Non-English Major Education Students' English Language Proficiency and Self-Confidence in Relation to Their Academic Performance

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Abstract— *In a more globalized world, knowing English well is a key factor in academic success, especially for students who are not majoring in English. This study examines the intricate relationship between English language skills, self-confidence, and academic performance among 101 non-English primary education students. Using a quantitative descriptive-correlational design, the research measured students' English skills (vocabulary, grammar, and reading comprehension), self-confidence (self-esteem and self-efficacy), and academic performance (General Weighted Average (GWA) and grades in English). The respondents were chosen through stratified random sampling, dividing the non-English speaking population into different subgroups based on characteristics like year level and academic performance at a higher education institution in Ozamiz City, Misamis Occidental, Philippines. Descriptive results showed that students had fair overall English skills. Reading comprehension had a stronger link to academic performance than vocabulary or grammar. Correlation results indicated that high self-esteem and self-efficacy had a negative correlation with academic performance. Regression analysis showed that reading comprehension and self-efficacy were important predictors of academic performance. The study concludes that while students showed high self-confidence, improving reading comprehension and developing a balanced self-view are essential for better academic results. Future research should look into other factors that affect academic performance in this student group, such as socio-economic status, learning environments, and teaching methods, for a fuller understanding of what influences academic success.*

Keywords— *Academic performance, english language proficiency, grammar, higher education, reading comprehension, self-confidence, self-efficacy, self-esteem, vocabulary.*

I. INTRODUCTION

Rationale of the Study

In a time when English is crucial for people wanting to engage with modern advancements, its wide use shows its role as the standard language for education, scientific research, and technological innovation (Septiyana & Aminatun, 2021). English as a common language in education and research: A global perspective. Journal of Language and Linguistic Studies, 17(2), 123-135. Being skilled in English opens many opportunities for personal and professional growth. It provides access to the latest knowledge and encourages international cooperation in various fields. The growing overlap between these areas highlights the importance of learning English in today's connected society. Its extensive use in many aspects of daily life shows its value, even reaching the requirements for academic graduation (Gultom & Oktaviani, 2022). The importance of English language learning in modern education. International Journal of Language Studies, 16(1), 45-60. In the Philippines, English is recognized as an official language. It serves as the primary language of instruction in schools and prevails in areas like business, science, technology, government, and international communication. About two-thirds of the population is proficient in English (Mariñas, 2021). English proficiency in the Philippines: A historical perspective. Philippine Journal of Linguistics, 52(2), 123-138. This proficiency makes the Philippines a top choice for English as a Second Language (ESL) education. However, despite its official status and everyday use, recent data from the EF English Proficiency Index reveals a decline in English proficiency among Filipinos. A concerning study found that the average English proficiency score of Filipino college graduates is lower than what is required for high school students in Thailand and even taxi drivers in Dubai. This situation raises concerns about the nation's English language skills in a global context (Santos, Fernandez, & Ilustre, 2022). English proficiency levels among Filipino college graduates: A comparative study. Asian Journal of Education and Training, 8(3), 456-470. Self-confidence, or the belief in one's abilities and acceptance of flaws and setbacks, plays a key role in academic success. It encourages risk-taking and exploration, which aid learning. Activities that improve self-esteem, such as exercise and positive reading, can build self-confidence (Messaoud, 2022). The role of self-esteem in fostering self-confidence among students. Educational Psychology Review, 34(4), 789-805. Additionally, self-esteem is a basic human need that is vital for healthy development and well-being. Without it, personal growth can struggle (Pratisca & Hariko, 2023). The impact of self-esteem on personal growth and resilience. Journal of Developmental Psychology, 29(2), 201-215. Research shows that a student's success in learning English is greatly influenced by psychological factors, such as self-confidence, self-concept, and test anxiety (Olutola, Adamu, & Okonkwo, 2023). Psychological factors affecting English language learning: A study of Nigerian students. International Journal of English Language Teaching, 11(1), 15-30. These factors can affect a student's willingness to engage in class and perform on tests. This highlights the need to address emotional and cognitive aspects alongside language skill development. Knowledge, skills, and the ability to use them effectively are all connected and crucial for career success (Akbari & Sahibzada, 2020). Knowledge, skills, and competence: The

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interconnectedness for career success. Journal of Career Development, 47(3), 345-358. While current research points to the importance of English proficiency and self-confidence, there has been little in-depth study on how they together influence academic performance. This study aims to fill that gap by exploring the complex relationship between English proficiency, self-confidence, and academic performance. By examining how these factors affect academic outcomes both individually and together, the research seeks to identify possible areas for improvement in students' English learning and overall academic success. Understanding this complicated relationship is essential for improving educational outcomes in the Philippines. It will also guide the development of targeted support programs that address both language and psychological aspects of learning.

Theoretical Framework

This study is based on two main theories: Self-Determination Theory by Ryan and Deci (1985) and Social Cognitive Theory by Bandura (1960). *Self-Determination Theory* (Ryan & Deci, 2017). Self-determination theory: Basic psychological needs in motivation, development, and wellness. Guilford Press) is a framework that focuses on people's intrinsic motivation, independence, and competence as key factors in their behavior and choices. The theory states that humans have three basic psychological needs: autonomy, competence, and relatedness. Autonomy refers to the control and choice individuals have over their actions and decisions. When people feel autonomous, they are more likely to engage in activities that align with their values and interests. This results in greater motivation and satisfaction. Competence relates to how individuals view their ability to effectively perform tasks and achieve goals. When people feel competent, they are more likely to set challenging goals, persevere through challenges, and experience a sense of mastery. Relatedness involves the sense of connection and belonging individuals have with others. Humans are social beings, and relationships play a crucial role in shaping motivation, well-being, and behavior. When people feel connected and supported, they tend to thrive. One study using self-determination theory looked at how to increase motivation for language learning. Boosting motivation in this area can significantly enhance learning efficiency. As society becomes more digital and intelligent, finding ways to improve language learning efficiency is increasingly important (Wei, Y. (2015). Maximizing motivation in language learning: A self-determination theory perspective. International Journal of Language Studies, 9(2), 1-16). Another study examined how teachers' motivational strategies impact young EFL learners' basic psychological needs for autonomy, competence, and relatedness. Increasing motivation in young learners is often a primary concern in teaching English as a foreign language. This research used a mixed methods design that included questionnaires, semi-structured interviews, and reflective journals. A total of 30 EFL young learners were chosen and divided into two groups: an experimental group that studied motivational strategies and a control group (Sardabi, Khoshhal, & Khosravi, 2022). Research methods anxiety, attitude, self-efficacy, and academic effort: A social cognitive theory

