground for those who could not make it to the profession (Education Commision [EDCOM], 1991).”

### **3.5 Philippine sociolinguistic background**

The country has 120 mutually unintelligible languages (McFarland, 1993 as cited in Gonzalez, 1998, p. 489), excluding several local varieties. Of these 120 languages, ten are major languages. One of which; Tagalog, has been the major component of forming the national language, Filipino. While Filipino is the national and official language of the country, English has also been considered an official language. Hence, there are two official languages in the Philippines, namely; Filipino (based on Tagalog) and English.

The country has a basic literacy rate of 93.4 percent, among whom Filipinos ages 10 to 64 can read and write. A significant component of this high literacy rate in the country is the exposure of the people to various socializing agents such as the family, school, and media.

### **3.5.1 In light of the educational context**

The language policy of having English and Filipino as official languages of the country derives its implementation from Article XIV, ss. 6, 7 of the 1987 Constitution of the Philippines. This constitutional mandate has also been the driving force in implementing the bilingual policy in education. Operationally, the 1987 Bilingual Policy in Education ordered the separate use of Filipino and English as the media of instruction in specific subject areas. Filipino is used as the medium of instruction in social studies/social sciences, music, arts, physical education, home economics, practical arts and character education. English, on the other hand, is allocated to science, mathematics, and technology subjects (Calmada, 2007). As it is, the policy aimed to improve the use of Filipino and English by teaching these languages and by using them in all levels as media of instruction, while allowing the use of the vernaculars or local dialects as auxiliary languages. Purposely, the country wanted its citizens to gain proficiency in the Filipino language in order to perform civic duties and to learn English in order to respond to the needs of the country in light of other association of countries (Gonzalez, 1998).

### **3.5.2 Language of instruction in the classroom**

Basing on the Bilingual Policy in Education, the medium of instruction in grades one and two is generally done in the local dialect, with English and Filipino taught as second languages. From grades three onwards, mathematics and science are taught in English with the social sciences and humanities taught in Filipino (Clark, 2004).

However, the issue on the language of instruction has been one of the major hot topics over factors influencing the students' performance in the Philippines. It has been one of the reasons being blamed for the dismal educational performance among Filipino students. A nationwide test by the Department of Education revealed that only 6.59 percent of fourth year high school students have a mastery of English (Adriano, 2009). More so, the UNDP Philippine Human Development Report said that Filipino student-teachers have poor English skills, and that out of all of the subjects taken on licensing exams, English scores were the lowest (Adriano, 2009). In light of this, Executive Order (EO) 210 issued by President Arroyo in 2003 initiated the implementation of the Department of Education its DepEd Order No. 36(c), s. 2006, which stated that "...The English language shall be taught as a second

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language starting in the first grade.... And be used as the primary medium of instruction in all public and private schools in the secondary level...The percentage of time allotment for learning areas conducted in the English language should not be less than 70 percent of the total time allotment for all learning areas....” Thus, it aimed to strengthen the use of English as a medium of instruction in almost all levels of education (even under the disguise of a secondary language in grade one). One also striking reason for this particular order was President Arroyo’s motive to attract more foreign investments capitalizing on offshoring and outsourcing businesses, hence by making the country more competitive through training in English (Calmada, 2007). However, this has created a division among politicians and lawmakers and uproar from educationists. They believed that the mother tongue should be used instead of the English language in order for the students to ably grasp the core concepts and learnings in school. Proponents of the mother tongue policy have favoured it over English (Adriano, 2009).

Hence, a new DepEd Order No. 74 s. 2009 in 2009 prescribed the use of the mother tongue from pre-school until grade three. While on the secondary level, Filipino and English shall be used as the medium of instruction while the first language or the mother tongue shall be used as an auxiliary language. Backed by indigenous studies, proponents of the mother tongue-based education stressed the inefficacy of the Bilingual Education Policy in improving performance but instead emphasized the significance of teaching concepts in the first language of the learner (Llaneta, 2010).

With regards to higher education, English is the language of instruction. The language policy for this remained the same as the one found in the 1987 Bilingual Education Policy and as noted from the Commission on Higher Education (CHED) Memorandum Order No. 56 s. 1996 s 5(b): “...that language courses, whether English or Filipino, should be taught in that specific language.... Literature subjects may be taught in Filipino, English or any other language as long as there are enough instructional materials...and both students and instructors/professors are competent in the language.... Courses in Humanities and Social Science were to be preferably taught in Filipino.” With the foregoing policies, English is used as the medium of instruction in most subjects in higher education.

There is still an on-going discussion on which language should really be used in the education sector. The general public believe that English is the gateway for upward social mobility and

hence be taught even at a younger age. Nevertheless, whether it be taught as a subject or used as a mode of delivering instruction, the role of English is a necessary key in discovering valuable insight in student performance. Thus, it is important to study teachers' ability in English through their language self-efficacy.

### **3.5.3 In light of the media**

As the individual is immersed in so many new forms of social interactions (Bandura, 1993), it cannot be denied that media plays a significant role in shaping the Filipino mind. Today, the most powerful catalyst for modernizing society is the mass media (Lanuza, 2001). From shaping consumption patterns of the young people, to leisure and mall, to political involvement, and even religion, the modernizing influence on the people are coming more from the mass media than from any other agent of socialization like the peer group and the school (Lanuza, 2003). Along with the rapid pace of technology, the mass media has the drawing power, not only to provide information, entertainment and shaping public opinion, but also impacting the culture.

Media influences can be pervasive that it creates personal attributes or alters pre-existing ones (Bandura, 2009). In the Philippine setting, the mass media have become influential agents of socialization; shaping and transforming the Filipino culture. Carrying its own modernizing influence, it creates an alternative expert system that competes with the traditional authority usually handled by basic socializing agents like the family, school, and religious authority (Lanuza, 2003). Mass media consumes much of the time people spend in leisure activities. In a McCann Ericson study of Metro Manila youth (1992), young people were found to take in over thirty (30) hours of broadcast media weekly. The patterns of media preference and influence, though, vary across several types of media. In a study by Cruz, Laguna, and Raymundo (2001), at least half of the surveyed Filipino young adults reported to have been regularly exposed to radio. Television, on the other hand, revealed to become the second most popular medium which gathered a third of the youth. In urban areas, though, television had become the number one mass media vehicle because it had the widest audience across all socioeconomic households in the country (Dayag, 2004). In a 1994 Functional Literacy and Mass Media Survey (FLEMMS), radio was the most effective media to reach Filipino, with 80.8 percent of the population aging ten years old and over. Television followed, with 56.7

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percent, and books, with 36.1 percent of the surveyed population (National Statistics Office, 2001). In the 2003 FLEMMS, though, television was now the leading source of information and knowledge, especially among Filipinos belonging to the 15 to 29 age group (Literacy Coordinating Council, n.d.). Although the country boasts of a high literacy rate, a passive reading culture among Filipino youth had been seen, as shown by a low regular exposure rate, not only with books, but with newspapers; with 29.8 percent, and magazines; with 14.2 percent (National Statistics Office [NSO], 2001).

With the influx of information technology, the Filipino has so many possibilities in utilizing the media, such as the internet. As of year 2010, there are over 29 million internet users or 29% of the total population of the Philippines (*Philippines: Internet*, 2010). The pervasiveness of media and its influencing power on the youth cannot be ignored. As such, the question of the role of language in light of media's impact on the youth is taken.

### **3.5.4 Language in the media**

It can be said that mass media provide a rich source of information on how a language develops and how a society uses a language (Dayag, 2004). Despite the pre-eminence of Filipino as the national language of the Philippines, the presence of English cannot be hidden from a variety of mass media. Among printed media, English is used in eight major broadsheets circulated nationally. Two of 16 tabloids and almost all magazines are in English. However, in broadcast media such as televisions and radios, a somewhat opposite trend is happening. Major television stations and radio stations; especially on the radio AM bands, show a lessening of English dominance and a rapid expansion of Filipino instead. Except for some few television stations airing foreign shows, the method of dubbing, code-switching from English to the vernacular are done as part of program formats in some prime time shows in the efforts of garnering wider audience share and mass appeal (Dayag, 2004). In radio, for example, AM stations cater predominantly to mass audiences and use mainly Filipino or local languages. However, in FM stations, popular music is aired in English, though radio talk is divided between English and Filipino. Nevertheless, broadcasts in the media are divided between Filipino and English (Thompson, 2003).

In a survey by Magno (2009), twenty-two percent (22%) of the responses showed media played a significant role in explaining how English was acquired and twelve percent (12%) of

the responses answered that media factors contributed to becoming proficient in English. In another study, high exposure from media and literature had significantly resulted in less frequency in committing errors in English essays among Filipino high school students (Masangya & Lozada, 2009). This high exposure to all media forms meant the availability of English in all forms of media, including websites and music. Accepted rules of English were followed by different media types such as the news style seen on newspapers, magazines, radios, televisions, and internet, and the exposure of students to these forms allowed them to pick up grammar and sentence structure (Li & Yanlong, 2005). The study has shown a continuing influence of English in the Filipino society as evidenced by its use and preference in various domains and activities in the media (Borlongan, 2009). It is considered that although Filipino has been adopted as the national language, the pervasiveness of English has shown itself to be considered an official language.

### **3.6 Summary**

This chapter discussed the background of the present study with a look on the country, its socio-economic, educational and sociolinguistic context. Inequality in student performance can be traced to differences between private and public schools as well as the learner's socio-economic background. In general, private schools in the Philippines perform better than public ones due to the better services, facilities, and especially, the quality of teachers being offered. Poverty in the Philippines compels families to sacrifice children's right to quality education. The negative impact brought upon the status of teachers is rooted in several causes, not least is the low salary, government neglect, and even the quality of students enrolled in the teacher education institutions.

The teacher education program has rarely attracted the best and brightest graduates from high school. Less rigid admission qualifications have made the profession the easiest degree to earn a diploma, making it the most available and easiest course. Yet it also produced poorly performing graduates in the licensure exams. Poor teacher training and weak curriculum policy have led to produce teachers emphasizing on teaching methodology but weak in core competencies of content and knowledge, not least is their proficiency in the English language.

The adoption of both English and Filipino as official languages in the country has shaped the sociolinguistic landscape of the Philippines. Filipino has been declared the national language, yet the influence of English can be seen and felt through the media and the school. Though the Philippines used to be said of as the only English-speaking nation in Southeast Asia and known to be a leading education center in Asia in the 1970's, this idea has been challenged by many due to the low performance in aptitude exams in the educational setting. On-going debate over the effectiveness of the Bilingual Education Policy continues on. Other reasons for the poor performance of students are the shortage and quality of teacher graduates in the country. Delayed salaries, unpaid benefits, long working hours, overcrowded classrooms, lack of training and lack of facilities are just some of the main reasons affecting the teacher component. The poor quality of English among Filipino teachers themselves has been also thought of as another reason for the poor performance of students.

