Arab World English Journal
INTERNATIONAL PEER REVIEWED JOURNAL ISSN: 2229-9327

Arab World English Journal (AWEJ) Volume 16. Number 1, March 2025 Pp.55-69
DOI: https://dx.doi.org/10.24093/awej/vol16no1.4

Exploring the Relationship Between English-Speaking Self-Efficacy and English Learning Motivation Among Polytechnic EFL Learners

Yueqiao Lin
Faculty of Education, Universiti Kebangsann Malaysia,
Bangi, Selangor, Malaysia
Department of Foreign Languages, Yangjiang Polytechnic,
Yangjiang, Guangdong, China
Corresponding Author: ssnsusanboyle@gmail.com

Maslawati BT. Mohamad
Faculty of Education, Universiti Kebangsann Malaysia,
Bangi, Selangor, Malaysia
Email: maslawati@ukm.edu.my

Mohd Izwan Mahmud
Faculty of Education, Universiti Kebangsann Malaysia,
Bangi, Selangor, Malaysia
Email: izwan@ukm.edu.my

Received: 10/24/2024 Accepted: 01/21/2025 Published:03/20/2025

Abstract
This study explores the relationship between English-speaking self-efficacy and English learning motivation among polytechnic EFL learners. The author chose a sample of 296 EFL learners from 2 polytechnics by cluster sampling. The results revealed that the level of English-speaking self-efficacy and learning motivation was moderate. There was a significant difference in English-speaking self-efficacy based on gender. However, no difference was found in English learning motivation. There was significant difference in English learning motivation based on grade, but no difference in English-speaking self-efficacy. Pearson correlation analysis revealed a significant positive correlation between English-speaking self-efficacy and learning motivation. Multiple regression showed that English-speaking self-efficacy served as a salient predictor of English learning motivation. The findings of this study can assist polytechnic administrators and educators in effectively planning and implementing speaking English instruction based on EFL learners' self-efficacy and learning motivation level and relationship, thereby fostering the sustained advancement of language acquisition.

Keywords: English-speaking self-efficacy, learning motivation, polytechnic EFL learners, language acquisition

How to cite: Lin,Y., Mohamad, M., & Mahmud, M.I. (2025). Exploring the Relationship Between English-Speaking Self-Efficacy and English Learning Motivation Among Polytechnic EFL Learners. *Arab World English Journal, 16*(1):55-69.
DOI: https://dx.doi.org/10.24093/awej/vol16no1.4

Introduction

Self-efficacy is a key element of Social Cognitive Theory, which defines it as an individual's belief in their ability to successfully perform specific tasks or behaviors (Bandura, 1977). According to the notion, self-efficacy is a critical component of the success of learning a language. Based on self-determination theory, Ryan and Deci (2018) indicate that motivation is an impulse that directs, contends, and regulates students' behaviors and efforts to pursue academic goals. Self-efficacy and motivation are two crucial variables that have drawn great attention recently (Trautner & Schwinger, 2020; Voica et al., 2020). Self-efficacy can greatly impact language learners' motivation levels and is involved in regulating and directing their learning practices (Mendoza et al., 2022; Zheng et al., 2021).

Generally, we believe that high self-efficacy enhances motivation, but in some cases, it is quite the opposite. Bandura (1997) mentioned that in specific goal-setting processes (such as the planning phase), self-efficacy may have a negative effect on motivation. In other words, during the preparation stage, excessively high self-efficacy may make individuals inadequately prepared for challenges, weakening motivation. Thus, in education, in the preparation phase of learning or training, excessively high self-efficacy may reduce an individual's motivation to prepare, thereby affecting the effectiveness of goal achievement.

Due to the demands of economic and cultural development, China has placed particular emphasis on polytechnic education in recent years, and the English application skills among polytechnic students have received unprecedented attention. In learning English, speaking ability is one of the key indicators for measuring students' English application proficiency (Zhao, 2013). English, as an important tool for global communication, has increasingly become a research focus in language education regarding its learning motivation and learning outcomes. Researchers have consistently highlighted learning motivation as a critical factor influencing language learning success (Hsieh, 2014; Liu et al., 2012; Peng & Fu, 2021).

Gardner's (1985) motivation theory emphasizes that language learning motivation comes from external rewards and intrinsic interest, personal achievement, and cultural identity. Researches have demonstrated that self-efficacy is a key factor influencing student's learning motivation and their academic success (Luu & Truong, 2024; Macakova & Wood, 2022; Pajares & Schunk, 2001), but there is still a lack of systematic research on its specific relationship between English-speaking self-efficacy and English learning motivation, not to mention on the level of polytechnic education. Moreover, there is still controversy over whether there are significant differences in English learning motivation and self-efficacy among students of different genders and grades. Therefore, this study aims to fill a gap in the literature by systematically examining the relationship between English-speaking self-efficacy and English learning motivation among polytechnic students, a group often overlooked in existing research. It also provides empirical evidence for optimizing English teaching strategies to enhance their English speaking abilities. To achieve the objectives, the research question listed below needs to be answered:

(1) What are the levels of English-speaking self-efficacy English and learning motivation among polytechnic EFL learners?

