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THE INFLUENCE OF SELF-EFFICACY ON THE SPEAKING ABILITY OF SENIOR HIGH SCHOOL STUDENTS

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ABSTRACT

Many Filipino senior high school students struggle with oral communication despite years of English instruction, often showing confidence in their abilities without corresponding performance. To examine this issue, the research investigated the influence of self-efficacy on the speaking ability of Grade 11 students at UM Peñaplata College, Island Garden City of Samal, Philippines. Forty-eight respondents from the STEM, ABM, and HUMSS strands were selected through total population sampling under a non-experimental, quantitative descriptive-correlational design. Data were collected using the Self-Efficacy for EFL Speaking Scale (SEESS) and a performance-based oral rubric measuring pronunciation, grammar, vocabulary, fluency, and comprehension, and were analyzed using the weighted mean, standard deviation, and Pearson Product-Moment Correlation Coefficient. Results revealed that students demonstrated a moderate level of self-efficacy, with self-regulatory efficacy rated high but performance and linguistic efficacy low, while speaking ability was likewise moderate, with pronunciation strongest and fluency weakest. Correlation analysis showed a positive but statistically nonsignificant relationship between self-efficacy and speaking ability, leading to the non-rejection of the null hypothesis. The study concluded that self-efficacy alone did not significantly predict speaking performance and recommended that language instruction emphasize authentic practice and supportive activities.

Keywords: self-efficacy, speaking ability, senior high school students, sustainable development goal, quality education

1. INTRODUCTION

Despite years of formal English instruction, many Filipino senior high school students continue to face significant challenges in developing speaking proficiency, often constrained by factors such as nervousness, limited exposure, lack of motivation, and insufficient opportunities for authentic communication (Pontillas & Rodrigo, 2024; Contillo-Galang, 2022). Empirical evidence supports this concern: a study reported an average speaking proficiency score of 2.02 on a 5-point scale—classified as Basic Proficiency—which falls short of the moderate-to-expert levels required by industries such as business process outsourcing (BPO) (Ghafar & Raheem, 2025).

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Similarly, Luna (2024) identified persistent deficiencies in pronunciation, fluency, and comprehensibility among senior high students. At the national level, both Antonio (2023) and the Philippine Statistics Authority (2023) have expressed concern about declining English proficiency among Filipino learners, highlighting implications for academic competitiveness and workforce readiness. Speaking ability, defined as the competence to communicate ideas clearly and effectively through pronunciation, grammar, fluency, vocabulary, and coherence (Kusrini, 2012), is fundamental in educational and professional contexts (Sari, 2016; Alawiyah, 2018). The importance of studying this variable lies in its role as a visible and measurable indicator of communicative competence and preparedness for real-world demands (Salamondra, 2021).

Prior research has contributed to understanding speaking ability and its influences: task-based interventions and communicative activities show gains in oral performance (Moron & Velasco, 2023; Amalia & Novita, 2022), while investigations into affective and contextual barriers (such as speaking anxiety and limited authentic exposure) document how these factors hamper oral production (Pontillas & Rodrigo, 2024; Shalehah & Rahmawati, 2024). However, many of these studies emphasize instructional or linguistic components while less attention has been paid to psychological determinants (for example, learners' beliefs or self-efficacy) in the Philippine senior high school setting. Drawing from these implications, the present study is warranted. It seeks to fill the gap by examining the role of learners' beliefs in their speaking performance—in particular, the influence of self-efficacy on speaking ability among senior high school students.

Although there is evidence that higher self-efficacy correlates with better oral performance (Darojah & Aminin, 2023; Wang & Sun, 2024), few studies examine this relationship in localized contexts such as island or multilingual settings with limited English immersion. The link between self-efficacy and speaking ability is both theoretically plausible and empirically supported: learners who believe they can perform speaking tasks are more likely to engage, persist, and succeed in those tasks (Bandura, 1994; Tan, 2020). Empirical studies show moderate to strong correlations between self-efficacy and speaking achievement (Darojah & Aminin, 2023; Zakiyyatud & Aminin, 2023), although effect sizes vary with context.