Although the Filipino language is beginning to expand its influence in broadcast media, much can be said of the actual scenario in terms of the role English plays in society evidenced by its adoption as an essential medium of instruction in the classroom and its use by several media vehicles in lieu of their role in delivering messages and influencing culture.

Despite the lackluster quality of English in the classroom setting, English language and its influence is pervasive. There is a need for studying teachers' belief in their capability or self-efficacy in English as it may shed light on how concepts are delivered to students and consequently facilitate learning and performance. The succeeding chapter will deal with the methods and data used in studying English self-efficacy of students, specifically what factors influence or affect it.

## 4 Data and Methods

*"Decisions concerning the choice about research design and research method are two other key decisions that will have to be made in which the research will be carried out and data analysed." Bryman (2008, p. 30)*

### 4.1 Introduction

This chapter will introduce the data and research methods used in the study. As one of the more important part of the study, the concise chapter entails the research design, research method, population and sampling, the instrument used, procedures done and method of data analysis. Moreover, ethical issues, as well as reliability and validity and delimitations of the study are being discussed.

### 4.2 Research Design

The research design used was the cross-sectional design. Often called a survey design, this design entails the collection of data on more than one case and at a single point in time in order to collect a body of quantitative or quantifiable data in connection with two or more variables, which are then examined to detect patterns of association (Bryman, 2008, p. 44).

The method by which the study was conducted was through quantitative means. The study mainly investigated the Language Self-Efficacy (LSE) of the teacher-students in English and the factors that seem to associate with it. Moreover, a comparison was being made between the two groups of students, mainly first year and fourth year college students.

In this study, the language self-efficacy (LSE) or English self-efficacy was the factor to be determined. The factors studied to associate with LSE were: level of schooling, gender, family income, father's educational attainment, mother's educational attainment, father's employment status, mother's employment status, perceived academic performance, use of media resources such as books, magazines, videos, internet, newspapers, radios, televisions, CD's, podcasts (downloaded audio/video media files in a device), and mp3's, the preferred language of the media, the language spoken at home, and the level of optimism.



### 4.3 Population and Sampling

According to Cozby (2004, p. 145), non-probability sampling techniques are used when a population may be defined but little effort is expended to ensure that the sample accurately represents the population. The study, however, employed purposive non-probability sampling by choosing the Cebu Normal University. The respondents from this school were first year and fourth year students.

Cebu Normal University (CNU) is a state university located in Cebu City, the second capital of the Philippines. As one of the oldest education institutions in the country, CNU was initially established in 1902 as a summer institute of the Philippine Normal University. It became an independent institution in 1924, and a chartered state college in 1976. Initially named Cebu State College, it attained university status and was named thereafter CNU in 1998. CNU is known for being a Center of Development for Outstanding Track Record in Teacher Education where a host of academic programs are offered in different colleges. These include the college of Teacher Education (CTE), College of Arts and Sciences and College of Nursing. Graduate and Master's programs as well as an integrated laboratory school (ILS) are offered. Baccalaureate courses being offered in the CTE include the Bachelor in Elementary Education (BEED) and Bachelor in Secondary Education (BSED). Entrance to the university, particularly in the teacher education faculty, requires a grade point average of 85% or higher, as well as good moral character. Known to be a teacher institution in Cebu, it ranked second place in both elementary and secondary level education in a recent 2008 board exam for teachers (*PRC Releases*, 2008). The sample of the study was taken from this school for the purpose of focusing on student teachers in a university well-known for producing quality graduates in the teaching profession.

The university has an annual population of more than 7,000 students, including graduate and ILS students. Total number of graduates comprises a little more than 1,000 students. Among its BEED and BSED students, enrollees comprise about 1,000 and more students, while graduates comprise more than 200 students for each course. Out of 300 questionnaires, 257 were returned, with 227 questionnaires considered valid; 127 from first years, 100 from fourth years.

**Table 4.1 Distribution of respondents in terms of gender**

	First Year		Fourth Year		Entire Group	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
male	16	12.6	14	14	30	13.2
female	111	87.4	86	86	197	86.8
Total	127	100	100	100	227	100

Table 4.1 shows the distribution of respondents in terms of gender and high school they graduated from. As can be seen, there are more female students than male students in the sample, with 87.4% among first year groups and 86% among fourth year groups. Altogether, there are more females (86.8%) than males (13.2%) in the entire group of respondents.

**Table 4.2 Distribution of respondents in terms of college course**

	First Year		Fourth Year		Entire Group	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
BSED/BEED	104	81.9	60	60	164	72.2
Others	23	18.1	40	40	63	27.8
Total	127	100	100	100	227	100

BSED-Bachelor in Secondary Education BEED-Bachelor in Elementary Education

Others- include BA English, Bachelor in Science, Communication

Table 4.2 shows the distribution of respondents in terms of their college courses. All the questionnaires were given in the College of Teacher Education where education-related courses were offered. More than 80% from first years and 60% from fourth years come from elementary and secondary education courses. Other courses which comprised 18% from first years and 40% from fourth years included Bachelor in English and Science and Communication courses. These other courses were potentially leading to teaching careers also in the future.

#### 4.4 Instrument

The study made use of a two-page survey questionnaire with twelve general information questions and two scales; the Language Self-Efficacy Scale and the Optimism-Pessimism Scale. Questions were numbered from one to thirteen, followed by the two scales. The

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questions were later categorized into respective background factors and other factors investigated to influence self-efficacy.

#### **4.5 Data Collection**

The study initially began with the formulation of hypotheses. From there, questions were generated and formed into a questionnaire form. To determine whether the questions were understandable to students, this questionnaire was pretested to students who were not included in the survey sample. The researcher then asked permission from the school to conduct the study by writing a letter of requiring permission to the dean and the teachers. The survey questionnaires were then given to the head of the English department and these were distributed to the teachers to be given to the students. The forms were collected back by the teachers and forwarded to the head of department and, after gathering the answered forms, the researcher thanked the department head for his cooperation and time.

#### **4.6 Measures of the variables**

Factors suggested to affect self-efficacy in this study were: background factors such as: level of schooling (item 2 in questionnaire), gender (item 3), high school attended or graduated from (item 4), father's education (item 6), mother's education (item 8), father's employment status (item 5), mother's employment status (item 7), and family income (item 9), preferred media language (item 12), and language spoken at home (item 10). Other factors included: optimism (Optimism scale), perceived academic performance (item 13), and use of media forms (item 11).

Under background, year level was coded into 0='first year' and 1='fourth year.' Gender was coded into 0='male' and 1='female.' High school attended was the type of high school the respondent graduated from. This was either 0='private high school' or 1='public high school.'

Father's education and mother's education were the highest level of education attained by each parent. These were categorized and coded such that 0='elementary level,' 1='elementary graduate,' 2='high school level,' 3='high school graduate,' 4='college level,' 5='college graduate,' 6='master level,' 7='master graduate,' 8='doctorate level,' 9='doctorate graduate' for

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each parent. The answers were then recoded into five major categories. The categories were then: 0='elementary level to elementary graduate,' 1='high school level to high school graduate,' 2='college level to college graduate,' 3='master level to master graduate' and 4='doctorate level to doctorate graduate.'

For the father's employment status and mother's employment status, each parent's occupation was initially asked. An open ended question was asked for father's occupation and mother's occupation. However, due to the difficulty standardizing the answers, these were recoded into employment status with the categories- 0='unemployed,' 1='employed,' and 2='others.' Thus, father's employment status and mother's employment status were generated.

Estimated family income was categorized into annual earnings ranging from '80,000 pesos and below per annum' to '720,000 pesos and above' per annum. Basic minimum wage at the time in the country was estimated to be 6,000 pesos month ([www.nwpc.dole.gov.ph](http://www.nwpc.dole.gov.ph)). This monthly wage was then computed for twelve months. Hence, the estimated basic minimum wage of P72,000 to P80,000 per annum. The estimated family income variable was then categorized and coded as such: 0 = '80,000 pesos and below per annum' (or P6,000/month and below), 1 = '81,000 to 120,000 pesos per annum' (or above P6,000 but not more than P10,000/month), 2 = '121,000 to 240,000 pesos per annum' (or above P10,000 but not more than P20,000/month), 3 = '241,000 to 360,000 pesos per annum' (or above P20,000 but not more than P30,000/month), 4 = '361,000 to 480,000 pesos per annum' (or above P30,000 but not more than P40,000/month), 5 = '481,000 to 600,000 pesos per annum,' (or above P40,000 but not more than P50,000/month), 6 = '601,000 to 720,000 pesos per annum,' (or above P50,000 but not more than P60,000/month), and 7 = '721,000 pesos and above per annum' (or above P60,000/month).

Preferred media language was the language preference of students in using the media resources. Answers in the given categories were either 0='English-only,' or 1='Mixed (Cebuano, English, Filipino, and/or any local language).'

Language spoken at home was the kind of language that students use when talking with their family at home. This was coded into 0='Cebuano or local language only,' 1='English-only,' and 2='Mixed.' Mixed language meant a mix of Cebuano, English and other language that they use.

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Optimism was measured using the Optimism-Pessimism Scale by Amaya (2000). It was a 10-item, 5-pt Likert Scale. It had an alpha coefficient of 0.91. Optimism was then categorized and coded into 1='very low optimism,' 2='low optimism,' 3='average optimism,' 4='high optimism,' and 5='very high optimism.'

Perceived academic performance was the student's perception and expectation of his/her performance in terms of their academic grades in the current school year. Each student rated his/her answer through a scale of one (not good) to five (very good). It was coded into 1='not good', 2='fair', 3='good', 4='very good,' 5='excellent'.

Use of media resources determined the frequency of using different kinds of media forms such as: books, magazines, videos, internet, newspapers, radios, televisions, cd's, podcasts, and mp3's or mp4's. Books, magazines and newspapers are printed media. Books are a collection of sheets of paper, and bounded for literary, educational, and informative purposes. Newspapers referred here are daily publications mainly of news, information and advertising on low-cost newsprint paper. Magazines are periodical publications usually containing articles and published weekly, bi-weekly, monthly, or quarterly. Radios and televisions are broadcast media forms delivering information and entertainment over frequency bands where televisions transmit audio and video signals while radios transmit only audio signals. Videos are mainly storage formats both in digital (video discs, DVDs, Blu-ray discs, QuickTime, and mpeg-4) and analog (video cassettes) forms.

CDs or compact discs are optical discs used to store digital audio media and data. Internet refers to the more interactive form of media where various online services such as electronic mail, online chat, file transfer and surfing the web, are conducted. Podcasts are referred to as digital media files (either video or audio) mainly downloaded from internet and can be played back on portable media players and computers. MP3's/MP4's are digital audio encoding format which can be downloaded from the internet and can be played back on digital audio players. The frequency of using each media form were categorized and coded into 0='never,' 1='rarely,' 2='some of the time,' 3='most of the time,' to 4='always.'