(2) Are there significant differences in English-speaking self-efficacy and English learning motivation based on gender and grade among polytechnic EFL learners?

(3) Is there a significant relationship between English-speaking self-efficacy and English learning motivation among polytechnic EFL learners?

(4) Is there an effect of English-speaking self-efficacy on English learning motivation among polytechnic EFL learners?

Based on the research questions as discussed above, null hypotheses are used in this study as follows:

Ho1: There is no significant difference in English-speaking self-efficacy based on gender.

Ho2: There is no significant difference in English learning motivation based on gender.

Ho3: There is no significant difference in English-speaking self-efficacy based on grade.

Ho4: There is no significant difference in English learning motivation based on grade.

Ho5: There is no significant relationship between English-speaking self-efficacy and English learning motivation.

Ho6: There is no effect of English-speaking self-efficacy on English learning motivation.

Literature Review

Bandura's social cognitive theory (1986) defines self-efficacy as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performance" (p.391). Bandura (1977) posits that self-efficacy primarily operates through mediating mechanisms, including selection, cognition, motivation, and emotion. According to Dörnyei (1998), motivation is acknowledged as a crucial determinant affecting the pace and efficacy of second language (L2) acquisition, propelling both the commencement and perseverance of learning. Despite possessing exceptional qualities, insufficient motivation might impede the achievement of long-term objectives. However, elevated motivation can offset shortcomings in linguistic aptitude and educational circumstances (Dörnyei, 1998). Gardner and Lambert (1972) assert that, in some social contexts, motivational factors can surpass variations in linguistic aptitude, enabling numerous persons to acquire a second language irrespective of their innate capabilities.

Schunk and DiBenedetto (2021) confirmed that self-efficacy impacted motivational outcomes of choices, effort, persistence, and achievement. Trautner and Schwinger (2020) explored the concept of self-efficacy for motivation regulation and indicated that enhancing students' confidence in their ability to regulate their motivation can help them more successfully engage in self-regulation and emotional management. Self-efficacy enhances a student's enduring interest, motivation, and academic success (Panadero et al., 2017). There was a significant association between self-efficacy and learning motivation, underscoring their interdependence in educational settings (Alhamad et al., 2024;). Self-efficacy was a key predictor of motivation, demonstrating that students with elevated self-efficacy display an enhanced drive to participate in learning activities (Zhang et al., 2023; Zheng et al., 2021).

The relationship between self-efficacy and motivation is equally emphasized in the field of language learning. Elevated self-efficacy augments motivation, enhancing learning outcomes across many fields, including language acquisition. English self-efficacy and learning motivation are intricately connected, profoundly affecting language proficiency and educational results. Self-efficacy influences the regulation and control of language learners' behaviors and can substantially impact their motivation for language acquisition (Zhang, 2024). Aprianto et al. (2024) indicated that desire and self-efficacy are critical indicators of English language competency, exhibiting robust connections across genders in educational settings. Furthermore, students' evaluations of English as a valuable asset for future chances influenced their learning motivation, thus

augmenting their self-efficacy (Tayag et al., 2024). Moreover, motivation enhanced self-efficacy via learning styles and tactics, underscoring the necessity for customized educational methods (EI Haj & Benhima, 2024). Instrumental motivation, associated with practical outcomes, also forecasts self-efficacy, accounting for 22.2% of its variation (Sinaga & Subekti, 2024). Anxiety, was a mediating factor in the link between motivation and self-efficacy, especially in online learning environments (Teng, 2024). Utilizing a mixed-method approach, Bárkányi (2021) demonstrated that learners exhibiting intrinsic drive were more inclined to complete the course. Learners exhibit elevated self-efficacy beliefs during the courses compared to the outset in language MOOCS.

While several researchers have examined English self-efficacy and learning motivation (Aprianto et al., 2024; Chang & Tsai, 2022; Tayag et al., 2024; Zhang, 2024; etc.), the research explicitly linking speaking English self-efficacy with learning motivation remains rather inadequate. This paper aims to elucidate the internal dynamics through the relationship between speaking English self-efficacy and learning motivation, and to propose practical strategies for enhancing speaking English learning from the standpoint of learners' cognition and emotion, thereby facilitating the improvement of college students' speaking English proficiency.

Method

The Quantitative method was used in this research. Firstly, descriptive analysis was employed to summarize the sample's demographic characteristics, the level of English-speaking self-efficacy and English learning motivation, including mean score and standard deviation. Secondly, skewness and kurtosis values were used to assess the normality test. An Independent sample t-test and ANOVA were used to analyse the differences in English-speaking self-efficacy and English learning motivation based on gender and grade. In addition, Pearson correlation analysis was applied to explore the relationship between English self-efficacy and English learning motivation. Finally, multiple regression was utilized to analyze the effects of English-speaking self-efficacy on English learning motivation among polytechnic EFL English learners. A set of hypotheses was tested, with the statistical significance level set at $p < 0.05$. These hypotheses focused on the correlation between English-speaking self-efficacy and English learning motivation and the effect of English-speaking self-efficacy on English learning motivation.