Internationally, however, several studies challenge the assumption of a strong, consistent relationship between self-efficacy and oral communication skills. For instance, Gude et al. (2017) followed medical students from the end of medical school through the end of internship and found a close to zero correlation between self-efficacy and observed communication skills, with self-efficacy scores even inversely correlated with observed competence at a later assessment point — demonstrating that confident self-perception does not reliably predict actual communicative performance. Similarly, in an EFL context, Sundari (2014) found that among Indonesian college students, speaking self-efficacy did not have a statistically significant effect on students' speaking activities ($p = .162$), even though gender alone showed a significant effect on the same outcome. Additionally, Hadriana (2020) found no significant relationship between speaking self-efficacy and language learning anxiety among English department students at the University of Riau, Indonesia, further pointing to inconsistencies in how self-efficacy relates to affective and performance variables central to oral communication. These findings suggest that the relationship between self-efficacy and oral communication skills is not universal, and that other factors — psychological, contextual, or environmental — may play a more decisive role in shaping actual speaking performance than confidence alone.

Beyond its theoretical implications, this inquiry also holds broader significance for global education priorities. In this light, this study also aligns with the United Nations Sustainable Development Goals (SDGs), particularly SDG 4: Quality Education, by addressing speaking self-

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efficacy and communicative competence as key factors for lifelong learning, employability, and global competitiveness.

At the national level, studies in the Philippines indicate consistent findings: Pontillas and Rodrigo (2024) identified that learners with higher self-efficacy exhibited lower anxiety and higher oral performance, while Castillo (2023) noted that speaking confidence and self-efficacy were strong predictors of students' communicative competence. Locally, Sampang and Lariosa (2024) reported that students from Davao del Norte with higher English self-efficacy achieved better performance in impromptu and descriptive speaking tasks. Collectively, these findings underscore that self-efficacy is a critical affective factor that enhances learners' willingness to communicate, perseverance during oral tasks, and overall speaking proficiency

Despite these findings, the present study found no significant relationship between self-efficacy and speaking ability. This difference may be due to the study's specific setting. Students in island-based schools often have less exposure to English outside the classroom and fewer chances to practice speaking in real situations. Because of this, students may feel confident in their abilities, but that confidence does not always translate into their actual speaking performance. This is different from the more urban settings used in previous Philippine studies, where students may have more resources and opportunities to practice English. This result is similar to what Gude et al. (2017) and Sundari (2014) found — that how confident someone feels does not always match how well they actually perform. This shows that the link between self-efficacy and speaking ability may depend on the situation and may not be consistent across different groups of students.

This study is anchored primarily in Bandura's Social Cognitive Theory (SCT), which emphasizes the reciprocal interaction of personal, behavioral, and environmental factors and posits self-efficacy as a key determinant of learning and performance (Bandura, 1994). According to SCT, higher efficacy beliefs lead to increased motivation, persistence, strategy use, and ultimately better performance. Complementing this, Krashen's Affective Filter Theory (1985) explains how affective factors (anxiety, confidence, motivation) regulate language acquisition; a low affective filter enables greater input uptake, while high anxiety impedes it (Lin, 2008). Integrating these theories allows the present study to conceptualize how self-efficacy influences speaking ability: learners with stronger efficacy beliefs are more likely to access input, practice, and perform confidently, thereby improving their oral competence. Speaking well depends on more than just believing in oneself. It also depends on how a student feels and how much chance they have to practice speaking. A student on an island with limited exposure to English may feel confident inside, but this confidence may not always turn into strong speaking skills. Without enough practice or real chances to communicate, belief alone may not be enough. This is the idea that guides the present study in examining both confidence and context.

In the conceptual framework of this study, self-efficacy (Rahimi & Abedini, 2009) is defined as the learner's belief in their capability to perform specific speaking tasks in English. It is operationalized via indicators such as: (1) performance self-efficacy-aimed at assessing students' judgments of their capability to complete the EFL speaking course tasks or understand the EFL speaking course contents in the classroom; (2) self-regulatory efficacy refers to the students' perceived capability to exercise metacognitive control in the learning-to-speak process (i.e., planning, goal setting, and monitoring) leading to the acquisition of their English speaking competence; and (3) linguistic self-efficacy refers to students' perceived capability to use appropriate pronunciation, grammar, vocabulary, and structure required to accomplish a given English speaking task with an appropriate level of accuracy and fluency. On the other hand, speaking ability (based on Kusrini, 2012; O'Malley & Pierce, 1996), is defined as the learner's oral communicative competence and

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operationalized via indicators: (1) pronunciation- clarity and intelligibility of spoken sounds; (2) grammar- accuracy of language structure and word order; (3) vocabulary – appropriateness and range of words used in speech; (4) fluency – smoothness, flow, and continuity of speech; and (5) comprehension- ability to understand and respond to spoken language. The conceptual framework posits that higher levels of self-efficacy will positively influence students' speaking ability across these indicators.

