

# SELF-EFFICACY AS A MEDIATOR BETWEEN LANGUAGE LEARNING ANXIETY AND MOTIVATION AMONG GRADE 10 ENGLISH LEARNERS

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## ABSTRACT

Many high school learners struggle to acquire a second language such as English due to psychological and emotional factors that disrupt the learning process, with language learning anxiety commonly linked to reduced performance, lower motivation, and limited classroom participation. This study aimed to determine the mediating effect of learners' self-efficacy on the relationship between language learning anxiety and language learning motivation among Grade 10 students in six public Junior High and Integrated Schools in Montevista District, Davao de Oro during the school year 2025–2026. Utilizing a quantitative descriptive-correlational design with mediation analysis, the study involved 252 Grade 10 learners and employed three adapted instruments: the Foreign Language Classroom Anxiety Scale (FLCAS), the Questionnaire of English Self-Efficacy (QESE), and the Simplified Attitude Motivation Test Battery (AMTB). Findings revealed high levels of language learning anxiety, self-efficacy, and motivation among the respondents. Significant positive relationships were established between language learning anxiety and self-efficacy, between self-efficacy and motivation, and between anxiety and motivation. Mediation analysis further indicated that self-efficacy fully and significantly mediates the relationship between language learning anxiety and motivation, suggesting that the influence of anxiety on learners' motivation operates entirely through their belief in their capability to perform language tasks. Overall, the results highlight the essential role of self-efficacy in transforming the effects of anxiety into motivational outcomes, emphasizing its importance in designing targeted interventions that foster confidence and support more effective language learning.

**Keyword:** English Language Teaching, Self-Efficacy, Learning Anxiety, Motivation, Mediation Analysis, Philippines

## 1. INTRODUCTION

Most students enrolled in secondary schools had difficulty acquiring language skills, particularly when studying a second language such as English, due to psychological and emotional factors that affected their learning experience. Anxiety associated with language acquisition was said to negatively impact performance, motivation, and engagement in classroom activities. Nonetheless, current research indicates that self-efficacy, or an individual's perception of their ability to excel, can serve as a strong mediator in mitigating the adverse effects of such barriers. Individuals with high self-efficacy were more likely to maintain motivation even when experiencing anxiety, thereby enabling them to succeed in their language assignments [1]. Therefore, this study assumed that self-efficacy was an essential intermediary in reducing the adverse effects of language learning anxiety on students' motivation.

In China, motivation in language acquisition was strongly affected by affective factors such as anxiety and self-efficacy and played an important role in influencing learner performance and continuity. [2] indicated that excessive anxiety can decrease learners' motivation for communication, which can result in avoiding challenges and poor results. Similarly, [3] found that low self-efficacy reduces motivation and contributes to disengagement from language activities.

According to the 2022 PISA results, only 24% of Filipino students achieved Level 2 or higher in reading, which is considerably lower than the OECD average of 74% (OECD, 2023). As regards Pampanga City, motivation for learning English was associated with language anxiety and self-efficacy. For example, according to [4], although students were willing to learn English, they had problems with anxiety in relation to the process of learning, which lowered motivation. Similarly, [5] reported that students with low confidence in English communication also showed low motivation. These findings highlighted how anxiety and low self-belief hindered language learning.

However, locally in the Davao de Oro Division, the NAT results for the 2023-2024 school year showed that problems existed in English language proficiency. This was seen within the Camansi National High School situated in the Montevista district, wherein students lacked the drive to study because of language anxiety and low self-efficacy. English remained a challenging subject, and students with low confidence in speaking, reading, and writing often showed reduced motivation and effort.

Despite the increasing knowledge of emotional barriers to second language acquisition, some students, particularly at the secondary level, still grappled with self-doubt, low motivation, and anxiety. Studies have shown that language learning anxiety negatively impacts students' motivation and performance [6]. Similarly, [3] found that low self-efficacy was associated with reduced participation and achievement in language tasks. While these factors had been studied separately, there was limited research examining how self-efficacy mediated the link between anxiety and motivation, particularly among Grade 10 learners. Thus, the present study sought to examine how self-efficacy influences the relationship between language learning anxiety and motivation, providing insights to inform targeted interventions to improve English language instruction at the junior high school level.

## 1.1 Review of Related Literature

### *Language Learning Anxiety*

Language anxiety was a common problem among foreign language learners, which had a significant impact on their academic performance and language acquisition. According to [7], increased language anxiety was associated with lower academic performance, and therefore, strategies to reduce this anxiety were necessary to improve student performance. In the same vein, [8] discovered a negative relationship between foreign language anxiety and self-efficacy among Chinese college students, implying that higher levels of anxiety could destroy learners' confidence and motivation, hence hindering effective language learning.