Self-efficacy in English was measured using the language self-efficacy scale. Language Self-Efficacy scale was a 10-point numeric scale developed by Wong (2005) and consisted of 10 items. The ten items were English learning tasks involving the use of the four basic skills namely, reading, writing, speaking and listening, and correct grammar. The respondents were

not required to carry out the tasks but were only required to give realistic estimates of their confidence in carrying out the tasks correctly. The scale had a high internal consistency (Alpha reliability of 0.89) as well as test-retest stability (Pearson  $r = 0.93$ ,  $p < 0.01$ ). Item-total-correlations was significant ( $p < 0.001$ ). Self-efficacy was then categorized and coded into 1='very low self-efficacy,' 2='low self-efficacy,' 3='average self-efficacy,' 4='high self-efficacy,' 5='very high self-efficacy.' As to be noted, the language self-efficacy being mentioned in the results of the study would pertain to the English self-efficacy of the respondents.

#### **4.7 Method of Data Analysis**

This descriptive analysis has been done through the use of the statistical program SPSS or *Statistical Package for the Social Sciences*. In finding associations between Language self-efficacy and the variables affecting it, the Pearson Correlation was used. More so, significant differences between the two groups of population- the first year and fourth year college students, the T- test for independent samples was used.

#### **4.8 Ethical Concerns**

In complying with ethical standards, consent from respective authorities was generated by writing a letter requesting permission to conduct the survey. Confidentiality was assured and voluntary participation was emphasized as students were informed of their right to withdraw. Results of the study will also be made known to the respondent school.

#### **4.9 Validity and Reliability**

Validity and reliability are two of the most important criteria in every social research. Reliability is concerned with whether the results of a study are repeatable; of whether the measures that are devised for concepts in the social sciences are consistent (Bryman, 2008, p. 31). Measurement validity or construct validity, in a similar manner, has to do with the question of whether a measure that is devised of a concept really does reflect the concept that is supposed to denote. In a cross-sectional research, both reliability and measurement validity

relate to the quality of the measures that are employed to tap the concepts in which the researcher is interested. If a measure of a concept is unstable in that it fluctuates and hence is unreliable, it simply cannot be providing a valid measure of the concept in question. Thus, the assessment of measurement validity presupposes that a measure is reliable (Bryman, 2008, p. 45). As such the scales being used to measure Self-Efficacy and Optimism had high reliability (alpha coefficient 0.89 and 0.91, respectively) and measurement validity.

In terms of internal validity or the issue of causality, it was typically weak in such a study, as it was difficult to establish causal relationship between two or more variables in this study. In cross-sectional research designs, associations are produced rather than findings from which causal inferences can be unambiguously made (Bryman, 2008, p. 46).

In terms of external validity or the generalizability of the study beyond specific research context, it is strong when the sample from the data that were collected had been randomly selected. However, when non-random methods of sampling are used, as in this study, it becomes questionable (Bryman, 2008, p. 46). However, the reason for employing such method of sampling will be discussed in the delimitations section.

Ecological validity is concerned with the question of whether social scientific findings are applicable to people's every day, natural social settings (Bryman, 2008, p. 33). In as much as a great deal of this study made use of self-completion questionnaires, ecological validity was jeopardized because such instruments disrupt the 'natural habitat' (Bryman, 2008, p. 46).

#### **4.10 Delimitations**

As any other research, this study was aware of its delimitations. For one, this particular study was cautious in terms of generalizing the results to other universities more so beyond Cebu City. Even when a sample had been selected, any findings can be generalized only to the population from which that sample was taken (Bryman, 2004, p. 104). Any findings gleaned from this study were pertinent to the Cebu Normal University. More so, the samples used in this study had been taken from two particular year-level of students enlisted in an English class. Thus, this study was concerned in finding which factors that seem to affect CNU students' self-efficacy in English. The practicality of obtaining research participants with

limited money and time were also other reasons for employing this technique, hence a part of delimitation to this study.

#### **4.11 Summary**

The current chapter demonstrated the data and the methods in how the study was done. The cross-sectional research aimed to determine significant differences between first year and fourth year students in their English self-efficacy. Moreover, the study tried to determine which factors significantly influence self-efficacy. Factors considered in the study included: level of schooling, gender, father and mother's educational attainment, father and mother's employment status, type of high school graduated, language spoken at home, perceived academic performance, the preferred language of the media, and the use of several media forms such as books, magazines, newspapers, televisions, radios, internet, videos, mp3's/mp4's, podcasts, and cd's, and the level of optimism.

The sample was taken from the Cebu Normal University, one of the best teacher schools in Cebu City, Philippines. A two-page survey questionnaire was given to 300 students from the College of Teacher of Education, where 227 questionnaires were considered valid. Variables or factors mentioned to influence Language self-efficacy were coded and analysed using the Statistical Package for the Social Sciences (SPSS). The questionnaire included two scales: the Optimism scale and the Language Self-efficacy scale, both having high measurement validity and reliability. Permission was sought from the school, and students were not forced to answer the questions, and were given the free will to withdraw. The study and its results were particularly addressed to CNU and its students. Limited time and budget was also a constraint in conducting a more extensive research.



## 5 Results and Discussions

*“Our self-feeling is in our power.” William James (1892, p. 55)*

### 5.1 Introduction

In this chapter, a description of the groups' general profile with regards to its socio-demographic factors, level of optimism, perceived academic performance, usage of different media forms, as well as their level of English self-efficacy or language self-efficacy, will be made. A comparison of the two groups; the first year and fourth year respondents, will also be done. A discussion on the relationships of the variables studied to language self-efficacy will also be made.

### 5.2 Descriptive Statistics of the Respondents

As shown in Table 5.1, most of the respondents are females, comprising 87.4 percent from first years, 86 percent from fourth years and 86.8 percent from the entire group. According to the Philippine Commission on Women (PCW), females accounted for more than half (54.48 percent) of total enrollees compared to males (45.52 percent). And according to the Philippine National Statistical Coordination Board (NCSB), women continued to be attracted to education and teacher training, among other courses. (Virola, n.d.). Moreover, in the school year 2008-2009, data from PCW revealed 89.58 percent of public elementary school teachers and 77.06 percent public secondary school teachers were females (PCW, 2010). The dominance of female students in fields like education is typical in the Philippine setting.

Estimated family income is at 80,000 pesos and below per annum or 6,000 pesos per month. This income is interpreted to be the minimum wage at the time of the study. A little more than half of the entire respondents (53.2 percent) have families earning the minimum wage (61.2 percent and 43.2 percent for first year and fourth year respondents, respectively). This characterizes the student population whose families strive to send their children to school by sending them to public institutions, as these are affordable in comparison to private institutions. They comprise a significant portion of student population in Cebu Normal

University, which is a state university. These kinds of institutions allow for lesser tuition fees as compared to private institutions. As described in the background of the study, tuition costs of public institutions, like CNU, are cheaper than private ones. Public higher institutions have been known to draw students from average-income to below-average income backgrounds.

**Table 5.1 Descriptive Statistics in terms of gender, estimated family income, father's educational attainment, mother's educational attainment, father's employment status, mother's employment status, high school attended, preferred media language and language spoken at home**

Variable	First Year		Fourth Year		Entire Group	
	Mode	%	Mode	%	Mode	%
Gender	1 ( <i>Female</i> )	87.4	1 ( <i>Female</i> )	86	1 ( <i>Female</i> )	86.8
Estimated Family Income	0 ( <i>80,000 pesos &amp; below per annum</i> )	61.2	0 ( <i>80,000 pesos &amp; below per annum</i> )	43.2	0 ( <i>80,000 pesos &amp; below per annum</i> )	53.2
Father's educational attainment	2 ( <i>college level to college graduate</i> )	46.3	2 ( <i>college level to college graduate</i> )	55.2	2 ( <i>college level to college graduate</i> )	50.2
Mother's educational attainment	2 ( <i>college level to college graduate</i> )	43.7	2 ( <i>college level to college graduate</i> )	52	2 ( <i>college level to college graduate</i> )	47.3
Father's employment status	1 ( <i>employed</i> )	80.3	1 ( <i>employed</i> )	82.4	1 ( <i>employed</i> )	81.2
Mother's employment status	0 ( <i>unemployed</i> )	51.6	0 ( <i>unemployed</i> )	55.4	0 ( <i>unemployed</i> )	53.2
High school attended	1 ( <i>public</i> )	69.3	1 ( <i>public</i> )	52	1 ( <i>public</i> )	61.7
Preferred media language	1 ( <i>mixed-Cebuano, Filipino, other local language, English</i> )	70.1	0 ( <i>English</i> )	54	1 ( <i>mixed-Cebuano, Filipino, other local language, English</i> )	59.5
Language spoken at home	0 ( <i>Cebuano or any local language</i> )	88.2	0 ( <i>Cebuano or any local language</i> )	91	0 ( <i>Cebuano or any local language</i> )	89.4

Father's educational attainment of the entire group was college level to college graduate (50.2 percent) with 46.3 percent from first years and 55.2 percent from fourth years. Mother's educational attainment among the entire group was also college level to college graduate (47.3 percent). Mother's educational attainment among first years was college level (43.7 percent), while among fourth years was college graduates (52 percent).

As can be seen on Table 5.2, 51.6 percent of the entire group have fathers who reached and/or finished college education and took or finished post graduate degrees. While 54.9 percent of mothers from the entire group reached college level and/or finished college and took or finished further studies. Half of the total group of respondents have both parents who reached or earned a college or post grad education. While almost half of the total group have parents who have not reached college.

**Table 5.2 Educational attainment of fathers and mothers- in percentages**

	First Year		Fourth Year		Entire Group	
	Father	Mother	Father	Mother	Father	Mother
elementary level to high school graduate	52	46.8	43.8	42.9	48.4	45.1
college level to doctorate graduate	48	53.2	56.2	57.1	51.6	54.9
Total	100	100	100	100	100	100

This may not be the typical distribution of CNU's student population in comparison to the proportion of the highly educated in the population which are quite few. However, CNU's sample reflects the sentiment of parents who acquired or reached a particular level of college education, to encourage their children to take up higher education, as they believed this is the means of improving their social and economic living. But then, this is quite a misrepresentation of the actual scenario in the general population where there are more Filipinos who have not finished or reached college education than those who did (National Statistics Office, 2006).

Father's employment status for the entire group is employed at 81.2 percent (80.3 percent among first years, 82.4 percent among fourth years), while percentage for mother's employment status is almost divided into half, with 53.2 percent unemployed for the entire group (51.6 percent among first years, 55.4 percent among fourth years). This distribution is untypical knowing the high unemployment rate (7.5% in 2009) and the current economic situation the country is facing. However, the dominant cultural bearing of mothers staying at home and taking care of familial duties, while the father's financial obligation to provide for the family is typical of the almost divided distribution of mother's employment in CNU.

Graduates coming from public high schools comprise 61.7 percent of the entire group. There were 69.3 percent of first years and 52 percent of fourth years who come from public high

schools. This is typical where public secondary school accounted for 80 percent of enrollments (Department of Education, 2008). And for public higher institutions like CNU, it is common to have students generally coming from public high schools.