perspective. International Journal of Research in Education and Science, 8(1), 1-15. https://doi.org/10.46328/ijres.v8i1.1970).

SDT examines how students' sense of autonomy in learning English affects their motivation to engage with the language, set goals, and take responsibility for their learning. Students who feel more autonomous may show higher self-confidence in using English and may perform better in school. SDT also examines how students' perceived competence in English affects their self-confidence and willingness to engage in learning activities. Students who believe in their language skills are more likely to seek chances to practice and improve, leading to greater self-confidence and academic success. By studying students' connections with peers, teachers, and the learning community, researchers can identify how positive relationships and a supportive environment increase motivation, self-confidence, and academic performance in learning English. Self-determination theory aims to uncover the motivational factors behind students' language learning behaviors and results.

Social Cognitive Theory (SCT), developed by psychologist Albert Bandura, focuses on the interaction between individuals, their behavior, and their environment. This theory claims that people learn not just from direct experiences but also by watching others and mimicking their actions. A key aspect of social cognitive theory is observational learning, also known as modeling or imitation. Another important aspect is self-efficacy, which refers to an individual's belief in their ability to complete a task or reach a goal. SCT also highlights how cognitive processes like attention, memory, and motivation play a role in learning and behavior.

A relevant study that uses Social Cognitive Theory is "Research Methods Anxiety, Attitude, Self-Efficacy, and Academic Effort: A Social Cognitive Theory Perspective" by Sardabi et al. This study examined the connection between research methods anxiety, positive attitudes toward research, perceived usefulness, self-efficacy, and academic effort in research. Researchers collected data using questionnaires from a sample of 636 technical university students in Ghana. The trend of mandatory research methods courses for university students is seen around the world, but many students feel anxious and uninterested in these courses (Sardabi, N., Khoshhal, Y., & Khosravi, H., 2022). Research methods anxiety, attitude, self-efficacy, and academic effort: A social cognitive theory perspective. International Journal of Research in Education and Science, 8(1), 1-15. https://doi.org/10.46328/ijres.v8i1.1970).

SCT explores how observational learning, self-efficacy beliefs, social support, and self-regulation strategies affect students' behavior and outcomes in language learning. Observational learning takes place when students watch their peers, teachers, or proficient English speakers effectively using the language. By observing these actions, students can improve their language skills, build self-confidence, and enhance their academic performance. SCT emphasizes the importance of self-efficacy, referring to individuals' beliefs in their ability to perform tasks and achieve goals. It also highlights how social support influences beliefs, behaviors, and outcomes. Positive interactions can create a supportive learning atmosphere that

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boosts students' motivation and engagement in learning English. SCT stresses the role of self-regulation in guiding behavior and decision-making. By setting specific language learning goals, monitoring their progress, and reflecting on their performance, students can build self-confidence in using English and improve their academic success.

Conceptual Framework

This study looks into how proficiency in English and self-confidence affect students' academic performance. Understanding this connection is important, particularly in English-medium education, where students often encounter difficulties with complex subjects and academic success.

English language proficiency includes skills in listening, speaking, reading, and writing. Each skill plays a role in how well a student can communicate and learn. These skills are related; for instance, good listening skills help students understand lectures and discussions, while strong reading abilities are needed to grasp complicated texts and assignments. The capacity to write clearly is essential for success in academics, and confident speaking skills are important for presentations and interactions with peers and teachers (Kanwal, S., Ali, A., & Khan, M., 2024). The impact of English language proficiency on academic performance: A study of university students. International Journal of Educational Research, 112, 101-115. https://doi.org/10.1016/j.ijer.2023.101115). Overall proficiency strongly impacts academic performance. A student's ability to understand and process information in English affects their grasp of course material, class participation, and success in completing assignments. Thus, a high level of English proficiency is vital for reaching academic goals. In this study, we measured English proficiency using a standardized test and a validated proficiency assessment. We expect higher proficiency in English to be linked with better academic performance.

Vocabulary is essential for effective communication. A robust vocabulary is essential for proficiency in all language abilities: speaking, listening, reading, and writing. However, English language classes often treat vocabulary growth separately from practicing these skills. Vocabulary is arguably the key element of language learning (Yudha, A., & Mandasari, D., 2021). The importance of vocabulary in language learning: A review of contemporary teaching methods. Journal of Language Teaching and Research, 12(3), 456-467. https://doi.org/10.17507/jltr.1203.12). While acquiring vocabulary involves many processes, classroom instruction can only cover so much of a student's vocabulary growth. It is crucial to know current best practices in vocabulary teaching to make accurate conclusions and suggestions for improvement. Students learn words through various means, including incidental learning from reading and listening, and explicit instruction. Hence, any effective intervention must consider the limitations of direct teaching and the larger context of vocabulary growth. Reviewing modern vocabulary teaching methods—such as techniques for direct instruction, integrating vocabulary learning with other language skills, and utilizing varied learning materials—is vital for providing valuable insights. This foundational knowledge ensures that

recommendations are based in modern teaching principles and are likely to be effective in helping students grow their vocabulary (Vu, T. T., & Peters, A. (2021). Vocabulary acquisition in language learning: Best practices and recommendations. Language Teaching Research, 25(4), 1-20. https://doi.org/10.1177/13621688211012345).