Respondents

Stratified random sampling was used in this research. Firstly, the author selected EFL learners from two public polytechnics as the research population and divided them by grade: freshman, sophomore, and junior. Subsequently, two classes from each grade were randomly selected from both polytechnics, and designated as the respondents of this study. After data cleaning, 296 EFL learners from various grades were retained as the final sample for this research. The detailed demographics of the respondents are listed in Table one:

Table 1. *Demographics of the respondents*

Demographics	Frequency	Percentage (%)
Gender		
Male	42	14.2
Female	254	85.8

Grade		
Freshman	108	36.5
Sophomore	112	37.8
Junior	76	25.7

Instruments

The instruments used in this study comprise the demographic information (including basic details such as gender and grade), the English-Speaking Self-efficacy Scale and the English Learning Motivation Scale.

English-Speaking Self-Efficacy Scale: This scale was developed by Chen (2009) and consists of 28 items. The scale uses a five-point Likert scale format, ranging from "strongly disagree" to "strongly agree". Items 3, 6, 8, 10, 12, 15, 18, 25, and 28 are reverse-scored. There are three dimensions, namely English speaking self-efficacy for goals, English speaking self-efficacy for finishing tasks, and English speaking self-efficacy for overcoming difficulties. The internal validity test showed that Cronbach's Alpha value was .952. In this study, the overall Cronbach's Alpha value was .881.

English Learning Motivation Scale: This scale, which consists of 29 items, was developed by Gao (2003). It uses a five-point Likert scale divided into seven dimensions: intrinsic interest, academic achievement, learning context, social responsibility, personal development, and information media. The internal validity test showed that the Alpha Cronbach value was .886. In this study, the overall Cronbach's Alpha value was .864.

The questionnaires were distributed using a popular online survey platform, Wenjuanxing (WJX.cn), in China. The collected data was statistically analyzed using SPSS 26 software.

Results

Table two presents the descriptive statistics for the respondents' level of English-speaking self-efficacy and English learning motivation. In terms of English-speaking self-efficacy, the subscale of self-efficacy for goal ranked first (Mean = 3.21, SD = 0.42), which was followed by self-efficacy for coping with difficulties (Mean = 3.13, SD = 0.53), self-efficacy for finishing tasks ranked the last (Mean = 2.93, SD = 0.42). The overall level of English-speaking self-efficacy was medium (Mean = 3.11, SD = 0.42). The principal findings regarding motivation for English learning indicated that personal development (Mean = 3.64, SD = 0.64) and social responsibility (Mean = 3.46, SD = 0.64) received the highest scores. In contrast, sub-scales such as learning context (Mean = 3.03, SD = 0.47) and going abroad (Mean = 2.62, SD = 0.74) exhibited lower scores. The overall mean motivation score was 3.20, signifying a moderate level of motivation for English study.

Table 2. *Level of English-speaking self-efficacy and English learning motivation*

Variables	Sub-scale	N	Mean	SD	Interp.
English-Speaking Self-Efficacy	Self-efficacy for goal	296	3.21	.42	moderate
	Self-efficacy for finishing tasks	296	2.93	.54	moderate
	Self-efficacy for coping with difficulties	296	3.13	.53	moderate
	Overall	296	3.11	.42	moderate
English Learning Motivation	Intrinsic interest	296	3.23	.70	moderate
	Academic achievement	296	3.13	.71	moderate
	Learning context	296	3.03	.47	moderate

	Going Abroad	296	2.62	.74	moderate
	Social responsibility	296	3.46	.64	high
	Personal development	296	3.64	.64	high
	Information media	296	3.23	.80	moderate
	Overall	296	3.20	.44	moderate

Normality Test

The normality test analyzes of ESSE for total sample of 296 showed skewness = -0.013, kurtosis = 0.908, ELM (skewness = 0.454, kurtosis = 1.174), which meets the normality distribution criteria proposed by George and Mallery (2010) (|skewness| < 2, |kurtosis| < 2). Therefore, the data can be accepted for independent sample T-test, ANOVA, Pearson correlation and multiple regression analyses.

Independent Samples T-test

An independent sample t-test was applied to examine the difference between male and female EFL learners in English-speaking self-efficacy. The Levene's test in terms of English-speaking self-efficacy ($p = 0.43 > 0.05$) and English learning motivation ($p = 0.35 > 0.05$) indicated that the assumption of homogeneity of variance is met.

