Examining the Correlation among Motivation, Self-efficacy, and English Language Proficiency (ELP) across Gender

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Abstract

The motivational aspect has great influence on the urge to develop as does self-efficacy brings optimism towards attaining learning goals. High self-efficacy results to motivation for success in learning activities since the individual believes in his or her ability to accomplish a task. The current study indicates the importance of motivation and self-efficacy as the primary indicators of English learning proficiency. Therefore, the present study is aimed at assessing the correlation between motivation, self-efficacy, and language proficiency, with a particular focus on gender. The study employs a quantitative study by using a correlational method, using two types of questionnaires to obtain the data from the sample consisting of 71 participants, both 48 males and 23 females. The interplay of motivation, self-efficacy, and language proficiency across gender was statistically analyzed by using a Pearson correlation and a Multiple regression was used to explore the predictive ability of psychological variables. In male students, the correlation analysis found motivation demonstrated a strong correlation to self-efficacy of (R=0.680, p < 0.01) with a *Sig.*value (0.000 < 0.05), motivation with language proficiency also demonstrated a strong correlation (R=0.735, p < 0.01) with a *Sig.* value (0.000 < 0.05), and self-efficacy and language proficiency revealed a strong correlation (R=0.662, p < 0.01) with a *Sig.* value (0.000 < 0.05). In female students, motivation is closely-related to self-efficacy with a *sig.* value (0.000 < 0.05) and showed a very strong correlation (R=0.831, p < 0.01), while motivation and language proficiency resulted a strong correlation (R=0.748, p < 0.01) with a *Sig.* value (0.000 < 0.05), and self-efficacy is also correlated strongly with language proficiency (R=0.692, p < 0.01). The regression model for both genders demonstrated that motivation and self-efficacy significantly predict language proficiency; for male students, the *adjusted (*R2= 57.1% > 0.33 or < 0.67), while for female students, the *adjusted* (R2= 53.3% > 0.33 or < 0.67). The results reveal that moderate levels of motivation and self-efficacy must have been associated with language proficiency. Undoubtedly, motivation and self-efficacy are moderate indicators to predict language proficiency in ELT. The study can assist English and non-English teachers, students, etc. to increase motivation and self-efficacy theories, gender pedagogies and classroom learning climate and student language achievement.

Keywords: Motivation; Language proficiency; Self-efficacy; Across gender

INTRODUCTION

English language proficiency is crucial in today's interconnected society, since it is necessary for achieving academic excellence, accessing employment prospects, and facilitating worldwide communication. Gaining insight into the variables that impact English language proficiency is essential for formulating efficacious educational approaches. Motivation and self-efficacy are two psychological factors that have a

considerable influence on the process of language acquisition. Motivation refers to the internal desire to attain and maintain effort in language learning, while self-efficacy refers to the belief in one's ability to succeed in certain language-related tasks. Studies have demonstrated that both motivation and self-efficacy are very reliable indicators of English language proficiency. Moreover, disparities in these parameters based on gender imply that males and females may adopt distinct ways to language acquisition, therefore requiring educational strategies that take gender into account. In the field of English language learning and instruction, motivation is considered a suitable indication for achieving the objectives. Academic motivation is fostered by various indications, such as the focus on learning, the level of work exerted, the persistence in pursuing goals, and the attainment of those goals. The specific focus of the recent study is on the interplay among motivation, self-efficacy, and EFL students' proficiency across gender. The topic the study is supported by several theoretical frameworks, such as a theory of motivation and language learning, including integrative and instrumental factors in ELT, contributes to language learning success (Alamer, 2022). Self-efficacy significantly impacts language learner's engagement as well as perseverance in all the academic tasks and language learning outcomes (Klassen & Usher, 2018; Usher & Pajares, 2019). Additionally, significant role of a concept of self-efficacy in ELT reveals that a robust students' self-efficacy can increase his/her language acquisition (Csizér & Dörnyei, 2020). Thus, researching and understanding the relationship of these concepts can provide significant and valuable insights in fostering more effective language learning concepts and strategies. Assessing motivation and self-efficacy as the factors through the perspective of gender suggests the unique needs and strengths among language learners, facilitating the modification of the targeted educational interventions (Zhang & Ardasheva, 2022).

The Motivation and self-efficacy could contribute to the primary external indicator adhering to the successfulness of language learning. Motivation could be a key indicator to decide what and how to be executed for gaining the aims of language skill learning (Hasan & Sarkar, 2018). The essence of motivation is essentially recognized to be valued in which learning outcome can be obtained by using learning techniques, learning methods, and learning approaches, and even learning ideas. The fruitfulness of increasing the positive mindset and good perspectives to acquire knowledge or information is depicted in an education domain (Venkataraman & Manivannan, 2018). The instruction of English language uutilizes motivation to obtain goals. Academic desire is increased by learning directions, effort intensity, goal perseverance, and goal achievement (Wani, 2014). It is very important to evaluate and assess the EFL students' learning as well as their academic activitiess. Self-efficacy attribute impacts significantly to the academicc achievements such as writing and reading, underscoring the importance in human behavior. The study has assessed elements which is impactful to the intrinsic learning desire in language acquisition, like as new tasks, autonomy of student, and support of the teachers (Li & Dewaele, 2019). The extrinsic motivation has explored external regulation; rewards and punishment and introjected regulation and norms (Vansteenkiste et al., 2019). The interactive engagement between two types of motivation in language learning, underlining the need for supportive circumstances (Li & Dewaele, 2021; Lamb, 2016).

