
From Effort to Excellence: How Self-Efficacy and Classroom Participation Affect Learners' Filipino Language Competence

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ABSTRACT

This study examined the influence of self-efficacy and classroom participation on the Filipino language competence of Grade 11 students at Bukidnon National High School for School Year 2025–2026. Utilizing a descriptive-correlational research design, data were gathered through a validated survey instrument measuring students' self-efficacy, classroom participation, and Filipino language competence. Findings revealed that the respondents exhibited high self-efficacy, particularly in persevering through language-learning challenges, and high classroom participation, with notable initiative in completing performance-based tasks. Their Filipino language competence was likewise high, indicating strong mastery of grammar, vocabulary, and usage. Pearson's correlation analysis indicated significant positive relationships between self-efficacy and language competence, and between classroom participation and language competence, with perseverance and collaboration emerging as the strongest predictors. These results affirm that confidence, persistence, goal orientation, and active engagement are vital in developing linguistic proficiency. The study recommends integrating confidence- and resilience-building activities, enhancing collaborative learning strategies, diversifying participation opportunities, and fostering community support to further strengthen learners' Filipino language competence.

KEYWORDS: *self-efficacy, classroom participation, Filipino language competence, perseverance, collaboration, language learning*

INTRODUCTION

Filipino language proficiency is a cornerstone of both academic success and cultural identity in the Philippines. As the national language, Filipino is more than a subject taught in schools—it is a unifying medium that connects diverse communities, preserves heritage, and enables meaningful communication. Proficiency in Filipino empowers learners to express ideas clearly, engage actively in class, and participate confidently in academic and social interactions. It also nurtures a strong sense of national pride and belonging. Despite these benefits, many students struggle to attain high levels of competence in Filipino due to factors that affect their motivation, confidence, and willingness to participate in learning. Among these, self-efficacy and classroom participation have emerged as key determinants of language achievement (Bandura, 1997; Bautista et al., 2019).

Self-efficacy refers to a learner's belief in their ability to successfully perform specific tasks (Schunk & DiBenedetto, 2020). In language learning, students with high self-efficacy are more likely to set challenging goals, persist in overcoming difficulties, and adopt effective strategies to improve their skills (Zimmerman, 2000). Research has shown that learners who believe in their abilities tend to be more engaged, resilient in the face of mistakes, and willing

to take risks in using the language (Usher & Pajares, 2008). Conversely, low self-efficacy often results in avoidance behaviors, reduced effort, and lower performance. Aranas and Paglinawan (2024) further emphasized that language proficiency is not only shaped by the learner's confidence and effort but also by the availability of resources and the support of stakeholders such as parents and teachers, highlighting the interplay between internal and external factors in developing Filipino language skills.

Classroom participation, meanwhile, reflects the extent to which learners are actively engaged in discussions, group work, and other interactive activities. It plays a vital role in language acquisition by providing authentic opportunities to practice speaking, listening, and comprehension skills (Tatar, 2005; Trujillo, 2020). Studies reveal that active participation enhances communication skills, boosts confidence, promotes collaboration, and strengthens overall academic performance (Panmei & Waluyo, 2021; Sahragard, 2009). Students who regularly contribute in class tend to develop deeper understanding and higher proficiency in the language compared to their less participative peers.

The interaction between self-efficacy and classroom participation is central to understanding Filipino language competence. Learners with high self-efficacy are generally more willing to participate in class, while frequent participation can reinforce their confidence and linguistic abilities. When both factors are strong, students are more likely to excel; when both are lacking, language development is often hindered. Prior studies (Ai et al., 2021; Nisperos, 2018) emphasize that motivation, closely linked to self-efficacy, and active engagement are powerful drivers of successful language learning. Guided by this perspective, the present study seeks to determine the relationship between self-efficacy, classroom participation, and Filipino language competence among students at Bukidnon National High School, aiming to contribute to strategies and interventions that will help learners progress from effort to excellence in mastering the Filipino language for the School Year 2025–2026.

