

## Self-Efficacy on Speaking Skills among High School Teachers

Kenoh, Abdu Rahim III T<sup>1</sup> and Hiolen, Jossa Mae B<sup>2</sup>

<sup>1</sup>Ateneo de Zamboanga University

<sup>2</sup>Ramon Enriquez High School

**Abstract:** This study explores the self-efficacy of high school teachers in their English-speaking skills, comparing the perceptions of English and Non-English teachers. Using a quantitative and comparative approach, data were collected through surveys and interviews to assess teachers' confidence, proficiency, and frequency of use in English communication. Results revealed that both English and non-English teachers exhibit the highest level of self-efficacy in speaking English, demonstrating strong confidence in delivering lessons, engaging in professional discourse, and communicating effectively with students and colleagues. These findings suggest that subject specialization does not significantly impact teachers' speaking capabilities, highlighting the universal importance of English language proficiency in the teaching profession.

**Keywords:** Self-efficacy, Speaking, High School Teachers.

### INTRODUCTION

Speaking is one of the four macro skills of the English language that is essential to communication. It plays a vital role in the teaching-learning process. Unlike other language skills such as reading and writing, Brown (2001) emphasized that speaking encompasses the ability to produce language and the capacity to engage in meaningful dialogue, convey thoughts and emotions, and negotiate meaning in real-time. Desmayani, *et al.*, (2019) stated that speaking English poses various challenges, including cultural differences, language barriers, and communication struggles. Many individuals including teachers experience significant difficulties in speaking due to factors such as anxiety, lack of confidence, and limited practice opportunities. Chen (2009), concurred students frequently face challenges stemming from a lack of self-confidence. Dalem (2017) also mentioned that students were afraid to make mistakes when speaking, because they were afraid of being laughed at, embarrassed, and lacking confidence. These challenges can severely hinder their ability to communicate effectively in both academic and social contexts.

The role of teachers in shaping students' language proficiency is paramount, particularly in the context of speaking skills, which are essential for effective communication and academic success. Among the various factors that influence teaching effectiveness, self-efficacy—the belief in one's ability to execute behaviors necessary to produce specific performance attainments—has emerged as a critical component. As proposed by Bandura (1997), self-efficacy theory posits that individuals' beliefs in their capabilities significantly influence their behavior, persistence, and performance. Self-

efficacy affects not only the choice of activities but also the effort expended, and the resilience shown in the face of challenges (Schunk & Zimmerman, 2008). In the realm of language education, high school English teachers' self-efficacy in teaching speaking skills can directly affect their instructional practices, classroom management, and ultimately, student outcomes. Research indicates that teachers with high self-efficacy are more likely to employ innovative teaching strategies, engage students actively, and foster a supportive learning environment (Tschannen-Moran & Woolfolk Hoy, 2001). Conversely, low self-efficacy can lead to diminish enthusiasm for teaching and reluctance to implement effective pedagogical techniques (Pajares, 1996). Given the increasing emphasis on communicative competence in language curricula worldwide, understanding high school English teachers' self-efficacy regarding speaking skills is crucial for enhancing both teacher performance and student learning experiences. Although the significance of speaking skills is widely acknowledged, there is a scarcity of research examining the specific influence of self-efficacy on speaking abilities among high school English teachers and non-English teachers, especially in contexts where English is not the native language.

This research paper aimed to measure the self-efficacy skills in speaking English among the group of English and Non-English teachers, and to look for its significant difference between them. This study sought to provide valuable insights that can inform professional development programs and improve instructional strategies aimed at enhancing speaking proficiency among students.