Despite these frameworks and empirical support, research gaps remain. In particular, there is a lack of localized evidence in under-researched Philippine settings, such as small island communities where students speak more than one language and have little exposure to English, about how task-specific self-efficacy predicts distinct speaking subskills over time. Additionally, many studies treat self-efficacy and speaking ability as global constructs rather than exploring their sub-dimensions (Wang & Sun, 2024). Additionally, many studies treat self-efficacy and speaking ability as global constructs rather than exploring their sub-dimensions (Wang & Sun, 2024). Given these gaps and the urgency of improving English-speaking competence among senior high school learners, investigating this relationship in a specific locale is both timely and necessary.

Accordingly, this study aims to determine the influence of self-efficacy on the speaking ability of senior high school students. Specifically, it intends to:

1. Determine the level of self-efficacy of senior high school students;

    1.1 performance self-efficacy;

    1.2 self-regulatory efficacy; and

    1.3 linguistic self-efficacy.

2. Assess the level of speaking ability of senior high school students;

    2.1 pronunciation;

    2.2 grammar;

    2.3 vocabulary;

    2.4 fluency; and

    2.5 comprehension

3. Examine the influence of self-efficacy on the speaking ability of senior high school students.

By clarifying this relationship, the study contributes to the literature on affective-cognitive interactions in language learning. On a global scale, the findings enrich theoretical models of communicative competence by specifying how self-beliefs relate to oral performance; socially, the study contributes to more inclusive and empowering English language education, aligning with Sustainable Development Goal 4 (Quality Education). Locally, senior high school teachers and the Department of Education can benefit from empirical insights for designing interventions that strengthen speaking confidence and skills. Students will gain improved oral performance and confidence, while future researchers will find the methodology and results useful for further exploration of affective-cognitive dynamics in language learning.

2. METHOD

2.1 Research Respondents

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The study's respondents were Grade 11 students from UM Peñaplata College, specifically those enrolled in the ABM (Accountancy, Business, and Management), HUMSS (Humanities and Social Sciences), and STEM (Science, Technology, Engineering, and Mathematics) strands within the Senior High School Department. These students were chosen because they represent diverse academic disciplines that emphasize communication skills, critical thinking, and analytical abilities—key factors in assessing speaking performance. As late adolescents preparing for higher education, they are at a developmental stage where language proficiency and oral communication are crucial for academic success and future career readiness (Brown, 2007).

Moreover, since Grade 11 is the entry point to the senior high school curriculum, their participation will provide valuable insights into the current state of speaking ability at the beginning of their specialized learning tracks. A total of 51 participants were identified, representing the entire Grade 11 population of UM Peñaplata College. However, due to absences and non-participation, only 48 students completed both the survey and the speaking proficiency test, and their responses were included in the final analysis. Since the total population is small and manageable, the population sampling technique was employed, allowing every member of the population to participate and ensuring comprehensive representation (Creswell & Creswell, 2018). This is consistent with Ramos and Malangen (2023), who said that this approach is most appropriate when the entire population of interest is small, manageable, and shares a common characteristic.

The distribution of participants was based on the existing enrollment per strand. This proportional distribution ensured that each academic track is fairly represented, reflecting a balanced mix of learners with varying academic orientations and communicative demands. The inclusion criteria required that participants be officially enrolled in Grade 11 under the STEM, ABM, or HUMSS strands during the study's academic year. Students who will be absent during data collection, decline to participate, or withdraw from the program will be excluded. In accordance with ethical standards, all participants will be informed of their right to withdraw at any time without consequences.

The research was conducted during the Academic Year 2025–2026 at UM Peñaplata College, located on Obenza St., Brgy. Peñaplata, Island Garden City of Samal, Philippines. The Senior High School program of the campus served as the study site due to its suitable population size and academic diversity, which provided a representative sample for assessing students' speaking abilities. The institution's commitment to providing high-quality, accessible education makes it an ideal location for collecting data relevant to the study's focus on self-efficacy and speaking skills among senior high school students.