A little more than half of the entire group preferred the media language to be a mix of Cebuano, Filipino, English, and other local language, with 59.5 percent of the total respondents. First year respondents prefer the same way where a mix of Cebuano, Filipino, English and other local language is used by 70.1 percent of the group. On the other hand, a little more than a half of the fourth year group (54 percent) prefer English-only to be used by the media.

Majority of the entire group has Cebuano or any local language only as the language spoken at home, with 89.4 percent of the total respondents. This is also the mode of communication among first years (88.2 percent) and fourth years (91 percent). It can be seen that both groups of students prefer speaking in the language that is familiar to them, and perhaps comfortable for them to use.

**Table 5.3 Means and standard deviations of language self-efficacy, optimism, perceived academic performance, use of books, use of magazines, use of videos, use of internet, use of newspapers, use of radios, use of televisions, use of cd's, use of podcasts, and use of mp3's/mp4's among respondents**

Variable	First Year			Fourth Year			Entire Group		
	M (s.d)	Min.	Max.	M (s.d)	Min.	Max.	M (s.d)	Min.	Max.
Language Self-efficacy	3.74 (.73)	1	5	4.11 (.62)	2	5	3.90 (.71)	1	5
Optimism	3.52 (.55)	2	5	3.46 (.61)	2	5	3.49 (.58)	2	5
Perceived academic performance	3.15 (.57)	1	5	3.13 (.64)	2	5	3.14 (.60)	1	5
Use books	3.02 (.82)	1	4	2.99 (.79)	1	4	3.01 (.80)	1	4
Use magazines	2.01 (.85)	0	4	2.03 (.86)	0	4	2.02 (.85)	0	4
Use videos	1.77 (1.02)	0	4	2.40 (1.03)	0	4	2.04 (1.07)	0	4
Use internet	2.30 (1.07)	0	4	2.82 (1.17)	0	4	2.51 (1.14)	0	4
Use newspapers	2.13 (.98)	1	4	2.23 (.94)	1	4	2.18 (.96)	1	4
Use radio	2.38 (1.04)	0	4	2.87 (1.01)	1	4	2.60 (1.05)	0	4
Use television	3.14 (.94)	1	4	3.28 (.86)	1	4	3.20 (.91)	1	4
Use cd's	2.06 (1.11)	0	4	2.58 (.99)	0	4	2.29 (1.09)	0	4
Use podcasts	.85 (.93)	0	4	1.13 (1.06)	0	4	.96 (.97)	0	4
Use mp3's/mp4's	1.29 (1.18)	0	4	1.97 (1.28)	0	4	1.58 (1.26)	0	4

As seen on Table 5.3, mean language self-efficacy of the entire group is 3.90 or average to nearly high level. Mean language self-efficacy of first year respondents is slightly lower

( $m=3.74$ ) than fourth year respondents ( $m=4.11$ ). Students' perception of their capabilities in English ranged from average to quite high. They believe they can carry out tasks in English fairly well.

Mean optimism is similar on the entire group, having "average" levels of optimism ( $m=3.49$ ), with first year mean scores little bit higher ( $m=3.52$ ) than fourth year scores ( $m=3.46$ ). Students who believe that an academic task is within reach, as in the average outlook on their performance in school, will successfully handle negative experiences because they believe that the outcome is still attainable.

Mean perceived academic performance for the entire group was 3.14 or a "good" perception of their performance in school. Although first years rated their academic performance slightly higher ( $m=3.15$ ) than fourth year respondents ( $m=3.13$ ), still, both groups' perception of their academic performance was "good" in that students believed they are able to attain fairly good grades in that year.

Among printed media (books, magazines, newspapers), books were read most of the time by the entire group ( $m=3.01$ ), while magazines and newspapers were read some of the time ( $m=2.02$  and  $m=2.18$ , respectively). First years have higher mean scores than fourth years in terms reading books ( $m=3.02$  for first years,  $m=2.99$  for fourth years). In terms of reading magazines and newspapers, fourth years have slightly higher mean scores ( $m=2.03$  for fourth years,  $m=2.01$  for first years in terms of magazines and  $m=2.23$  for fourth years,  $m=2.13$  for first years in terms of newspapers).

In terms of the use of videos, the entire group's mean score is 2.04 or the group watch videos some of the time. Fourth years watch videos some of the time ( $m=2.40$ ) while first years rarely watch videos ( $m=1.77$ ).

In terms of using the internet, the entire group use the internet some of the time ( $m=2.51$ ), with fourth years having a higher means score ( $m=2.82$ ) than first years ( $m=2.30$ ).

In terms of listening to the radio, the entire group use the media some of the time ( $m=2.60$ ). Fourth years' mean score is a bit higher ( $m=2.87$ ) than first years' ( $m=2.38$ ).

In terms of using television, the entire group watch television most of the time ( $m=3.20$ ). Fourth years' mean score is a bit higher ( $m=3.28$ ) than first years ( $m=3.14$ ).

In terms of listening to cd's, the entire group use cd's some of the time ( $m=2.29$ ). Fourth years have higher mean scores in using cd's ( $m=2.58$ ) than first years ( $m=2.06$ ).

In terms of using podcasts, the entire group mean score shows the whole group almost never use podcast ( $m=.96$ ), although fourth years have higher mean score ( $m=1.13$ ) than first years ( $m=.85$ ).

In terms of using mp3's/mp4's, the entire group rarely listen to the device ( $m=1.58$ ). Fourth years score higher in using the media ( $m=1.97$ ) over first years ( $m=1.29$ ).

Media forms that were used by the entire group most of the time were books and televisions, while media forms that were used some of the time were magazines, newspapers, internet, radios, and cd's. Mp3's/mp4's and podcasts were rarely to never used. In general, the top five media forms that were used by the entire group are: televisions, books, radios, internet, and cd's. The least used devices are mp3's/mp4's and podcasts.

### 5.3 Differences between first year and fourth year respondents

In the process of comparing significant differences between groups, a Chi-square test for categorical data and a T-test for independent samples were used. As such, Table 5.4 shows the significant Chi-square test results between first years and fourth years and Table 5.5 shows significant T-test results between the two groups.

**Table 5.4 Significant Chi-square results between first year and fourth year groups**

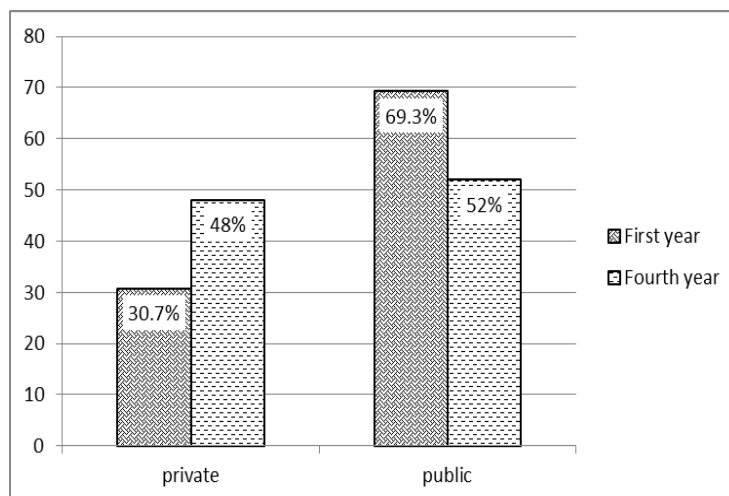
	Chi-square value	Significance level
High school attended	7.077	<b>.008</b>
Preferred media language	13.458	<b>.000</b>

Table 5.4 shows statistical significant differences exist between first years and fourth years in terms of their high school attended ( $x^2=7.077$ ,  $p<.008$ ), and preferred media language ( $x^2=13.458$ ,  $p<.000$ ).

Figure 5.1 shows the percentage bar chart of the respondents in terms of the high school they attended. A significant difference exists between the two groups, wherein, 69.3 percent from the first years come from public school and 30.7 percent come from private schools. Whereas

among fourth year students, there is an almost equal division of those coming from public schools (52 percent) and private schools (48 percent).

**Figure 5.1 High school attended between first year and fourth year groups**



Perhaps this is due to the fact that most first year students entering CNU come from public high schools. As these students go on to higher levels of education, some may drop out while some remain, leaving to a somewhat different landscape of student population in the fourth year. The kind of training and education private and public schools provide for their students may provide a reason on how equipped students come to enter and survive through college life.

**Figure 5.2 Preferred media language between first years and fourth years**

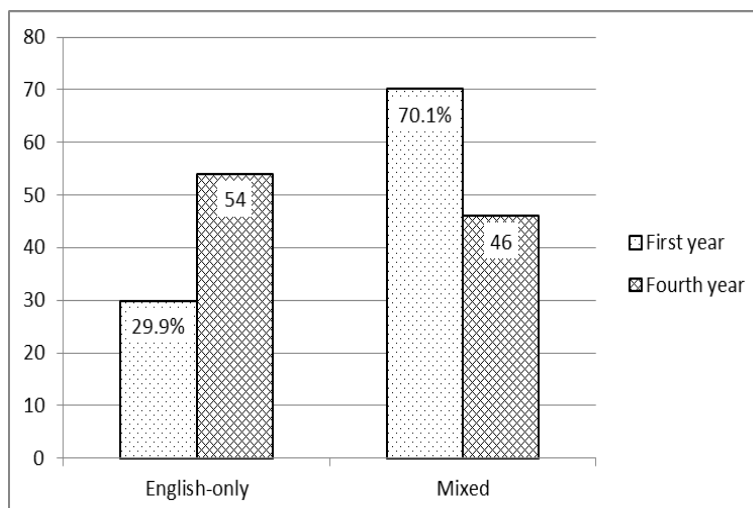


Figure 5.2 shows the percentage bar chart of the respondents in terms of their preferred media language. Upon looking on each group's answers, 70.1 percent of the first years prefer

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the media language to be mixed (Cebuano, Filipino, other local language, and English), while fourth years' answers are partly divided, with 54 percent preferring English-only, and 46 percent preferring a mix (Cebuano, Filipino, other local language, and English). This is perhaps due to several plausible reasons such as the composition of students in terms of family economic background and high school background. Media language preference seemed to reflect the economic and high school background of the students wherein among first years, majority come from families earning below or at least the minimum wage and mostly coming from public high schools. Among fourth years, however, a more heterogeneous composition in terms of economic backgrounds and nearly equal division between private and public high school backgrounds show a partly divided preference in media language. Perhaps also for fourth years, the longer training they have in school, the more developed the skills and enhancement they have for English, thus a preference for English in media language.

There were no significant differences between the two groups in terms of *gender*, *father's educational attainment*, *mother's educational attainment*, *father's employment status*, *mother's employment status*, and *language spoken at home*.

Both groups had dominantly female respondents, with 87.4 percent among first years and 86 percent among fourth years (see Table 5.1). This is typical of the education profession, where female student teachers taking up primary education (BEED) and secondary education (BSED) courses are common to find in classroom settings.

In terms of father's educational attainment as well as mother's educational attainment, there were no significant differences between the two groups. Most fathers and mothers of first year and fourth year respondents have at least reached or finished college education (see Table 5.2).