## REVIEW OF RELATED LITERATURE

### Self-Efficacy in Education

Self-efficacy, a concept introduced by Bandura (1977), referred to individuals' beliefs in their capabilities to execute actions required to achieve specific goals. In the educational context, self-efficacy has been shown to significantly influence teachers' instructional practices and students' learning outcomes. Teachers with high self-efficacy are more likely to adopt innovative teaching strategies, foster a supportive classroom environment, and persist through challenges (Tschannen-Moran & Woolfolk Hoy, 2001). In addition, Oxford & Shearin (1994) argued that belief in one's ability to succeed in learning a language is a key factor that influences how language learners use strategies to learn. This belief in one's abilities not only affects how teachers approach their roles but also shapes the learning experiences they provide for their students (Pajares, 1996). Furthermore, teachers' personality traits, as defined by the five-factor model (Costa and McCrae, 1992), can influence their sense of efficacy. Djigić, *et al.*, (2014) discovered that teachers who exhibit high levels of openness to experience and conscientiousness tend to report a stronger sense of self-efficacy in their profession. A strong belief in one's capabilities is crucial for academic achievement because it influences a student's thinking, emotions, and drive. Koca & Dadandı (2019) suggested that there's a clear connection between self-efficacy as a motivator and a student's success in academics. This means that when teachers believe in their ability to teach speaking effectively, they are more likely to create opportunities for students to practice and develop their speaking skills. Recent studies have highlighted the importance of self-efficacy in language teaching, particularly regarding speaking skills. For instance, Hoesny, *et al.*, (2023) suggested that teachers' self-efficacy beliefs correlate positively with their willingness to engage students in speaking activities.

### Self-Efficacy and Speaking

The relationship between self-efficacy and speaking skills has garnered increasing attention in language education research. A study by Pramerta (2021) demonstrated that students' self-efficacy significantly impacts their speaking performance, indicating that those with higher self-efficacy levels tend to perform better in speaking tasks. This finding aligns with Bandura's assertion that self-efficacy influences not only the initiation of behaviors but also the persistence and effort

individuals exert when facing challenges (Bandura, 1997). Moreover, research conducted by Zhang, *et al.*, (2020) emphasizes the role of self-efficacy in public speaking contexts, where learners' confidence directly affects their performance. The study found that students who perceived themselves as capable speakers were more likely to engage actively in public speaking tasks, thereby enhancing their overall speaking proficiency. Similarly, Hoesny, *et al.*, (2023) confirmed that self-efficacy serves as a reliable predictor of speaking proficiency among language learners, reinforcing the notion that confidence plays a crucial role in effective communication.

Several factors contribute to the development of self-efficacy beliefs among teachers and students in relation to speaking skills. According to Pramerta (2021), preparation and familiarity with the audience significantly enhance self-efficacy levels during speaking tasks. Additionally, external feedback from peers and instructors can bolster an individual's confidence, as positive reinforcement tends to elevate self-efficacy perceptions (Mede & Kararmak, 2017). Task complexity also plays a critical role; learners facing less challenging speaking tasks often report higher self-efficacy compared to those confronted with more demanding situations (Hoesny, *et al.*, 2023). This highlights the necessity for educators to create a balanced learning environment where students are gradually exposed to increasingly complex speaking tasks while receiving adequate support and encouragement.

## THEORETICAL FRAMEWORK

This research is primarily grounded in Albert Bandura's Self-Efficacy Theory, which posits that individuals' beliefs in their capabilities significantly influence their actions, motivation, and performance outcomes. This framework is essential for understanding how high school English teachers perceive their ability to teach speaking skills effectively and how this perception impacts their instructional practices and student outcomes. Self-efficacy is defined as an individual's belief in their capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 1977). According to Bandura, self-efficacy influences the choices individuals make, the effort they put forth, and their persistence in the face of challenges (Bandura, 1997). In the context of teaching, high self-efficacy can lead educators to adopt innovative teaching strategies, engage students

more actively, and create a supportive learning environment (Tschannen-Moran & Woolfolk Hoy, 2001). Conversely, low self-efficacy may result in avoidance of challenging tasks and a lack of motivation to improve instructional practices (Pajares, 1996). Bandura's Self-Efficacy Theory provides a comprehensive lens through which to examine the self-efficacy of high school English teachers concerning their speaking skills. By exploring the sources of self-efficacy and its impact on teaching practices, this research aims to contribute valuable insights into enhancing both teacher effectiveness and student achievement in language education.

**Hypothesis**

In this study, the researchers formulated the hypothesis:

1. **H0:** There is no significant difference between the group of English and Non-English teachers in terms of their self-efficacy of skills in speaking English.

**Research Questions**

The presented study aimed to investigate the difference between the self-efficacy of high school English teachers and non-English teachers in terms of their speaking skills. It also intended to offer valuable insights for future research on this topic. More specifically, it sought to address the following questions:

- (1) What is the level of self-efficacy of skills in speaking English among English Teachers?
- (2) What is the level of self-efficacy of skills in speaking Non-English among English Teachers?
- (3) Is there a significant difference between the group of English and Non-English teachers in

terms of their self-efficacy of skills in speaking English?

