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Research Article

Language Anxiety as Corollary of Teacher Efficacy: A Quantitative Study among Senior High School Students

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Abstract

This study examined the influence of teacher efficacy on language anxiety among Senior High School (SHS) students. Grounded in Social Cognitive Theory and Self-Determination Theory, the research employed a quantitative, descriptive-correlational design. A total of 70 SHS students participated, selected through stratified random sampling, and responded to validated survey instruments. Descriptive statistics revealed high levels of both teacher efficacy and language anxiety, indicating that while students perceived their teachers as highly competent, they also experienced frequent anxiety in language learning. Correlation analysis revealed a statistically significant moderate positive relationship between teacher efficacy and language anxiety. Regression analysis further showed that teacher efficacy significantly predicted language anxiety. The regression model accounted for 26.4% of the variance in language anxiety. The findings suggest that highly efficacious teachers may inadvertently contribute to increased language anxiety due to heightened expectations or instructional intensity. The study underscores the importance of balancing instructional competence with emotional sensitivity and recommends professional development programs that cultivate both pedagogical confidence and supportive classroom environments.

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1. Introduction

Teacher efficacy refers to a teacher's belief in their ability to positively impact student learning and behavior (Donohoo, 2018). On the other hand, language anxiety refers to the feeling of nervousness or fear that students experience when speaking or interacting in a foreign language (Alamer & Almulhim, 2021). The impact of teacher efficacy on student outcomes is often undermined by language anxiety, which can hinder students' participation, motivation, and academic performance in language learning contexts (Caloc & Baradillo, 2023). Statistics show that 89% of college students report experiencing language anxiety in foreign language classes, with higher rates observed among male students (Chi, 2024; Royeras & Sumayo, 2024). Additionally, studies have shown that inadequate teacher support and low teacher efficacy exacerbate this anxiety, resulting in reduced student engagement and performance (Rasool et al., 2023; Resnik et al., 2023).

The social relevance of this study lies in its potential to address critical issues within the academic community. Understanding the relationship between teacher efficacy and language anxiety can help improve teaching strategies and reduce student stress in language classrooms. This is particularly important in diverse academic settings where students may experience heightened anxiety due to cultural, linguistic, and social factors (Archbell & Coplan, 2022). Additionally, this research can offer valuable insights into how different student populations perceive and respond to teaching practices, fostering a more inclusive and supportive learning environment (Monteiro et

al., 2021). Moreover, the findings from this study may assist educational policymakers in designing training programs that promote teacher efficacy while reducing language anxiety, contributing to a healthier academic community (Escosar & Caloc, 2024; Obenza & Mendoza, 2021; Wen, 2021).

Despite extensive research on teacher efficacy and language anxiety, methodologically, most studies have focused on qualitative, often neglecting quantitative research that could provide a more comprehensive understanding (Andrian & Yul, 2023; Hamzehlooh, 2024). Practically, while teacher efficacy is widely recognized as essential for student success, the application of context-specific interventions in language anxiety settings remains underexplored. This study is urgent as it seeks to fill these gaps by focusing on Senior High School (SHS) students and employing a regression analysis approach to gain deeper insights into how strategies influence the dynamics between teacher efficacy and language anxiety.

The purpose of this study was to develop a regression model for understanding the language anxiety of SHS students. Specifically, it aimed to determine the level of teacher efficacy as perceived by SHS students and the level of their language anxiety. Furthermore, the study investigated if the influence of teacher efficacy significantly impacts language anxiety. Ultimately, it intended to construct a regression model based on these findings to better explain how these variables interact in shaping language anxiety among SHS students.

2. Materials and Methods

2.1. Research Design

This study adopted a quantitative approach, which involves systematically collecting and analyzing numerical data to explore relationships, patterns, and cause-and-effect

dynamics among variables (Creswell & Creswell, 2017). Specifically, it employed a descriptive correlational design to examine the relationship between teacher efficacy and

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language anxiety, an approach well-suited for identifying associations in naturally occurring settings without manipulating variables (Fraenkel et al., 1993). Multiple regression analysis was used to determine the predictive

influence of teacher efficacy on language anxiety, providing insights into the extent to which variations in teacher efficacy account for differences in students' anxiety levels.