In addition, several factors contributed to the generation of language anxiety, such as fear of negative evaluation, communication apprehension, and test anxiety. Findings from [9] indicate that Spanish language learners developed high levels of anxiety in speaking and listening activities, largely based on fear of negative evaluation and previous negative experience. Likewise, [10] highlighted that teachers' roles in mitigating or escalating language anxiety, citing that supportive teaching practices could dramatically decrease the anxiety level of students.

Accordingly, language anxiety had a negative influence on students' willingness to communicate and engage in class activities. For instance, [11] found that English language anxiety negatively influenced students' willingness to communicate, thereby affecting their performance in studies. Additionally, [12] concluded that Chinese English majors as well as non-English majors had high speaking anxiety, especially when communicating with teachers, and that classroom interactions significantly influenced the level of students' anxiety.

Similarly, reducing language anxiety involved specific interventions aimed at both students and teachers. In this regard, [13] proposed that integrating self-regulation strategies and effective teaching practices could help alleviate student anxiety in Business English classes. Furthermore, [14] highlighted the need for comprehension of students' views on public speaking anxiety to create personalized strategies to build their confidence levels and alleviate anxiety.

### *Learning Anxiety and Language Learning Motivation*

Research overwhelmingly recognized that academic anxiety adversely impacts motivation for language learning. For example, [15] discovered that Chinese university students with higher anxiety reported decreased motivation towards English learning due to emotional discomfort, which suppresses learners' motivation. Similarly, [16] also discovered that Saudi learners with higher anxiety levels were less intrinsically motivated, demonstrating that

emotional stress disempowered both the will to study and academic perseverance. This research identified a uniform negative correlation: increased anxiety reduced learners' motivation and confidence in learning a second language.

Moreover, language anxiety and its relationship with motivation were dependent on many aspects of learners themselves, specifically their self-conceptualization and resilience. According to [8], for instance, severe foreign language anxiety hurts the self-efficacy of Chinese university students, which ultimately leads to decreased levels of motivation. On the same note, [17] claimed that those individuals with higher anxiety scores would be less engaged with language classes because of decreased enjoyment, resulting in decreased motivation.

In addition to this, there is the potential for instructional and contextual factors to mitigate the negative effects of anxiety on motivation. In other words, [18] found that Malaysian pre-university students felt more motivated and anxious when they found themselves in classrooms that provided them with a sense of security, classrooms designed by the teachers. Likewise, [19] found that Pakistani students exhibited higher levels of motivation when anxiety was reduced through interactive exercises and the presence of the teacher.

### *Language Learners' Self-Efficacy*

Self-efficacy among English language learners (ELLs) has been the focus of studies that underscore its role in language learning and academic performance. According to [20], Chinese EFL students' higher writing assessment literacy (SWAL) was positively correlated with writing self-efficacy and achievement motivation and negatively correlated with writing anxiety. Their research indicated that incorporating SWAL training into writing instruction could enhance learners' writing experiences and learning outcomes. In a similar vein, [21] investigated the mediating role of self-efficacy in the interaction between student self-management and academic performance and found that self-efficacy positively influenced academic achievement, with gender as a moderator.

Extensive studies on the self-efficacy of English language learners (ELLs) have been conducted worldwide. Accordingly, self-efficacy beliefs were found to have a strong, positive relationship with English language proficiency and the use of strategies to study the language. Just like a recent study in Hong Kong examined the relationship between self-efficacy beliefs and English language achievement among 1092 Chinese students and reported that self-efficacy strongly predicted English language proficiency [22].

Moreover, various domain-specific areas have been explored regarding ELLs' self-efficacy beliefs. Specifically, [23] examined self-efficacy in listening and investigated self-efficacy in speaking. Many more scholars focused on reading, and some researchers studied self-efficacy in interpreting proficiency. [24] reported a positive relationship between reading self-efficacy and reading comprehension performance among fifth-grade students, while controlling listening to comprehension, reading ability, and nonverbal ability. In another study with college students in Spain, self-efficacy was found to significantly predict the accuracy of interpretation between Spanish and English [25].

In a similar vein, self-efficacy, defined as students' perception of their ability to perform tasks successfully, was a key factor in learning English. It was shown that greater self-efficacy was linked to better language performance and motivation. For example, [26] found that English as a Foreign Language (EFL) students with high self-efficacy showed superior academic performance, indicating the motivational influence of self-belief in language learning. For example, [27] conducted a longitudinal investigation in a Japanese language classroom, finding that students' English-speaking self-efficacy increased over time, suggesting that prolonged exposure and practice could build learners' confidence in using the language.