**METHODOLOGY**

**Research Design**

This study would employ a quantitative research method through descriptive and comparative design. This design was chosen to systematically examine the difference between the self-efficacy of high school English teachers and non-English teachers in terms of their speaking skills. A comparative design was used to investigate the difference between two or more variables without the researcher controlling or manipulating any of them. It was a non-experimental type of quantitative research. Gall, M.D., Gall, J.P. & Borg, W.R. (2007)

**Research Locale**

The study would be conducted in a Jesuit secondary school located in Tumaga, Zamboanga City. It is a private institution composed of seventy-two (72) faculty members and one thousand three hundred sixty (1,360) students coming from different backgrounds. It is located 5.6km north of Zamboanga City Hall.

**Respondents of the Study**

The chosen respondents of this study were the secondary school teachers who were currently teaching English subjects. This chosen respondents can be an Alumni of English course and other areas whose handling English subject. Handling English subjects serves as a criterion for the selection of respondents.

**Population and Samples of the Study**

**Table 1:** Population and Samples of the Study

Population (N)	Sample (n)	Percentage
72	30	41.66%

Table 1 shows the population and sampling of the study. It shows that there were 72 teachers who were currently in-service in the concerned locale. Through the use of purposive sampling technique, there were 30 number of samples extracted out from the entire samples. Thus, the figure stated serves as the number of respondents to participate in this study.

In line with the selection of respondents, this study utilized a purposive sampling technique for the selection of teachers to participate in this study

among the population given. The selection of teachers was guided through having criteria of currently teaching English regardless of whether the teacher was an alumnus of English course or from other area. As they qualified to meet the criteria, the teachers were chosen to participate in this study.

**Research Instrument**

To examine the self-efficacy of high school teachers in terms of their speaking skills, a structured questionnaire developed by Wang

(2004) would be used. It was a scale known as “Questionnaire of English Self-Efficacy” (QESE). It was a tool developed to assess non-native English speakers' confidence in their ability to use the English language across four key areas: listening, speaking, reading, and, writing. The QESE consisted of 32 items that utilized a seven-point Likert scale for responses, ranging from "I cannot do it at all" (1) to "I can do it very well" (7). However, since the study only focused on speaking skills, a modified version by Wang et.al, (2014) would be used in which only the questions regarding speaking skills would be asked to the respondents. The questionnaire would be called “Modified Questionnaire of English Self-Efficacy” (MQESE)

**Data Gathering Procedure**

Data gathering begun with the submission of a letter of permission to the school principal of the chosen private secondary school. Once permit was given, the researchers would identify the respondents, and an informed consent would be given. The informed consent fostered trust while reducing the risks of coercion and exploitation by guaranteeing that participation is truly voluntary and based on a clear understanding. The researchers would then explain the nature of the study and would distribute the research instrument. This process would last for 5 to 10 minutes. Once data gathering was achieved, the researchers would analyze the data using the Statistical Package for the Social Sciences (SPSS) software.

**Data Analysis**

In line with the research problems investigated, Descriptive and inferential statistics would be used to identify the self-efficacy of high school teachers in terms of their speaking skills. In terms of the utilization of descriptive statistics, Arithmetic Mean was a suggested descriptive statistic that was appropriate to utilize to generate the result that anchored on the level of self-efficacy skills in speaking English among English and Non-English

Teachers. Also, an Independent Sample T-Test would be conducted to determine the significant difference between the group of English and Non-English Teachers in terms of the level of their self-efficacy skills in speaking English.

**Ethical Consideration**

Ethical considerations in research are essential for safeguarding the rights and welfare of participants, as well as preserving the integrity of the research process (Bhandari, 2021).

For ethical reasons, the researchers will conduct the following:

1. Voluntary Participation: Participants will have the autonomy to decide whether to engage in the study without any pressure and must be able to withdraw at any point without facing any repercussions.
2. Informed Consent: Researchers will provide participants with detailed information regarding the study's objectives, procedures, potential risks, and benefits, enabling them to make an informed choice about their participation.
3. Confidentiality and Anonymity: Researchers will ensure the protection of participants' identities. Sensitive information should be securely stored, and data should be anonymized whenever feasible to prevent identification.
4. Integrity and Transparency: Researchers will carry out their work with honesty and transparency, accurately presenting findings and disclosing any conflicts of interest.

These ethical principles not only protect participants but also enhance the validity and credibility of the research findings.