2.2. Respondents and Sampling

This study involved 70 SHS students, equally divided between 35 males and 35 females, selected from the ABM, STEM, Tech-Voc, and GAS strands through stratified random sampling, a method that ensures balanced representation across different subgroups (Etikan & Bala, 2017). Participants were drawn from students officially enrolled during the academic year of data collection, all of whom had prior or ongoing English language learning experiences to accurately assess language anxiety. To maintain the study's validity and reliability in

exploring the relationship between teacher efficacy and language anxiety, students who were not officially enrolled, declined participation, transferred mid-year, or had speech or learning disorders that could independently influence language anxiety were excluded (Fraenkel et al., 2019). A balanced sample distribution was maintained to enhance the statistical reliability of the findings and ensure a more accurate examination of the relationship between teacher efficacy and language anxiety.

2.3. Research Instruments

This study used two sets of survey questionnaires: one developed by Tschannen-Moran and Hoy (2001) to measure teacher efficacy, and another by Horwitz (1986), cited in Gopang et al. (2017), to assess language anxiety. To uphold validity and reliability, the instruments underwent careful procedures, including face validity checks and reviews by a panel of experts to ensure their suitability for the students' academic setting, aligning with Field's (2005) view that validity reflects how well data capture the intended domain. Although raw pilot test data were not retained, the instruments used

have demonstrated high internal consistency in previous studies. The Teachers' Sense of Efficacy Scale has shown a Cronbach's alpha ranging from .90 to .94 (Tschannen-Moran & Hoy, 2001), while the Foreign Language Classroom Anxiety Scale has reported alpha values of approximately .93 (Horwitz et al., 1986). These established coefficients meet the threshold recommended by Taherdoost (2016) for instrument reliability. The use of a 5-point and 9-point Likert scale, respectively, further ensured the instruments' robustness for capturing student attitudes in the current context.

2.4. Data Collection and Analysis

The data collection process for this study was executed through a methodologically sound and ethically grounded approach to ensure the integrity, validity, and reliability of the findings. Preliminary consultations with the research adviser were conducted to refine the methodological framework and align the procedures with scholarly standards and institutional research protocols. The adapted survey instruments underwent rigorous content and face validation by a panel of domain

experts, who critically evaluated the clarity, coherence, and relevance of each item in relation to the study's objectives. Upon incorporation of the experts' recommendations, formal approval from institutional authorities was obtained, confirming adherence to ethical guidelines governing research involving human participants.

Subsequently, data were gathered through face-to-face administration of the validated

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instruments, which allowed for real-time clarification of items and minimized the risk of misinterpretation by respondents. Stratified random sampling was employed to ensure proportional representation across sexes, thereby enhancing the generalizability and analytical rigor of the study. Upon completion of data collection, all responses were systematically encoded and subjected to statistical analyses,

including descriptive statistics, Pearson correlation, and multiple regression modeling, to examine the relationships among the variables and to test the proposed hypotheses. This comprehensive and disciplined approach ensured that the resulting data were analytically robust, contextually relevant, and capable of supporting sound conclusions aligned with the study's objectives.

2.5. Ethical Considerations

This study adhered to established ethical standards in the conduct of research involving human participants. Prior to data collection, informed consent was obtained from all respondents, ensuring that their participation was entirely voluntary and based on a clear understanding of the study's objectives, procedures, and intended academic use. To safeguard participant privacy, anonymity and confidentiality were strictly observed through the assignment of identification codes and secure data handling protocols. Although St.

John Paul II College of Davao does not currently operate a formal Institutional Review Board, the study nonetheless upheld the ethical principles of autonomy, beneficence, and non-maleficence throughout its execution. No physical, psychological, or academic risks were imposed on participants, and all data collected were utilized exclusively for scholarly purposes in accordance with ethical research practices.

3. Results

The overall mean of teacher efficacy as shown in Table 1 is 3.91 or high. This suggests that students frequently perceive and experience this variable within its broader educational context, as reflected in the consistently high ratings across most teacher efficacy items. Only one item was rated *very high* by the students. This is: *helping students value learning* with a mean of 4.27. This means that this specific item was

always manifested by the students. Overall, the high mean scores across all items suggest that teachers in this study feel highly competent in various facets of their teaching, from classroom management to fostering critical thinking and creativity. These findings indicate that teachers possess a strong sense of self-efficacy and confidence in their ability to positively impact student learning outcomes.