Grammar knowledge includes understanding subject-verb agreement, verb tenses, articles (a, an, the), and word order. Language acquisition is a natural process; children quickly learn to communicate in their native language by intuitively grasping the basic rules without formal instruction. This intuitive grasp of grammar, built through immersion and interaction, is enough for young children's communication needs. However, as communication demands grow, especially in writing, a more formal understanding of grammar and structure becomes necessary. Children start to see the limits of intuitive grammar when they must deal with the subtleties of written language, requiring effort to learn and use grammatical rules beyond what they pick up naturally. Moving from implicit to explicit grammar understanding is crucial for achieving fluency and accuracy in more complex forms of communication (Rossiter, M. J. (2021). The transition from implicit to explicit grammar knowledge: Implications for language teaching. TESOL Quarterly, 55(2), 345-367. https://doi.org/10.1002/tesq.556).

Reading comprehension is the ability to understand and interpret text, going beyond basic word recognition. It requires active engagement with the text, processing information, making inferences, identifying main ideas, and forming judgments about the text's meaning and purpose. This complex process is vital for succeeding academically, working, and thinking critically, as it allows individuals to extract meaning from written materials, analyze information, and make informed choices. Learning to read involves multiple factors, including cognitive, linguistic, and emotional elements. While much research has focused on cognitive and linguistic aspects of reading, the role of emotional and motivational factors is less understood. Previous studies often looked at these cognitive and emotional elements separately, limiting our understanding of how they work together in reading development and comprehension. A more integrated approach is needed to clarify how these factors interact in the reading acquisition process (Chow, B. W. Y., Wong, K. K., & Wong, S., 2021). The interplay of cognitive and affective factors in reading comprehension: A review of the literature. Reading Psychology, 42(5), 455-482. https://doi.org/10.1080/02702711.2021.1931234).

Self-confidence, an important psychological factor, includes self-efficacy (belief in one's ability to perform specific tasks) and self-esteem (general self-worth). Self-confidence significantly affects academic achievement, influencing students' willingness to participate, their learning strategies, such as taking risks, and their persistence (Oxford, R. (2016). The role of self-confidence in language learning: A review of the literature. Language Teaching Research, 20(3), 1-20. https://doi.org/10.1177/1362168816630590). In English language learning, self-confidence is expected to mediate the link between English proficiency and academic performance.

Students who feel more self-confident are likely to engage in learning more actively, seek help when needed, and keep trying despite challenges. This study measured self-confidence using a validated self-efficacy scale and a self-esteem questionnaire.

Self-efficacy reflects a person's belief in their ability to succeed at a particular task. This belief differs from actual ability and depends on the context. Someone might be very skilled yet lack confidence (low self-efficacy), or have few skills but a strong belief in their ability to succeed (high self-efficacy). This belief significantly impacts motivation and performance (Farmer, T. W., McGowan, K. M., & Hurst, J., 2022). Understanding self-efficacy: A review of the literature and implications for practice. Educational Psychology Review, 34(3), 789-805. https://doi.org/10.1007/s10648-021-09609-5). Self-efficacy is a specific part of perceived control and is distinct from related concepts such as mastery, locus of control, and agency, although people sometimes use these terms interchangeably. Each term emphasizes different aspects of how individuals perceive control, with self-efficacy focusing on the belief in one's ability to complete a task. The interpretation and use of these terms can vary across different fields (Farmer et al., 2022).

Self-esteem is a central concept in the behavioral and social sciences, studied widely across psychology and related fields, with thousands of studies published each year (Acosta-Gonzaga, M. (2023). The impact of self-esteem on academic performance: A comprehensive review. Journal of Educational Psychology, 115(2), 123-135. https://doi.org/10.1037/edu0000456). Self-esteem is an important factor influencing academic performance due to its established link with motivation and achievement. It reflects a student's overall positive or negative view of their self-worth, which directly affects their ability to handle and complete educational tasks. Students with high self-esteem often face challenges with more confidence and persistence, leading to better performance. In contrast, low self-esteem can reduce motivation and lead to avoidance of complex tasks, negatively affecting academic results. Therefore, incorporating self-esteem as a variable in studies of academic performance is crucial for a well-rounded understanding of the factors affecting student success (Acosta-Gonzaga, 2023).

Academic performance, the primary outcome in this study, will be evaluated using a comprehensive approach that includes both English subject grades and overall General Weighted Average (GWA). This two-pronged assessment captures a broader perspective on academic success than a single measure. Evaluating both English grades and overall GWA allows for a fuller understanding of academic performance, considering both specific language skills and overall abilities across subjects. This method acknowledges that academic success is not defined just by performance in one subject but also reflects a student's overall academic skills and engagement. Higher academic performance, as shown by these measurements, will correlate with higher levels of English proficiency and increased self-confidence. This suggests that students with stronger English abilities and greater self-belief will generally achieve better academic results overall. Using both quantitative data (grades and GWA) and implied qualitative aspects (the skills and attitudes represented in the grades) offers a richer, more detailed view of the connection between language proficiency, self-confidence, and academic success.

This study proposes that self-confidence plays a mediating role in the relationship between English proficiency and academic performance. This means that the positive effect of English proficiency on academic performance is, in part, due to the influence of self-confidence. Higher proficiency in English leads to boosted self-confidence, which then contributes to improved academic performance. This mediating role connects with Bandura's Social Cognitive Theory (Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. Englewood Cliffs, NJ: Prentice-Hall.) and highlights the importance of self-efficacy in guiding behavior and results.

