



RESEARCH ARTICLE

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The Reliability and Validation of the English Language Self-Confidence Scale Among Pakistani Students

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Abstract

The current study aimed to investigate how Pakistani students felt about their English language anxiety using the Clément and Baker self-confidence questionnaire. The researcher conducted a pre-test to check the validity and reliability of the English Self-confidence Questionnaires among Pakistani students. All of the participants in the sample, who were chosen at random and ranged in age from 18 to 29, were enrolled in public sector programs of study. The study's data was analyzed on (SPSS statistical software for social sciences version 23). In the data analysis stage, descriptive statistics are used first in data analysis techniques to analyze the means and percentages of the data. The pretest of the questionnaire, given to 50 participants, was followed by the study. Pre-testing involved recruiting college and undergraduate public students from the general population (n = 50). The survey was distributed to Pakistani students at several institutions online via Google-form. According to reliability and validity analysis, the total Cronbach's alpha was 0.949, which indicated high statistical reliability. According to the study's findings, item no. 6's validity score was low. On the other hand, the scale's other items have strong validity. The research concluded that the English self-confidence scale is a valid and reliable tool for use with Pakistani students experiencing language anxiety. Supposing the data analysis was cross-sectional, the observed results could only address the descriptive and discriminative power of English self-confidence scales for public school/college and undergraduate students. More research is needed since these findings are based on a cross-sectional study and convenience samples.

Keywords: Psychometric, Reliability, English language Anxiety, Validity, Self-confidence Questionnaire, language Anxiety

INTRODUCTION

The English language (EL) has grown increasingly important in today's society. English has become a vital part of our daily life in this period. In many regions of the world, it serves as the primary means of communication. There are certain nations where English is not the official language. It can be challenging for non-native speakers to learn English as a foreign or second language. Learning a second language is challenging for some people. According to one study Field, learning can be difficult and confusing for non-natives(Naser Oteir & Nijr Al-Otaibi, 2019). The English language is a legacy of British colonialism in Pakistan, where it coexists with Urdu as the country's official language in the educational system. Pakistanis now have higher language challenges in mastering English language skills like reading,



writing, listening, and speaking because of this abrupt language transition in the educational and administrative systems (Naveed & Ameen, 2017). The importance of the English language in the academic sphere has increased since Pakistan's independence. However, English and Urdu cannot be maintained and resolved simultaneously under Pakistan's educational policy.

English is taught to Pakistani children in schools both as a second language and as a topic, and it has been observed that this language is difficult to understand, particularly for students in public schools in Pakistan (Naveed & Ameen, 2017). Additionally, there is a big worry about kids in government or public schools getting language anxiety. Based on previous studies, people learning and conversing in a foreign language may experience a particular kind of anxiety. Even though English has played a significant historical and administrative role in Pakistani culture, students are reluctant to utilize the language, which reduces their chances of learning it. Students, therefore, struggle to learn English (Ashraf et al., 2021). However, a few elements, for example, teachers' self-assurance, drive, and social support, can lessen students' language anxiety and aid in their acquisition of all English-language abilities, including speaking, listening, reading, and writing. Therefore, learning a second language requires an excellent level of confidence.

Self-confidence (SC), according to (Bénabou & Tirole, 2005), is the belief in one's value, abilities, talents, and judgments. Internal and external self-confidence are the two subcategories of the self-confidence (Ibrahim & Jaafar, 2017). There are two primary categories of self-confidence: inner self-confidence and outside self-confidence. The belief in one's own self-worth, self-acceptance or love, self-knowledge, explicit goal declarations, and positive thoughts are all examples of inner self-confidence. In contrast, the behavior and attitude towards people is outward self-confidence. One aspect of SC is the capacity to communicate and regulate emotions. High self-esteem and contentment with oneself are characteristics of people who have high levels of internal self-confidence (Zhao et al., 2021). Therefore, it may be concluded that a student's self-confidence is crucial for lowering anxiety associated with language.