2.2 Materials and Instruments

Two research instruments were used in the study, one to measure self-efficacy and another to assess speaking ability. The Self-Efficacy for EFL

Table

Range of scale to measure students' self-efficacy

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Range	Descriptive Level	Descriptive Interpretation
4.21-5.00	Very High	This means that self-efficacy is always resilient.
3.41-4.20	High	This means that self-efficacy highly resilient
2.61-3.40	Moderate	This means that self-efficacy is often resilient.
1.81-2.60	Low	This means that self-efficacy is slightly resilient.
1.00-1.80	Very Low	This means that self-efficacy is not resilient at all.

The Speaking Scale (SEESS) is used to assess learners' perceived capability to perform English-speaking tasks, as developed by Gan, Yan, and An (2022). The SEESS assesses three dimensions of speaking self-efficacy—performance self-efficacy, self-regulatory efficacy, and linguistic self-efficacy.

Table

Range of Scale to measure students' speaking ability

Range	Descriptive Level	Descriptive Interpretation
4.21-5.00	Very High	This indicates that the student's speaking ability is excellent.
3.41-4.20	High	This indicates that the student's speaking ability is very good.
2.61-3.40	Moderate	This indicates that the student's speaking ability is good.
1.81-2.60	Low	This indicates that the student's speaking ability is poor.
1.00-1.80	Very Low	This indicates that the student's speaking ability is very poor.

To measure learners' actual speaking ability, the study utilized a speaking proficiency test. The writer asked the students to make a simple descriptive text (nouns and people) in a limited time. After that, they performed what they had written to see the students' beliefs about their potential. This procedure is similar to the method used by Bustamam (2018), who required her participants to describe simple nouns and people orally to assess their speaking ability.

The students' oral communicative competence was measured using a specific rubric. The study adapted an analytical rubric framework originally established by David P. Harris, as cited in Nurnia (2011). This framework assesses speaking proficiency across five core criteria: pronunciation, which examines the clarity and intelligibility of vocal delivery; grammar, which measures control over structural rules and word order; vocabulary, which looks at the accuracy and range of word choices; fluency, which evaluates the flow, speed, and continuous nature of delivery; and comprehension, which measures the speaker's ability to understand and respond to spoken English.

The criteria of evaluation used a (1-5) scale. In this regard, the researchers obtained students' scores directly from their classroom performance. To ensure the instrument's rigor, the scales were thoroughly assessed for face, content, and construct validity. This required a thorough evaluation by a qualified research adviser, whose input was crucial in improving and perfecting the items.

Following this, the expert validators also gave the instruments high ratings for clarity, relevance, and appropriateness, thereby showing that they were suitable for the main study. Specifically, the three validators gave an average rating of 4.71, or Excellent.

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In addition, to confirm the instrument's viability and linguistic clarity, and ensure that every item was understandable and useful for the primary study, a pilot test involving 30 students was also conducted. The process began with formal communications, including a letter addressed to the School Principal requesting permission to conduct the pilot test. Upon approval, the researchers coordinated with the class adviser of the identified class where the pilot test would be administered, who facilitated access to the student participants. Prior to administering the instruments, the researchers conducted a brief orientation for the students, explaining the purpose of the pilot test, the nature of the self-efficacy questionnaire, and what would be expected of them during the oral speaking activity. Additionally, the students were explicitly informed about the voluntary nature of their participation, their absolute right to withdraw from the study at any time without negative consequences, and the strict confidentiality measures in place to protect their personal data and performance scores. This preparatory phase allowed participants to raise questions and clarify any ambiguities, thereby ensuring informed consent and establishing a comfortable, structured environment before proceeding with data collection. The pilot test yielded a Cronbach's alpha reliability coefficient of 0.843, indicating high internal consistency of the instrument items.

2.3 Design and Procedure

This study employed a quantitative, non-experimental, descriptive-correlational design, which involves analyzing numerical data using statistical techniques to identify patterns and trends (Tekbıyık, 2014; Gurler, 2015). It is suitable for defining and examining the relationships between variables without manipulating them in an experimental setting (Fraenkel et al., 2010).

The research aimed to determine the strength and direction of the relationships between these variables in a natural educational setting (Merren, 2025; Bhandari, 2023). The descriptive-correlational design enabled exploration of potential connections among variables, providing insights into their interconnections and their influence on learners' experiences. While this design was appropriate for exploratory analysis and identifying associations, it did not support causal inferences. The findings were interpreted as foundational insights into learner characteristics, informing future experimental or mixed-methods research (McBurney and White, 2009; Monsen and Horn, 2007).