Academic achievement is often measured by how much students know (Squier, 2016). Standardized assessments and IQ tests in arithmetic, chemistry, and physics determine academic progress. Intelligence, creativity, self-worth, and motivation affect accomplishment (Sharma & Pooja, 2018). Many factors affect academic accomplishment, but perspective of control and achievement drive are especially important. Educational psychologists want to know what makes students successful in school, which is a key indicator of learning. Joe et al, (2014) defined academic accomplishment as a student's

ability to learn, retain, and convey material verbally or in writing, even under test settings. According to the authors, academic accomplishment quantifies a student's cognitive, emotional, and psychomotor domains in a learning environment. The quantitative consequences of a student's efforts to obtain and apply information and skills across relevant and rigorous examinations are academic successes (Joe et al, 2014).

Many research have shown that motivation and self-efficacy affect language achievement. Standard correlation shows a complementary correlation between the two variables. No multiple correlation has been done on the three variables above with two independent variables and one dependent variable. Several researches indicated a substantial relationship between academic success and motivation. Research indicates that students with increased learning motivation perform better in English courses (Mastur et al, 2020; Kanat & Kozikoğlu, 2018). A study on success motivation and academic achievement found a strong association exclusively in female students (Hasan & Sarkar, 2018). Then, students' accomplishment motivation is medium (Barcena, 2022; Venkataraman & Manivannan, 2018).

Nguyen and Pham (2019) discovered that self-efficacy mediated motivational beliefs and academic achievement in Vietnamese students. Brackett et al. (2019) noted that students' emotional regulation depends on self-beliefs such as self-efficacy and self-esteem. Higher self-efficacy helped students handle emotions and academic stress, according to the study. Zimmerman & Schunk (2019) examined how self-beliefs affect students' cognitive control methods including goal setting, planning, and self-monitoring. Students with stronger self-beliefs have higher metacognitive awareness and use more cognitive regulation methods. Pajares & Usher (2018) examined how self-beliefs affect students' behavioral regulation, including their capacity to start and finish academic assignments, seek help, and persevere. Self-efficacy increased learning engagement and proactivity. Current studies have also studied how teacher support and classroom climate affect students' self-beliefs and emotional, idea, and behavioral management. Wang & Eccles (2017), Positive teacher-student connections enhance student self-efficacy and adaptive regulation, while learning strategies, accomplishments, causal attributions, and language anxiety increase, with linguistic self-efficacy impacting learners' efficacy perspectives. The positive association between self-efficacy and academic accomplishment (Doordinejad & Afshar, 2014). The study reveals that parental support significantly enhances children's English language proficiency (Sumanti & Muljani, 2021). High self-efficacy the students use cognitive skills, are less dependent on metacognitive strategies, and persist through difficult assignments, according to the study (Bandura, 1997, in Smith, & Granger, 2020). The study explores how English teachers can effectively foster High Order Thinking Skills (HOTS) by employing pedagogical strategies that are participatory, critical, and metacognitive, then the finding showed that there is high self-efficacy in these strategies (Ansori, 2019). Additionally, gender influences motivation to learn English as a second language. Numerous studies (Javid et al., 2012; Aldosari, 2014) have found a relationship between gender and language learning motivation. These include studying, English classes, and tutoring.

No scholarly findings reveal that the correlation between motivation, self-efficacy, and language performance sufficiently consider the potential facts in across genders into the scientific inquiries on the relationship between motivation, self-efficacy, and language. Consequently, there are gaps in understanding how these components operate differently for males and females. Based on the gaps found in the previous related studies, researchers can formulate research questions, namely (1). How do these motivation, self-efficacy, and students' language proficiency correlation differ between male and female students? (2). What is the contribution of EFL learning motivation and self-efficacy to English

proficiency between male and female students? Therefore, this current study aimed at examining the correlation between those variables specifically across genders and measuring the contribution of EFL learning motivation and self-efficacy to English proficiency across genders. Innovative finding of the current study distinct from the prior related studies is the examination of correlation and interplay among motivation, self-efficacy, and language proficiency specifically from a gender perspective. Potential gender differences in how motivation and self-efficacy impact EFL student's language proficiency where the results of this study confirm that the gender factor in language learning is no barrier in terms of the relationship of motivation and self-efficacy to language proficiency. Both male and female students can be the same determinant factor in the relationship of motivation and self-efficacy to language performance even though the female students' motivation and their self-efficacy showed a very strong correlation. It shows a novelty in the context of ELT, that is the relationship between psychology, linguistics, and a study of gender that can provide more comprehensive insights. Additionally, the educational impact has a significant impact on learning practices confirming that the use of learning strategies and techniques and classroom teaching treatments can be developed based on the concept of motivation, self-efficacy in cross-gender English language learning makes it easy for English teachers to design appropriate learning strategies and techniques fit to male and female students.

RESEARCH METHOD
Research Design
The study is a mixed research approach aiming at combining the quantitative and the qualitative methods in order to provide the comprehensive understanding of the complex relationship of motivation, self-efficacy, and language proficiency. The quantitative measured the variables, doing statistical analysis on examining the correlation of the variables and making generalization of the findings. To achieve the results of the study, the study was conducted by using a correlational method to assess the correlation between motivation, self-efficacy, and language proficiency as indicators of academic achievement (Black et al., 2019). In the quantitative data collection, two types of questionnaires employed, namely motivation and self-efficacy questionnaires which were tested their validity and reliability by showing the Cronbach's alpha values are met. Then, to obtain EFL students' English performance had been done by using English test which was tested its construct validity and its content validity by using Aken's V, then the reliability of the test was tested, as well by Cronbach's Alpha. The sample of the study was taken from the university students which had been measured through a Slovin's model, having non-English department, computer science study program. The use of sexes-based variable measurements, in order to examine the correlation of the variables via gender viewpoints. Finally, the collected data were analyzed to quantitatively investigate how the correlational interactions and the predictive ability among motivation, self-efficacy, and language proficiency by using a Pearson correlation and a multiple regression model supported with SPSS software. Then, the collected questionnaires data was also analyzed and even interpreted qualitatively; Reducing, displaying, and verifying/concluding, a Miles and Huberman's model (Handoko and Fauziah, 2022).