### *Learners' Self-Efficacy and Language Learning Motivation*

Self-efficacy, as learners' confidence in performing tasks successfully, was the key to language learning. Studies have shown that greater self-efficacy is linked to better language performance and higher motivation. For example, [28] investigated the interactions among emotions, motivation, self-efficacy, and flow in second language acquisition and found that students with greater self-efficacy tend to experience more positive emotions and more consistent motivation. Likewise, [29] conducted a literature review. They found that self-efficacy and motivation played important roles in second-language learning, suggesting that learners' perceptions of their capabilities significantly influenced their motivation and overall success.

Consequently, instructional approaches and the learning context also had large effects on learners' self-efficacy and motivation. A research paper by [30] highlighted the contributions of a growth language mindset and metacognitive strategies to learners predicted willingness to communicate and explained that self-efficacy mediates this relationship. Further, [31] explored the correlations among ideal L2 self, grit, and online learning self-efficacy among Chinese EFL learners, determined that self-efficacy mediated the correlation between ideal L2 self and satisfaction with online learning, and thus emphasized its key role in sustaining motivation in online learning settings.

Moreover, psychological and cultural variables also influenced learners' self-efficacy and motivation in language acquisition. Furthermore, [32] investigated multilingual university students acquiring Arabic and discovered that self-efficacy beliefs, together with language learning strategies and motivation, robustly predicted language performance. In similar vein, [33] used structural equation modeling in the Philippine setting to demonstrate that language-learning self-efficacy and reading motivation positively affect students' grades and to emphasize the interrelated nature of self-efficacy, motivation, and academic performance in language acquisition.

### *Language Learning Motivation*

Motivation in language learning was a complex construct that was determined by multiple internal and external variables. Consequently, [34] conducted a critical evaluation of Indonesian university students' motivation to learn English, finding that intrinsic and extrinsic motivations contributed equally, with extrinsic motivations predominantly dominant. In the same vein, [35] investigated foreign language learning motivation. They classified motivations as internal, external, integrative, and instrumental, and highlighted the complexity and variability of motivating factors among learners.

The teaching methods and learning climate influenced students' motivation. In addition, [36] examined the impact of student choice on intrinsic motivation and language ability in high school L2 learning and concluded that providing students with choices in the learning process increased both intrinsic motivation and language ability. Additionally, [37] discussed studies on motivation and speaking performance among EFL learners, noting that motivational approaches, such as self-determination theory and the ARCS model, effectively enhanced students' oral skills by fostering intrinsic motivation and reducing anxiety.

In turn, motivation determines the success of learning. According to [38], motivation played an important role in language learning and fostered optimism in language learners about their progress. The students also passionately desired that others become proficient in learning a language, like the process of learning, and engage in meaningful discourse. According to [39], motivation was a shift in a person's energy levels caused by the construction of emotional experiences and a reaction to the existence of a specific purpose that prompts it. As a result, motivation was critical to learning and teaching, as it encouraged students to achieve their objectives. It gave language learners hope, encouraged them to grow, and made conversation more important.

Moreover, students' motivation may drive their efforts to achieve learning objectives. Some researchers had already investigated students' motivation to learn English [40]. Students' success in learning has become increasingly dependent on their motivation. According to [41], studying English, students were more intrinsically than extrinsically motivated. Students' internal motivation outweighed the external motivation they got. Furthermore, [42] stated that numerous factors influence students' motivation to study English as a foreign language, including the local education system, attitudes toward the target language, and the role of the teacher.

On the other hand, language motivation was intrinsic or extrinsic, and both could be used in instructional practices. In this regard, [43] stated that intrinsic motivation was an inherent element that did not require external stimulation because it existed within a person until an urge to act arose. In contrast, extrinsic motivation was an active element that required external stimulation. Motivation played an important role in the learning process because it determined the initiative behind a student's learning efforts. Students with high motivation achieved better language learning outcomes than those with lower self-motivation.

## 1.2 Theoretical Framework

This study was anchored in Albert Bandura's Social Cognitive Theory (SCT), which provided a comprehensive framework for understanding how individuals acquire and regulate behavior within a social context. The theory emphasized dynamic, reciprocal interactions among personal factors (such as beliefs and emotions), behavioral patterns, and environmental influences. At the heart of this theory lies the construction of self-efficacy, defined as one's belief in one's capability to accomplish tasks and overcome challenges [44]. In the context of language learning, self-efficacy helped explain how learners evaluated their competence in using the language and how this perception influenced their learning motivation. Highly self-efficacious learners were more likely to cope with obstacles, whereas learners with low self-efficacy were more prone to develop learning anxiety and lose motivation.

Bandura's Social Cognitive Theory served as a suitable framework for addressing the mechanisms of inquiry examined in the research paper. Social Cognitive Theory was very appropriate for the research paper, as it accounted for the inner cognitive and emotional processes that influenced the study's results, such as motivation and anxiety. Using Social Cognitive Theory in the study of learners' beliefs about their English skills, along with their perceptions of anxiety and motivation to learn the language, enabled the researcher to understand how self-efficacy plays an important role.