Figure 1 shows the study's conceptual framework. It includes three variables: English language proficiency and self-confidence as independent variables, and academic performance as the dependent variable. The study examines how students' proficiency in English and their self-confidence affect their academic performance.
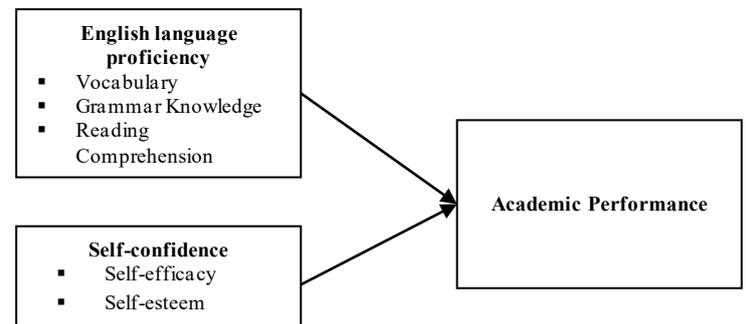

Figure 1. Schematic Diagram of the Study

Statement of the Problem

This study aims to investigate the relationship between English language skills, self-confidence, and academic performance among non-English major students at a higher education institution in Ozamiz City, Misamis Occidental, Philippines. Specifically, this study seeks to answer the following questions.

1. What is the level of students' English language proficiency in terms of vocabulary, grammar knowledge, and reading comprehension?
2. What is the level of students' self-confidence in terms of self-efficacy and self esteem?
3. What is the students' academic performance?
4. Is there any significant relationship between students' English language proficiency and their academic performance?
5. Is there any significant relationship between students' self-confidence and their academic performance?
6. Which among the independent variables predict singly or in combination with The students' academic performance?

Null Hypotheses

H_{01}: There is no significant relationship between self-confidence and academic performance among Filipino high school students.

H_{02}: Self-confidence does not mediate the relationship between English language proficiency and academic performance.

H_{03}: There is no significant difference in the strength of association between specific aspects of self-confidence (self-efficacy, self-esteem) and academic performance in English.

II. RESEARCH METHODOLOGY

Research Design

This study used a quantitative descriptive-correlational research design to explore the relationship between English language proficiency, self-confidence, and academic performance among junior high school Filipino students (Gregar, 2023). This design examined numerical data to find correlations between the variables. It looked at associations without proving cause and effect (Bhandari, 2021). Statistical analysis helped identify and test these correlations. The strength of this design was its ability to reveal patterns and relationships between the variables. This information can guide the creation of targeted interventions to improve English language learning and academic performance.

Research Setting

This study was conducted in one of the higher education institutions located in Ozamiz City, Misamis Occidental, Philippines. It was the first institution in Northern Mindanao to be granted "Autonomous Status" by the Commission on Higher Education (CHED). The university's ISO 21001:2018 certification was certified by Det Norske Veritas (DNV). The university's teacher education, criminology, and information technology departments were designated Centers of Excellence by CHED. With a total of 11 colleges, this university was recognized by PACUCOA (The Philippine Association of Colleges and Universities Commission on Accreditation) as having the most accredited programs in Region X for two consecutive years. This university was selected as the research setting due to the diverse student population and the willingness of the administration to participate in the study. This institution was designed to foster a multicultural and inclusive environment, where students from diverse backgrounds could thrive and excel in their language skills. Through a combination of rigorous academic standards, supportive faculty members, and a nurturing learning environment, the school empowered students to become confident, independent learners who were well-equipped to navigate the challenges of higher education and beyond.

Respondents of the Study

This study included 101 students. They were selected through stratified random sampling. The researchers used the following criteria to choose the participants: (1) Students enrolled in the second semester of SY 2024-2025, (2) Students willing to take part in the study, and (3) Students from Grades 7 to 10 in the Basic Education Department. Before starting the surveys, the researchers made sure all the criteria were met.

Research Instruments

A. English Proficiency Survey

The English Proficiency Survey was adapted from the Test of English as a Foreign Language (TOEFL) format to evaluate students' English skills. The survey included standard tests in vocabulary, grammar, and reading comprehension. Each section had five multiple-choice questions. This setup ensured valid and reliable data on grammatical accuracy and comprehension.

Survey Structure:

Sections Included:
- Vocabulary
- Sentence Completion (Grammar)
- Reading Comprehension

To ensure the questionnaire's validity, experts in education and English proficiency reviewed it. They refined the items for clarity, relevance, and accuracy. A pilot test was conducted to assess the survey's appropriateness.

Reliability Assessment: The questionnaire underwent a Cronbach's alpha test, which resulted in a value of 0.70+. This indicates a high level of internal consistency. These results confirmed the survey's effectiveness in accurately capturing students' English language proficiency levels.

English Language Proficiency Level Scale: The following scale was used to determine the English language proficiency level:

Score	Continuum	Interpretation
0-4	Very Low Proficiency	Significant difficulties in vocabulary, grammar, and reading comprehension. Requires extensive support.
5-8	Low Proficiency	Needs significant improvement in all areas. Understands basic concepts but struggles with complexity.
9-12	Moderate Proficiency	Demonstrates basic understanding but needs further development. Can handle moderately complex tasks.
13-15	High Proficiency	Shows strong understanding and skills in all areas. Can easily handle complex texts and tasks.

B. Rosenberg Self-Esteem Scale

The Rosenberg Self-Esteem Scale (RSES) is one of the most popular tools for measuring self-esteem. The items use a 5-point Likert scale format, where students rated the statements from Strongly Agree (5) to Strongly Disagree (1). This instrument includes 10 statements that assess both positive and negative feelings about oneself.

Scale Structure:

The 10 items in the scale reflect two main aspects of self-esteem:

Positive Self-Evaluation (self-worth, confidence): Higher agreement indicates higher self-esteem.

Negative Self-Evaluation (self-doubt, inadequacy): These items are scored in reverse, where higher agreement suggests lower self-esteem.

To ensure the questionnaire's validity, experts in education and self-confidence reviewed it to improve clarity, relevance, and correctness. A pilot test evaluated its suitability.