Table 1. Level of Teacher Efficacy

	Indicator	SD	Mean	Description
1.	making through to the most difficult students	1.07	3.53	High
2.	helping students think critically	1.16	3.74	High
3.	controlling disruptive behavior in the classroom	1.01	4.01	High
4.	motivating students with low interest in school work	1.03	4.07	High
5.	making expectations clear about student behavior	1.00	3.80	High
6.	getting student to believe in oneself to do well in school work	1.11	3.99	High
7.	responding to difficult questions from students	1.05	3.97	High
8.	establishing routines to keep activities running smoothly	1.13	3.70	High

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9. helping students value learning	0.96	4.27	Very High
10. gauging student comprehension on what was taught	1.02	3.89	High
11. crafting good questions for the students	1.02	4.06	High
12. fostering student creativity	0.99	3.87	High
Total Mean	0.75	3.91	High

The overall mean of language anxiety as shown in Table 2 is 3.55 or *high*. This means that the students manifested language anxiety oftentimes. The overall *high* rating as seen in the table is the result of the moderate and high ratings of the specific items under this variable. Overall, the results suggest that students experience high levels of anxiety, particularly regarding performance and the potential

consequences of failure, as well as some confusion related to language testing. However, there are moderate levels of anxiety regarding social interactions in language classes and off-task thoughts. These findings point to a need for strategies that address students' concerns about language learning and help reduce feelings of inadequacy or fear of failure.

Table 2. Level of Language Anxiety

Indicator	SD	Mean	Description
1. thinking that the other students are better at language	1.23	3.59	High
2. getting upset when not able to understand what the teacher is correcting	1.12	3.40	High
3. being unsure when speaking in English language class	1.15	3.39	Moderate
4. feeling comfortable around native speakers of the English language	0.97	3.39	Moderate
5. thinking about things that have nothing to do with the course during language class	0.98	3.37	Moderate
6. not understanding why some people get so upset over English language class	0.97	3.60	High
7. worrying about the consequences of failing language class	1.05	4.09	High
8. thinking that the more one studies for language test, the more confused one gets	0.95	3.60	High
Total Mean	0.64	3.55	High

As shown in Table 3, a statistically significant moderate positive correlation was found between teacher efficacy and language anxiety (r

$= .514$, $p < .001$), indicating that students who perceive higher teacher efficacy tend to report higher levels of language anxiety.

Table 3. Correlation between Variables

Pair of Variables		r-value	p-value
Independent Variable	Dependent Variable	e	e
Teacher Efficacy	Language Anxiety	.514*	.000

As shown in Table 4, teacher efficacy ($\beta = 0.414$, $p < 0.001$) significantly predicts language anxiety among SHS students. This finding indicates that for every one-unit increase in perceived teacher efficacy, language anxiety rises by 0.414 units. In this context, students

may become more self-conscious and feel greater pressure when interacting with highly competent teachers, possibly due to elevated academic expectations and rigorous instructional approaches. The model is statistically significant ($F = 12.896$, $p < 0.001$) and accounts for 26.4%

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of the variance in language anxiety ($R^2 = 0.264$), suggesting that while teacher efficacy plays a meaningful role, other unexamined factors explain the remaining 73.6% of the variance.

These results support the rejection of the null hypothesis, confirming that teacher efficacy is a significant predictor of language anxiety in this sample.

Table 4. Regression Analysis on Teacher Efficacy as Predictor of Language Anxiety

	Coefficients	Standard Error	t stat	p-value	
Intercept	2.012	.388	5.187	.000	sig
Teacher Efficacy	.414	.092	4.502	.000	sig

R square = 0.264
F value = 12.896
p value = 0.00 (significant)

3.1. The Regression Model

The final regression model indicates that for every one-unit increase in teacher efficacy, language anxiety increases by 0.414 units. This suggests that higher levels of perceived teacher competence may be associated with increased pressure or heightened self-awareness among students, potentially leading to greater anxiety. The model is statistically significant ($F =$

12.896, $p < 0.001$) and accounts for 26.4% of the variance in language anxiety ($R^2 = 0.264$), as shown in Table 4. These results confirm that teacher efficacy alone serves as a meaningful predictor of language anxiety, highlighting its substantial role in shaping students' emotional experiences in language learning contexts.