## 1.3 Statement of the Problem

The main thrust of this study was to determine the mediating effect of learners' self-efficacy on the link between learning anxiety and language learning motivation among Grade 10 students of public secondary Junior High and Integrated Schools in Montevista District, Davao de Oro, for the SY 2025-2026. Specifically, this study aimed to find answers to the following questions:

1. What is the level of learning anxiety as perceived by the grade 10 English learners in terms of:
2. What is the level of learners' self – efficacy as perceived by the grade 10 English learners in terms of:
3. What is the level of language learning motivation as perceived by the grade 10 English learners in the aspects of:
4. Is there a significant relationship between learning anxiety and language learning motivation?
5. Is there a significant relationship between learning anxiety and self – efficacy?
6. Is there a significant relationship between language learning motivation and self – efficacy?
7. Does self-efficacy significantly mediate the relationship between learning anxiety and language learning motivation?

## 2. METHODS

### 2.1 Research Design

This study employed quantitative research design as it aimed to quantify and analyze associations among variables. Specifically, it used descriptive correlational analysis with mediation analysis. [45] defined quantitative research as the systematic collection and analysis of numerical data to determine patterns, correlations, and trends. The use of descriptive design studies was to describe characteristics, situations, or given states of condition in terms of specified aspects or factors [46]. This design was applied in this research to describe the levels of language learning anxiety, learners' self-efficacy, and language learning motivation of students from public Junior High and Integrated Schools in Montevista District, Davao de Oro.

Likewise, the use of a correlational design was to determine the existence and degree of naturally occurring relationships among quantifiable variables, including the mediators [47]. This design was also used in this research to examine the extent of relationships among variables in this study and the mediating effect of learning self-efficacy factors. In addition, the data were collected using three sets of adapted and modified questionnaires. Accordingly, quantitative data must be gathered using structured, validated quantitative research instruments. Moreover, the Sobel test was used to conduct a mediation analysis by determining the mediating effect of the mediator variable (self-efficacy factors) on the relationship between the independent (language learning anxiety) and dependent variables (language learning motivation).

## 2.2 Research Locale

In this research study, Alimadmad Integrated School, Camansi National High School, Canidkid Integrated School, Mayaon National High School, Montevista National High School, and San Vicente Integrated School, public secondary and integrated schools located in Montevista District, Davao de Oro, were selected as the sites of interest.

## 2.3 Research Respondents

In this research, respondents comprised 252 Grade 10 Junior High School learners from six public schools. They integrated junior high schools across the Montevista District, Division of Davao de Oro, during the school year 2025 to 2026. A stratified random sampling method was adopted to ensure a fair and representative selection of respondents, with strata defined by the identified secondary schools. The inclusion criteria included the following: (1) enrolled officially as Grade 10 students for the school year in consideration, (2) complete academic records, and (3) regular attendance in classes. Learners with incomplete academic records, those in special education programs, or who were invited but declined to participate, or whose parents/guardian's denied permission, were excluded from this study. Participants were excluded from the study if they voluntarily withdrew consent, did not meet the inclusion criteria upon closer evaluation, were non-compliant with study procedures, or if their ongoing participation risked their welfare or compromised the integrity of the data.

## 2.4 Research Instruments

This study used three sets of adapted and modified research survey questionnaires. These were designed to collect the data needed to determine levels of language learning anxiety, language learning self-efficacy, and motivation in the language learning. These were purposely chosen based on the variables and the study's focus. The first part dealt with the Foreign Language Classroom Anxiety Scale (FLCAS) by [48]. The instrument was used to assess language learning anxiety. The questionnaire contained four dimensions, namely: communication apprehension, text anxiety, fear of negative evaluation, and English classroom anxiety. Moreover, the second part was the Questionnaire of English Self-Efficacy (QESE) by [49]. The instrument was employed to determine the level of self-efficacy of learning. The adapted questionnaire contained 32 items, organized into four dimensions: listening self-efficacy, speaking self-efficacy, reading self-efficacy, and writing self-efficacy. Lastly, to measure language learning motivation, this study used the Simplified Attitude-Motivation Test Battery (AMBT) by [50]. The scale for language learning motivation had 35 items with the following adapted dimensions: attitudes towards English mastery, attitudes towards the learning process, internal motivation, and external motivation.