Population and Sample
This study was conducted on a sample of 71 sophomore undergraduate students from a total population of 250 students. All the samples were selected by using a random sampling technique to determine the total number of current research samples, which nearly approximated or represented the full population. Mathematically, the 250

populations under a particular study program, computer department of Bumigora university in Mataram, were calculated by employing Slovin's formula.The students were selected to become samples that fitted with the criteria, namely all the selected students have already participated in English course II as the compulsory course, the gender perspective-based samples have been fulfilled with 48 male respondents and 23 female respondents, and they were willing to become the samples of the study. Finally, the sample size cannot be made for generalizability for some of the groups of the other population as the current study was examined in a small scale. The limitation of the samples used is the results of the study only can apply to the local population and some of the other equal characteristics in which the sample was taken and cannot be generalized to a wider population or national level. All the respondents were tested to obtain the data by using both questionnaires for motivation and self-efficacy, and English proficiency test which divided into two categories a group of male students and a group of female students having equal year.

Table 1. The Demographic Information of the Respondents

Year	Semester	Completed an English Subject	Number of Sample					
			Questionnaire for motivation factors		Questionnaire for Self-efficacy factors		English proficiency test	
			M	F	M	F	M	F
2023	II	Completed	48	23	48	23	48	23
Total			71		71		71	

Instruments and Data Collection

To gather information about students' motivation to learn and their belief in their own abilities, the researchers designed the motivation questionnaire and the questionnaire for self-efficacy is generated by assessing and improving three key components: magnitude, strength, and generality. These questionnaires were designed with answer choices of the Likert scales (1-5), then distributed to the selected students. Meanwhile, to assess the male and female students' language proficiency is taken from their English final scores of the university exam which assessed by using the standardized English final proficiency test consisting of six aspects of language test, namely fluency, listening, accuracy, pronunciation, reading comprehension, and writing ability, The two questionnaires consisted of 10 items for assessing the students' learning motivation and 10 items for assessing their self-efficacy. Finally, the questionnaires were statistically validated and reliable, namely all 20 items of the motivation and self-efficacy questionnaires are valid (rvalue > rtable).

The Cronbach's alpha value for both the motivation questionnaire typically with a Cronbach's alpha value (0.643 > 0.6) is considered satisfactory for the research purposes, suggesting a moderate to high level of internal consistency. Whereas, the self-efficacy questionnaire has a higher alpha value of (0.709 > 0.6), showing that good internal consistency across its items. Finally, an English test instrument has also been subjected to validity and reliability tests; construct validity test and content validity test, where the results show that the construct validity score with Kaiser-Meyer-Olkin (KMO); (0.566 > 0.5) and Bartlett's test with *Sig*. value < 0.01. Furthermore, for the content validity test of this English test instrument has also passed the Aken's V index test with the result of 0.837 > 0.8, The content validity score indicates a high level of content validity. Then, the

reliability of the English test is shown by the Cronbach's Alpha score of (0.70 > 0.23) (r^{table}).

Data Analysis

The correlational models were employed to determine the extent of correlation between motivation, self-efficacy, and llanguage proficiency and their predictions to language performance specifically in relation to across gender. The analysis of the quantitative data was conducted using a Pearson Correlation *(R)* and Multiple Linear Regression through SPSS software. The use of Pearson Correlation was to examine the learning motivation, self-efficacy's correlation coefficients. Moreover, the Multiple Linear Regression was used to know the contribution of motivation and self-efficacy through the predictions-making of the independent variables of EFL students could significantly contribute to the language proficiency between male and female students. Whereas, the analysis of qualitative data obtained from the students' questionnaires in the forms of learning motivation's attributes (English learning fondness/interests/learning preferences in online & offline learning), students' self-efficacy (magnitudes or personal confidence, strengths, and generality). The researcher reduced the descriptive data from the statistical measurements related to the research questions on the correlations of motivation, self-efficacy, and language proficiency and the predictive ability of the psychological variables (motivation and self-efficacy) across gender in the forms of themes, patterns, and the recurring ideas of motivation's, self-efficacy's factors to language performance. The identification and analysis of the reduced data can facilitate to understand deeply about the students' perspectives, their experiences, and the factors influenced language proficiency. Then, the data was displayed in the forms of narratives and argumentative to support the quantitative results. Verifying the data of the two questionnaires and the students' English proficiency test results by members of the research-checking. Lastly, the researcher identified the primary themes, that is motivation, self-efficacy, and language proficiency, made the preliminary conclusions on the correlations of the psychological factors to language proficiency, validated the preliminary conclusions by checking out the quantitative easements and members-checking, developed a model or theory about the interplay of motivation, self-efficacy, and language proficiency in gender perspective, and composed the primary findings comprehensively and delineated the implications of the study.

Table 2. Correlation Coefficient Interpretation Guideline

Correlation coefficient's values	Interpretation
0.00-0.199	Very low
0.20-0.399	Low
0.40-0.599	Medium
0.60-0.799	Strong
0.80-1.00	Very strong

Based on the results of the K-S normality assumption obtained from the male students, the *Asymp. Sig.* (2-tailed) independent variable of (0.569> 0.05), independent variable of (0.181> 0.05) and dependent variable of (0.831 > 0.05). So, all variables are thus found to have a normal distribution. Meanwhile, the linearity of data is checked as a prerequisite to running a multiple regression correlation test. The linearity test of the language proficiency and learning motivation shows that the *deviation from linearity* value has met the linear data requirements in which the *sig. deviation from linearity* value is (0.006

<0.05). Furthermore, the linearity test of the language proficiency and self-efficacy shown with the *sig. deviation from linearity* value of 0.454 > 0.05.