The data collection process began with formal communications, including letters addressed to the College Dean, SHS Principal, and SHS Advisers. The research instruments underwent content validation by the research adviser and qualified research validators to ensure their clarity, relevance, and appropriateness. Afterward, a pilot test involving 30 Grade 11 students who were not included in the actual respondents was conducted to establish the reliability and comprehensibility of the instruments.

Following validation and pilot testing, the researchers initiated formal communication by sending letters of request to the College Dean, Senior High School Principal, and Senior High School advisers to obtain permission to conduct the study. Upon approval, an orientation was conducted to explain the purpose of the research, the data collection procedures, and the study's ethical considerations. During the orientation, assent and consent forms were distributed and later collected before the administration of the research instruments.

After obtaining the participants' consent, the researchers administered the Speaking Skills Self-Efficacy Questionnaire to the selected respondents. This was followed by a speaking performance assessment to determine the students' actual speaking ability using the criteria of the EIC Analytic Oral Language Rubric. The participants were instructed to write a simple descriptive text about a person or an object within a specified time limit. Upon completing the writing task, each participant

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presented their prepared descriptive text orally. Their performances were evaluated based on pronunciation, grammar, vocabulary, fluency, and comprehension. After all questionnaires and speaking assessments were completed, the researchers retrieved the instruments, checked the responses for completeness and accuracy, and prepared the collected data for statistical analysis.

Trained English language teachers served as raters to ensure accurate scoring aligned with rubric criteria. After all data had been collected, the responses from the questionnaire and the speaking test were encoded, organized, and forwarded to a licensed statistician for analysis.

Data collection was conducted over a two-week period during the second semester of Academic Year 2025–2026. The researchers personally facilitated orientations and observed the administration of the speaking tasks, ensuring smooth conduct and accurate scoring.

To analyze the data, the researchers organized, categorized, and interpreted the responses from the Speaking Self-Efficacy Questionnaire and the oral speaking performance rubric. Responses were cleaned, checked for completeness, and coded according to the scoring procedures of each instrument. Data from both instruments were then tabulated to identify the overall levels and patterns of students' self-efficacy and speaking ability. The speaking performance scores were based on five key indicators—fluency, pronunciation, grammar, vocabulary, and comprehension—while the self-efficacy data reflected students' confidence in performing speaking tasks in these same areas. To ensure accurate scoring and maintain high evaluation standards aligned with the rubric criteria, the oral speaking performance test was evaluated and rated by an expert language teacher. Using established quantitative procedures, the statistician computed descriptive and correlational statistics (Pallant, 2020), after which the researchers synthesized the findings and provided the final interpretation of the results.

This study employed both descriptive and inferential statistical tools to analyze the data. Descriptive statistics, specifically the weighted mean and standard deviation, were used to determine and interpret the levels of students' self-efficacy and speaking ability, following the interpretation scale of Asakereh and Dehghannezhad (2015) for self-efficacy and O'Malley and Pierce (1996) for speaking performance. To examine the relationship between self-efficacy and speaking ability, the Pearson Product-Moment Correlation Coefficient (r) was used to measure the strength and direction of association between the two variables (Pallant, 2020).

The study was conducted in strict adherence to established ethical principles to safeguard the rights, dignity, and welfare of all participants. The research was guided by the ethical principles of social value and beneficence, informed consent and assent, privacy and confidentiality, and vulnerability and justice.

3. RESULT AND DISCUSSION

3.1 Self-Efficacy of Senior High School Students

Table 1 presents the self-efficacy levels of Grade 11 students at UM Peñaplata College. The overall mean of 2.81 (SD = 0.513) falls within the moderate range. Among the three dimensions, self-regulatory efficacy ranked the highest ($\bar{x}$ = 3.61, SD = 0.693), placing it in the high range. In contrast, performance self-efficacy ($\bar{x}$ = 2.32, SD = 0.708) and linguistic self-efficacy ($\bar{x}$ = 2.52, SD = 0.713) both fell within the low range.

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Table 1.