According to (Noels et al., 1996), language confidence is "self-perceptions of communicative competence paired with low levels of fear in using the foreign language, which leads to growing used and communication proficiency in the second language." Higher levels of self-confidence in linguistics have a direct effect on language learning and abilities, such as speaking, according to (MacIntyre, 2002). Additionally, prior studies, notably in Asian nations, discovered that, in addition to cultural elements, personal qualities like self-confidence significantly influenced language anxiety and its learning (Aslan & Sahin, 2020; Kalsoom et al., 2020; Shao & Gao, 2016). Its effects may be observed in the 1996 study by (Noels et al., 1996), which followed 179 Chinese and 39 other international students enrolled at Canadian



universities. According to the study, communicative traits like confidence impact how well people learn English. Less self-assured students could experience decreased confidence when speaking in English. Studies have revealed a strong connection between performance and self-assurance (Hanton et al., 2004) and Hall). They conducted a qualitative study to determine how performance is impacted by poor self-confidence. The relationship between self-confidence and speaking skill was considerable, according to a Pakistani research that examined the link between first-year students' English-speaking scores and their self-confidence (Marpaung, 2018).

The English self-confidence scale in the first place developed by (Clément et al., 2003). To gauge one's level of self-confidence in the English language, a tool was created. The English anxiety and self-confidence questionnaires were applied and modified by Field (Wang, 2009) to gauge how confident and comfortable individuals felt using the English language. The final draft contained 12 things (such as "I believe I am capable of listening and understanding English extremely well"). I belief in my capability to write in the proper English language. Each statement's level of agreement in terms of the speaker's language self-confidence is rated on a 5-point scale (1 being strongly disagreed, and 5 being strongly agreed). The high mean score demonstrates your confidence in your English-language proficiency. Strong internal reliability was demonstrated by the Cronbach alpha score ($\alpha = .94$).

The significance of evaluating an instrument's psychometric properties, such as the English language, was underlined. A metric's language and cultural context might impact its validity. The validity and reliability of English self-confidence assessments have been confirmed by preliminary studies conducted in a number of countries (Wang, 2022). However, the scale for self-confidence in English language proficiency was neither employed nor assessed among Pakistanis. The English self-confidence scale was never verified among Pakistani pupils, despite being established for use in other languages and communities. Based on factors like age, educational achievement, and other factors, different populations may have different scores for the English self-confidence scale's validity and reliability. Therefore, the current research aims to look at whether the current scale is valid and reliable among the Pakistani population of university and college students.

To check validity and reliability of the scale for the Pakistani population as well as to analyze the role of teachers' support and self-confidence in addressing ELA among public high school/college students, a study was conducted. There are many tools available to gauge general self-assurance. An English self-confidence measure was found to be suitable after a review of numerous tools (Clément et al., 2003; MacIntyre et al., 2001). The preliminary study, which called for an instrument to assess self-confidence generally and in English learning and problems, was considered when making this choice. However, before



beginning the primary research, it was critical to determine the validity of the English self-confidence scale and how it and its different components apply in Pakistan.

LITERATURE REVIEW

One of the most potent motivators and life controllers is thought to be self-confidence (Bandura & Adams, 1977). According to prior empirical research, a person's perception of their abilities or level of confidence is a critical mediating component of achievement (Bandura & Adams, 1977). Self-assurance by itself is not a motivating factor. It is an assessment of one's capacity to accomplish a task; as such, it is the motivation that ensures task completion.

Bandura's theory of Self-efficacy

According to (Bandura & Adams, 1977), self-efficacy is the belief in a person's ability to take the necessary measures to accomplish a set of performance goals (Bandura & Adams, 1977). The belief that one has control over one's motivation, behavior, and social setting is known as self-efficacy. He continues by defining "self-efficacy" as a person's belief in their ability to control their daily functioning. Motivation, happiness, and personal success can all be built on a solid foundation of self-efficacy. Thus according to Bandura, there are four primary forms of influence that have a significant impact on how people establish their beliefs. 1) Mastery experiences; 2) vicarious experiences; 3) social persuasion; and 4) emotional states.