The data normality assumption of the three variables obtained from female students shows that the results of the K-S normality test, the *Asymp. Sig.* (2-tailed) motivation variable (0.367 > 0.05), self-efficacy variable (0.594 > 0.05) and English language proficiency variable (0.806 > 0.05). So, it can be infered that all are normally distributed. The *deviation from Linearity* value has met the requirements for linear data where the *sig.* value *deviation from Linearity* (0.691 > 0.05) concluded that the linearity test is fulfilled. Data for language proficiency & motivation are said to be linear as the *deviation from Linearity* is (691 > 0.05). The linearity relationship between language performance & self-efficacy that the *sig.* value of *deviation from Linearity* (0.673 > 0.05).

RESULTS AND DISCUSSION
Research Findings
The analysis of the two study questions uncover a correlation among the variables, motivation, self-efficacy, and language proficiency. Based on the research questions are proposed at the outset, that is how motivation, self-efficacy, and language proficiency differ between male and female students and whether learning motivation and self-efficacy contribute to English language proficiency between male and female students. Therefore, this section presents results of the differences of correlations of the variables between male and female students and contribution of motivation and self-efficacy to language proficiency.

The Correlation of Motivation, Self-efficacy & Language Proficiency of Male Students
It provides an in-depth analysis of the correlation among motivation, self-efficacy, and language proficiency in male students. The correlation among the variables can be presented, as in:

Table 3. The Correlation of the Variables in Male Students

Correlations		Learning Motivation	Self-efficacy	Language Proficiency
Learning Motivation	Pearson Correlation	1	.680**	.735**
	Sig. (2-tailed)		.000	.000
	N	48	48	48
Self-efficacy	Pearson Correlation	.680**	1	.662**
	Sig. (2-tailed)	.000		.000
	N	48	48	48
Language Proficiency	Pearson Correlation	.735**	.662**	1
	Sig. (2-tailed)	.000	.000	
	N	48	48	48
**. Correlation is significant at the 0.01 level (2-tailed).				

Based on the analysis of the coefficient correlation of the variables, the data indicate strong positive correlations between learning motivation, self-efficacy, and language proficiency in male students. The coefficient correlation reveals that language learning motivation is strongly correlated with self-efficacy (R=0.680, p < 0.01), with the *sig. value* (0.000 < 0.05). Then, learning motivation showed a strong correlation with language proficiency (R=0.735, p < 0.01), with the *Sig. value* (0.000 < 0.05). Likewise, the result significantly showed a strong correlation between self-efficacy and language proficiency

as measured (R=0.662, p < 0.01). All the correlations which are statistically significant at 0.01 level, the findings reveal that the higher level of self-efficacy is correlated with the higher self-efficacy and better language proficiency. In addition, the higher self-efficacy is associated with better language proficiency. As results, it suggests that there is strong evidence that learning motivation, self-efficacy and language proficiency are positively correlated among male students. These high correlations indicate that an increase in one variable is likely to be followed by an increase in the other.

The Correlation of Motivation, Self-Efficacy & English Proficiency of Female Students
        The correlation analysis among learning motivation, self-efficacy, and language proficiency suggests significant positive relationships among all three variables.

Table 4. The Correlation of the Variables in Female Students

Correlations				
		Learning Motivation	Self-efficacy	Language Proficiency
Learning Motivation	Pearson Correlation	1	.831**	.748**
	Sig. (2-tailed)		.000	.000
	N	23	23	23
Self-efficacy	Pearson Correlation	.831**	1	.692**
	Sig. (2-tailed)	.000		.000
	N	23	23	23
Language Proficiency	Pearson Correlation	.748**	.692**	1
	Sig. (2-tailed)	.000	.000	
	N	23	23	23
**. Correlation is significant at the 0.01 level (2-tailed).				

        The data reveal very strong positive correlations between Learning Motivation, Self-efficacy, and Language Proficiency among female students. The statistical measurements show that language learning motivation is highly correlated with Self-efficacy. In turns, the coefficient correlation among motivation, self-efficacy, and language proficiency in female students also show a strong positive significant relationship. As reflected in the statistical measurements, motivation is very positively correlated to self-efficacy (R=0.831, p < 0.01) with a *Sig.* value (0.000 < 0.05). Then, motivation to learn has a strong correlation to language proficiency (R=0.748, p < 0.01) with a *Sig.* value (0.000 < 0.05). Finally, self-efficacy variable is correlated at s strong correlation with language proficiency (R=0.692, p < 0.01) with a *Sig.* value (0.000 < 0.05). All the correlations are significant at the 0.01 level suggesting that the higher motivation to learn is closely-related to the higher self-efficacy and better language performance, additionally the higher self-efficacy is correlated to better language performance.

The Contribution of Motivation and self-Efficacy to Language Proficiency in Male Students
        The results reveal that the correlation between the three variables of the current study indicates a strong positive linear correlation with the correlation coefficient *R* (0.768), in which motivation, self-efficacy, and language proficiency correlated with one another between EFL male students. These suggest that the higher motivation and self-efficacy get, the higher language performance increases as well.