**RESULTS AND DISCUSSION**

**Problem 1.** What is the level of self-efficacy of skills in speaking English among English Teachers?

**Table 2:** Self-Efficacy in English Speaking Skills among English Teachers

Statement		Mean	Description
The English Teachers can			
1	introduce themselves in English.	6.86	I can do it well
2	ask questions in English during a conversation.	6.33	I can do it well
3	express my opinions on various topics in English.	6.40	I can do it well
4	participate in discussions with classmates in English.	6.40	I can do it well
5	give a short presentation in English.	6.33	I can do it well
6	explain a concept or idea in English.	6.46	I can do it well
7	describe a picture or scene in English.	6.53	I can do it well

8	summarize a story or article in English.	6.60	I can do it well
<b>GRAND MEAN</b>		<b>6.49</b>	<b>I can do it well</b>
<b>Legend:</b> 1.00-1.85=I cannot do it at all; 1.86-2.71=I cannot do it; 2.72-3.57=Maybe I cannot do it; 3.58-4.43=Maybe I can do it; 4.44-5.29=I basically can do it; 5.30-6.15=I can do it; 6.16-7.00=I can do it well			

Table 2 showed the result in measuring the level of self-efficacy skills of English teachers in speaking English. It garnered the grand mean score of 6.49 described as “I can do it well”. This was confirmed that the English teachers can introduce themselves in English; ask questions in English during a conversation; express my opinions on various topics in English; participate in discussions with classmates in English; give a short presentation in English; explain a concept or idea in English; describe a picture or scene in English; and summarize a story or article in English.

In the statement no. 1 level of self-efficacy skills of English teachers in speaking English was mean score of 6.86. This was highly evident that the English teachers “can do it well” when it comes to introducing themselves in English. This means that external feedback from peers and instructors can bolster an individual's confidence, as positive reinforcement tends to elevate self-efficacy perceptions (Mede & Kararmak, 2017), and Kirk and MacPhail (2003) suggested that training incorporating practical experiences, such as simulations or peer teaching, has the potential to enhance self-efficacy among educators. When English instructors participate in speaking exercises as a component of their training, they build confidence through successful experiences. Djigić, *et al.*, (2014) discovered that teachers who exhibit high levels of openness to experience and

conscientiousness tend to report a stronger sense of self-efficacy in their profession.

In the statements no. 2&5 had the same scored of 6.3 where it described as the lowest when they were to ask questions in English during a conversation and give a short presentation in English. Pajares, F. (1996) emphasized that emotional reactions, including anxiety, depression, or stress, can influence an individual's confidence in their abilities. Adverse emotional conditions may result in diminished self-efficacy as individuals question their capacity to handle tasks or challenges. Thus, it meant Low self-efficacy can lead to diminish enthusiasm for teaching and reluctance to implement effective pedagogical techniques (Pajares, 1996).

In conclusion, the findings of this study demonstrated that English teachers possessed a high level of self-efficacy in their speaking skills, reflecting their confidence and competence in using the language. This high self-efficacy is crucial, as it not only enhances their teaching effectiveness but also serves as a model for their students, fostering a positive learning atmosphere.

**Problem 2:** What is the level of self-efficacy of skills in speaking English among Non-English Teachers?

**Table 3:** Self-Efficacy in English Speaking Skills among Non-English Teachers

Statement		Mean	Description
The Non-English Teachers can...			
1	introduce themselves in English.	6.73	I can do it well
2	ask questions in English during a conversation.	6.66	I can do it well
3	express my opinions on various topics in English.	5.93	I can do it
4	participate in discussions with classmates in English.	6.13	I can do it
5	give a short presentation in English.	6.33	I can do it well
6	explain a concept or idea in English.	6.33	I can do it well
7	describe a picture or scene in English.	6.06	I can do it
8	summarize a story or article in English.	6.26	I can do it well
<b>GRAND MEAN</b>		<b>6.30</b>	<b>I can do it well</b>
<b>Legend:</b> 1.00-1.85=I cannot do it at all; 1.86-2.71=I cannot do it; 2.72-3.57=Maybe I cannot do it; 3.58-4.43=Maybe I can do it; 4.44-5.29=I basically can do it; 5.30-6.15=I can do it; 6.16-7.00=I can do it well			

Table 3 showed the result in measuring the self-efficacy skills in speaking English among the group of Non-English Teachers. It registered with the grand mean score of 6.30 described as “I can

do it well”. This permitted that this group perceived that they were capable to introduce themselves in English; ask questions in English during a conversation; give a short presentation in

English; explain a concept or idea in English; and summarize a story or article in English to the highest level. However, this group perceived that they were moderately capable to express their opinions on various topics in English; participate in discussions with classmates in English; and describe a picture or scene in English.