In terms of father's employment status, there was no significant difference between the two groups. Both fourth years and first years have fathers who were employed at the time of the study. In terms of mother's employment status, there was also no significant difference between the two groups. In contrast to fathers, most mothers of first year and fourth year groups were unemployed. The picture of working fathers and non-working mothers typically reflect the Filipino societal reality.



There was no significant difference between the two groups in terms of the language spoken at home. Majority of first years (88.2 percent) and fourth years (91 percent) spoke Cebuano or any other local language other than English at home. This is typical in the normal day to day conversation of students where the local language is used.

Table 5.5 shows the T-test results. With significance level at .05, significant differences were tested between first year and fourth year respondents.

**Table 5.5 Significant t-test results between first year and fourth year groups**

	t	Significance (2-tailed)
Estimated family income	-2.573	.011
Language self-efficacy	-4.073	.000
Use of videos	-4.439	.000
Use of internet	-3.261	.001
Use of radios	-3.552	.000
Use of cd's	-3.602	.000
Use of mp3's/mp4's	-3.921	.000

Statistically significant differences existed between first years and fourth years in terms of *estimated family income* ( $t=2.573$ ,  $p=.011$ ), *language self-efficacy* ( $t=4.073$ ,  $p=.000$ ), *use of videos* ( $t=4.439$ ,  $p=.000$ ), *use of internet* ( $t=3.261$ ,  $p=.001$ ), *use of radios* ( $t=3.552$ ,  $p=.000$ ), *use of cd's* ( $t=3.602$ ,  $p=.000$ ), and *use of mp3's/mp4's* ( $t=3.921$ ,  $p=.000$ ).

There were no significant differences in the *optimism*, *perceived academic performance*, *use of books*, *use of magazines*, *use of newspapers*, *use of televisions*, and *use of podcasts* between the two groups.

In terms of estimated family income, there is a significant difference between the two groups. As can be seen in Table 5.6, estimated family income of first years is quite lower than those of fourth years. Among first years, 61.2 percent of the respondents have families earning not more than or equal to 80,000 pesos annually. In other words, more than half of the first years have families are earning either the minimum or below the minimum wage of 6,000 pesos per month. On the other hand, fourth years have 43.2 percent whose families are earning the minimum wage or below.

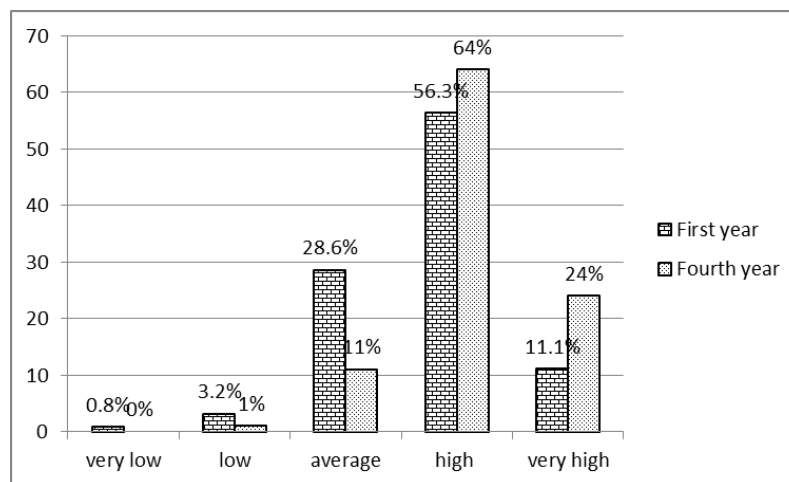
And as Table 5.6 shows, 26.3 percent among fourth years have families earning 81,000 to 120,000 per annum (6,001 up to 10,000 pesos a month), and 16.8 percent earning 121,000 to 240,000 per annum (10,001 up to 20,000 pesos a month).

**Table 5.6 Estimated family income between first years and fourth years**

	First Year		Fourth Year	
	Frequency	Percent	Frequency	Percent
80,000 below per annum	74	61.2	41	43.2
81,000 to 120,000 per annum	23	19	25	26.3
121,000 to 240,000 per annum	13	10.7	16	16.8
241,000 to 360,000 per annum	10	7.9	7	7.4
361,000 to 480,000 per annum	1	0.8	4	4.2
481,000 to 600,000 per annum	0	0	1	1.1
601,000 to 720,000 per annum	0	0	1	1.1
721,000 above per annum	0	0	0	0
Total	127	100	95	100

There are more fourth year respondents who are earning more than the minimum wage of 6,000 pesos per month, in contrast to the first year sample where more than half of its sample are earning either the minimum wage or below. Family income of fourth years was higher in comparison to first years. Economic reasons may be the cause of the difference between the two groups such that as students entering college go on to higher levels of education, financial hardships may cause some to drop out from studying, leaving to a somewhat different composition of students, such as those of the fourth year group where a more financially diverse composition emerge.

Looking into self-efficacy in English, there is a significant difference between the two groups, with fourth years having a slightly higher mean score ( $m=4.11$ ) than first years ( $m=3.74$ ). As seen on Figure 5.3, fourth year respondents had “high” (64 percent) to “very high” (24 percent) levels of language self-efficacy, while first year respondents had “high” (56.3 percent) to “average” (28.6 percent) levels of self-efficacy in English.

**Figure 5.3 Language self-efficacy between first years and fourth years**

Self-efficacy beliefs have been found to have significant relationships with levels of schooling (Schunk & Meece, 2006). As the results have shown, fourth years have higher self-efficacy in English. Older students are found to be able to accurately report and assess their academic capabilities better because of greater experience in school. Older students' self-descriptions tend to be more abstract, multidimensional and hierarchical than their younger counterparts. As students become skilled at coordinating conflicting information and expectations, they form more stable and integrated views of their capabilities, values, and attributes (Schunk & Meece, 2006). With such cognitive maturity, older students are better able to interpret and integrate varying sources of information about their competencies (Schunk & Meece, 2006).

It can be seen in their mean scores that both first years and fourth years have already high levels in their self-efficacy. But for fourth years, a much higher level of self-efficacy perhaps shows a better training and more experiences in English language tasks, reflecting a higher confidence of assessing their skills. While for first years, much training and more experiences are needed in order for them to be better and confident in their English language capabilities. Fourth years have more skills, hence, are more confident in appraising their capabilities than first years.

In terms of the level of optimism between the two groups, there was no significant difference. Both groups have average levels of optimism ( $m=3.52$  for first years,  $m=3.46$  for fourth years). This shows the general stability of optimism of people over time (Abraham, 2007) and the more established role of optimism through adolescence (Yates, 1998). Younger children are generally optimistic (Seligman, 1990), but as they grow older and mature, they develop

more realistic attributions (Yates, 2002) and their beliefs about their selves change (Dossey, Mullis, Lindquist, & Chambers, 1988)

Perceived academic performance between first years and fourth years had no significant difference. Both groups perceived their performance for the academic year was good. The expectations of the student on each group believed that their academic performance in terms of their academic grades will be a good one.

In terms of the use of media forms, significant differences between groups exist in terms of the use of videos, the internet, radios, cd's and mp3's/mp4's as seen on Table 5.7.

**Table 5.7 Percentage distribution between first years and fourth years in terms of the use of videos, internet, radios, cd's, and mp3's/mp4's**

	Videos		Internet		Radios		Cd's		Mp3's/Mp4's	
	1st Yr.	4th Yr.	1st Yr.	4th Yr.	1st Yr.	4th Yr.	1st Yr.	4th Yr.	1st Yr.	4th Yr.
never	8.1	2.2	3.3	4.6	0.8	0	6.5	1.1	30.8	11.1
rarely	36.6	19.4	20.3	10.3	21.4	11.1	26.6	11.8	30.8	32.2
some of the time	29.3	30.1	35.8	19.5	34.9	24.2	33.1	36.6	22.5	22.2
most of the time	22	33.3	24.4	29.9	24.6	31.3	21.8	29	10	17.8
always	4.1	15.1	16.3	35.6	18.3	33.3	12.1	21.5	5.8	16.7
Total	100	100	100	100	100	100	100	100	100	100

As seen on Table 5.7, fourth years use videos most of the time to some of the time, while first years use them rarely to some of the time. In terms of the use of internet, fourth years use the medium always to most of the time, while first years use the internet some of the time to most of the time. In terms of radios, fourth years use the medium always to most of the time, while first years use them some of the time to most of the time. In terms of cd's, fourth years use them some of the time to most of the time, while first years use them some of the time to rarely. In terms of the use of mp3's/mp4's, fourth years use these media rarely to some of the time, while first years use them rarely and never.

The significant differences in the use of *videos, the internet, radios, cd's* and *mp3's/mp4's* showed that fourth years tend to use these resources more frequently than first years- internet and radios being more frequently used, followed by videos, and cd's, and mp3/mp4's. It may be perhaps that fourth years have more financial means and opportunities to use such media resources, as the fourth years significantly differ in their financial status compared to first

years. Fourth years may also possess more skills of using such resources, more interest, and more knowledge of such devices in comparison to first years.

It can also be noted that these media forms (videos, internet, radios, cd's, mp3's/mp4's) are all non-printed media. Non-printed media are not as prolific as compared to printed media like books, magazines and newspapers. Printed media are more accessible and available to the students in contrast to videos, internet, cd's and mp3's/mp4's. Students can get hold of printed media in almost everywhere, even in their libraries. As such, the use of printed media like books, magazines, and newspapers did not have any significant differences between the two groups. Although television and podcasts are non-printed media, usage of both devices did not emerge as significantly different for both groups since TVs are quite common for both groups while podcasts are quite rare. Both groups tend to use TVs almost always, while podcasts are almost never used. On the other hand, radio usage came out as different for both groups. Although this non-printed device is common like the TV, significant difference emerge in radio usage due to the fourth years' more frequent use of the device in contrast to first years' moderate use.

There were no significant differences between the two groups in the use of books, magazines, newspapers, televisions, and podcasts.

#### **5.4 Relationship between the factors and language self-efficacy**

To test the relationship between the respondents' language self-efficacy and the factors investigated in this study, the Pearson Product correlation coefficients were determined. Table 5.8 shows these coefficients among first years, fourth years, and the entire group.

##### *Level of Schooling*

The level of schooling was found to have a significant relationship with the language self-efficacy of the students ( $r=.263$ ,  $p<.05$ ). The results supported research on the developmental increase in perceived efficacy (Schunk & Meece, 2006; Zimmerman, 1995).