Table 5. Model Summary of the Coefficient Correlation in Male Students

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.768[a]	.590	.571	4.853	.590	32.322	2	45	.000

a. Predictors: (Constant), Self-efficacy,
b. Motivation

In turns, the study is aimed at examining and forecasting the interrelationships between learning motivation and self-efficacy that are considered to have the impacts toward English proficiency. Based on the statistical measurements, the value of *R square* suggests that the magnitude of the independent variables' effect toward the dependent variable, which is called the coefficient of determination R^2 of (0.590), revealing that (59%) of the two independent variables, motivation and self-efficacy, contribute to the dependent variable, language proficiency, while (41%) can be affected by the other variables. Additionally, the *adjusted R square* of 0.571 (57.1%), meaning that the effect of motivation and self-efficacy variables in affecting language proficiency is 57.1%, while 42.9% is influenced by other variables. According to Chin (1998), the value of *R square* is said to be strong if the score of *R square* > (0.67), moderate if the score of *R square* > (0.33), and weak if the score of *R square* > (0.19). In short, making a conclusion in deciding how much the ability of motivation and self-efficacy in explaining the effects of language proficiency variable simultaneously indicated by the *Adjusted R Square's* value (57.1%). This shows that motivation and self-efficacy have an influence of 57.1%. Implicatively, the results of this study shed light on the importance of considering psychological variables such as motivation and self-efficacy in English language learning, as the regression analysis conducted showed that motivation and self-efficacy can predict language proficiency in male students. Thus, it supports efforts to increase motivation and self-efficacy in male students to improve their language capacity.
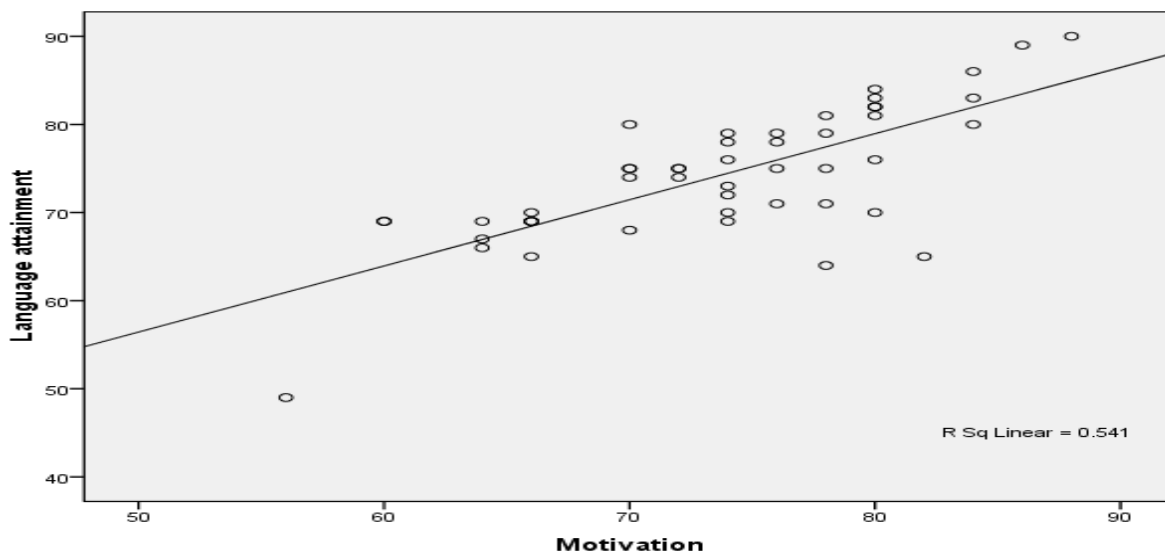
Figure 1. Scatterplot of the Male Students' Correlation of Motivation and Language Proficiency

The scatterplot 1 shows a strong correlation between desire and language proficiency, indicating accurate predictions for motivation and language proficiency scores, with all data points aligning perfectly with the best fit line.
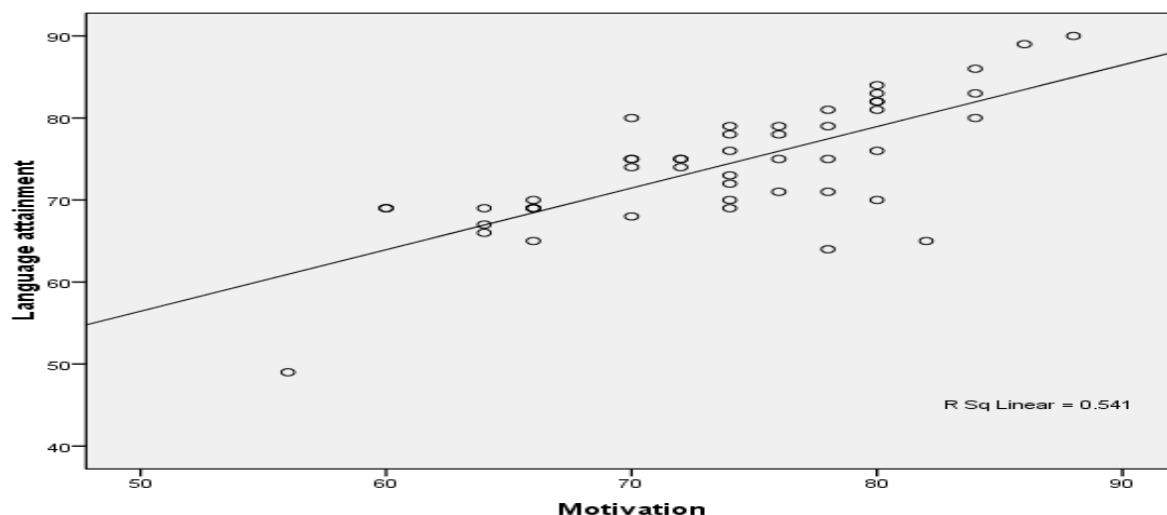

Figure 2. Scatterplot of the Male Students' Correlation of Self-efficacy and Language Proficiency

The second scatterplot in the figure 2 illustrates a strong positive correlation (correlation coefficient of 0.768) between self-efficacy and language proficiency among the male students. The scatterplot illustrates a strong relationship between self-efficacy and language proficiency, suggesting that reliable prediction can be formed. The graph above exhibits a positive correlation, as all data points are exactly aligned with the line of best fit.

The Contribution of Motivation and Self-Efficacy to Language Proficiency in Female Students

The significant relationship between female students'motivation, self-efficiency, and language proficiency is initiated to predict the motivation and self-efficacy variables' effects to language proficiency. Basically, the relationship among motivation, self-efficacy, and language proficiency demonstrates a correlation coefficient *(R)* of (0.759), indicating a strong positive linear correlation.