In the statement no. 1 level of self-efficacy skills of non-English teachers in speaking English was mean score of 6.73. This was highly evident that the non-English teachers “can do it well” when it comes to introducing themselves in English. This was underscored by Guskey, T. R. (2002) the influence of professional development on teacher efficacy. Research indicates that well-designed professional development aimed at teaching English-speaking abilities can substantially improve the self-efficacy of non-English teachers. For example, training initiatives that incorporate role-playing, peer observations, and feedback processes are especially effective.

It can be seen in the statement no. 3 level of self-efficacy skills of non-English teachers in speaking English was mean score of 5.93 to express their opinions on various topics in English. It was stated by Horwitz, E.K (2001) et.al., that non-English

instructors may possess a restricted proficiency in English, which can result in sentiments of inadequacy and anxiety when facilitating speaking skills. Insufficient language proficiency frequently gives rise to a deficiency in confidence regarding their capacity to instruct and execute effectively.

To summarize, the study revealed that Non-English Teachers possessed a moderate to high level of self-efficacy when it came to speaking English. The findings suggested that investments in targeted professional development, coupled with opportunities for practice in more formal speaking scenarios, could enhance these teachers' confidence further. Moreover, fostering a supportive environment among peers may play a crucial role in improving self-efficacy across the board. Future research could explore the specific training programs that most effectively contribute to increasing self-efficacy in speaking English among Non-English Teachers and examine the long-term impacts of enhanced self-efficacy on their teaching practices and student outcomes.

**Problem 3:** Is there a significant difference between the group of English and Non-English teachers in terms of their self-efficacy of skills in speaking English?

**Table 4:** Differences between English and Non-English Teachers in terms of Self-Efficacy in Speaking English Skills

Variable	Group	Mean	t-value	p-value	Decision	Interpretation
Self-Efficacy Skills in English Speaking	English Teachers	6.49	0.958	0.346	Ho is Accepted	Not Significant
	Non-English Teachers	6.30				

Table 4 showed the result in testing for the significant difference between the group of English and Non-English teachers on their self-efficacy skills in speaking English. It showed that the probability value generated the score of 0.346 which greater than the alpha level of 0.05. This permits that the null hypothesis of “There is no significant difference between the group of English and Non-English teachers in terms of their self-efficacy of skills in speaking English.” is accepted. It reveals also the stratified mean scores of two (2) groups with the range between 6.30 to 6.49, and both described as “I can do it well”. This asserted that both English and Non-English teachers perceived that they were capable in speaking English to the highest level.

Hattie, J., and Timperley, H. (2007) stated that vicarious experiences, such as peer observations and the exchange of best practices, can help

teachers from both backgrounds develop self-efficacy. MacIntyre, P.D. (1999) posited teacher well-being, which includes lower anxiety and higher motivation, influences self-efficacy. English and non-English instructors who adopt stress-reduction techniques, such as mindfulness or professional support networks, can increase their speaking self-efficacy.

(RTMER, et al., 2010) demonstrated that incorporating technology into teacher training enhances both teaching practices and self-efficacy. English language teachers who use technological tools to teach speaking skills are more likely to feel competent and confident.

In a study investigating the impacts of intensive speaking training on non-English educators, Barrett discovered that participants demonstrated enhanced self-efficacy after engaging in organized

speaking practice and feedback sessions. These interventions not only advanced their speaking skills but also cultivated a more robust belief in their ability to teach effectively. Barrett, T. (2014)

(Fang, *et al.*, 2004), investigated the extent to which innovative teaching strategies, including project-based learning and the integration of technology, enhance teachers' self-efficacy. Non-English educators who implement interactive and student-centered methodologies are more inclined to perceive themselves as proficient in teaching English.

In conclusion, the results of this study demonstrated that “there is no significant difference in the self-efficacy of speaking skills in English between English teachers and Non-English teachers”. With average scores of 6.49 and 6.30 respectively, both groups exhibit a similar level of confidence in their speaking abilities. This finding suggests that factors other than language specialization, such as overall exposure to English-speaking environments, individual experiences, and professional development opportunities, may equally influence self-efficacy.