1) *Mastery experiences:* When someone takes on a new challenge and succeeds at it, they get mastery experiences. The most influential source of efficacy information is mastery experiences. Success encourages a strong sense of self-efficacy. It is undermined by failures, particularly if they happen before a strong sense of efficacy has been developed (Bandura & Adams, 1977).

2) *Vicarious experiences:* Also known as social role models, these are a significant source of self-efficacy. One instance of a vicarious experience is watching someone else do a task. Observers' perceptions that they, too, can succeed at similar activities are strengthened, according to (Bandura & Adams, 1977), when they see others similar to themselves achieve through perseverance. Teachers, coaches, elder siblings, and friends are some examples of social role models.

3) *Social persuasion:* Social persuasion is the process of persuading someone that they are capable of completing a challenging task by providing them with supportive verbal feedback. (Redmond, 2010) asserts that self-efficacy is affected by both encouragement and discouragement regarding a person's performance or capacity to perform.



4) **Emotional states:** these pertain to a person's emotional, physical, and psychological health and can have an impact on how they feel about their abilities in a particular situation.

Previous studies have demonstrated the significance of self-confidence in functioning in various life domains, including social, educational, and self-development. Self-confidence relates to motivation, performance, and goal achievement (Akbari & Sahibzada, 2020). Self-confidence is associated with learning and success in the educational setting. According to Bandura, self-efficacy (self-confidence) assessments impact phobic behavior, such as language anxiety.

Numerous everyday benefits, including resistance to stress and hardship, healthy lifestyle decisions, enhanced performance, and academic success, have all been associated with a strong self. SC in second/foreign language learning can be both a protective and a risk factor for language anxiety. Not every language learner exudes the same level of self-assurance inside and outside the classroom. Depending on their circumstances, some kids may have greater confidence levels than others. SC is characterized as a sense of control, confidence in one's capacity to believe in oneself, and belief in one's abilities (Merriam–Webster Online). The process of SC is essential to learning a foreign language. As a result, anxiety and self-confidence are linked to language learning. Highly anxious people have lower self-confidence than less anxious people, according to (Bailey et al., 1999). In addition, (Bista, 2008) asserts that a few factors, including age, motivation, anxiousness, self-confidence, attitude, and learning styles, are associated with language anxiety by the Critical Period Hypothesis (CPH) of second language acquisition (SLA) theories. (Liu, 2012) also discussed the process of learning a 2nd language and how affective factors like motivation, self-confidence, anxiety, and others may have a detrimental effect on language learning. On the other side, highly motivated, self-assured, and anxiety-free may be less anxious, which enables them to take in a lot of information (Liu, 2012).

The importance of self-confidence in learning a second language is also highlighted by (Clément, 1980) integrative motivation model since it shows a lack of concern. Theoretically, a highly confident student who has dealt with language anxiety will do better at learning the target language than a less confident learner who has not. This is because students' attitudes toward learning a target language in academic contexts or particular language groups are affected by self-confidence (the absence of worry). Confident people are more inclined to engage in class activities and work on improving their skills (Edwards & Roger, 2015). Self-confidence (SC) is a crucial factor influencing how well someone succeeds when learning a language. People with poor self-esteem are generally seen as quite timid, reluctant to speak their minds, and even unable to complete a meaningful phrase in front of other people. Self-assurance will help a person attempt and succeed at a new skill in this tense scenario. It will prepare a person to take some



chances and take some calculated risks to feel at ease in public. Self-assurance also reduces a person's propensity to give up. With the acquisition of these skills, the more self-assured learner can excel in language classes.