OBJECTIVES OF THE STUDY

This study aims to determine the influence of self-efficacy and classroom participation on learners' Filipino language competence among students of Bukidnon National High School. Specifically, it seeks to answer the following questions:

1. What is the level of self-efficacy of the students in learning Filipino in terms of:
 - a. Confidence in performing language-related tasks;
 - b. Perseverance in overcoming learning challenges; and
 - c. Belief in their ability to achieve language learning goals?
2. What is the level of classroom participation of the students in Filipino language classes in terms of:
 - a. Engagement in class discussions;
 - b. Collaboration in group activities; and
 - c. Initiative in completing interactive and performance-based tasks?
3. What is the level of Filipino language competence of the students?
4. Is there a significant relationship between self-efficacy and students' Filipino language competence?
5. Is there a significant relationship between classroom participation and students' Filipino language competence

METHODOLOGY

This study employed a descriptive-correlational research design to examine the relationship between self-efficacy, classroom participation, and Filipino language competence. The descriptive aspect was used to determine the levels of each variable, while the correlational component was utilized to identify possible relationships among them.

The research was conducted at Bukidnon National High School, focusing on Grade 11 students enrolled in the School Year 2025–2026. The respondents were selected through purposive sampling to ensure that participants had sufficient exposure to Filipino language instruction.

The survey questionnaire was adapted and modified from existing validated instruments developed by scholars such as Monte et al. (2006), Misiran et al. (2018), Alberto et al. (2016), and Lartec et al. (2014), with adjustments to fit the specific context of self-efficacy, classroom participation, and Filipino language competence. The instrument consisted of four parts: (1) demographic profile, (2) self-efficacy scale in Filipino language learning, (3) classroom participation checklist, and (4) Filipino language competence assessment.

Prior to data collection, participants were briefed on the study’s objectives, the nature of the questions, and their rights regarding voluntary participation and confidentiality. Informed consent forms were distributed and signed before proceeding with the survey. Printed questionnaires were personally administered to ensure understanding and completeness of responses.

Data collected were tallied, organized, and subjected to statistical treatment. Weighted mean was used to determine the levels of self-efficacy, classroom participation, and language competence. Standard deviation measured the variability of responses, and Pearson’s correlation coefficient was employed to identify the significance and strength of relationships among the variables.

All ethical considerations such as privacy, anonymity, and voluntary participation were strictly observed throughout the research process to uphold the integrity of the study and the welfare of the respondents.

RESULTS AND DISCUSSION

Table 1. Summary of Mean Scores of self-efficacy of the students in learning Filipino

Parameter	Mean	Descriptive Rating	Qualitative Interpretation
Confidence in performing language-related tasks	3.89	Agree (A)	High Self-Efficacy
Perseverance in overcoming learning challenges	4.21	Agree (A)	High Self-Efficacy
Belief in their ability to achieve language learning goals	3.88	Agree (A)	High Self-Efficacy
Overall Mean	3.99	Agree (A)	High Self-Efficacy

Legend:

Range	Descriptive Meaning	Qualitative Interpretation
1.00-1.50	Strongly Disagree (SD)	Very Low Self-Efficacy
1.51-2.50	Disagree (D)	Low Self-Efficacy
2.51-3.50	Neutral (N)	Moderate Self-Efficacy
3.51-4.50	Agree (A)	High Self-Efficacy
4.51-5.00	Strongly Agree (SA)	Very High Self-Efficacy

The results in Table 1 present the mean scores on students' self-efficacy in learning Filipino, showing that "Perseverance in overcoming learning challenges" obtained the highest mean score of 4.21, followed by "Confidence in performing language-related tasks" at 3.89, and "Belief in their ability to achieve language learning goals" at 3.88. The computed overall mean score of 3.99 falls under the descriptive rating "Agree (A)," qualitatively interpreted as High Self-Efficacy. The narrow gap of only 0.33 between the highest and lowest mean scores suggests a consistent self-efficacy profile across the three parameters. This implies that students demonstrate a relatively balanced confidence, perseverance, and goal orientation when engaging in Filipino language learning.

These findings indicate that students possess a strong belief in their capability to accomplish Filipino learning tasks, echoing Bandura's (1997) definition of self-efficacy as one's belief in their ability to organize and execute actions to achieve desired outcomes. The high score in perseverance reflects students' tendency to treat challenges as opportunities for improvement rather than barriers, a characteristic associated with greater academic success (Schunk & DiBenedetto, 2020). Likewise, their confidence in performing language-related tasks may lead to more active participation and consistent practice key factors in language acquisition (Zimmerman, 2000). Overall, the results align with previous research affirming that higher self-efficacy fosters better academic performance and motivation in language learning contexts (Pajares, 2002). By reinforcing these traits through targeted instructional strategies and constructive feedback, educators can help sustain students' engagement, resilience, and overall proficiency in Filipino.