**Table 5.8 Correlation coefficients of language self-efficacy and the factors investigated**

Factors	First Year	Fourth Year	Entire Group
Level of Schooling			<b>.263*</b>
Gender	.158	.119	<b>.131*</b>
Estimated family income	-.019	<b>.222**</b>	.134
Father's educational attainment	.160	.126	<b>.139*</b>
Mother's educational attainment	.056	.010	.025
Father's employment status	-.067	-.121	-.075
Mother's employment status	-.122	.043	-.064
High school attended	-.023	-.186	<b>-.134*</b>
Preferred media language	<b>-.261**</b>	<b>-.263**</b>	<b>-.307**</b>
Language spoken at home	.024	.114	.047
Optimism	<b>.226*</b>	<b>.213*</b>	<b>.196**</b>
Perceived academic performance	<b>.311**</b>	<b>.228*</b>	<b>.259**</b>
Use of books	<b>.277**</b>	.148	<b>.213*</b>
Use of magazines	<b>.234**</b>	.108	<b>.177*</b>
Use of videos	-.004	.116	.111
Use of internet	-.003	-.019	.050
Use of newspapers	.143	.100	<b>.134*</b>
Use of radios	<b>.275**</b>	.138	<b>.268**</b>
Use of televisions	-.006	.042	.032
Use of cd's	.005	.017	.065
Use of podcasts	.045	-.021	.054
Use of mp3's/mp4's	.021	.178	<b>.140**</b>

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\*. Correlation is significant at the 0.05 level (2-tailed).

The higher the students go in their level of schooling, the higher their self-efficacy becomes ( $m = 4.11$  for fourth years,  $m = 3.74$  for first years). As students become adept at coordinating conflicting information and expectations, they form more stable and integrated perspectives of their capabilities, values, and attributes (Schunk & Meece, 2006). With such cognitive maturity and longer experience in school, they are better able to evaluate and integrate different sources of information regarding their competencies (Schunk & Meece, 2006).

### *Gender*

Gender of the whole sample was found to have a significant relationship with language self-efficacy ( $r = .131$ ,  $p < .05$ ). As the correlation suggests, there is a significant positive relationship in the gender of the student and their language self-efficacy. Majority of students in the sample population are females. Studies have shown that female students have higher levels of self-efficacy in English language arts than male students (Ruth & White, 2008) and

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that girls reported strong writing self-efficacy than boys (Pajares & Valiante, 2001). In this domain, female student-teachers do better in their language self-efficacy than males.

### *Family income*

Estimated family income is significantly correlated with language self-efficacy among fourth year students ( $r=.222$ ,  $p<.01$ ). Differences in family income; as one of the descriptors of socioeconomic status, is associated in providing greater experiences for children's self-efficacy to be raised. Families with greater capital, for example, allow their children to enrol in classes or camps that they receive academic and social benefits and shape their children's perceptions of their ability in school (Schunk & Meece, 2006). This is also perhaps true in the way language self-efficacy is also increased, by provision of materials needed and related to the children's ability in language competence.

On the other hand, economic hardship may not provide much capital that helps stimulate cognitive development in children and social skills. Moreover, lower income children are more likely to experience learning problems early in school, which can lead to low self-efficacy for learning (Schunk & Miller, 2002). This scenario is more pronounced among fourth years, as students whose families' income is above minimum wage tend to have higher self-efficacy in English, while students whose families' income is below minimum wage tend to have lower self-efficacy in English. Family income did not significantly correlate with first years and the entire group.

### *Father's educational attainment*

In terms of father's educational attainment, it is significantly correlated with language self-efficacy among the entire group ( $r=.139$ ,  $p<.05$ ). This corroborated the study of Ingoldsby, Schvaneveldt, Supple, and Bush (2004), whereby higher levels of paternal education predicted greater feelings of self-efficacy among boys and girls in Chile and Ecuador. In this case, the higher the father's educational attainment, the higher is the language self-efficacy of the student. This is perhaps due to the positive impact the benefits of having more education of the fathers to the self-efficacy of the child. As what Plunkett and Bamaca-Gomez (2003) noted, the more education parents have, the more benefit it will provide in raising children's academic outcomes, as more time, more opportunity, more help is given to children's academic work, in turn raising academic motivation, aspiration and self-efficacy. Whereas,

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less educated parents would have less ability to provide academic support for their children, less confidence in helping with actual schoolwork, and less time to actually devote, in favour of working more jobs than educated parents (Plunkett & Bamaca-Gomez, 2003).

#### *Mother's educational attainment*

Mother's educational attainment did not have any significant relationship with language self-efficacy in the two groups. Students' language self-efficacy was not affected at all by the mother's education perhaps because this was not strongly effective in making an impact on the self-efficacy as father's education does. Mothers were viewed in Filipino culture as having roles traditionally at home; nurturing and caring for their families' needs. Whether more education or not, mothers' education does not have significant impact on their children's language self-efficacy as does father's.

#### *Father's employment status and mother's employment status*

Father and mother's employment statuses were not significantly related to the language self-efficacy of all three groups. Students' language self-efficacy was not at all affected by the employment status of either father or mother. Parental employment patterns had no statistically significant relationship with young people's self-efficacy. Having a father or mother currently unemployed has no impact on feeling high or low on self-efficacy (Cusworth, 2009).

#### *High school attended*

The type of high school attended in the past had a significant relationship with language self-efficacy of the entire group. And it has a negative relationship ( $r = -.134$ ,  $p < .05$ ). This means that there is a significant negative relationship in the type of high school a student graduated from with his/her language self-efficacy, in that those who come from public high schools have lower levels of language self-efficacy in contrast to those who come from private schools. Schooling has several potential influences on students' self-efficacy. Several factors such as instruction, learning difficulty, grading practices, teacher involvement and feedback, competition, differences in class size, academic program offering, admission, and cost may comprise and influence how students believe in their capabilities (Schunk & Meece, 2006).

Perhaps the reason for a negative relationship is the incapability of public schools to deliver quality education as compared to private schools. This may be due to several reasons such as



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the insufficiency of funds, and facilities, and the uncompetitive salaries for very teachers. In the Philippines, except for very few well-reputed public high schools, most of the public schools do not have the same competence as private ones in delivering quality teaching such as English subjects for example. Moreover, parents who can afford to pay the high tuition fees in private high schools demand that English be the medium of instruction (Adriano, 2009), hence, in effect, partly influencing the language competency in students.

### *Language spoken at home*

Language spoken at home had no significant relationship with the language self-efficacy of all three groups. This shows that the language the student speaks at home does not at all significantly influence the way students assess their capabilities in the English language. Whether they speak English-only or Cebuano or any local language only, or a mix of the languages, their English self-efficacy remains the same. As Brenneman, Morris, and Israelian (2007) found, there was no significant relationship with language spoken within the family on the English comprehension skills of the students.

### *Preferred media language*

The preferred media language was also significantly related with language self-efficacy among the entire group ( $r=-.307$ ,  $p<.01$ ), first years ( $r=-.261$ ,  $p<.01$ ), and fourth years ( $r=-.263$ ,  $p<.01$ ). Students who prefer media language to be a mix of Cebuano, Filipino or local languages, and English, have lower levels of self-efficacy than those who prefer English-only. This is perhaps reflective of the beneficial effects of listening, watching, reading media in English in improving English efficacy. Higher English language preference for media was related with language proficiency in English (Brenneman, Morris, & Israelian, 2007). Perhaps this preference for English in the media may also serve as an index of the English skill of the students.

### *Optimism*

Optimism was found to significantly correlate with language self-efficacy among the entire group ( $r=.212$ ), the first years ( $r=.248$ ), and fourth years ( $r=.213$ ). This showed a significant relationship of optimism with self-efficacy. Students with higher levels of optimism showed higher levels of self-efficacy. Optimistic people tend to see problems as tasks to be faced and setbacks as challenges caused by external factors. They see failures as opportunities to be

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overcome, hence increasing their self-efficacy in solving problems. Pessimists, on the other hand, see failures as reflections of their poor ability, lowering their self-efficacy, and in turn performance.

### *Perceived academic performance*

Perceived academic performance was significantly correlated among the entire group ( $r=.259$ ,  $p<.01$ ), as well as among first years ( $r=.311$ ,  $p<.01$ ), and fourth years ( $r=.228$ ,  $p<.05$ ). This showed that perceived academic performance was positively associated with self-efficacy. The higher the perceived performance of the students in their academic achievement, the higher is their language self-efficacy. This is due to the close relationship of outcome expectancies or perceptions of competence with self-efficacy (Bandura, 1986). Both are concerned to some extent with beliefs of personal capability. The motivating potential of outcome expectancies comes partly from the person's efficacy beliefs (Bandura, 1984).

### *Use of media resources*

The use of specific media such as books, magazines, newspapers, radios, and mp3's/mp4's had significant relationships with the language self-efficacy of the students. Specifically, the use of books had a significant relationship with the language self-efficacy of the entire group ( $r=.213$ ,  $p<.05$ ), as well as of first years ( $r=.277$ ,  $p<.01$ ). It showed that as students more frequently read books, the higher their English self-efficacy become. There was no significant relationship, however, with fourth years' book-reading habits and language self-efficacy. Their reading did not affect their level of self-efficacy.

The use of magazines had a significant relationship with the language self-efficacy of the entire group ( $r=.177$ ,  $p<.05$ ), and first years ( $r=.234$ ,  $p<.01$ ). As students read magazines more often, their level of self-efficacy in English also increased. There was no significant relationship of fourth years' level of self-efficacy and magazine use.

The use of newspapers was also significantly correlated with language self-efficacy of the entire group ( $r=.134$ ,  $p<.05$ ), but not of first years and fourth years. As students read newspapers more often, so does their level of language self-efficacy increase.

The use of radios as a media resource was also significantly related with language self-efficacy among the entire group ( $r=.268$ ,  $p<.01$ ) and first years ( $r=.275$ ,  $p<.01$ ) but not for

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fourth years. The more frequent the students listen to the radio, the more higher they appraise their self-efficacy in English.

There was also a significant relationship in the use of mp3's/mp4's among the entire group and their language self-efficacy ( $r=.140$ ,  $p<.01$ ). Those students who use mp3's/mp4's more, tend to have higher self-efficacy.

Important to note is that books, magazines, and newspapers; all printed forms of media, all have significant relationships with the language self-efficacy of the entire group. This reflects the attributes of such media forms as requiring more mental effort in processing information and inferential learning as compared to non-printed media as televisions and videos. These somehow corroborated with Salomon's (1984) study where perceived self-efficacy positively correlated with mental effort in print material, and negatively correlated in television.

Although televisions capture and hold viewers' attention, books and other printed media like magazines and newspapers are more engaging than television. They require more in depth processing and more focused concentration, while television requires less thorough processing because of its fast nature (Singer, 1980). Moreover, unlike print, television is a source of information that is perceived by students as highly familiar, overlearned and lifelike. They perceive it to be "easy" and require little invested mental effort. Hence, the relationship of self-efficacy with print material is positively related in that as students read, they perceive themselves to be highly efficacious in learning the material. While as students watch television, little efficacy is expended, as they perceive the material is "easy", hence less efficacy is generated. In this study however, televisions (or videos) did not have any significant relationship at all with self-efficacy. This may be explained by the already high level of the students' self-efficacy in English. No amount of watching television or videos can affect or influence the already high level of the respondents.