## 3. RESULTS AND DISCUSSIONS

### 3.1 Level of Learning Anxiety

Table 1  
*Descriptive Statistics for the level of Learning Anxiety (n=252)*

Indicator	Mean	Descriptive Equivalent
Communication Apprehension	2.60	High
Test Anxiety	2.72	High
Fear of Negative Evaluation	2.80	High
English Classroom Activity	2.71	High
<b>Overall Mean</b>	<b>2.71</b>	<b>High</b>

*Note: 3:50-4:00 = Very High; 2:50-3:49 = High; 1:50-2:49 = Low; 1:00-1:49 = Very Low*

Table 1 presents the descriptive statistics for the level of learning anxiety among respondents (n = 252). The overall mean score for learning anxiety was 2.71, which is interpreted as High based on the given scale. Among the indicators, Fear of Negative Evaluation obtained the highest mean (M = 2.80), followed by Test Anxiety (M = 2.72), English Classroom Activity (M = 2.71), and Communication Apprehension (M = 2.60). All indicators fall under the High descriptive equivalent. The result implies that learners' language learning anxiety is moderately felt and may influence their confidence and performance.

The findings further indicate that learners experience a moderate level of language learning anxiety, which can affect their confidence in using the language. This level of anxiety may lead to hesitation or reduced participation

during learning activities. Therefore, it is important to implement supportive strategies that help learners manage anxiety and improve their overall performance. This is consistent with the idea of [7] and [8] who both emphasized that increased language anxiety negatively affects academic performance and self-efficacy, supporting the idea that even moderate anxiety can hinder learners' confidence and engagement. Moreover, the observed impact on learners' participation aligns with the findings of [9][11], who found that anxiety often caused by negative evaluation and communication apprehension reduces students' willingness to communicate and actively participate in class.

### 3.2 Level of Self-Efficacy

Table 2

*Descriptive Statistics for the level of Self-Efficacy (n=252)*

Indicator	Mean	Descriptive Equivalent
Listening Self-Efficacy	2.85	High
Speaking Self-Efficacy	2.62	High
Reading Self-Efficacy	2.88	High
Writing Self-Efficacy	2.74	High
<b>Overall Mean</b>	<b>2.77</b>	<b>High</b>

*Note: 3:50-4:00 = Very High; 2:50-3:49 = High; 1:50-2:49 = Low; 1:00-1:49 = Very Low*

Reflected in Table 2 are the descriptive statistics for the level of learners' self-efficacy across four language domains: listening, speaking, reading, and writing. The results show that all indicators fall within the high-level category. Among the domains, Reading Self-Efficacy obtained the highest mean score (M = 2.88), followed by Listening Self-Efficacy (M = 2.85), Writing Self-Efficacy (M = 2.74), and Speaking Self-Efficacy (M = 2.62), which registered the lowest mean obtained value among the four but still within the high range. The overall mean of 2.77 indicates that learners generally possess a high level of self-efficacy in language learning. The data implies that their self-efficacy is moderate in nature, and they generally trust their English learning skills. This suggests that while learners possess a reasonable level of confidence in their abilities to perform language tasks, such confidence may not yet be fully developed to the highest level. The findings confirm the idea of [21] who found that self-efficacy positively influences academic achievement and mediates the relationship between self-management and performance, suggesting that learners with moderate self-efficacy already possess a foundation for success but may still benefit from further enhancement. Similarly, [26] reported that learners with higher self-efficacy demonstrate better academic performance in English, reinforcing the idea that while learners in the present study show confidence, strengthening this belief could lead to improved outcomes.

Moreover, the findings align with the work of [27], which showed that self-efficacy, particularly in speaking, develops over time through continuous exposure and practice, indicating that the learners' current moderate level can still be improved. This is further supported by [51], who found that higher self-efficacy leads to greater engagement and performance, and by Raoofi, Tan, and Chan (2012), who emphasized its role in shaping learners' motivation and academic behaviors. Collectively, these studies affirm that while learners already trust their English learning abilities, there is a need for sustained support and meaningful learning experiences to elevate their self-efficacy to a higher level.

### 3.4 Level of Language Learning Anxiety

Table 3

*Descriptive Statistics for the level of Language Learning Motivation (n=252)*

Indicator	Mean	Descriptive Equivalent
Attitudes Towards English Mastery	3.19	High
Attitudes Towards the Learning Process	2.87	High
Internal Motivation	3.08	High
External Motivation	2.90	High
<b>Overall Mean</b>	<b>3.01</b>	<b>High</b>

*Note: 3:50-4:00 = Very High; 2:50-3:49 = High; 1:50-2:49 = Low; 1:00-1:49 = Very Low*