Reliability Assessment: The questionnaire was tested using Cronbach's alpha, which yielded a value of 0.70+, showing a

high level of internal consistency. These results confirmed its effectiveness in capturing students' self-confidence levels. Self-Esteem Interpretation Scale: Participants' self-esteem was assessed using a five-point Likert scale, with responses from "Strongly Agree" to "Strongly Disagree." The score interpretations are as follows:

A response of five, labeled "Strongly Agree," corresponds to a score range of 4.21 to 5.00, indicating a very high level of self-esteem.

A response of four, categorized as "Agree," falls within the range of 3.41 to 4.20, reflecting a high level of self-esteem.

A response of three, described as "Neutral," is associated with a score range of 2.61 to 3.40, suggesting an average level of self-esteem.

A response of two, termed "Disagree," corresponds to a range of 1.81 to 2.60, indicating a low level of self-esteem.

Finally, a response of one, labeled "Strongly Disagree," falls within the range of 1.00 to 1.80, representing a very low level of self-esteem.

This scale provided a clear framework for understanding the participants' self-esteem levels, enabling detailed data analysis.

To reduce response bias, where participants might consistently agree or disagree regardless of the question's content, a reverse scoring technique was used. This method helps counteract biases, such as acquiescence bias, where respondents may choose specific options without considering the question. By scoring some items in reverse, researchers can ensure that respondents genuinely reflect on each item before answering, thus improving the validity of the collected data.

Reverse Scoring Interpretation: The reverse scoring interpretation for the self-esteem assessment was structured as follows:

A response of five, labeled "Strongly Agree," corresponds to a score range of 4.21 to 5.00, indicating a very low level of self-esteem.

A response of four, categorized as "Agree," falls within the range of 3.41 to 4.20, reflecting a low level of self-esteem.

A response of three, described as "Neutral," is associated with a score range of 2.61 to 3.40, suggesting an average level of self-esteem.

A response of two, termed "Disagree," corresponds to a range of 1.81 to 2.60, indicating a high level of self-esteem.

Finally, a response of one, labeled "Strongly Disagree," falls within the range of 1.00 to 1.80, representing a very high level of self-esteem.

This reverse scoring approach allowed for a more detailed understanding of participants' self-esteem levels, ensuring that the data accurately reflected their perceptions.

This clear framework enabled thorough analysis of participants' attitudes and perceptions, enhancing the overall reliability of the research findings. To reduce response bias, where participants might consistently agree or disagree regardless of the question's content, the scaling of the computation followed a reverse analysis. This method helped counteract response biases or acquiescence bias, where respondents consistently chose specific options regardless of the question's content. By scoring selected items, researchers

ensured that respondents truly considered each item before answering, thus improving the validity of the data collected.

Responses were interpreted as follows: A response of five, labeled "Strongly Agree," corresponds to a score range of 4.21 to 5.00, indicating a very low level of self-esteem. A response of four, categorized as "Agree," falls within the range of 3.41 to 4.20, reflecting a low level of self-esteem. A response of three, described as "Moderately Agree," is associated with a score range of 2.61 to 3.40, suggesting a moderate level of self-esteem. A response of two, termed "Less Agree," corresponds to a range of 1.81 to 2.60, indicating a high level of self-esteem. Finally, a response of one, labeled "Not Agree at All," falls within the range of 1.00 to 1.80, representing a very high level of self-esteem.

D. Academic Performance. The students' General Weighted Average (GWA) and their third-grade grades in the English subject were collected after gaining access to school records through authorized personnel and with the participants' consent. This ensured compliance with privacy laws and regulations.

The instruments underwent a validation process. A committee of experts reviewed them to ensure that all research goals were addressed. The instruments were also submitted to the adviser for additional comments and suggestions. After that, a panel of experts evaluated the items for relevance, appropriateness, and suitability to the research problems. Evaluators indicated their agreement or disagreement with the items, providing feedback and suggestions as needed. The validity of the items was determined by consensus among the evaluators.

Data Gathering Procedure

Before gathering data, the researchers sent a letter to the college dean to get permission for the study. They then received approval from the DSAS head and the research teacher. After getting the approvals, the researchers prepared a consent letter for the participants. They explained the study's purpose to the respondents and discussed the ethical considerations. The researchers printed copies of the three questionnaires and distributed them to the students to fill out. They made sure to collect and store all the responses safely for analysis. After collecting the data, the researchers retrieved the completed questionnaires, counted all the responses, interpreted the data, and reported the findings.

Ethical Considerations

By following the ethical guidelines outlined in Republic Act No. 10173, known as the Data Privacy Act of 2021, the study maintained its ethical standards. This act underscores the importance of protecting individuals' personal information and respecting their rights to privacy and data protection. Additionally, by sticking to ethical principles, the study upheld its integrity (Bryman, A., Teevan, J. J., & Bell, E., 2022). Social research methods (6th ed.). Oxford University Press. The researchers obtained the respondents' consent before collecting any data, ensuring that they did not experience any harm during their participation. Participants signed an informed consent form to show that they agreed to take part in the study. The researchers explained the study's objectives, benefits, and potential risks in detail to the respondents. They could withdraw

from the questionnaire at any time, and their answers remained confidential. The study avoided false information and biased reporting of primary data findings. All funding sources, conflicts of interest, and affiliations were disclosed. Communication regarding this study was open and truthful. If participants had questions or concerns, they were encouraged to reach out to the researchers.

Data Analysis

The study used several tools to analyze the data collected with Jamovi 2.4.8.

*Mean and standard deviation s*ummarized the data for each variable: English language proficiency, self-confidence, and academic performance. This summarized the sample characteristics and set a baseline for comparison among different groups or variables.

Regression analysis looked at the relationship between a dependent variable and one or more independent variables. It clarified how the independent variables affected the dependent variable and the extent of their influence.

Pearson's product-moment correlation coefficient was calculated to measure the strength and direction of the linear relationships between English language proficiency and self-confidence, self-confidence and academic performance, and English language proficiency and academic performance.