The independent samples T-test revealed a significant difference in test scores between male (Mean = 2.97, SD = 0.43) and female (Mean = 3.13, SD = 0.42) students in English-speaking self-efficacy based on gender ($t = -2.28$, $p = 0.02 < 0.05$). There was no difference in English learning motivation ($t = -1.26$, $p = 0.21 > 0.05$) between male (Mean = 3.12, SD = 0.52) and female (Mean = 3.21, SD = 0.43) students. Based on the above analysis, it can be concluded that Ho1 is rejected while Ho 2 fails to be rejected. The result of the independent samples T-test is shown in Table Three:

Table 3. *Result of independent samples T-test for the difference between English-speaking self-efficacy and the English learning motivation based on gender*

Variables	Levene's Test for Equality of Variances		T-test for Equality of Means					
	F	Sig	Gender	N	Mean	SD	T	p
English-Speaking Self-efficacy	.623	.43	Male	42	2.97	.43	-2.28	.02
			Female	254	3.13	.42		
English Learning Motivation	.881	.35	Male	42	3.12	.52	-1.26	.21
			Female	254	3.21	.43		

One-Way ANOVA

This study utilized a one-way ANOVA to examine the difference in English-speaking self-efficacy and English learning motivation based on grade. The Levene's test in terms of English-speaking self-efficacy ($p = 0.72 > 0.05$) and English learning motivation ($p = 0.65 > 0.05$) indicated that the assumption of homogeneity of variance is met.

The one-way ANOVA test revealed that there was no difference in English-speaking self-efficacy based on grade ($F = 1.40$, $p = 0.25 > 0.05$). Statistically, there was a significant difference

in English learning motivation based on grade (F = 3.86, p = 0.02 < 0.05). Consequently, the third hypothesis (Ho3) fails to be rejected while Ho 4 is rejected. The result of One-way ANOVA is shown in Table four:

Table 4. *Result of one-way ANOVA for grade difference on the levels of English-speaking self-efficacy and* English *learning motivation*

Variables	Levene's Test for Equality of Variances		One-Way ANOVA					
	F	Sig	Grade	N	Mean	SD	F	P
English-Speaking Self-efficacy	.33	.72	Freshman	108	3.13	.44	1.40	.25
			Sophomore	112	3.06	.43		
			Junior	76	3.16	.39		
English Learning Motivation	.44	.65	Freshman	108	3.13	.42	3.86	.02
			Sophomore	112	3.20	.45		
			Junior	76	3.31	.45		

Post Hoc Tukey Tests

Based on the result of Table five, Post-hoc Tukey Tests were used to identify the difference in English learning motivation based on grade. According to the result of the Post Hoc Tukey tests, there was significant difference in English learning motivation between freshmen and Juniors (p = 0.02 < 0.05).

Table 5. *Post Hoc Tukey test results of differences in learning motivation based on grade*

Grade		Mean difference (I-J)	Std. Error	Sig.
Freshman	sophomore	-.07	.06	.43
	Junior	-.18	.07	.02
Sophomore	Freshman	.07	.06	.43
	Junior	-.11	.07	.22
Junior	Freshman	.18	.07	.02
	Sophomore	.11	.07	.22

As presented in Table six, the Pearson correlation analysis revealed a significant positive correlation between English-Speaking Self-Efficacy (ESSE) and English Learning Motivation (ELM) (r = 0.242, p < 0.01). Consequently, the fifth hypothesis (Ho5) is successfully declined.

Table 6. *Pearson correlation between English-speaking self-efficacy and English learning motivation*

Variables	English-speaking self-efficacy	English Learning motivation
English-Speaking Self-Efficacy	1	
Learning Motivation	.242**	1

A stepwise regression test was applied to identify the effects of English-speaking self-efficacy on English learning motivation.

Prior to doing a stepwise regression, a regression standardized residual plot was utilized to assess the random distribution of residuals and to identify the existence of heteroscedasticity. Figure one illustrates that the residuals were randomly distributed, as evidenced by the bell-shaped distribution, so confirming the fulfillment of the requirements of linearity and homoscedasticity.

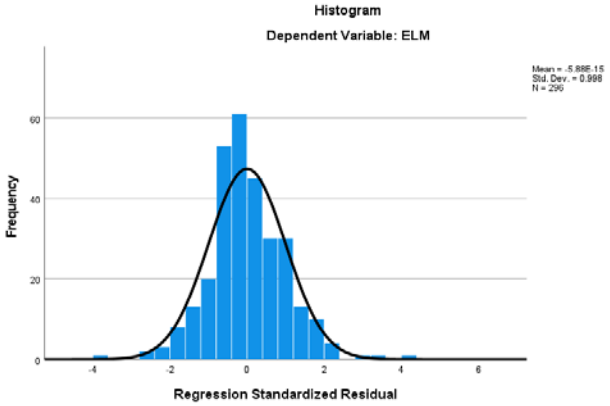


Figure 1. Regression standardized residual plot graph

The regression normal P-P plot was used to assess whether the residuals followed a normal distribution. Figure two illustrates that the data points are approximately aligned along a diagonal line from the bottom left to the top right. This alignment suggests that the residuals conform to a normal distribution and that the linear relationship between the variables is plausible (Pallant, 2020).

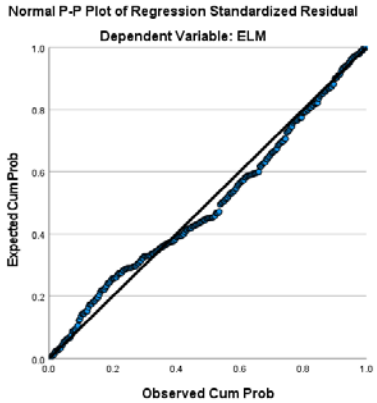


Figure 2. Regression normal P-P plot graph

Table seven shows the result of the stepwise regression analysis conducted on English-speaking self-efficacy, it serves as a predictor of English learning motivation [F(1, 294) = 18.228, Sig < .001<0.05]. It can be concluded that the Ho6 is rejected.