Table 2. Summary of Mean Scores of classroom participation of the students in Filipino language classes

Parameter	Mean	Descriptive Rating	Qualitative Interpretation
Engagement in class discussions	3.83	Neutral (N)	High
Collaboration in group activities	3.07	Neutral (N)	Moderate
Initiative in completing interactive and performance-based tasks	3.85	Agree (A)	High
Overall Mean	3.58	High(H)	High

Legend:

Range	Descriptive Meaning	Qualitative Interpretation
1.00-1.50	Strongly Disagree (SD)	Very Low
1.51-2.50	Disagree (D)	Low
2.51-3.50	Neutral (N)	Moderate
3.51-4.50	Agree (A)	High
4.51-5.00	Strongly Agree (SA)	Ver High

Based on the results in Table 2, the overall mean score of students' classroom participation in Filipino language classes is 3.58, interpreted as High. This indicates that students generally exhibit a high level of engagement and involvement in classroom activities. Specifically, the highest mean was observed in initiative in completing interactive and performance-based tasks ($M = 3.85$, High), suggesting that students are proactive in accomplishing performance requirements. Engagement in class discussions also rated high ($M = 3.83$), reflecting their willingness to contribute ideas and respond during discussions. On the other hand, collaboration in group activities obtained the lowest mean ($M = 3.07$, Moderate), which implies that students are less participative in cooperative learning contexts compared to individual or whole-class activities. This pattern aligns with the observation of Slavin (2014) that collaborative work requires stronger interpersonal and communication skills, which some students may still be developing.

The findings suggest that while students demonstrate consistent initiative and participation in individual and performance-based tasks, there is a need to enhance their collaborative learning skills in group settings. This may be due to varying comfort levels in working with peers or limited opportunities for structured group engagement, as noted by Johnson and Johnson (2017), who emphasized that effective collaboration must be intentionally facilitated. Synthesizing these results, it can be inferred that the learners' classroom participation is already at a commendable level, but teachers should integrate more structured and guided group activities to further improve peer collaboration. Strengthening this area can foster both social interaction and collective problem-solving skills, which are essential for holistic language learning.

Table 3. Mean Score of Filipino language competence of the students

Parameter	Mean	Descriptive Rating	Qualitative Interpretation
Filipino language competence of the students	4.38	Agree (A)	High

Legend:

Range	Descriptive Meaning	Qualitative Interpretation
1.00-1.50	Strongly Disagree (SD)	Very Low
1.51-2.50	Disagree (D)	Low
2.51-3.50	Neutral (N)	Moderate
3.51-4.50	Agree (A)	High
4.51-5.00	Strongly Agree (SA)	Ver High

Based on the data in Table 3, the students' Filipino language competence obtained a mean score of 4.38, which falls under the "Agree" descriptive rating and is qualitatively interpreted as "High." This suggests that learners demonstrate strong proficiency in the Filipino language, indicating effective mastery of its components such as grammar, vocabulary, and usage. High competence levels often result from consistent exposure, practice, and application of the language in both academic and real-life contexts (Cummins, 2014). Such results imply that the students are capable of understanding and expressing ideas in Filipino with a considerable degree of accuracy and fluency, which is a crucial factor in academic success and cultural identity development (Bautista, 2011).

These findings align with studies highlighting that students who actively engage with the language in varied contexts develop better linguistic competence (Krashen, 1982). The high level of Filipino proficiency may also be attributed to the integration of interactive learning strategies, supportive classroom environments, and the role of both formal instruction and informal language exposure. This level of competence not only reflects the effectiveness of instructional methods but also reinforces the importance of sustained language use in strengthening linguistic skills. Therefore, the result underscores the need to maintain and further enhance instructional practices that foster Filipino language mastery, ensuring that students continue to perform at a high level.

Table 4. Intercorrelations between self-efficacy and students' Filipino language competence

	Variable	Pearson's r	p-values
CPLT	- SFLC	.389**	.000
POLC	- SFLC	.457**	.000
BAALLG	- SFLC	.335**	.000
Overall – SE	- SFLC	.393**	.000

Note: N=207, *p<0.001

Legend: SFLC=Students' Filipino Language Competence; CPLT= Confidence in performing language-related tasks; POLC=Perseverance in overcoming learning challenges; BAALLG= Belief in their ability to achieve language learning goals; SE= Self-Efficacy

The data in Table 4 reveal a significant positive relationship between self-efficacy components and students' Filipino language competence (SFLC), as evidenced by the Pearson's r values and corresponding p-values ($p < 0.001$). Specifically, perseverance in overcoming learning challenges (POLC) exhibited the strongest correlation with SFLC ($r = .457$, $p = .000$), suggesting that students who persist despite difficulties tend to have higher Filipino language competence. This finding aligns with Bandura's (1997) theory that persistence is a critical manifestation of self-efficacy in skill acquisition. Confidence in performing language-related tasks (CPLT) also showed a moderate positive relationship ($r = .389$, $p = .000$), indicating that self-assured learners are more likely to demonstrate higher competence in Filipino.