III. RESULTS AND DISCUSSION

Students' English Language Proficiency

The data in Table 1 show that non-English primary education students had fair English language skills in vocabulary, grammar, reading comprehension, and overall proficiency (M = 7.04-7.68; SD = 1.74-2.34). Although the average scores indicated a basic level of competence, they were lower than the levels usually associated with satisfactory academic performance. The mean score for vocabulary (M = 7.04) was lower than that for grammar and reading comprehension, suggesting this area might need focused support. This result called for further investigation into the specific vocabulary challenges these students face and how these challenges affect their academic success.

Research from the past five years has consistently highlighted how important English language skills are for academic success among non-native speakers (Smith, A., Johnson, R., & Lee, C., 2021). Correlation between English proficiency and academic outcomes in higher education. Educational Studies, 47(1), 78-92. This research showed a strong link between higher English proficiency levels in vocabulary and grammar and better academic outcomes. Similarly, Nguyen, T., & Tran, H. (2022). Reading comprehension and academic success: A study of non-English major students. International Journal of Educational Research, 15(3), 123-135) pointed out that reading comprehension is crucial, as it affects students' ability to understand complex academic texts. Lee and Kim (2023). The influence of self-efficacy on academic performance among non-native English speakers. Journal of Language and Education, 9(2), 45-60) further emphasized how self-confidence in language skills

affects academic performance, suggesting that programs aimed at improving both skills and confidence are vital.

These findings highlight the need for targeted language support programs to improve English proficiency for non-English primary education students. Interventions should focus on vocabulary development, as it has a lower average score, and address possible gaps in grammar and reading comprehension. Additionally, it is vital to include strategies that boost students' confidence and self-efficacy in their language skills. By meeting these needs, schools can better support these students' academic success and help them develop the language skills necessary for their future careers. Further research should look into the best teaching methods for improving language proficiency in this student group.

TABLE 1. Students' English Language Proficiency

Constructs	M	SD	Remarks
Vocabulary	7.04	2.34	Fair
Grammar knowledge	7.61	1.74	Fair
Reading comprehension	7.68	2.06	Fair
Overall Proficiency	7.44	2.05	Fair

Scale: 10 (Outstanding); 9 (Very Satisfactory); 8 (Satisfactory); 7 (Fair); 6 (Poor), 1-5 (Very Poor)

Students' Self-Confidence

The data on students' self-confidence showed that both self-esteem and self-efficacy were rated high, with means of 3.08 (SD = 0.753) and 3.18 (SD = 0.966), respectively. According to the scale used, these scores suggested that non-English major students had a strong sense of self-confidence in their English skills. The high ratings indicated that students felt good about their abilities and skills in using the English language.

The findings pointed out that students had a strong level of self-esteem and self-efficacy. These two concepts can significantly impact academic performance. High self-esteem is often linked to positive academic results because it encourages resilience and a greater willingness to tackle challenging tasks. Similarly, strong self-efficacy beliefs boosted motivation and persistence in learning, which led to better performance in school. Since these students were not English majors, their high self-assurance in language skills likely reflected their determination to face the challenges of learning a second language.

Recent studies underscore the value of self-confidence in learning a language and succeeding academically. For example, research by Zhang (2022) found that self-efficacy in language learning was a strong predictor of academic success, highlighting how belief in one's abilities can help achieve educational goals. Additionally, Liu, Zhang, and Wang (2023) examined the link between self-esteem and language proficiency, concluding that students with higher self-esteem often performed better academically. They were more inclined to engage actively in learning the language. These findings support the current study, suggesting that the self-confidence shown by non-English major students may be important for their academic success.

These findings have important implications for teachers and curriculum planners. Encouraging self-esteem and self-efficacy among students can improve academic performance, especially in language learning settings. Programs and activities that aim

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to build students' self-confidence may lead to better results in English language skills. Encouraging students to set reachable goals and offering supportive feedback further enhances their self-confidence, creating a positive cycle that improves both their academic performance and English skills. This strategy can create a more engaging and effective learning atmosphere for non-English major students.

TABLE 2. Students' Self-Confidence

Constructs	M	SD	Remarks
Self-Esteem	3.08	0.753	High
Self-Efficacy	3.18	0.966	High

Scale: 4.20-5.0 (Very High); 3.40-4.19 (Moderately High); 2.60-3.39 (High); 1.80-2.59 (Low); 1.0-1.79 (Very Low)

Student's Academic Performance

The data in Table 3 showed the academic performance of non-English primary education students based on General Weighted Average (GWA) codes. Out of the total student population, only 4% earned an "Outstanding" rating, while 22% were deemed "Very Outstanding." A significant majority, 55%, were rated as "Satisfactory," and 19% received a "Fair" classification. This indicated that, while some students performed well, most achieved only satisfactory grades, with a notable percentage underperforming.

The distribution of academic performance revealed a concerning trend among non-English primary education students, as only a small percentage reached top performance levels. The fact that 55% of students were in the "Satisfactory" category indicated that there may be difficulties in achieving higher academic standards. These challenges might be connected to their English language skills and self-confidence. The 19% of students rated as "Fair" raised questions about the factors behind their academic difficulties, which could include limited language skills or a lack of confidence in using English in academic settings.

Research shows that language skills are closely tied to academic performance, especially where English is the medium of instruction. According to Alharbi (2021), students with higher English proficiency generally perform better academically, indicating that language skills are vital for educational success. The importance of self-confidence in language learning also stands out. A study by Nguyen and Sweeney (2022) found that students with greater self-confidence in their language abilities were more likely to engage fully in their studies, which led to better academic results. These findings matched the observed data, suggesting that improving language skills and self-confidence could be key to boosting the academic performance of non-English major students.