Table 7. *Stepwise regression analysis of English-speaking self-efficacy on English learning Motivation*

Model		SS	df	MS	F	Sig.
1	Regression	3.397	1	3.397	18.228	<.001[b]
	Residual	54.786	294	.186		
	Total	58.182	295			
a. Dependent Variable: ELM						
b. Predictors: (Constant), ESSE						

Table eight presents an analysis exploring how English-speaking self-efficacy predicts English learning motivation. The results indicated that each unit increase in self-efficacy was associated with an increase of 0.25 in the dependent variable (B = 0.25), with a standardized coefficient of 0.24, suggesting a moderate relationship. The analysis yielded a t-value of 4.27 and a p-value less than 0.001, indicating statistical significance. The R^2 value of 0.06 suggested that this predictor explained 6% of the variance in the dependent variable. A VIF of 1.00 indicated no multicollinearity concerns, supporting the validity of the regression model. The result of the multiple regression analysis is as follows:

Table 8. *Multiple regression analysis of English-speaking self-efficacy as a predictor of English learning motivation*

Independent Variable	Unstandardized coefficient		Standardized coefficient	t	p	R^2	VIF
	B	Std. error	Beta				
English-speaking self-efficacy	0.25	0.06	0.24	4.27	<.001	.06	1.00

Discussion

The present study explored the relationship between English-speaking self-efficacy and English learning motivation among EFL teachers at Guangdong polytechnics.

The descriptive finding suggests that polytechnic EFL learners feel relatively capable, but their self-efficacy varies depending on the specific context of language use. The lower self-efficacy in coping with difficulties could signal challenges in overcoming obstacles or maintaining confidence when faced with adversity. The finding is consistent with Chen (2009) and Hu (2022) of different grades. Despite the difference in participant demographics, the issue of maintaining confidence in difficult situations remains a consistent challenge in both groups. However, this finding contrasts with the results of Au and Bardakci (2020), which reported that students from the School of Foreign Languages exhibited high levels of speaking self-efficacy.

The analysis of English learning motivation revealed significant variation across different factors. Personal development and social responsibility are the highest motivators, both showing

a high level of influence. This suggests that learners may see language skills to self-growth and contribute to societal needs. Intrinsic interest and information media are moderately rated, showing that learners are somewhat motivated by enjoyment and media-related factors. However, the lowest motivation for going abroad suggests limited interest in or opportunity to use English for international experiences. This could be due to personal, social, or contextual factors, like financial constraints or lack of access to overseas opportunities. However, Nurdiana et al. (2023), Selimovic (2022), and Thao and Long (2021) revealed that their participants demonstrated high levels of learning motivation,

The results of the Independent Samples T-test revealed a statistically significant difference in English-speaking self-efficacy between male and female students, with females scoring higher than males. This suggests that female students generally have more confidence in their English speaking abilities. Aprianto et al. (2024) and Nguyen et al. (2022) also demonstrated that female students exhibited greater self-efficacy than their male counterparts. However, no significant difference was found between genders English learning motivation. This indicates that, while self-efficacy in speaking differs, both male and female students display similar motivation levels toward learning English. The finding is quite different from Aprianto et al. (2024), indicating that female students exhibited a more significant connection than their male counterparts between self-efficacy and motivation.

The One-way ANOVA results indicated no significant differences in English-speaking self-efficacy across different academic grades. This suggests that students' confidence in their English-speaking ability remains relatively stable as they progress through their university years. However, Leeming (2017) showed that English-speaking self-efficacy developed over the academic year with a longitudinal mixed method. The differences may result from different contexts. According to Dörnyei and Ushioda (2021), motivation is not stable over time, whether accross months, years, or even a single session, as it is fluctuated by a complex of internal and external factors". Regarding English learning motivation, a statistically significant difference was found among the different grade levels. Specifically, juniors reported higher levels of motivation compared to freshmen and sophomores. This could reflect growing academic pressure or increasing awareness of the importance of English in their career paths as students advance through their studies. Song (2023) also found that students' motivation to learn a second language increased with increasing academic grades. However, Kim (2011) indicated that as students progressed through higher grades, their overall learning motivation tended to decline, particularly in terms of intrinsic motivation and satisfaction with their progress in learning.

The Pearson correlation analysis revealed a significant positive relationship between English-speaking self-efficacy and English learning motivation. This suggests that students with higher confidence in their English speaking abilities tended to be more motivated to learn English. The moderate strength of this correlation indicated that while self-efficacy was positively associated with motivation, other factors likely contributed to overall motivation as well. Schunk (1981) asserted that perceived self-efficacy affects students' motivational processes and confirmed the mediating role of self-efficacy in fostering persistence and academic success. Research suggested that learners possessing elevated self-efficacy exhibited more confidence in language acquisition (Sabti et al., 2019) and demonstrated increased motivation to engage in language learning activities (Mendoza et al., 2022).