Table 6. Model Summary of the Coefficient Correlation in Females

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.759ᵃ	.576	.533	4.679	.576	13.576	2	20	.000

a. Predictors: (Constant), Self-efficacy, Motivation

Moreover, the determination coefficient *(R2)* displays (0.576), indicating that motivation and self-efficacy variables influence (57.6%) of language proficiency. (42.4%) is said to be influenced by other variables. Furthermore, the adjusted *R2* of (0.533), which is converted into a percentile score of (53.3), influencing language proficiency, while (46.7) is influenced by other variables other than motivation and self-efficacy. However, the score of the adjusted *R* square is said to be moderate, as the adjusted *R2* > (0.33) or < (0.67). The correlational analysis of EFL female students indicates a strong positive correlation. It suggests that higher motivation and self-efficacy are associated with better English proficiency among EFL female students. The substantial *R2* value of (0.576) shows that both motivation and self-efficacy have the ability to predict language proficiency among female students. As a result, psychological factors have a significant role in predicting language achievement in ELT, as these significantly increase the statistical regression's capability to delineate the variability of language achievement scores in EFL female students. The results focus on the significant roles of motivation and self-efficacy in influencing language learning outcomes, underscoring the need for targeted interventions and supporting mechanisms to enhance these factors and foster better language learning achievement for female students.

To conclude, the ability of motivation and self-efficacy to influence language proficiency is slightly higher between male students *R2* (0.590) and female students *R2* (0.576), the findings suggest that motivation and self-efficacy could have a slightly stronger predictive ability toward language proficiency among EFL male students. Based on the measurements, EFL male students still get a the slightly higher *adjusted R2* score (0.571) than EFL female students (0.533). The results indicate that EFL male students still demonstrate a slightly better. These two genders show strong positive linear correlations in motivation, self-efficacy, and language proficiency; additionally, motivation and self-efficacy are known to be predictors of language learning achievement in ELT. While the correlations and explanatory ability are said to be very identical between the two genders, male students show slightly higher correlation coefficients, explained variance, and adjusted R2 values, suggesting a slightly stronger relationship between motivation, self-efficacy, and language proficiency among male EFL students. However, the distinction between male and female students is relatively small, demonstrating that motivation and self-efficacy have the ability to predict language proficiency.
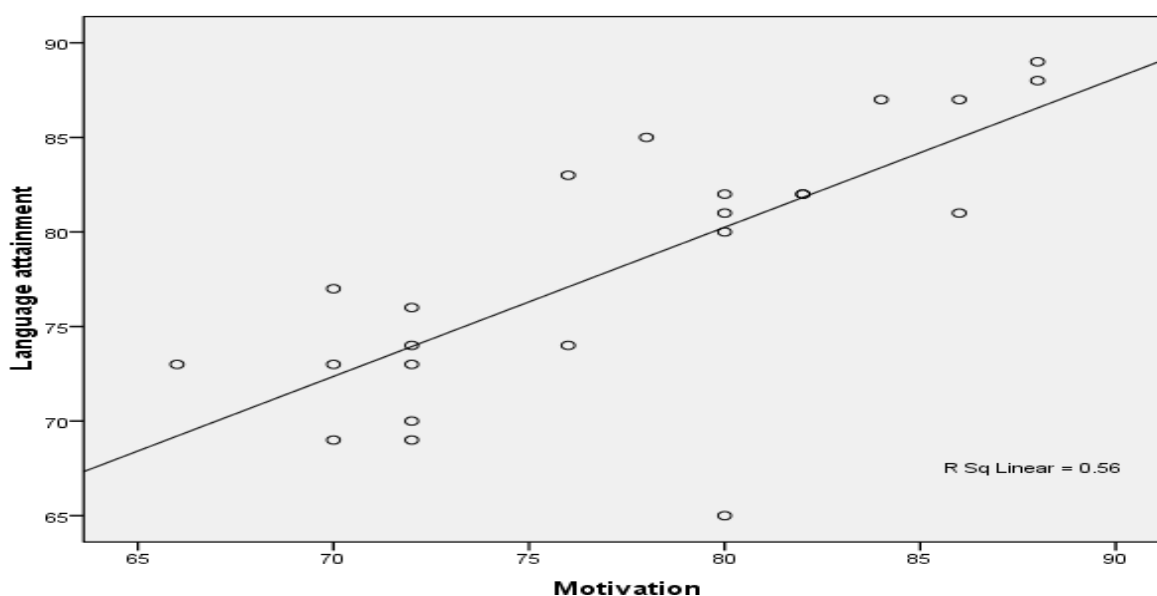
Figure 3. Scatterplot of Female Students' Correlation of Motivation and Language Proficiency