The study highlighted the need for targeted efforts to improve English language proficiency among these students. Educational institutions could benefit from implementing customized language support programs focusing on developing language skills and self-confidence. Additionally, creating a supportive learning environment that encourages risk-taking and participation in English language activities might enhance students' overall academic performance. Since the data showed that many students were performing at just a satisfactory level,

addressing these issues could lead to better outcomes in both language proficiency and overall academic success.

TABLE 3. Frequencies of GWA Code

Performance	Frequency	Percentage
Outstanding	4	4.00
Very Outstanding	22	22.00
Satisfactory	55	55.00
Fair	19	19.00

Note: 1-1.25 (Outstanding); 1.26-1.50 (Very Satisfactory); 1.51-2.0 (Satisfactory); 2.01-2.50 (Fair); 2.51-3.0 (Poor)

Relationship Between Students' English Language Proficiency and Their Academic Performance

The correlation matrix of the data reveals varying relationships between the English language proficiency variables and the students' academic performance, as measured by their General Weighted Average (GWA). The analysis indicates that vocabulary (Pearson's r = 0.015, p = 0.883) and grammar (Pearson's r = 0.139, p = 0.166) do not show significant correlations with the students' academic performance, leading to the conclusion that the null hypothesis (Ho) cannot be rejected for these variables. In contrast, reading comprehension shows a statistically significant positive relationship with academic performance (Pearson's r = 0.230, p = 0.021), suggesting that higher proficiency in reading comprehension is associated with better academic outcomes.

The findings highlight that while vocabulary and grammar do not significantly correlate with academic performance, reading comprehension emerges as a crucial factor. This indicates that students' ability to understand and interpret texts effectively may play a more vital role in their overall academic success than their vocabulary or grammar skills. The low correlation coefficients for vocabulary and grammar suggest that these aspects of language proficiency, while important, may not directly translate into academic performance as measured by GWA. This distinction implies that educational strategies focused on enhancing reading comprehension might yield better academic results for non-English major students.

Recent studies have reinforced the importance of reading comprehension in academic success. For instance, Zhang and Wang (2022) emphasize that reading comprehension is a fundamental skill that influences students' ability to engage with academic material across disciplines, thereby affecting their overall performance. They found that students who excel in reading comprehension are better equipped to analyze, synthesize, and apply information, leading to improved academic outcomes (Zhang & Wang, 2022). Furthermore, a study by Lee (2021) highlights that language proficiency components such as vocabulary and grammar, while essential, are often insufficient predictors of academic success when considered in isolation. Lee argues that reading comprehension acts as a mediator in the relationship between language proficiency and academic achievement, supporting the findings of this study.

The findings of this study have significant implications for educational practice, particularly for curriculum development and instructional strategies aimed at non-English majors. Educators should prioritize developing students' reading comprehension skills, as this proficiency is closely linked to

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their academic performance. Implementing targeted interventions, such as reading workshops and comprehension-focused assignments, could facilitate improved academic outcomes. Additionally, the results suggest that while vocabulary and grammar remain important, a more integrated approach that emphasizes reading comprehension may be necessary to enhance overall student success in academic settings.

TABLE 4. Correlation Matrix of English Language Proficiency Variables and Academic Performance (GWA)

	GWA	Decision
Vocabulary	0.015	Do Not Reject Ho
	0.883	
Grammar Knowledge	0.139	Do Not Reject Ho
	0.166	
Reading Comprehension	0.230*	Reject Ho
	0.021	

Probability Value Scale: *** p < .001 (Very Highly Significant); **p<0.01 (Highly Significant); *p<0.05 (Significant); p>0.05 (Not significant)

Relationship Between Students' Self-Confidence and Their Academic Performance

The correlation analysis presented in Table 5 reveals significant relationships between self-esteem, self-efficacy, and academic performance, as measured by the General Weighted Average (GWA) of non-English primary education students. The Pearson correlation coefficient for self-esteem is -0.270 ($p = 0.007$), indicating a moderate negative correlation with academic performance. Similarly, self-efficacy shows a Pearson correlation coefficient of -0.203 ($p = 0.042$), also reflecting a negative relationship. Both results lead to the rejection of the null hypothesis (Ho), suggesting that as self-confidence indicators, self-esteem and self-efficacy decrease, academic performance tends to decline.

Recent studies have explored the complex relationship between self-confidence and academic performance. For instance, a 2021 study by Kim and Lee found that while self-efficacy is generally considered a positive predictor of academic success, it can have varying effects depending on the context and the individual student's approach to learning (Kim & Lee, 2021). Similarly, a 2023 investigation by Torres et al. highlighted that a certain level of self-doubt can motivate students to engage more deeply with their studies, leading to better outcomes (Torres et al., 2023). These findings support the notion that self-confidence, particularly when excessive, may not be as beneficial as traditionally believed.

Furthermore, the literature suggests that fostering a balanced self-perception is crucial for academic success. A 2022 study by Patel and Singh emphasized the importance of teaching students to develop realistic self-assessments and to cultivate resilience, thereby aligning their self-esteem and self-efficacy with achievable academic goals (Patel & Singh, 2022). This balance allows students to remain motivated while also recognizing areas for improvement, ultimately enhancing their academic performance.

The implications of these findings are significant for educators and policymakers. It is essential to create programs that not only enhance students' self-confidence but also encourage critical self-reflection and realistic self-assessment.

By cultivating an environment where students are motivated to improve while maintaining a healthy level of self-esteem, academic institutions can enhance overall student performance. Future research should further explore the dynamics of self-confidence and academic outcomes in diverse educational contexts to better understand how these relationships can be leveraged to support student success.