The multiple regression analysis showed that English-speaking self-efficacy played an

important role in predicting English learning motivation, albeit with a limited effect size. This finding aligned with Zimmerman (2000), confirming the validity of self-efficacy as a predictor of student motivation and learning. It further pinpointed the importance of English self-efficacy and motivation in second language acquisition and learning (Wu et al., 2022). While self-efficacy contributes significantly to motivation, additional factors must be considered to fully understand the complexities behind students' drive to learn English.

Conclusion

The descriptive analysis suggests that English-speaking self-efficacy reflects learners' goal-setting tendencies and highlights areas where targeted support could improve confidence, especially in handling difficulties. Motivation for personal development and social responsibility are key factors, while motivation related to international aspirations is lower, indicating the need for more immediate, relevant educational goals.

The finding on the differences in variables based on gender and grade suggests that interventions aimed to boost male students' self-efficacy in speaking English could be beneficial. English learning motivation increases as students' progress from freshman to junior year, showing that although learners maintain a stable belief in their ability to speak English, their motivation to learn English grows as they advance in their education. This finding highlights the importance of fostering English learning motivation (Dörnyei, 1998; Dörnyei & Ushioda, 2021), especially in the early years of study, to maintain engagement and effort throughout their academic journey.

The correlation between self-efficacy and learning motivation underscores the value of confidence-building interventions in enhancing both dimensions. However, the moderate correlation also indicates that other motivational factors require further exploration in future research. The finding emphasizes that educators should foster learners' self-efficacy to boost motivation (Voica et al., 2020; Zimmerman, 2000), while a more holistic approach is needed to understand and support English language learning motivation comprehensively.

The study has its own limitations. It was a cross-sectional study, which only focused on the relationship between self-efficacy and learning motivation of EFL learners in different grades and different classes in two polytechnics. In future studies, longitudinal studies should be used to explore the relationship at different times (Dörnyei & Ushioda, 2021). Finally, teaching strategies should also be explored to enhance learners' self-efficacy (Jungert & Rosander, 2010) and learning motivation (Albatti, 2023) in English teaching.

Funding: This research is not funded

Conflicts of Interest: The author declares no conflicts of interest

Authenticity: This manuscript is an original work

Artificial Intelligence Statement: During the preparation of this work, the authors used ChatGPT of OpenAI to check the grammatical corrections. After using this tool, the authors reviewed and edited the content as needed and take full responsibility of the content of the publication.

About the Authors:

Yueqiao Lin is currently pursuing her PhD in TESL at the Faculty of Education, Universiti Kebangsaan Malaysia (UKM). She works as a lecturer at Yangjiang Polytechnic, China. Her research interests are in teaching English as a foreign language and educational psychology. https://orcid.org/0009-0007-0670-7225

Dr. Maslawati BT. Mohamad is a senior lecturer at the Faculty of Education, Universiti Kebangsaan Malaysia (UKM). Her main research interests are innovations in teaching and learning in ESL context, teaching reading in ESL context and English for Specific Purposes. https://orcid.org/0000-0002-8979-5895

Associate Prof. Dr. Mohd Izwan Mahmud is an associate professor at the Faculty of Education, Universiti Kebangsaan Malaysia (UKM). He focuses research on career counselling and mental health, module and intention programs, and career profiling assessment among higher education students. https://orcid.org/0000-0002-7874-0274

References

Albatti, H. (2023). A Review of Intended Learning Outcomes of English Lessons and Learning Motivation. *Arab World English Journal*, *14*(2), 205–220. https://doi.org/10.24093/awej/vol14no2.15

Alhamad, A., Baadhem, A. M. S., & Hameed, A. A. (2024). Psychological Interventions to Enhance Self-Efficacy and Motivation in Libyan Students. *Advanced Journal of STEM Education*, *2*(1), 15-30. https://doi.org/10.31098/ajosed.v2i1.2013

Aprianto, D., Syahid, A., & Abdussamad, Z. (2024). Examining the Correlation among Motivation, Self-efficacy, and English Language Proficiency (ELP) across Gender. *Journal of Language and Literature Studies*, *4*(2), 277-295. https://doi.org/10.36312/jolls.v4i2.1899

Au, H. Y. C., & Bardakçi, M. (2020). An Analysis of the Effect of Peer and Teacher Feedback on EFL Learners' Oral Performances and Speaking Self-Efficacy Levels. *International Online Journal of Education and Teaching*, *7*(4), 1453–1468.

Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological review*, *84*(2), 191. https://doi.org/10.1037/0033-295X.84.2.191

Bandura, A. (1986). *Social foundations of thought and action: a social cognitive theory*. United Kingdom: Prentice-Hall.

Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. NY:W.H. Freeman and Company.