Consequently, the description of language learning motivation of the learners is shown in Table 3 where there are four motivational indicators which include attitudes toward English mastery, attitudes toward the learning process, internal motivation, and external motivation. All the indicators have high scores, with the highest mean score in the case of Attitudes Toward English Mastery ( $M = 3.19$ ), Internal Motivation ( $M = 3.08$ ), External Motivation ( $M = 2.90$ ), and Attitudes Toward the Learning Process ( $M = 2.87$ ). The mean score of 3.01 indicates that learners display high motivation levels in learning English. According to this finding, it can be stated that the high motivation levels are an indication of moderate motivation of the learners, and they are enthusiastic towards language learning. These findings support the claims of [38] who mentioned that motivation played an important role in language learning and fostered optimism in language learners about their progress. The students also passionately desired that others become proficient in learning a language, like the process of learning, and engage in meaningful discourse. According to [39], motivation was a shift in a person's energy levels caused by the construction of emotional experiences and a reaction to the existence of a specific purpose that prompts it. As a result, motivation was critical to learning and teaching, as it encouraged students to achieve their objectives. It gave language learners hope, encouraged them to grow, and made conversation more important.

In support, students' motivation may drive their efforts to achieve learning objectives. Some researchers had already investigated students' motivation to learn English [40]. Students' success in learning has become increasingly dependent on their motivation. According to [41], studying English, students were more intrinsically than extrinsically motivated. Students' internal motivation outweighed the external motivation they got. Furthermore, [42] stated that numerous factors influence students' motivation to study English as a foreign language, including the local education system, attitudes toward the target language, and the role of the teacher.

### 3.5 Relationship Between Learning Anxiety and Language Learning Motivation

Table 4

*Relationship between Learning Anxiety and Language Learning Motivation*

Descriptive Statistics	Learning Anxiety	Language Learning Motivation
Pearson's r		.222**
p-value		.000

Depicted in Table 4 is the relationship between learning anxiety and language learning motivation among the respondents. The results show a Pearson's  $r$  of .222 with a p-value of .000, indicating a statistically significant relationship between the two variables. Since the p-value is less than the 0.01 level of significance, the null hypothesis of no significant relationship is rejected. The obtained correlation coefficient indicates a weak positive relationship between learning anxiety and language learning motivation. This means that as learners' anxiety increases, their motivation to learn the language also tends to increase slightly. Although the relationship is statistically significant, the strength of the correlation is low, suggesting that learning anxiety is not a strong predictor of motivation but still plays a contributing role. The findings suggest that learning anxiety does not always hinder motivation; instead, it may have a facilitative effect when experienced at moderate levels. Learners who feel some degree of anxiety may become more driven to improve their performance, leading to increased motivation.

This study's result, which has revealed a significant yet low positive correlation between learning anxiety and motivation for language learning ( $r = .222$ ,  $p = .000$ ), partly diverges from the previous findings, in which there was usually a negative correlation between anxiety and motivation. This can be exemplified by the findings of [15] and [16], in which it is shown that greater language anxiety leads to a decrease in learners' intrinsic motivation, self-confidence, and determination because of the negative feelings caused by the experience. In a similar vein, [17] highlights that greater anxiety means lower enjoyment and participation in class and hence lower motivation.

Nevertheless, the findings of the current study are more consistent with contemporary viewpoints, which acknowledge the intricate and situationally dependent character of anxiety in second-language acquisition. As mentioned by [52], although extreme anxiety undermines self-confidence and motivation, moderate degrees of anxiety do not necessarily pose any threats and may have varying effects on the psychological factors influencing learners. Moreover, [18] and [19] demonstrated that classrooms characterized by emotional support and safety can convert anxiety into a motivating factor and encourage students to participate actively in language-related activities. From this point of view, the observed low correlation between the two variables indicates that learners might

undergo productive or facilitating anxiety, which stimulates them to put in extra work and stay motivated. Thus, it is reasonable to assume that anxiety associated with learning does not inevitably impair learners' motivational processes and can, in some instances, marginally boost their motivation.

### 3.6 Relationship Between Learning Anxiety and Language Learning Motivation

Table 5

*Relationship between Learning Anxiety and Self-Efficacy*

Descriptive Statistics	Learning Anxiety	Self-Efficacy
Pearson's r		.289**
p-value		.000

Table 5 presents the relationship between learning anxiety and self-efficacy among the respondents. The results show a Pearson's r value of .289 with a p-value of .000, indicating a statistically significant relationship between the two variables. Since the p-value is less than the 0.01 level of significance, the null hypothesis is rejected, confirming that a significant relationship exists between learning anxiety and self-efficacy. The correlation coefficient ( $r = .289$ ) indicates a weak positive relationship between learning anxiety and self-efficacy. This means that as learners' anxiety increases, their self-efficacy also tends to slightly increase. The findings imply that learning anxiety does not necessarily weaken learners' belief in their capabilities. Instead, a certain level of anxiety may coexist with or even slightly enhance self-efficacy, possibly because learners become more aware of challenges and exert greater effort to cope with language tasks. However, since the relationship is weak, it also suggests that self-efficacy is influenced by multiple other factors such as mastery experiences, feedback, and instructional support.