Self-confidence greatly impacts identifying linguistic distress, claims (Matsuda & Gobel, 2004). Low reading comfort/enjoyment and low English speaking confidence were associated with high FLA (Matsuda & Gobel, 2004). Additionally, language anxiety was seen in students who avoided using a foreign language to express complex concepts, such as by acting unsure of themselves. High anxiety sufferers require support, such as from teachers who should be able to acknowledge their pupils' achievements and performance. To help them manage and get rid of their anxiety and lack of confidence (Matsuda & Gobel, 2004).

Speaking abilities (oral activities) in the classroom and other language learning activities are examples of how self-confidence affects learners' willingness and ability to participate. In other words, if someone is confident or has high levels of self-confidence, they will need to have good communication skills when speaking in a foreign language. In contrast, someone with low self-confidence may face the most significant and most dangerous obstacles to effective communication and learning foreign languages (Denies et al., 2015). Previous research explores the effect of self-confidence on individuals' preparedness to participate in class activities like speaking or communicative activities; low confidence will result in less participation and readiness to communicate (Clément, 1980; Taherkhani & Moradi, 2022). Thus, it can be seen that self-assured learners are not scared to take risks when speaking in a second language, even when making errors. Individuals participate in various oral/speaking activities related to any topic. Students learn from their mistakes and strive to work hard in this manner, which also contributes to their language competence. Whereas learners with low confidence usually feel uncomfortable and less confident when speaking in a foreign/second language, they perform less well because they are anxious that their performance will be harmed or condemned.

METHODS

There were three phases of the research. In phase I, the researcher changed "language anxiety" to "English language anxiety" in the surveys as part of the cultural adaptation process. Phase II involved a pilot study with 30 people who had trouble understanding and adopting the self-confidence scale. The third and last phase involved testing the self-confidence scale's validity and reliability among Pakistani students by distributing the final version to 50 students. 51 students in all took part in the study.



This study's research design will be characterized as quantitative. Because it is a study in which evidence is assessed and presented using statistics and numbers, it is characterized as a quantitative study. This research falls within explanatory and correlational research categories since its goal is to comprehend and explicate the connection between the factors above.

Sampling technique

The current study used convenience or accidental sampling, a non-probability sampling technique. Because the characteristics of the individuals are relatively widespread and not overly particular, the researcher chose unintentional sampling. The power analysis program GPower version 3.1.9.4 was used to determine the sample size for this study. The target sample size is 50 students from Pakistan's public high schools, colleges, and first-year university students.

Participants Characteristics

Students made up the study's population. Participants in this study must be high school (9th–12th grade), and first-year university students enrolled in Pakistani public educational institutions and have an active college status. Respondents were from various public schools in Rawalpindi, Taxila, Lahore, and other places in Pakistan's central Punjab.

The following are the participant requirements:

1. Participants should be between the ages of 18 and 26. (9th-grade public students if they are 18 by the date they fill out the questionnaire).
2. Pakistani citizens enrolled at public colleges or universities

Instruments

Demographic characteristics

Participants will fill out a demographic questionnaire about their socioeconomic situation, gender, age, and parental education level (based on their monthly income in Pakistan). Family income was divided into lower-middle, middle, upper-middle, and upper classes.

English Self-Confidence Scale

The self-confidence level is assessed using the questionnaire. It includes inquiries or declarations concerning the students' feelings toward their English language use and their self-assurance level. (Clément et al., 2003; MacIntyre et al., 2001) created the English Self-Confidence scale to gauge people's perceptions



of their comfort level and confidence in their ability to use the language. The most recent has 12 items, such as "I feel confident in my ability to write English correctly" and "I believe that I am capable of listening and understanding English extremely well." A 5-point Likert scale measuring self-confidence ranges from strongly disagreeing to strongly agreeing. The higher mean score suggests intense levels of English self-confidence. High internal reliability was shown by the Cronbach alpha ($\alpha = .94$). The Cronbach alpha showed high internal reliability ($\alpha = .94$). The self-confidence scale will first be adapted and used in the Pakistani population. To check the validity and reliability of the scale in the Pakistani people.