## **5.5 Summary**

This chapter revealed that there was a significant difference in the English language self-efficacy between first year and fourth year students in Cebu Normal University. The general profile of the entire sample was significantly typical of the CNU students. Gender of the sample was dominantly female. Students' family income was generally below or at least the

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minimum-wage income of the country. Father and mothers had finished or at least reached college education. Fathers were generally employed while mothers stayed at home and unemployed. Students generally came from public high school prior to entering college. The language preferred to be used in the media is a mix of Cebuano, English, and other local language, while the language that was generally spoken at home was the local language of Cebu or Cebuano. Students perceived their academic performance to be good, while optimism and language self-efficacy were rated to be average to nearly high. The top five media forms that were frequently used by the whole sample were: televisions, books, radios, internet, and cd's. Least used were mp3's and podcasts.

Significant differences between the two groups have been seen in terms of family income, the high school they attended, preferred language of the media, and the language self-efficacy of the students. On the other hand, gender, father and mother's educational attainment, father and mother's employment status, the language spoken at home, optimism level and perceived academic performance did not have any significant differences between the two groups. In terms of the media forms that have significant differences in their usage, the internet, radios, videos, cd's, and mp3's differed between the two groups, while televisions, books, magazines, newspapers, and podcasts did not significantly differ between the two groups.

Significant relationships were found between the entire groups' language self-efficacy in English and their level of schooling, gender, father's education, type of high school attended, perceived academic performance, preferred media language and optimism. Self-efficacy in English of the entire group was not influenced by the father and mother's employment status, mother's education, and language spoken at home. In terms of media forms, books, magazines, newspapers, radios, and mp3/mp4's had significant relationships with the English self-efficacy of the entire group. Videos, internet, TVs, cd's, and podcasts, on the other hand, were not significantly associated with English self-efficacy. Family income was significantly associated with language self-efficacy particularly among fourth year students. This was evidenced by a wider spread of variance among respondents' levels of income.

In general, fourth years had higher levels of self-efficacy than first years. Older students at the college level need to be self-directed and take greater responsibility for their learning. Students having a high degree of self-efficacy are more successful at accomplishing these tasks and as a result, perform better academically (Bandura, 1997).

## **6 Conclusion: Implications and Recommendations**

*“People are at least partial architects of their own destinies.” Bandura (1997. p. 8)*

### **6.1 Introduction**

The following chapter concludes the study with a summary of the findings, and a discussion on the implications, and suggestions for future research. Delimitations are also discussed in this chapter.

### **6.2 Conclusion**

The present study investigated the language self-efficacy of Filipino teacher-students and determined what factors significantly influence their self-efficacy in English. The factors examined were: level of schooling, gender, family income, parents' education, parent's employment status, the type of high school attended, language spoken at home, optimism, perceived academic performance, preferred media language, and the use of specific media forms such as books, magazines, radio, newspapers, televisions, mp3/mp4's, podcasts, videos, cd's, and the internet. The study specifically sought any differences in the language self-efficacy between first year and fourth year students.

The study on English self-efficacy was conducted in the College of Teacher of Education at the Cebu Normal University in Philippines. The study made use of survey- correlational design which utilized the SPSS data analysis software. A sample of 227 students was gathered, 127 of which came from first years, and 100 from fourth years.

Descriptive statistics revealed that majority of the entire sample were females. Students' family income was generally below or at least the minimum wage. Both fathers and mothers had finished or at least reached college education. Fathers were generally employed while mothers stayed at home and were unemployed. Majority of the entire sample of students came from a public high school background. Students preferred a mix of Cebuano, Filipino, English, and other local language in the media, while the language that was generally spoken

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at home was Cebuano or any local language. Students perceived their academic performance to be good, while optimism and language self-efficacy were rated to be average to nearly high. TV, books, radios, internet, and cd's were the most frequently used media forms. Least used were mp3's and podcasts.

Through t-test analysis, the study found out that the language self-efficacy of fourth year students was higher than first years'. First years have high to average levels of English self-efficacy, while fourth years have high to very high levels of English self-efficacy. Significant differences emerged between the two groups in terms of family income; high school attended; and preferred media language. Fourth years have quite higher mean level of income than first years. There was an almost equal proportion between public and private high school backgrounds among fourth year students, whereas majority of first year students come from public high school backgrounds. A little more than half of the fourth years preferred English-only as the media language while majority of first years prefer a mix (Cebuano, Filipino, other local language and English) as language in the media. Significant differences existed between the two groups in the use of internet, radio, video, cd, and mp3/mp4, where fourth years use these media forms more frequently in comparison to first years.

Language self-efficacy was found to have significant relationships with level of schooling, gender, father's educational attainment, high school attended, perceived academic performance, preferred media language, and optimism. Higher levels of schooling tend to have higher levels of English self-efficacy. Female student-teachers tend to have higher English self-efficacy than male student-teachers. The higher the father's educational attainment, the higher the language self-efficacy of the student becomes. Students who come from public high schools tend to have lower language self-efficacy than those who come from private high schools. The more favourable outcome expectancy one has over his/her academic performance, the higher their language self-efficacy. A more optimistic outlook the student has, the higher their efficacy in English. A preference for English-only as media language tends to have higher levels of self-efficacy as compared to a mix of Cebuano, Filipino, or other local language, and English.

The use of books, magazines, and newspapers, along with radios and mp3/mp4's also influenced the language self-efficacy. The more frequent students use these media forms, the higher their language self-efficacy.

## **6.3 Limitations**

Self-efficacy beliefs are known to be significantly related to motivation, effort, persistence and even achievement. In this study, survey questions were employed and results were assessed in terms of the students' self-reported answers. It would have been useful to gather actual student achievement results such as students' past academic grades or achievement tests in English, as it proved to be one of the most influential sources of self-efficacy. However, this was not made possible due to the difficulty of obtaining the grades from the students.

Aside from the unavailability of achievement data, the time constraint and limited budget has restricted the researcher to conduct a more substantial amount of sample respondents for the study. Moreover, the use of convenience sample has limited the study to specific students in a specific college or university.

## **6.4 Implications**

### **6.4.1 For parents and teachers**

The study on self-efficacy beliefs in English provided insight on how one's perception of his/her capabilities on the English language can be appraised. One implication is the way parents and teachers structure social and curricular experiences to their children and students. Parents should be involved in enhancing self-efficacy beliefs of their children by providing supportive and creative environments where there is positive influence. Being involved in academic tasks of their young through nurturing a warm and encouraging home atmosphere and providing materials which promote better English skills will help enhance self-efficacy.

Fostering an optimistic attitude through positive feedback and developing healthy expectancy beliefs (perceived academic performance); as these show positive influence, will help improve their self-efficacy. Helping students frame their perceptions of failures into something temporary and non-personal but something beneficial, and structuring their responses in non-judgmental ways will help teachers develop optimistic attitudes in their students (Mah, n.d.). Parents who stay positively involved in their children's activities, exert indirect influence on their children's competence.

For teachers, it is not sufficient to impart or teach their students skills, but they need to take into account how their procedures or ways or methods affect their students' self-efficacy. It is not enough for students to simply possess skills, but students need to develop right beliefs. Teachers who, for example, give much assistance to their students during instruction may help students learn skills, but the students attribute their success to the teachers, and not to their own capabilities. They instead doubt their capabilities to learn on their own (Schunk, 1991).

Another implication is the cultural context where specific subject domains (e.g. language arts versus science and mathematics) are labelled with gender-role stereotypes causing differences in confidence beliefs (Eccles, 1987). Gender differences in confidence beliefs may arise as a function of home influences. Parents hold lower expectations for daughters (Phillips & Zimmerman, 1990) and act differentially with respect to different course domains: Language arts seen as female domains, while math and science as male domains (Meece & Courtney, 1992). Studies have suggested that parents are more likely to attribute success in mathematics to natural abilities for sons than for daughters, despite the children having equal abilities (Yee & Eccles, 1998). Parents should not restrict or underestimate their children's academic competence as a function of their gender orientation. Instead, they should encourage their children in areas where they are competent and their competence beliefs are high. In this study, a female gender is significantly related to high self-efficacy beliefs in English. However, it should not prevent males to take the program as well. On the other hand, females should not be discouraged from enrolling in male-dominated courses as science and technology or engineering, either.

#### **6.4.2 For schools, educators, and policy makers**

Schools must foster competence and the necessary confidence that goes along in implementing their curriculums (Pajares, 1997). More specifically, schools should focus on raising competence and confidence through authentic mastery experiences. More than just simply setting demanding standards for students, schools and policy makers must structure academic curriculum and experiences in a way that facilitates student's self-efficacy as well (Zimmerman, Bandura, & Martinez-Pons, 1992). When classroom environments stress on competitive and normative styles of evaluation (performance goals) rather than on individual



mastery and self-improvement, adolescents can experience a decline in their self-efficacy. On the other hand, when classrooms emphasize on the significance of effort, meaningful learning, self-improvement, teamwork, and student intrinsic interests, young people will be able to maintain positive and well-balanced perceptions of their self-efficacy and competence (Schunk & Meece, 2006).

The relationship of father's education to language self-efficacy may somehow relate to the ability of fathers to provide for their families as a function of their education. With more education, the more capability they have to financially provide for their family. Taken father's education as one reflection of socio-economic status, much can be gleaned as an important implication to this. It is wise for schools and policy makers to allow students to an equal access to a rigorous academic curriculum, regardless of their financial resources (McConney & Perry, 2010). One way would be minimizing the differences (resources, curriculum, etc.) between schools, allowing for students from less privileged backgrounds to reach the same level of academic instruction and training in order to develop their full capabilities. In doing so, less privileged students can have more opportunities to study in a more enriched and effective environment which their parents may not be able to provide.

A common perception though, is the belief that private schools are best providers of quality education. While this is overly simplistic since there are some private schools which have poor quality as well, it should be noted that most public schools are also delivering unsatisfactory instruction. A need for revitalizing the output of public schools is necessary. This can essentially be done through effective curriculum inputs, substantial resources, and top-quality teachers with proper training. This is however a huge task to be undertaken by higher bodies in the government and is a concern on a much larger scale as issues of poverty, insufficient financial compensation, lack of training and shortage of teachers are part of a more complex issue. Issues as these are enormous as overhauling the whole education system in the Philippines.

### **6.4.3 In terms of the media**

As the study showed that preference for an English-only language in the media promotes higher self-efficacy in English, significant implications can be drawn. Provision of several media forms that deliver proficient English language and be made available and accessible to

students will also help promote high self-efficacy. Studies have shown that higher English preference for media related to better English reading skills (Brenneman, Morris, & Israelian, 2007). As language of media input influences language proficiency (Flege, Yeni-Komshian, & Liu, 1999), education institutions must ensure that provisions are made for supporting their students' intellectual development through these media avenues that deliver information through proficient English. One thing to consider, though, is the current trend of the Philippine mass media in appealing to the large segment of population through the use of Filipino in broadcast media. This is not disadvantageous, since Filipinos are being taught to be proficient in Filipino, so long as students are intellectually taught English in the classrooms, and a substantial amount of learning English through significant media, is made.