Bárkányi, Z. (2021). Motivation, self-efficacy beliefs, and speaking anxiety in language MOOCs. *ReCALL*, *33*(2), 143–160. https://doi.org/10.1017/S0958344021000033

Chang, Y.-C., & Tsai, Y.-T. (2022). The Effect of University Students' Emotional Intelligence, Learning Motivation and Self-Efficacy on Their Academic Achievement—Online English Courses. *Frontiers in Psychology*, *13*. https://doi.org/10.3389/fpsyg.2022.818929

Chen, T. (2009). *An Empirical Study on Promoting Chinese Senior Middle School Students' English Speaking Self Efficacy* [Master, Jiangxi Normal Univerisity]. https://kns.cnki.net/KCMS/detail/detail.aspx?dbcode=CMFD&dbname=CMFD201502&file

name=1012520367.nh&uniplatform=OVERSEA&v=OKiyOrtYDsqZ7QOVlIvXJnrQOVB8oRIBg7X64R9D4O9FBIVhPQwLZXJ9WWQc0O3-

Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching*, *31*(3), 117–135. https://doi.org/10.1017/S026144480001315X

Dörnyei, Z., & Ushioda, E. (2021). *Teaching and Researching Motivation* (3rd ed.). United Kingdom: Routledge. https://doi.org/10.4324/9781351006743

El Haj, S., & Benhima, M. (2024). The effect of motivation on self-efficacy of English department students with mediational effects of learning styles and learning strategies. *The Journal of Quality in Education*, *14*(23), 61-91.

Gao, Y., Zhao, Y., Cheng, Y., & Zhou, Y. (2003). Motivation Types of Chinese College Undergraduates. *Modern Foreign Language (Quarterly), 26*(1)28-38..

Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold. https://cir.nii.ac.jp/crid/1130000797160023680

Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and Motivation in Second-Language Learning*. Newbury House Publishers.

George, D., & Mallery, P. (2019). *IBM SPSS Statistics 25 Step by Step: A Simple Guide and Reference*. Routledge.

Hu. (2022). An Empirical Study on the Current State of English Speaking Self-Efficacy among Junior High School Students. *English on campus*, *43*, 28–30.

Hsieh, T.-L. (2014). Motivation matters? The relationship among different types of learning motivation, engagement behaviors and learning outcomes of undergraduate students in Taiwan. *Higher Education*, *68*(3), 417–433. https://doi.org/10.1007/s10734-014-9720-6

Jungert, T., & Rosander, M. (2010). Self-efficacy and strategies to influence the study environment. *Teaching in Higher Education*, *15*(6), 647–659. https://doi.org/10.1080/13562517.2010.522080

Kim, T.-Y. (2011). Korean elementary school students' English learning demotivation: A comparative survey study. *Asia Pacific Education Review*, *12*(1), 1–11. https://doi.org/10.1007/s12564-010-9113-1

Leeming, P. (2017). A longitudinal investigation into English speaking self-efficacy in a Japanese language classroom. *Asian-Pacific Journal of Second and Foreign Language Education*, *2*(1), 12. https://doi.org/10.1186/s40862-017-0035-x

Liu, O. L., Bridgeman, B., & Adler, R. M. (2012). Measuring Learning Outcomes in Higher Education: Motivation Matters. *Educational Researcher*, *41*(9), 352–362. https://doi.org/10.3102/0013189X12459679

Luu, T. M. V., & Truong, X. M. (2024). Identifying Sources of English-Speaking Self-Efficacy among Vietnamese EFL University Learners. *AsiaCALL Online Journal*, *15*(1), Article 1. https://doi.org/10.54855/acoj.241517

Macakova, V., & Wood, C. (2022). The relationship between academic achievement, self-efficacy, implicit theories and basic psychological needs satisfaction among university students. *Studies in Higher Education*, *47*(2), 259–269. https://doi.org/10.1080/03075079.2020.1739017

Mendoza, L., Lehtonen, T., Lindblom-Ylänne, S., & Hyytinen, H. (2022). Exploring first-year university students' learning journals: Conceptions of second language self-concept and self-efficacy for academic writing. *System*, *106*, 102759. https://doi.org/10.1016/j.system.2022.102759

Nguyen, N. L. D., Nghia, T. T., Thy, P. H., & Nhi, H. T. Y. (2022). The Relationship between Students' Self-Efficacy Beliefs and Their English Language Achievement. *Journal of English Language Teaching and Applied Linguistics*, *4*(2), Article 2. https://doi.org/10.32996/jeltal.2022.4.2.10

Nurdiana, N., Afrizal, A., Roswati, R., & Damayanti, I. (2023). Using Blended Learning to Increase Students' English Learning Motivation. *ENGLISH FRANCA : Academic Journal of English Language and Education*, *7*(1 May), Article 1 May. https://doi.org/10.29240/ef.v7i1.6636

Pajares, F., & Schunk, D. (2001). The development of academic self-efficacy. *Development of achievement motivation. United States*, *7*, 1-27.

Pallant, J. (2020). *SPSS Survival Manual: A step by step guide to data analysis using IBM SPSS*. Routledge.