3.3.1 The General Model:

The model below means that for every unit increase in teacher efficacy, there is a .414 unit increase in language anxiety. Y stands for Language Anxiety.

$$Y = 2.012 + .414 (TE)$$

Model 1: $Y = 2.012 + .414 (TE)$

4. Discussions

4.1. Teacher Efficacy

The findings indicate a high level of teacher efficacy among the respondents, suggesting that their teachers possess strong confidence in their teaching abilities. This is in line with the assertions of Zhang et al. (2022) that teachers with high efficacy are more inclined to implement student-centered strategies, such as collaborative and active learning techniques, which enhance student performance. Additionally, educators with strong self-efficacy

tend to demonstrate greater commitment to their profession and experience lower levels of burnout (Abdulaziz et al., 2022; Sokal et al., 2021). This reinforces the notion that teacher efficacy plays a crucial role in both instructional effectiveness and overall well-being in the teaching profession.

The highest-rated aspect of teacher efficacy is *helping students value learning*, with a mean of

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4.27, highlighting teachers' strong influence on student motivation. This aligns with Lauermann and Berger (2021), who emphasize that teacher efficacy plays a crucial role in fostering student motivation, especially in high school settings. Furthermore, Yada et al. (2021) note that emotional resilience in teachers is essential for addressing diverse learning needs, reinforcing the importance of teacher efficacy in inclusive education. On the other hand, the lowest-rated

aspect of teacher efficacy is *making it through to the most difficult students*, with a mean of 3.53, suggesting that teachers may struggle with reaching and engaging these learners. This aligns with the findings of Keramati and Gillies (2024) and Malan (2021), who emphasize that effectively managing student behavior and fostering a cooperative learning environment are key factors in successfully supporting challenging students.

4.2. Language Anxiety

The findings indicate a high level of language anxiety among the participants, suggesting that many students struggle with confidence in language learning. Pan and Zhang (2023) emphasize that foreign language anxiety (FLA) negatively affects students' learning experiences, highlighting the need for targeted interventions in educational settings. Similarly, Li et al. (2023) found that negative self-perception and fear of judgment are major contributors to language anxiety, reinforcing the importance of fostering a supportive and encouraging classroom environment.

The highest-rated language anxiety factor is *worrying about the consequences of failing a language class*, with a mean of 4.09, indicating strong concern among students. Aligning with the findings of Altun (2022), anxiety negatively impacts oral performance, making it harder for students to communicate effectively, which may

heighten their fear of failure. Similarly, Mardianti et al. (2024) highlighted that anxiety influences students' use of reading strategies, including digital reading strategies (Navarez et al., 2024), suggesting that fear of poor performance can hinder overall language learning progress. On the contrary, the lowest-rated language anxiety factor is *thinking about things unrelated to the course during language class*, with a mean of 3.37, suggesting that students remain focused despite their anxiety. Based on the study of Maher (2021), cognitive-behavioral therapy (CBT) helped students divert their fear of speaking, allowing them to stay more engaged in language learning. Similarly, Alamer and Almulhim (2022) noted that students who are distracted by unrelated thoughts during class tend to have higher anxiety levels, as low motivation contributes to heightened anxiety.

4.3. Correlation

The null hypothesis asserting no significant relationship between teacher efficacy and language anxiety was rejected, as the findings revealed a statistically significant correlation between the two variables. This conclusion is supported by the Pearson r *p-value*, which falls below the established .05 level of significance, indicating a meaningful association. The results of this study are consistent with the findings of

Tschannen-Moran and Hoy (2001), who emphasized that highly efficacious teachers cultivate dynamic and engaging learning environments that mitigate student anxiety. Similarly, Zheng (2015) asserts that students who perceive their teachers as competent and supportive exhibit greater confidence in their language skills, leading to reduced anxiety levels.

