ENGLISH LANGUAGE ANXIETY AND SELF EFFICACY IN RELATION TO ACADEMIC PERFORMANCE IN UNDERGRADUATE STUDENTS

AMORNTHIP SETHI

93 Pages

November 2006

The present study aimed to examine the differences in the level of English language anxiety and self-efficacy in relation to age, gender, and level of education among undergraduates in the School of Management in Assumption University. Moreover, the study sought to investigate the relationship between English language anxiety and academic performance; as well as, the relationship between self-efficacy and academic performance of these students. Lastly, the research aimed to determine the negative relationship between English language anxiety and self-efficacy.

The population of the study consisted of 8,490, of which a total of 460 respondents were used in the study. The research instrument consisted of three parts, namely: demographic questionnaire namely age, gender, and level of education, General Self-Efficacy Scale (GSE), and English Language Classroom Anxiety Scale (ELCAS). Descriptive statistics, t-test, ANOVA, and Pearson correlation were employed in the data analysis.

The major findings were as follows:

1. There were significant differences in accordance with participants' gender, in which males experienced higher level of anxiety about speaking than females.
No age significant difference was found in the undergraduates; likewise, there was no significant level of education difference with anxiety using English.

2. There were no differences according to participants' gender: male and female participants perceived the same level of self–efficacy. But there was significant age difference in relation to self–efficacy between participants aged less than 18 years and more than 22 years, as well as, age difference between participants aged 19–21 years and more than 22 years. Lastly, there was also no significant level of education difference in relation to perceived level of self–efficacy.

3. According to the result of the Pearson correlation, there was a positive correlation between anxiety using English language and academic performance in which test anxiety was only one predictor causing a significant relationship. However, participants from the School of Management showed the lowest level of anxiety about speaking, understanding, and taking tests. They reported moderate level of general anxiety about the class, as well as fear of negative evaluation in comparison with respondents from the Faculty of Communication Arts and other Faculties.

4. Pearson correlation revealed that there was a significant relationship between self–efficacy and academic performance. Furthermore, respondents from the Faculty of Communication Arts experienced a higher level of self–efficacy than those in the School of Management.

5. Pearson correlation showed that there was a positive correlation between anxiety about speaking English and respondents' feeling positive about achieving academic tasks effectively in which only speaking anxiety contributed to this relationship.