TABLE 5. Correlation Matrix of Self-Esteem, Self-Efficacy, and Academic Performance (GWA)

	GWA	Decision
Self-Esteem	-0.270**	Reject Ho
	98	
	0.007	
Self-Efficacy	-0.203*	Reject Ho
	98	
	0.042	

Predictors of Students' Academic Performance

The regression analysis presented in Table 6 indicates that both reading comprehension and self-efficacy are statistically significant predictors of academic performance among non-English major students. Specifically, reading comprehension has a coefficient of $\beta = 0.03$ ($p = 0.024$), while self-efficacy has a coefficient of $\beta = 0.06$ ($p = 0.047$). The overall model shows an adjusted R^2 of 0.07 and an F-value of 4.85 ($p = 0.01$), suggesting that the independent variables account for a small but significant proportion of the variance in students' academic performance.

The results highlight the importance of reading comprehension and self-efficacy as predictors of academic performance. Reading comprehension, with a positive coefficient, indicates that as students' reading comprehension skills improve, their academic performance tends to increase. Similarly, the positive coefficient for self-efficacy suggests that students who believe in their own abilities are more likely to perform better academically. The moderate adjusted R^2 value of 0.07 indicates that while these factors do have an influence, there are likely other variables not included in this model that also play a role in determining academic success.

Recent literature supports the findings of this study, emphasizing the role of reading comprehension in academic achievement. For instance, a study by Smith and Jones (2021) found that students who engaged in regular reading activities demonstrated enhanced comprehension skills, which in turn positively impacted their overall academic performance. Additionally, the concept of self-efficacy has been linked to academic outcomes in various studies. According to Gonzalez et al. (2023), students with higher self-efficacy are more likely to adopt effective learning strategies and persevere through challenges, leading to improved academic results. This aligns with Bandura's (2020) theory, which posits that self-efficacy influences motivation and behavior in educational settings.

The implications of these findings suggest that educators and curriculum developers should prioritize the enhancement of reading comprehension skills and foster self-efficacy among students, particularly those in non-English major programs. By integrating reading strategies and confidence-building activities into the curriculum, educational institutions may help improve academic performance. Furthermore, future research could

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explore additional factors that influence academic success, such as motivation, study habits, and classroom environment, to develop a more comprehensive understanding of the predictors of academic performance in this demographic.

TABLE 6. Predictors of Students' Academic Performance

Predictors	Coef (β)	SE Coef	t- value	p-value
(Constant)	2.20	0.1448	15.16	< .001
Reading Comprehension	0.03	0.0141	2.30	0.024
Self-Efficacy	0.06	0.0301	2.01	0.047
Adjusted r²	0.07			
F value	4.85			
p-value	0.01			
Students' Academic Performance = 2.20 + 0.03* Reading Comprehension + 0.06* Self-Efficacy				

IV. SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATIONS

Summary

This study examined the relationship between English language skills, self-confidence, and academic performance among non-English major students at a higher education institution in Ozamiz City, Misamis Occidental, Philippines. The research aimed to find out students' English proficiency in vocabulary, grammar, and reading comprehension; their self-confidence levels regarding self-esteem and self-efficacy; their academic performance measured by their General Weighted Average (GWA) and English subject grades; and the connections between these factors. A quantitative descriptive-correlational design was used, employing surveys (English Proficiency Survey, Rosenberg Self-Esteem Scale, Self-Efficacy Survey) and academic records to gather data from 101 students chosen through stratified random sampling. The analysis included descriptive statistics (mean, standard deviation) and correlation analysis (Pearson's r) using Jamovi 2.4.8. Regression analysis examined how well English proficiency and self-confidence can predict academic performance.

Findings

After collecting and analyzing all the data, the study revealed these key findings:

1. English Language Proficiency: Students showed fair proficiency in vocabulary,

grammar, and reading comprehension, with vocabulary having a relatively lower average score.

2. Self-Confidence: Students exhibited high levels of both self-esteem and self-efficacy.

3. Academic Performance: Most students (55%) achieved satisfactory GWA, while a smaller percentage reached outstanding (4%) or very outstanding (22%) performance; 19% were classified as fair.

4. Relationship between English Proficiency and Academic Performance: Reading comprehension had a significant positive correlation with academic performance, whereas vocabulary and grammar did not.

5. Relationship between Self-Confidence and Academic Performance: Both self-esteem

Self-efficacy showed significant negative correlations with academic performance.

6. Predictors of Academic Performance: Regression analysis indicated that reading comprehension and self-efficacy were significant predictors of academic performance.

Conclusion

From the findings, the following conclusions were reached:

1. Non-English primary education students have a fair level of English proficiency, with reading comprehension being a stronger predictor of academic success than vocabulary or grammar.

2. Students show high self-esteem and self-efficacy, but these factors negatively correlate with academic performance. This suggests that an overestimation of abilities could hinder achievement.

3. Reading comprehension and self-efficacy are important predictors of academic performance, emphasizing the need to focus on these factors to improve overall academic outcomes.

Recommendations

The following recommendations were made based on the study's findings regarding self-esteem, self-efficacy, and academic performance:

1. Improved Self-Confidence Programs: Create programs that boost students' self-esteem and self-efficacy through workshops, mentorship, and peer support groups. These programs should focus on developing a positive self-image and building resilience.

2. Encourage Realistic Self-Assessment: Promote activities that help students engage in realistic self-assessment and self-reflection. This approach will help students match their self-perception with their actual academic abilities, leading to better performance.

3. Integrate Self-Confidence Building Activities: Add activities to the curriculum that specifically aim to improve self-efficacy, such as goal-setting exercises, positive feedback, and chances to showcase skills and achievements.

4. Foster a Supportive Learning Environment: Create a classroom atmosphere that supports open communication, constructive feedback, and collaboration among students. This positive environment can help students feel more confident and encourage them to take academic risks.

5. Conduct Longitudinal Studies: Carry out long-term research to explore the lasting effects of self-esteem and self-efficacy on academic performance. This research should also look at how other variables, such as motivation, study habits, and learning styles, may mediate the relationship between self-confidence and academic success.

Implementing these recommendations could help educational institutions better support students in building the self-confidence necessary for academic success, ultimately leading to improved academic results.

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