Self-efficacy of senior high school students, n = 48

Indicators	Mean ($\bar{x}$)	SD
Performance Self-Efficacy	2.32	0.708
Self-Regulatory Efficacy	3.61	0.693
Linguistic Self-Efficacy	2.52	0.713
Overall	**2.81**	**0.513**

These results suggest that while the students maintain a sometimes-resilient mindset toward English-speaking tasks, their confidence varies significantly across specific dimensions. The high self-regulatory score indicates that students are relatively confident in setting goals, monitoring their progress, and managing anxiety to improve their skills. However, their low performance and linguistic scores reveal acute uncertainty in pronunciation, understanding of complex coursework, and spontaneous discussion of topics without searching for expressions. This stark discrepancy reflects the constrained communicative environment of UM Peñaplata, where opportunities for authentic English practice outside the classroom remain limited.

This pattern of self-efficacy aligns with Bandura's (1994) Social Cognitive Theory, which posits that strong self-regulatory beliefs sustain persistence in challenging tasks. The findings are also empirically supported by Zakiyyatud and Aminin (2023), who found that EFL learners with high self-regulatory efficacy showed greater ownership of their speaking improvement, even when actual performance remained moderate. Regarding the lower performance and linguistic scores, the outcomes are consistent with Luna (2024) and Contillo-Galang (2022), who both identified limited environmental exposure and a lack of authentic practice as key barriers to speaking confidence among Filipino senior high school learners.

3.2 Speaking Ability of Senior High School Students

Table 2 presents the speaking ability of the Grade 11 senior high school students (n = 48). The overall speaking ability registered a moderate mean of 3.09 (SD = 0.631). Among the individual indicators, pronunciation ranked the highest (($\bar{x}$ = 3.40, SD = 0.844), followed closely by comprehension (($\bar{x}$ = 3.35, SD = 0.978). Vocabulary (($\bar{x}$ = 3.10, SD = 1.08) and grammar (($\bar{x}$ = 2.96, SD = 0.849) both fell within the mid-moderate range. Conversely, fluency emerged as the weakest indicator, registering the lowest mean of 2.65 (SD = 0.729).

Table 2.

Speaking ability of senior high school students, n = 48

Indicators	Mean ($\bar{x}$)	SD
Pronunciation	3.40	0.844
Grammar	2.96	0.849
Vocabulary	3.10	1.08
Fluency	2.65	0.729
Comprehension	3.35	0.978
Overall	**3.09**	**0.631**

These results indicate that the students possess a developing but functional level of oral competence, demonstrating relatively strong foundational skills in pronunciation and listening

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comprehension. However, the mid-moderate scores in grammar and vocabulary reflect frequent mechanical errors and uneven lexical competence across individual learners within this multilingual community. Most significantly, the low fluency score reveals that students remain highly hesitant and severely limited in their real-time oral flow. This stark discrepancy underscores a common pattern where learners grasp the basics of language sound and understanding, yet lack the spontaneous execution required for smooth, continuous communication.

This specific pattern of language production is highly consistent with the contemporary second-language acquisition literature. The persistence of phonological challenges alongside functional understanding aligns with Luna's (2024) findings among Filipino senior high school learners, as well as Kusrini's (2012) observation that comprehension in EFL contexts remains heavily dependent on the overall amount of meaningful oral input received.

Furthermore, the deficit in conversational fluency reflects the broader regional challenges identified by Ghafar and Raheem (2025) and Sampang and Lariosa (2024), who both documented fluency as the single most persistent hurdle for learners in island and rural Mindanao settings where authentic everyday opportunities for communicative practice are scarce.

3.3 Correlation Matrix of the Measures of Self-Efficacy and Speaking Ability

Table 3 presents the Pearson Product-Moment Correlation coefficient results between self-efficacy and speaking ability. The analysis yielded r = .206, exceeding the 0.05 significance level, leading to the non-rejection of the null hypothesis — indicating that self-efficacy does not significantly influence the speaking ability of Grade 11 students in this context.

While this diverges from studies reporting significant correlations, including Darojah and Aminin (2023), Wang and Sun (2024), Pontillas and Rodrigo (2024), and Sampang and Lariosa (2024), the finding shows that the variables are independent of each other; this connects with Bandura's (1994) acknowledgment that efficacy beliefs and enacted performance do not always align.

Table 3.

Correlation Matrix of the Measures of Self-Efficacy and Speaking Ability

Self-Efficacy	**Speaking Ability**					
	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Overall
Performance Self-Efficacy	.171	.106	.151	-.090	.132	.146
Self-Regulatory Efficacy	.022	.282	.174	-.034	.044	.147
Linguistic Self-Efficacy	.087	.036	.185	.062	.152	.157
Overall	**.128**	**.191**	**.233**	**-.028**	**.152**	**.206**

*p<.05

Krashen's (1985) Affective Filter Theory further supports this, suggesting that even students with positive self-beliefs may underperform in high-stakes formal assessments where elevated anxiety overrides confidence — a dynamic observed by Contillo-Galang (2022) among Filipino EFL learners.