The scatterplot above demonstrates a significant association, as evidenced by the proximity of the dots to the dotted line of the most accurate fit, which has a positive slope. This demonstrates that the motivation for female students to learn may be used to predict their language proficiency, while similarly, their language proficiency can be used to predict their learning motivation. A clear positive association, as all the data points align perfectly with the line of best fit.
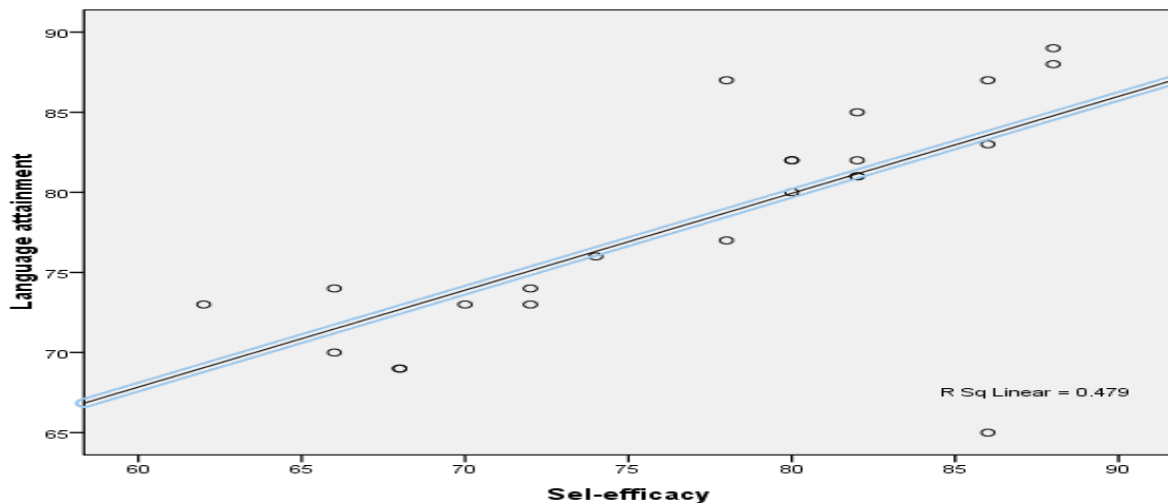

Figure 4. Scatterplot of Female Students' Correlation of Self-efficacy and Language Proficiency

The scatter diagram above demonstrates a strong positive correlation, as evidenced by the proximity of the data points to the upward-sloping line of best fit. This shows that the self-confidence of female students can be used to predict their level of language proficiency. Figure 4 shows a clear positive association, as all the data points align perfectly with the line of best fit.

DISCUSSION

The present study aims to examine the relationship between motivation, self-efficacy, and language proficiency along with the levels of the coefficient correlation *(R)* and to predict the contribution of motivation and self-efficacy to language proficiency in across gender. Based on the results, both male and female students' motivation, self-efficacy, and language proficiency demonstrated a strong correlation. The study reveals that there is strong correlation between motivation and self-efficacy. Then, a strong correlation shows between student's motivation to learn and language proficiency. The findings explain that two important factors in improving language proficiency, namely the role of motivation and self-efficacy in the form of confidence to be able to understand and use English can be used as a new insight in learning English for male students. It is explained that the higher the level of motivation can have a positive impact on the belief to succeed so that it will be able to improve proficiency in English. This is in line with several similar studies in the context of separate variables and without any relationship on gender perspective. (Sawir, 2018; Khajavy et al., 2018). Furthermore, Taguchi et al. (2016) and Gao et al. (2015), the

correlation coefficient shows that the higher motivation correlate with self-efficacy, the better language attainment increases.

It demonstrates motivation to learn and male student's self-efficacy may have been as the strong predictor which can influence to what extent of language learning performance can be achieved. The important role of motivation and self-efficacy has a significant impact on the English language proficiency of EFL students. This principle emphasizes the importance of the psychological construct in language learning achievement. Increased motivation can develop student's self-efficacy which in turn can significantly improve English proficiency and become more confident. Previous research findings show the strong prediction of language learning motivation toward language performance (Lie & Dewaele, 2020). Some of the previous studies did the correlational studies by suggesting that there is significant positive correlation between learning motivation, self-efficacy, and English language achievement (Smith et al., 2021). EFL/ESL students with higher self-efficacy exhibit the greater learning motivation leading to increase English proficiency (Kim & Lie, 2017). Moreover, self-efficacy can contribute to maximize the significant effect to language learning outcomes, in which the higher self-efficacy the students had, the greater success they are acquiring foreign/second language learning (Chen & Zhang, 2015). Eventually, EFL male and female students' learning motivation and self-efficacy significantly predict language achievement as motivation can increase a strong sense of confidence to be able to complete every academic task to achieve language learning goals.

Based on the findings of this study, it explains that motivation and self-efficacy owned by male students and female students play an important role in terms of language proficiency formation and become a determinant factor in the achievement of English language learning. Additionally, it reports that the psychological factors have significant importance to achieving language learning target in ELT process (Kim & Kim, 2018; Papi & Andollah). The existence of motivation, self-efficacy not only deserve better as strong predictors significantly increase language performance, but also can contribute to a statistical model of the explanatory ability in prediction, assisting to support the previous studies' validity on the predictive ability of motivation as well as self-efficacy in English Language Learning (Wang & Guan, 2020). Self-efficacy and motivation have the most influential effect toward English achievement, where they are as the strong predictors in the successfulness of English Language Learning (ELL). Also, EFL students with higher levels of motivation and self-efficacy tended to be better in English tasks accomplishment and language assessment (Kim & Lee, 2020; Chen & Zhang, 2018; Smith & Johnson, 2019).

The importance of noticing the existence of learning motivation as well as self-efficacy in ELL is essential and these learning attributes as the learning predictors to estimate the successfulness of English language learning and instruction. Smith & Johnson (2019) added the importance of psychology in English language learning and the other English classroom engagements. Furthermore, Wang & Liu (2017) involved many participants from different cultural backgrounds to evaluate the influence of psychological factors (motivation, self-efficacy) in different cultural contexts on learning outcomes. The study showed that there is a strong influence of these psychological aspects on learning outcomes across all cultural groups. Finally, the roles of learning motivation and self-efficacy in English language learning achievement for senior high school students and the effects of these psychological factors can impact to students' English learning achievement (Park & Choi, 2016).