Table 1: Sample item of the Questionnaire

| Item | Example |
|---------------------------------------|---|
| 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 | I believe that I am capable of reading and understanding most text in English. I feel that I can understand someone speaking English quite well. |

Procedure and Data collection

Preparation Stage

The author will submit the form for ethical clearance obtained from the Faculty of Psychology, Universitas Indonesia, prior to data collection. Various questions pertaining to the chosen variables will be included in a battery of questionnaires: 1) A brief description of the study and informed consent will be included in the first section's introduction. 2) The questionnaire's second section will ask questions on participant demographics including age, gender, and SES. 3) The questionnaire for each study variable will be in the final section. A pretest was completed in order to confirm the instrument's validity and reliability for Pakistani students before the main data collection/survey. The English self-confidence scale and the perception of teachers' support scale both underwent a pretest.



Data collection

The Google Forms questionnaire's link will be posted on numerous social media platforms, including Facebook, WhatsApp, Twitter, Line, and others, in order to collect data online. Students who are enrolled in colleges or universities will provide data for the study. Data will be collected using a non-probability sampling technique, in which the probability of an individual being chosen for a sample is not calculable, and is dependent on availability and compatibility with participant criteria (Jay, 2010).

Statistical Data Analysis Technique

The statistical data will be analyzed using IBM Statistical Package for the Social Sciences (SPSS) version 20. A basic description of the participant demographics, the frequency and average distributions of the data, and a summary of the study's variables will be obtained by descriptive statistical analysis. It will be determined through analysis if support and confidence levels among teachers are significantly correlated with students' fear of learning a foreign language. Future research will analyze T-test data to examine theories on variances in students' anxiety when speaking a foreign language in class or on a test.



RESULTS

Table 2: Descriptive Characteristics

| Characteristics | Percentage | Number (n) |
|-------------------------------------|-------------------|-------------------|
| Gender | | |
| Male | 52.9 | 27 |
| Female | 47.1 | 24 |
| Education | | |
| Metric (grade 10th) | 9.8 | |
| Intermediate (grade 11th and 12th) | 23.5 | |
| Undergraduate | 66.7 | |
| Father's Education | | |
| Primary | 5.9 | 3 |
| Middle | 11.8 | 6 |
| Higher Secondary/Matriculation | 43.1 | 22 |
| Intermediate | 25.5 | 13 |
| Bachelor | 7.8 | 4 |
| Masters | 5.9 | 1 |
| Mother's Education | | |
| Primary | 19.6 | 10 |
| Middle | 27.5 | 14 |
| Higher Secondary/Matriculation | 23.5 | 12 |
| Intermediate | 17.6 | 9 |
| Bachelor | 7.8 | 4 |
| Masters | 3.9 | 1 |
| Monthly Income of Family | | |
| More than 10,000/month | 19.6 | 10 |
| 20,0000 - 30,000/month or more | 29.4 | 15 |
| 50,000- 100000/month or more | 49.0 | 25 |
| 100000/ - 300,000/month or more | 2.0 | 1 |



Table 2 shows the descriptive information about the participants, 52.9% of whom were men and 47.1% of whom were women. In terms of education level, the respondents' average was 9.8% from matric (10th grade), 23.5% from intermediate, and 66.7% from first-year undergraduates. In contrast, the fathers' average was 5.9% from primary, 11.8% from the middle, and 43.1% from intermediate. Primary was 19.6%, Middle was 27.5%, Higher Secondary/Matriculation was 23.5%, Intermediate was 17.6%, Bachelor was 7.8%, and Master was 3.9%, while from Mother's Educational Level. 10,000 per month was 19.6% of the family income, 20,000 to 30,000 per month was 29.4%, 50,000 to 100,000 per month was 49.0%, and 100,000 to 300,000 per month was 2.0% in the study.