Panadero, E., Jonsson, A., & Botella, J. (2017). Effects of self-assessment on self-regulated learning and self-efficacy: Four meta-analyses. *Educational Research Review*, *22*, 74–98. https://doi.org/10.1016/j.edurev.2017.08.004

Peng, R., & Fu, R. (2021). The effect of Chinese EFL students' learning motivation on learning outcomes within a blended learning environment. *Australasian Journal of Educational Technology*, *37*(6), Article 6. https://doi.org/10.14742/ajet.6235

Ryan, R. M., & Deci, E. L. (2018). *Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness*. United Kingdom: Guilford Publications.

Sabti, A. A., Md Rashid, S., Nimehchisalem, V., & Darmi, R. (2019). The Impact of Writing Anxiety, Writing Achievement Motivation, and Writing Self-Efficacy on Writing Performance: A Correlational Study of Iraqi Tertiary EFL Learners. *Sage Open*, *9*(4), 2158244019894289. https://doi.org/10.1177/2158244019894289

Schunk, D. H. (1981). Modeling and attributional effects on children's achievement: A self-efficacy analysis. *Journal of Educational Psychology*, *73*(1), 93–105. https://doi.org/10.1037/0022-0663.73.1.93

Schunk, D. H., & DiBenedetto, M. K. (2021). Self-efficacy and human motivation. In A. J. Elliot (Ed.), *Advances in Motivation Science* (Vol. 8, pp. 153–179). Elsevier. https://doi.org/10.1016/bs.adms.2020.10.001

Selimovic, S. (2022). An Exploration of Students' Motivation in Learning English. *MAP Social Sciences*, *2*(2), Article 2. https://doi.org/10.53880/2744-2454.2022.2.2.24

Sinaga, Y. S., & Subekti, A. S. (2024). Interaction Between Self-Efficacy and Instrumental Motivation among Indonesian L2 Learners of English. *Langkawi: Journal of The Association for Arabic and English*, *0*, 83–97. https://doi.org/10.31332/lkw.v0i0.7828

Song, X. (2023). The English Learning Motivation of Chinese High School Students: Cross-grade Survey Analysis. *International Journal of Education, Learning and Development*, *11*(10), Article 10.

Tayag, E. S., Tiamzon, J. S., Bagang, A. N. D., Manalili, J. C. N., Frasco, B. D., Sarinas, P., Buendia, R. M., & Dominado, N. L. (2024). Learning Motivation and Self-Efficacy in English Among Seventh Graders. *International Journal of Multidisciplinary: Applied Business and Education Research*, *5*(5), Article 5. https://doi.org/10.11594/ijmaber.05.05.05

Teng, M. F. (2024). Understanding Anxiety, Self-Efficacy, and Motivation in Online English Learning. *TESL-EJ*, *27*(4). https://eric.ed.gov/?id=EJ1417837

Thao, T. Q., & Long, N. H. C. (2021). English-Majored Students' Motivation in English Language Learning and Their Use of Reading Strategies: Research Perspectives. *VNU Journal of Foreign Studies*, *37*(1), Article 1. https://doi.org/10.25073/2525-2445/vnufs.4661

Trautner, M., & Schwinger, M. (2020). Integrating the concepts self-efficacy and motivation regulation: How do self-efficacy beliefs for motivation regulation influence self-regulatory success? *Learning and Individual Differences*, *80*, 101890. https://doi.org/10.1016/j.lindif.2020.101890

Voica, C., Singer, F. M., & Stan, E. (2020). How are motivation and self-efficacy interacting in problem-solving and problem-posing? *Educational Studies in Mathematics*, *105*(3), 487–517. https://doi.org/10.1007/s10649-020-10005-0

Wu, X., Yang, H., Liu, J., & Liu, Z. (2022). English use anxiety, motivation, self-efficacy, and their predictive effects on Chinese top university students' English achievements. *Frontiers in Psychology*, *13*. https://doi.org/10.3389/fpsyg.2022.953600

Zhang, T. (2024). Effects of self-regulation strategies on EFL learners' language learning motivation, willingness to communication, self-efficacy, and creativity. *BMC Psychology*, *12*(1), 75. https://doi.org/10.1186/s40359-024-01567-2

Zhang, X., Dai, S., Ardasheva, Y., & Hong, Y. (2023). Relationships Among English Language Proficiency, Self-efficacy, Motivation, Motivational Intensity, and Achievement in an ESP/EAP Context. *Journal of Psycholinguistic Research*, *52*(6), 3019–3038. https://doi.org/10.1007/s10936-023-10034-9

Zhao, Z. (2013). Diagnosing the English Speaking Ability of College Students in China – Validation of the Diagnostic College English Speaking Test. *RELC Journal*, *44*(3), 341–359. https://doi.org/10.1177/0033688213500581

Zheng, B., Chang, C., Lin, C.-H., & Zhang, Y. (2021). Self-Efficacy, Academic Motivation, and Self-Regulation: How Do They Predict Academic Achievement for Medical Students? *Medical Science Educator*, *31*(1), 125–130. https://doi.org/10.1007/s40670-020-01143-4

Zimmerman, B. J. (2000). Self-Efficacy: An Essential Motive to Learn. *Contemporary Educational Psychology*, *25*(1), 82–91. https://doi.org/10.1006/ceps.1999.1016