Likewise, EFL female students' English learning motivation, self-efficacy, and language proficiency correlate significantly and they contribute to one other in terms of achieving language learning targets. The correlation coefficient indicated the importance

of improving the psychological aspects in inserting into ELT may have fostered English proficiency. What is suggested by Sakai et al. (2019), motivation and even learners' self-efficacy could properly contribute to upgrading language attainment process. Additionally, in line the predictive effects of motivation as well as learner's self-efficacy play important role in terms of influencing language proficiency. The fact is proven by the results of the study, that is *R Square* score of 0.576 (57%), which indicates strong intervention to predict as well as to influence the successfulness of English language learning. A study reveals that motivation could have affected the process of language learning achievement (Yashima et al., 2018; Pishghadam, 2018). In short, considering motivation, self-efficacy in EFL learning process must primarily noticed at the outset because they can become the main indicators to to acquire foreign language learning, to delve much more information about linguistic knowledge, and to solve the initial problems in ELL (English language Learning). The levels of self-efficacy and learning motivation play very important in influencing EFL female students' English language learning achievement. Even though, the statistical score belonging to EFL male students gets higher than that of EFL female students, yet it remains slightly significant. It suggests that incorporating motivational and self-efficacy indicators in ELT must have improved language learning and instruction (Chen & Zhanng, 2018; Liu & Jiang, 2017).

In summary, the current study delineates the relationship between learning motivation, EFL students' belief in their language ability, and English proficiency achievement across gender suggest that they tied significantly. Then, in regard with the effective role of motivation as well as EFL learner's self-efficacy which could contribute to affect English students' English learning proficiency. Therefore, an effort of increasing the psychological attributes and even self-efficacy is must be paid attention in English Language Learning (ELL). The relationship of self-efficacy, motivation, and language learning achievement show the significant positive relationship and the EFL students with higher motivation as well as self-efficacy tended to acquire better English achievement in English tasks (Smith et al., 2021). The importance of self-efficacy in English language learning by having higher self-efficacy to be able to achieve the language learning goals tended to be more engageable, more active in language learning tasks (Garcia & Smith, 2019). The EFL students with higher belief to success or self-efficacy demonstrate greater learning interest and subsequently acquire better English proficiency. Self-efficacy can influence the use of language learning strategies employed by EFL students with higher level of self-efficacy are more likely to utilize the effective language learning strategies and learning results (Wang & Liu, 2016). Thus, self-efficacy in belief can significantly contribute to English learning achievement; the higher self-efficacy is close-related to the greater success in EFL learning (Park & Choi, 2014).

This research focuses on how the relationship between the factors of motivation, self-efficacy, and language proficiency in a gender perspective, namely examining the relationship of the three variables between male students and female students. It aims to find out whether there is a significant difference in the correlation of motivation, self-efficacy, and language proficiency between the two genders. Furthermore, this study also explains how the predictive ability of motivation and self-efficacy can affect the English proficiency of male students and female students. The results show that motivation and self-efficacy are effective in influencing male and female students' English achievements. Here are the potential studies which can be undertaken as well as developed, namely the role of psychological variables in language learning aims at assessing changes in motivation, self-efficacy, and language proficiency all the times; observe on how the variables develop and interplay one other in gender perspective. Another potential study is important to be noted that the existence of cultural influences on language learning aims

at exploring the relationship of motivation, self-efficacy, and language performance across cultural contexts by including the respondents of the study from different cultural backgrounds and employing cross-cultural comparative methods to know universal forms of the cultural variations of the motivation and self-efficacy developments in ELT.

CONCLUSION

To conclude, the findings suggest that male students' learning motivation and their self-efficacy are correlated strongly (R=0.680, p < 0.01), their learning motivation was also closely-correlated with language proficiency (R=0.735, p < 0.01), and their self-efficacy are correlated strongly with their language proficiency (R=0.735, p < 0.01). While female students' motivation is very strongly correlated to their self-efficacy (R=0.831, p < 0.01), their learning motivation is strongly correlated to their language proficiency (R=0.748, p < 0.01), and their self-efficacy and English language proficiency shows a strong correlation (R=0.692, p < 0.01). The regression model analysis reveals that motivation and self-efficacy as the predictors explained that they have influenced the language performance between EFL male students of R^2= 0.590 (59%) and the *Adjusted R2* value of 0.571 (57.1%). It implied that both motivation and self-efficacy significantly contribute to the prediction of English learning performance between EFL male students with moderate scores R^2 (0.590 < 0.67) and the *Adjusted R*^{2} (0.571 < 0.67).

While, motivation and self-efficacy as the predictors of language learning performance between EFL female students can significantly contribute with the R^2 value of 0.576 (57.6%) and the *Adjusted R*^{2} value of 0.533 (53.3%). Both motivation and self-efficacy significantly contribute to language performance between female students with the moderate values of R^2 (0.576 < 0.67) and the *Adjusted R*^{2} (0.533 < 0.67). As a result, the results show that motivation and self-efficacy can predict language proficiency in both men and women. In other word, motivation and self-efficacy can improve EFL students' language performance even though the scores of both R^2 value and *Adjusted R*^{2} have a moderate score (57.1 & 53.3 < 0.67). The levels of *R2 and Adjusted R2* can be high and low in which they depend on the number of the independent variables included. The results of the study can be implied to become a guidance toward English teachers, non-English teachers, policymakers, stake-holders, and language learners about the motivational theories, frameworks of self-efficacy, pedagogies relating to gender increases the classroom engagements, autonomy, and language learning achievement. In addition, the findings can support and facilitate collaborative learning which is considered to be crucial for the success of all genders.

RECOMMENDATION

For the further researches, a researcher will take the observation about changes in learning motivation, self-efficacy, and language proficiency over time across gender. These can provide a new insight on how the psychological variables develop and interact one other. Moreover, she/he can expand the study by incorporating divergent cultures to search the relationship between motivation, self-efficacy, and language proficiency. It will aim at investigating the universality or the cultural contexts-based variations, so it can delineate about the effect of cultural variables in ELT. However, this research requires too much time which will be barriers in conducting these researches, then each variable can change when the research has not been completed. Lastly, this research requires a lot of funding, because this research will require a large sample to make generality.

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