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This finding is consistent with Wang and Sun (2024), who reported that self-efficacy did not consistently predict oral performance among Chinese EFL learners, as emotional and contextual factors played a stronger role. Similarly, Radjuni, Sahraeny, and Latief (2024) found that self-efficacy was not significantly correlated with speaking performance among Indonesian university students, noting that anxiety and limited opportunities for practice weakened the expected relationship. These studies reinforce the present results, highlighting that confidence alone is insufficient to drive measurable gains in oral competence when environmental and affective barriers remain unaddressed.

4. CONCLUSION AND RECOMMENDATION

4.1 Conclusion

This study examined the relationship between self-efficacy and speaking ability among Grade 11 senior high school students at UM Peñaplata College. Findings revealed that while students demonstrated strong metacognitive regulation—confidence in planning, monitoring, and managing their learning—this did not consistently translate into linguistic confidence or oral performance. Their speaking ability showed strengths in pronunciation and moderate competence in grammar, vocabulary, and comprehension, yet fluency remained a notable challenge, with hesitations and errors disrupting the natural flow of speech. These results highlight a gap between students' ability to regulate their learning and their confidence in actual oral communication.

A positive but statistically nonsignificant correlation was observed between self-efficacy and speaking ability. The null hypothesis of no relationship was not rejected. While the directional trend aligns with theoretical expectations, the evidence does not support concluding that self-efficacy was associated with speaking performance in this population. This implies that future research with larger samples and direct measurement of contextual factors is needed to clarify the role of self-efficacy in oral competence.

The findings partially support Bandura's Social Cognitive Theory but suggest that environmental constraints—such as limited authentic communicative practice and heightened performance anxiety—may suppress the expected link between self-belief and oral output. Krashen's Affective Filter Theory resonates more strongly, as students' low confidence and limited fluency indicate that affective barriers hindered the activation of self-efficacy as a performance driver. Overall, the study underscores that self-efficacy, while theoretically important, is insufficient on its own to improve speaking ability without supportive conditions such as consistent communicative practice, low-stakes oral activities, and confidence-building feedback.

Overall, the study emphasizes that improving students' speaking ability requires more than fostering self-efficacy alone. It calls for practical interventions such as structured communicative practice, supportive classroom environments, and opportunities for authentic English use beyond the school setting. By addressing these contextual and affective barriers, educators and institutions can bridge the gap between students' confidence and their actual oral performance, ensuring that self-belief translates into measurable communicative competence.

4.2 Recommendation

Based on the study's findings and conclusions, the following recommendations are provided to support the improvement of students' speaking skills:

Senior high school teachers are recommended to conduct at least one fluency-focused speaking activity per week (e.g., timed impromptu speaking, read-aloud drills, or continuous dialogue

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exercises), supplemented with targeted grammar and vocabulary reinforcement, and to monitor improvement using a rubric administered at the start, midpoint, and end of each grading period—an approach that is specific, measurable, attainable, relevant to the study's weakest indicator, and time-bound to one semester.

The Department of Education (DepEd). DepEd is encouraged to pilot a fluency-centered speaking enhancement program, supported by supplementary grammar and vocabulary components, in at least one school division within the coming school year, using pre- and post-implementation oral assessments to measure improvement in students' speaking ability before considering wider adoption.

Students are encouraged to practice fluency-building exercises (e.g., speaking without pauses on familiar topics for one to two minutes) at least three times weekly, while reviewing grammar and vocabulary through short weekly drills, and to track progress using a simple self-monitoring log reviewed monthly—a habit that is specific, measurable, attainable, relevant to their identified weakest skill, and time-bound across the school year.

Since self-efficacy did not significantly influence speaking ability in this study, future researchers are encouraged to examine its specific components- performance self-efficacy, self-regulatory efficacy, and linguistic self-efficacy as separate variables in relation to speaking ability, using validated component-specific instruments and a sample size adequate for comparative analysis, within the next two years, to determine whether disaggregation reveals effects not captured when self-efficacy is treated as a single construct, a direction that is specific, measurable, attainable, relevant, and time-bound.

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