4.4. Influence

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Teacher efficacy demonstrates a significant influence on the language anxiety of SHS students. This is consistent with the Social Cognitive Theory (SCT), which emphasizes the interplay of personal, environmental, and behavioral factors in shaping learner outcomes (Bandura, 1986). In the context of this study, higher teacher efficacy—manifested through effective classroom management, clear instructional delivery, and the ability to motivate and engage learners—appears to heighten students' self-awareness and performance expectations, which may inadvertently lead to increased anxiety (Horwitz, 2001; MacIntyre & Gardner, 1991). This reflects the possibility that while confident and competent teachers can create high-quality learning environments, their elevated standards and academic demands may place additional pressure on students (Gorham &

Christophel, 1990). Furthermore, the Self-Determination Theory (SDT) underscores that teacher efficacy can influence students' intrinsic motivation by fostering autonomy, competence, and relatedness (Deci & Ryan, 2000; Camacho et al., 2021; Alamer et al., 2023). However, when instructional practices emphasize achievement without balancing socio-emotional support, they may unintentionally trigger stress responses (Kutuk et al., 2022). These findings highlight the complex and sometimes paradoxical role of teacher efficacy, suggesting that professional development should focus not only on enhancing instructional competence but also on integrating emotionally supportive strategies to manage and reduce student anxiety in language learning contexts (Kondo & Ying-Ling, 2004; Baker, 2021).

4.5. The Regression Model

Only one regression model was ultimately retained to examine the predictive relationship between teacher efficacy and language anxiety, as statistical results supported the general model and confirmed the rejection of the null hypothesis that no predictive model exists. In this model, teacher efficacy emerged as a significant positive predictor, indicating that higher levels of perceived teacher efficacy are associated with increased language anxiety among SHS students. This finding aligns with Bandura's Social Cognitive Theory, which emphasizes the interaction of personal, behavioral, and environmental influences in shaping learner outcomes. The results also echo

theoretical insights suggesting that teacher behaviors linked to high efficacy—such as increased performance expectations or heightened academic rigor—may inadvertently elevate anxiety, particularly among students prone to perfectionism or fear of negative evaluation (Horwitz, 2001; MacIntyre & Gardner, 1991; Flett et al., 2016). Overall, the study highlights that while teacher efficacy plays a central role in students' emotional experiences, its unintended psychological effects warrant closer attention, underscoring the need for instructional practices that integrate high competence with socio-emotional sensitivity.

5. Conclusions and Recommendations

The study concludes that teacher efficacy significantly influences students' language anxiety, with results revealing a moderate positive correlation between the two variables. Contrary to initial expectations, higher levels of teacher efficacy were associated with increased anxiety among SHS students, suggesting that confident and competent teachers may inadvertently heighten pressure through rigorous

instruction or elevated academic expectations. This relationship underscores the complex interplay of personal, behavioral, and environmental factors within the classroom setting.

Based on these findings, it is recommended that teacher professional development programs integrate socio-emotional teaching strategies

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alongside pedagogical skill enhancement, enabling educators to maintain high standards while minimizing learner anxiety. Classroom practices may incorporate formative feedback, differentiated instruction, and stress-reduction techniques—such as collaborative learning and low-stakes assessments—to create a more supportive learning environment. Additionally, school administrators may consider embedding

teacher reflection and peer mentoring into institutional culture to encourage balanced approaches that combine instructional excellence with emotional sensitivity. Ultimately, enhancing teacher efficacy in tandem with supportive classroom climates offers a more sustainable pathway for reducing language anxiety while promoting learner engagement and achievement.

6. Limitations

This study is subject to several limitations that may affect the interpretation and generalizability of its findings. The use of self-reported questionnaires introduces the potential for response bias, as participants may have consciously or unconsciously misrepresented their perceptions of teacher efficacy and language anxiety due to social desirability or recall inaccuracies. Additionally, the generalizability of the results is limited by the sample composition, which consisted of only 70 SHS students from a single institution. Although stratified random sampling was employed to ensure sex-based representation, the findings may not extend to students from other academic strands, educational levels, or geographic contexts. Furthermore, no a priori power

analysis (e.g., via G*Power) was conducted to determine the minimum required sample size for detecting expected effects in the regression analysis. Although statistically significant results were obtained, the absence of such analysis limits the ability to assess whether the sample size provided sufficient power, particularly for detecting small to moderate effects. These limitations underscore the need for future research involving larger and more diverse samples, supported by rigorous power analysis and alternative data collection methods, to yield a more robust and generalizable understanding of the complex interplay between teacher efficacy, language anxiety, and learner characteristics.

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Institutional Review Board Statement:

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Informed Consent Statement:

Informed consent was obtained from all subjects involved in the study.

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The author declares no conflict of interest.

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