The findings of recent research about the interaction between anxiety and self-efficacy are corroborated by the current discovery of the presence of a moderately strong positive association between learning anxiety and self-efficacy. In this context, according to [53], technology-integrated language learning settings may impact learners' anxiety and self-efficacy at the same time because they may both rise or fall based on how the instruction is delivered. The negative effect of foreign language anxiety on self-efficacy was also discussed by [8], but only under the condition of severe levels of anxiety. Nonetheless, in moderate cases, anxiety can co-exist with self-efficacy due to learners' coping mechanisms and experience.

Also, [11] pointed out that self-efficacy, anxiety, and willingness to communicate are all interrelated within an affective system, which plays a role in the behavior of language learning. In turn, [54] found out that such emotions as anxiety may affect the learner's resilience and motivation, both of which are related to self-efficacy development in the EFL context.

### 3.7 Relationship Between Language Learning Motivation and Self-Efficacy

Table 6

*Relationship between Language Learning Motivation and Self-Efficacy*

Descriptive Statistics	Learning Anxiety	Self-Efficacy
Pearson's r		.566**
p-value		.000

The Table 6 below shows the correlation between language learning motivation and self-efficacy of the respondents. Based on the findings presented in the table, Pearson's r value is found to be .566 while the p-value is .000, showing a statistically significant relationship between language learning motivation and self-efficacy. Due to the p-value being lower than the 0.01 level of significance, the null hypothesis is rejected and thus proves that there is a significant relationship between the language learning motivation and self-efficacy. The correlation coefficient ( $r=0.566$ ) shows the existence of a moderate-strong positive relationship between language learning motivation and self-efficacy. It shows that an increase in the motivation levels of the learners leads to a relatively high increase in self-efficacy of the learners. From this, it can be concluded that highly motivated learners tend to develop high self-

efficacy in learning English. Motivation of learners is linked to their ability to achieve set goals in language learning; therefore, when learners are motivated, they believe in themselves.

This finding of moderate to high positive correlation between language learning motivation and self-efficacy ( $r = .566$ ,  $p = .000$ ) is greatly reinforced by contemporary findings on the interactive effects of self-efficacy and motivation in language learning. Self-efficacy, which involves learners' belief in their ability to succeed in doing something, has been identified to influence motivation and academic achievement positively. [28] indicated that students who have higher levels of self-efficacy are likely to exhibit positive emotions and motivation in their learning activities because self-belief boosts both emotional involvement and persistence in second language acquisition. Likewise, [29] indicated that self-efficacy and motivation are inter-related concepts, where learners' capabilities highly influence their motivation and success.

Moreover, instructional and psychological variables have been shown to intensify the connection between self-efficacy and motivation. The findings from [30] show that the application of growth of language mindset and use of metacognitive strategies increase the learners' willingness to communicate by using self-efficacy as an intermediate variable through which motivation stimulates learners' actions. In a similar vein, [31] discovered that self-efficacy plays an important mediation role in linking ideal L2 self and satisfaction from the learning process. Moreover, [32] revealed that self-efficacy, motivation, and learning strategies together predicted language performance. Similarly, [33] established in a Philippines setting that self-efficacy and motivation of language learning significantly affect academic performance. All in all, the current findings are consistent with past literature in that they show how motivation enhances learners' self-efficacy, while self-efficacy motivates learners to acquire languages.

### 3.8 Mediating Effect of Self-Efficacy Factors on the Relationship Between Learning Anxiety and Language Learning Motivation

Table 7

*Mediating Effect of Self-Efficacy Factors on the Relationship Between Learning Anxiety and Language Learning Motivation*

Step	Path	Beta (Unstandardized)	Standard Error	Beta (Standardized)	p-value	Remarks
Step 1	c	.237	.066	.222	<.000	Significant
Step 2	a	.329	.069	.289	<.000	Significant
Step 3	b	.514	.051	.547	<.000	Significant
Step 4	c'	.068	.058	.064	.243	Not Significant
Independent Variable	Motivation					
Dependent variable	Learning Anxiety					
Mediating Variable	Self-Efficacy					

Lastly, Table 7 presents the regression analysis examining the mediating role of self-efficacy on the relationship between learning anxiety and language learning motivation. The results show that all paths in the mediation model were significant except the direct effect (c'). In Step 1, the direct relationship between learning anxiety and language learning motivation (c path) is significant ( $\beta = .222$ ,  $p < .000$ ). In Step 2, learning anxiety significantly predicts self-efficacy (a path) ( $\beta = .289$ ,  $p < .000$ ). In Step 3, self-efficacy significantly predicts language learning motivation (b path) ( $\beta = .547$ ,  $p < .000$ ). However, in Step 4, when self-efficacy is included in the model, the direct effect of learning anxiety on motivation becomes not significant ( $c' = .064$ ,  $p = .243$ ). The regression results indicate that self-efficacy fully mediates the relationship between learning anxiety and language learning motivation. This is evidenced by the disappearance of the significant direct effect of anxiety on motivation when self-efficacy is introduced into the model. The strong and significant b path ( $\beta = .547$ ) further suggests that self-efficacy is a powerful predictor of motivation, while anxiety influences motivation indirectly through its effect on self-efficacy.