Furthermore, belief in the ability to achieve language learning goals (BAALLG) was moderately correlated with SFLC ($r = .335$, $p = .000$), highlighting the role of goal-oriented motivation in language mastery (Schunk & DiBenedetto, 2020). The overall self-efficacy score showed the highest correlation with SFLC ($r = .482$, $p = .000$), underscoring that a composite sense of self-efficacy is a robust predictor of language competence. These results suggest that enhancing students' perseverance, confidence, and goal-setting beliefs can significantly contribute to improving Filipino language proficiency.

Table 5. Intercorrelations between classroom participation and students' Filipino language competence

	Variable	Pearson's r	p-values
ECD	- SFLC	.467**	.000
CGA	- SFLC	.489**	.000
ICIPBT	- SFLC	.307**	.000
Overall - SE	- SFLC	.478**	.000

Note: N=207, *p<0.001

Legend: SFLC= Students' Filipino language competence; ECD= Engagement in class discussion; CGA= Collaboration in group activities; CIPBT= Initiative in completing interactive and performance-based tasks; SE= Self-Efficacy

Table 5 presents the intercorrelations between classroom participation and students' Filipino language competence (SFLC). Results reveal that engagement in class discussion (ECD) has a moderate positive correlation with SFLC ($r = .467, p < 0.001$), indicating that students who actively participate in discussions tend to have higher language proficiency. Collaboration in group activities (CGA) likewise shows a moderate positive correlation ($r = .489, p < 0.001$), suggesting that cooperative learning and peer interaction contribute meaningfully to language competence. Initiative in completing interactive and performance-based tasks (ICIPBT) yielded a lower but still significant correlation ($r = .307, p < 0.001$), implying that while independent initiative fosters language growth, it may not be as influential as group engagement. Overall, the composite measure of classroom participation and self-efficacy (SE) shows a moderate positive correlation with SFLC ($r = .478, p < 0.001$), emphasizing the cumulative effect of active involvement on language skills.

These findings suggest that the more students participate in classroom activities whether through discussions, group work, or performance-based tasks the more likely they are to improve their Filipino language competence. The moderate correlations for ECD and CGA support Vygotsky's social interactionist theory, which posits that language development is enhanced through meaningful social exchanges (Vygotsky, 1978). The significant but lower correlation for ICIPBT indicates that while individual initiative matters, collaborative and interactive participation may offer richer linguistic exposure and feedback. The strong overall relationship between classroom participation and language competence aligns with prior studies showing that active engagement fosters greater confidence, vocabulary acquisition, and fluency (Astuti, 2020; Bandura, 1997). Collectively, the results underscore that creating an interactive and collaborative classroom environment is crucial in developing students' proficiency in Filipino.

CONCLUSION AND RECOMMENDATIONS

The findings of this study reveal that students possess high self-efficacy, particularly in persevering through language-learning challenges, and demonstrate a high level of classroom participation, especially in completing performance-based tasks. Their Filipino language competence was likewise found to be high, reflecting strong mastery of grammar, vocabulary, and usage. Correlation analysis confirmed that both self-efficacy and classroom participation significantly and positively influence Filipino language competence, with

perseverance and collaboration emerging as the most influential factors. These results affirm that linguistic proficiency is strengthened when learners believe in their abilities, persist despite challenges, and actively engage in varied classroom interactions. In light of these findings, it is recommended that teachers integrate confidence- and resilience-building activities, enhance collaborative learning strategies, and provide diverse opportunities for participation to cater to different learner strengths. Sustaining high levels of Filipino language exposure through authentic materials and communicative activities, as well as implementing programs that develop students' goal-setting and self-monitoring skills, is likewise encouraged. Furthermore, fostering parental and community involvement can extend language practice beyond the classroom, ensuring that learners continue to progress from effort to excellence in mastering the Filipino language.

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