Moreover, as the study showed all printed forms of media; books, magazines, and newspapers, significantly influence English self-efficacy, it must be the goal of institutions to make these media resources readily available and accessible to each student. Additional inputs from radios and any audio devices can also promote improvement of students' competence in English.

## **6.5 Recommendations**

As the study made use of background factors (socio-demographic factors) and other factors (optimism, perceived academic performance, preferred media language, use of media forms), it would have been useful to gather actual student performance results such as students' academic grades in English, or achievement tests in English, in determining its influence on self-efficacy. It is suggested to take actual performance results as it is found that prior experiences are one of the most influential sources of self-efficacy. It would be useful to consider other factors to affect self-efficacy (such as verbal persuasions, emotional states, vicarious experiences) to be included next time in the study. These are well known to be sources of self-efficacy.

In enhancing self-efficacy of their children and students, parents and teachers should emphasize genuine mastery experiences that will raise competence and not barely self-enhancement through praise or self-persuasion methods. Academic work should be hard enough to be at an accomplishable level of difficulty (Pajares, 2006). People are not fooled by

empty praises but develop skills through consistent recognition of real accomplishment. For example, students who are not smart enough to learn English may not be easily swayed by parents or teachers telling them that they did well in the English subject when the student knows that some of their peers struggled in English. It would take actual success in a challenging task; encouragement; tutoring; and observing other similar peers succeed in English, to overpower their low preconceived self-efficacy beliefs (Schunk & Meece, 2006). Young people should also be taught good study skills, as well as other important life skills such as planning, organization, self-regulation, and decision-making skills, so as to be effective, not only in specific domains of courses but life in general.

Future research on self-efficacy in English would benefit if there would be more studies on the self-efficacy in other cultural contexts. A comparative study between Western and Asian self-efficacy beliefs system and between private and public higher education institutions would be beneficial in shedding more light on self-efficacy. More research on this is suggested. It would also be interesting to see what degree of the effects of self-efficacy is universal across cultures, and what practices influence self-efficacy beliefs of people,

The need to collect data other than through quantitative means such as longitudinal studies, case studies, and oral histories, are necessary in order to provide abundant sources for investigating the role of self-efficacy in academic achievement, motivation, and persistence. Assessments of self-efficacy may be enriched by including qualitative techniques such as asking respondents how confident they feel in about performing different tasks in different situations.

It is also suggested that a study on the English self-efficacy of current teachers themselves, as this will shed more light on how they conduct their teaching and impart their knowledge of English to their students. Studies on Western context have been made already, yet there is a need to make studies on the local setting as it will greatly help those cultures which need highly skilled teachers in promoting quality and effective teaching. Consequential recommendations would include progressive partnerships with schools in developing competencies among teaching professionals, and improvement of work conditions of teachers, not least implementing reward systems for highly competent teachers (Agarao-Fernandez & de Guzman, 2005).

More so, further research on Philippine media's behavior and active role in expanding the English language through its various forms, is advised. Media plays an important aspect in shaping Filipino's identity, outlook and mentality. Further studies on Filipinos' media usage habits and use of specific media types and their corresponding influence on confidence in English will also help expand this research.

Reforming Philippine education does not go on to say without resolving the English performance of Filipino students. As much as numerous ways have been suggested and implemented to improve English performance, the Bilingual Policy in education has much to prove as to the type of language that is actually effective in teaching students. The issue of learning a language and learning through that language are two quite different views- learning English through a language not familiar to students is different from learning English by their own native tongue. The fact that students in this study were actually taken from one of the best teacher education institutions in Cebu, specifically under the English department of CNU, may reveal a different perspective on the actual self-efficacy level of the general student population in the Philippines. Not surprisingly, CNU students' self-efficacy in English was favourably high. This may not be the real picture however, in the general population. It is interesting to see future studies on whether medium of instruction significantly influences English self-efficacy of Filipino students. And if it does, which medium of instruction is influential in high self-efficacy in English.

It is advised that policy makers and higher governing agencies take a comprehensive evaluation of the medium of instruction issue in Philippine classrooms. Moreover, it is not just deliberating the medium of instruction that needs attention, but also the training of teachers, financing their incentives for better performance, evaluating curriculum standards both in private and public schools.

Also, projecting a much favourable picture of the teaching profession in the Philippines should also be a by-product of these governmental actions in that teachers become more confident in their ways of teaching English (and not only English but in any course or subject).

It is essential to develop and instill among students a well-established, stable, and resilient self-efficacy belief. It is to be remembered that one of the important characteristics of successful individuals is that failure and adversity do not undermine their self-efficacy beliefs.

This is because self-efficacy is not so much about learning how to succeed as it is about learning “how to persevere when one does not succeed” (Pajares, 2006, p. 345). In psychology, “intelligence” (in the form of IQ) has been considered the most influential factor in academic achievement. However, when the joint contribution of self-efficacy and intelligence was tested, it was found out that self-efficacy beliefs made a powerful contribution to the prediction of academic performance. It only shows it is not “simply a matter of how capable you are: it is also a matter of how capable you believe you are” (Pajares, 2006, p. 343).

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## Appendix: Survey Questionnaire

Dear Respondent,

The following is a questionnaire on students' self-appraisal in English. It aims to know how one perceives his or her competence in English. There are no right or wrong answers on this questionnaire. Please answer them as honestly as possible by. Thank you very much for your time.

General Information. Please fill in your answer.

1. What is your course? \_\_\_\_\_
2. What is your year level? \_\_\_ 1<sup>st</sup> year \_\_\_ 4<sup>th</sup> year
3. What is your gender? \_\_\_ Male \_\_\_ Female
4. What high school did you attend? \_\_\_ Private \_\_\_ Public
5. What is your father's occupation? \_\_\_\_\_
6. What is your father's highest educational attainment? Please check one.
 

_____ elementary level	_____ college graduate
_____ elementary graduate	_____ master's level
_____ high school level	_____ master's graduate
_____ high school graduate	_____ doctorate level
_____ college level	_____ doctorate graduate
7. What is your mother's occupation? \_\_\_\_\_
8. What is your mother's highest educational attainment?
 

_____ elementary level	_____ college graduate
_____ elementary graduate	_____ master's level
_____ high school level	_____ master's graduate
_____ high school graduate	_____ doctorate level
_____ college level	_____ doctorate graduate
9. What is your estimated family income (both parents):
 

___ P80,000 below per annum
___ P81,000 to P120,000 per annum
___ P121,000 to P240,000 per annum
___ P241,000 to P360,000 per annum
___ P361,000 to P480,000 per annum
___ P481,000 to P600,000 per annum
___ P601,000 to P720,000 per annum
___ P721,000 above per annum
10. What is your medium of communication at home?
 

___ Cebuano	
___ English	
___ Filipino	
___ Others	Please specify: _____

11. Do you use any of the following resources? Please mark each item appropriately.

	Never	Rarely	Some of the time	Most of the time	Always
books	___	___	___	___	___
magazines	___	___	___	___	___
videos	___	___	___	___	___
internet	___	___	___	___	___
newspapers	___	___	___	___	___
radio	___	___	___	___	___
television	___	___	___	___	___
cds	___	___	___	___	___
podcasts	___	___	___	___	___
MP3 or MP4	___	___	___	___	___

12. In what medium do you prefer to read or listen to or watch these resources?

- English  
 Cebuano  
 Filipino  
 Mixed (Cebuano, English, Filipino)  
 Other languages

13. In a scale from 1 (not good) to 5 (excellent), how do you rate your academic performance this year?

1	2	3	4	5
not good	fair	good	very good	excellent

### Optimism-Pessimism Scale

The following measures one's optimism-pessimism in life. Please put an (X) on the blanks whether you: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD) on the statements.

	SA	A	U	D	SD
1. If things are going badly today, I tell myself that tomorrow things will be alright.	___	___	___	___	___
2. I can do something about my present condition.	___	___	___	___	___
3. I have a bright view of the future.	___	___	___	___	___
4. Whenever I do something, I believe that everything will turn out right.	___	___	___	___	___
5. I am afraid to face my problem.	___	___	___	___	___
6. I experience more failures than successes in my life.	___	___	___	___	___
7. I do <b>NOT</b> believe in my abilities.	___	___	___	___	___
8. I do <b>NOT</b> expect to get what I really want.	___	___	___	___	___

9. I have great faith in the future \_\_\_\_\_
10. I do **NOT** know where my life is leading to. \_\_\_\_\_

### Self-Appraisal in English\*

*Instructions:*

Suppose that you are asked to perform the following tasks **in English**.

Please indicate **how confident you are** that you can **perform each task correctly**. You have 30 seconds only to attend to each task (You don't have to carry out the tasks.)

It is important that you **do not guess** but give a realistic estimate of whether you can perform the task correctly. Please use the scale below:

If you are **not confident at all** that you can do it correctly, mark (/) **1**

If you are **completely confident** that you can do it correctly, mark (/) **10**

If the estimate of your confidence is **between 1 and 10**, mark the appropriate number from **2 to 9**.

Please **mark one number only** for each task. **Thank You!**

No.	Task	Confidence Scale
1	Write an essay of about 400 words in length on what you did during the recent holidays.	<u>1 2 3 4 5 6 7 8 9 10</u>
2	Explain to a visitor the structure of the Diploma in Education Course you are in now.	<u>1 2 3 4 5 6 7 8 9 10</u>
3	Write a lesson plan for a topic such as 'Tell stories based on pictures.'	<u>1 2 3 4 5 6 7 8 9 10</u>
4	Give instructions to your pupils on how they should organize themselves for group activity.	<u>1 2 3 4 5 6 7 8 9 10</u>
5	Share with a friend what happened during the most memorable day in your life.	<u>1 2 3 4 5 6 7 8 9 10</u>
6	Make a complete sentence using the following simile: 'as cool as a cucumber.'	<u>1 2 3 4 5 6 7 8 9 10</u>
7	Take down notes as you listen to a cassette recording on 'Malaysian Handicraft.'	<u>1 2 3 4 5 6 7 8 9 10</u>
8	Explain the function of an adjective in a sentence.	<u>1 2 3 4 5 6 7 8 9 10</u>
9	Present an assignment on 'Questioning Techniques' in front of your class.	<u>1 2 3 4 5 6 7 8 9 10</u>
10	Read the following passage out loud to your classmates: <i>Discover Sabah...Awaken the competitive spirit or indulge in relaxing pursuits. This is one destination where you can do it all! Climb the summit of Borneo. Go white water rafting. Ride a steam locomotive past rustic scenery. Cruise down the Kinabatangan river. Re-track ancient headhunter trails. Dive in the world's top sites...</i> (Sabah Tourism Promotion Corporation, September 2002).	<u>1 2 3 4 5 6 7 8 9 10</u>

\*Wong, M. S. (2005). Language learning strategies and language self-efficacy: Investigating the relationship in Malaysia. *Regional Language Centre Journal*, 36(3), 245-269.