## CONCLUSIONS AND RECOMMENDATIONS

Based on the findings presented, this study concludes that both English and Non-English teachers are capable in speaking English to the highest level. Furthermore, the group of English and Non-English teachers were not significantly different in terms of their self-efficacy skills in speaking English.

After the research process, the researchers believe that this study raises several hypotheses that merit further research about self-efficacy on speaking among high school teachers:

### To the DepED-Curriculum and Instruction Development (CID)

- Recognize the diverse backgrounds and experiences of teachers and offer customized support programs tailored to different proficiency levels. Variability in language experience should be addressed to meet the specific needs of both English and Non-English teachers.

### To the School Principal:

- The study indicates that a well-implemented English curriculum leads to improve students' literacy and critical thinking skills. By fostering collaboration among teachers,

administrators can ensure a consistent and effective approach to English instruction.

- Implement a structured curriculum review process that includes input from English teachers to ensure that the curriculum remains relevant and effective.

### To the Head teacher in English:

- The findings highlighted the importance of ongoing professional development and support for English teachers in adapting to curriculum changes. Head teachers should prioritize regular workshops to enhance teaching strategies and material usage.
- Organize regular professional development workshops focusing on new instructional strategies and technologies to enhance teaching quality in English

### To the Master teacher in English:

- Master teachers play a pivotal role as instructional leaders. The research confirms that mentoring less experienced teachers positively impacts classroom practices and student outcomes. Master teachers should engage in peer coaching initiatives regularly.
- Develop a mentoring program that pairs experienced teachers with novices, fostering an environment of shared learning and professional growth.

### To the Professors in English:

- The study reveals a disconnect between theoretical frameworks taught in higher education and practical applications in high school classrooms. Professors should integrate more real-world teaching examples into their curricula to better prepare future educators.
- Collaborate with local schools to create internship opportunities for undergraduate students, bridging the gap between theory and practice in English education.

### To the English Teachers:

- The research suggests that student engagement is maximized through the incorporation of diverse instructional methods. English teachers are encouraged to adopt a variety of teaching strategies, including technology integration and project-based learning.
- Collaborate with peers to create lesson plans and resources, thereby promoting best practices and improving student outcomes collectively

**To the Non-English Teachers with English Subjects Handled:**

- Non-English teachers indicated the need for additional resources and training in English instruction. It is recommended that school administrations provide supplemental materials and collaborative sessions focusing on interdisciplinary approaches to teaching English.
- Engage in cross-curricular planning sessions to align English instruction with other subject areas, helping to contextualize learning for students.

**TO THE FUTURE RESEARCHERS:**

- Future research should explore the long-term impacts of curriculum changes on student performance in English. Longitudinal studies and classroom-based research can yield deeper insights and assist in refining instructional strategies.
- Investigate the effects of different teaching methodologies on student performance in English, focusing on diverse cohorts and settings.

**STATISTICAL RESULT**

**Problem 1 and 2:**

		Report								
GROUP		IV1	IV2	IV3	IV4	IV5	IV6	IV7	IV8	IV_MEAN
ENGLISH TEACHER	Mean	6.8667	6.3333	6.4000	6.4000	6.3333	6.4667	6.5333	6.6000	6.4917
	N	15	15	15	15	15	15	15	15	15
	Std. Deviation	.35187	.81650	.73679	.82808	.81650	.63994	.63994	.63246	.55192
NON-ENGLISH TEACHER	Mean	6.7333	6.6667	5.9333	6.1333	6.3333	6.3333	6.0667	6.2667	6.3083
	N	15	15	15	15	15	15	15	15	15
	Std. Deviation	.45774	.61721	.96115	.83381	.61721	.48795	1.48645	.45774	.49522
Total	Mean	6.8000	6.5000	6.1667	6.2667	6.3333	6.4000	6.3000	6.4333	6.4000
	N	30	30	30	30	30	30	30	30	30
	Std. Deviation	.40684	.73108	.87428	.82768	.71116	.56324	1.14921	.56832	.52358

**Problem 3:**

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
IV_MEAN	Equal variances assumed	1.306	.263	.958	28	.346	.18333	.19146	-.20885	.57552
	Equal variances not assumed			.958	27.677	.347	.18333	.19146	-.20906	.57573

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