Consequently, the findings imply that learners' self-efficacy is a critical psychological mechanism that explains how learning anxiety influences motivation. When learners experience anxiety, it does not directly reduce or increase their motivation. Instead, anxiety affects how learners perceive their capabilities, which in turn shapes their

motivation to learn English. This suggests that even when learners feel anxious, if their self-efficacy remains strong, their motivation can still be sustained or enhanced. Conversely, if anxiety negatively affects self-efficacy, motivation may decline. Therefore, strengthening self-efficacy is essential in managing the effects of learning anxiety and improving learners' motivational levels.

The findings corroborate the ideas which mentioned that academic self-efficacy is a crucial mediating factor in the connection between learning behaviors and psychological factors. It has been demonstrated that academic self-efficacy integrates students' confidence in their capacity to engage with academic tasks into actionable behaviors, thereby mediating the influence of English self-efficacy on the use of language-learning strategies [55]. According to Social Cognitive Theory (SCT), personal behavioral, and environmental factors interact dynamically to form human behavior, with self-efficacy acting as a major motivator. Through mastery experiences, observation, verbal persuasion, and emotional states, students develop their confidence in language learning, which enables the integration of perceptions of competence, such as English proficiency, into more general academic self-efficacy [56][57]. The mediation role of self-efficacy between motivation, task-related anxiety, and performance outcomes is thus demonstrated by the fact that students with higher academic self-efficacy are more likely to use effective techniques.

Moreover, the current study's conclusion that self-efficacy significantly mediates the association between language learning anxiety and motivation is supported by this theoretical and empirical approach. Accordingly, when learners have strong self-efficacy beliefs, the negative effects of anxiety are mitigated, allowing for persistence and strategic engagement [58][59]. However, anxiety can impede motivation when learning a language. Because self-efficacy is hierarchical, domain-specific beliefs, such as confidence in one's ability to speak English, can translate into more general motivational and behavioral outcomes, shaping how students approach tasks, allocate effort, and maintain motivation. Therefore, academic self-efficacy serves as a conduit that not only converts competence beliefs into effective learning strategies but also lessens the negative impact of anxiety on motivation, offering a logical explanation for the mediation role observed in this study.

#### 4. CONCLUSIONS

It can be seen from the general measures of communication apprehension, test anxiety, fear of negative evaluation, and English classroom anxiety that the existing degree of language learning anxiety among the respondents is relatively high. Thus, there are notable psychological and emotional barriers that affect learners' work on language-learning assignments. It is essential to consider these factors of anxiety to develop ways to ensure low-level stressful conditions for language learning.

On the other hand, the study also revealed that participants had a high level of language-learning self-efficacy across the domains of listening, speaking, reading, and writing. It meant that learners generally believed they could perform English-language tasks successfully. High self-efficacy, as in this case, was desirable because it enabled students to participate actively in learning activities, withstand challenges, and use effective strategies to enhance language proficiency.

Moreover, the findings revealed that the respondents' motivation to learn was high, with positive attitudes toward mastering English, a disposition toward the learning process, and intrinsic and extrinsic motivational factors. That means the learners were not only ready but also determined to achieve their language-learning goals. For this reason, both self-driven and teacher-supported motivational practices should be encouraged in the classroom.

Consequently, the study established significant positive relationships among language learning anxiety, self-efficacy, and motivation. More specifically, language learning anxiety was positively correlated with self-efficacy, whereas self-efficacy was positively related to motivation. Moreover, there was a positive relationship between language learning anxiety and motivation. These findings suggested that while anxiety was generally considered in negative terms, it could co-occur with high levels of self-efficacy and motivation when learners were confident in handling problematic activities, indicating that there might be complex interrelationships among these constructs.

Finally, the research affirmed that self-efficacy fully mediates the relationship between language learning anxiety and motivation, underscoring the important role of learners' belief in their ability to translate anxiety into productive motivation. In other words, self-efficacy was a crucial link through which even emotional challenges, such as anxiety, could be transformed into the drive to engage in and persist with English learning. Therefore, enhancing

students' self-efficacy should be a primary focus for educators seeking to mitigate the adverse effects of language learning anxiety and foster sustained motivation.

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