Table 3: Mean values, standard deviation, and reliability of each item

| Sr.# | Statements | M | S ² | r | α |
|------|---|------|----------------|--------|------|
| 1 | I believe that I am capable of reading and understanding most texts in English. | 3.37 | 1.148 | .849** | .943 |
| 2 | I feel that I can understand someone speaking English quite well. | 3.3 | 1.148 | .840** | .943 |
| 3 | I know enough English to be able to write comfortably. | 3.2 | 1.148 | .892** | .941 |
| 4 | I believe that I know enough English to speak correctly. | 2.86 | 1.148 | .932** | .939 |
| 5 | I am confident in my ability to write English correctly. | 3.02 | 1.148 | .908** | .940 |
| 6 | Sometimes I feel uncomfortable speaking in English because of my accent. | 4.14 | 1.148 | -.057 | .970 |
| 7 | I believe that my knowledge of English allows me to cope with most situations where I have to use English. | 3.04 | 1.148 | .901** | .941 |
| 8 | When I need to make a telephone call in English, most of the time, I am confident that I can do it. | 2.96 | 1.148 | .935** | .939 |
| 9 | Every time that I meet an English-speaking person and I speak with him/her in English; I feel easy and confident. | 2.61 | 1.148 | .832** | .944 |
| 10 | In a restaurant, I feel confident when I have to order a meal in English. | 3.08 | 1.148 | .851** | .943 |
| 11 | I feel confident and relaxed when I have to ask for directions in English. | 3.18 | 1.148 | .790** | .945 |
| 12 | I feel comfortable when I speak English among friends where there are people who speak English. | 2.67 | 1.148 | .891** | .941 |

The data of items are shown in table 3 containing their means, different reliability, and item-total correlation, that is sufficient to keep all of the items. In order to determine the developing factor structure and how items will load on each factor, a principal component analysis was performed. All of the Chronbach alpha values were statistically significant at 0.5 levels and varied from 0 to 0.97.



Table 4: The reliability analysis of the English self-confidence scale

| Reliability | |
|------------------|-------|
| Cronbach's Alpha | 0.949 |
| Items | 12 |

The Cronbach's alpha value for 12 items is 0.94, which demonstrates a high reliability score for the scale. This table 4 shows the reliability test score.

Table 5: English self-confidence scale validity test using Pearson Correlation

| | | x1 | x2 | x3 | x4 | x5 | x6 | x7 | x8 | x9 | x10 | x11 | x12 | Mean |
|------------|----------------------------|--------|--------|--------|--------|--------|-------|--------|--------|--------|--------|-------|--------|--------|
| x1 | Pearson Correlation | 1 | .763** | .883** | .782** | .823** | -.026 | .745** | .728** | .609** | .614** | .547* | .685** | .849** |
| x2 | Pearson Correlation | .763** | 1 | .821** | .692** | .800** | -.100 | .717** | .760** | .543** | .651** | .721* | .700** | .840** |
| x3 | Pearson Correlation | .883** | .821** | 1 | .835** | .867** | -.151 | .783** | .782** | .689** | .672** | .653* | .723** | .892** |
| x4 | Pearson Correlation | .782** | .692** | .835** | 1 | .823** | -.107 | .859** | .885** | .844** | .806** | .632* | .853** | .932** |
| x5 | Pearson Correlation | .823** | .800** | .867** | .823** | 1 | -.137 | .746** | .816** | .737** | .692** | .749* | .774** | .908** |
| x6 | Pearson Correlation | -.026 | -.100 | -.151 | -.107 | -.137 | 1 | -.057 | -.012 | -.298 | -.179 | -.212 | -.157 | -.057 |
| x7 | Pearson Correlation | .883** | .821** | 1 | .835** | .867** | -.151 | .783** | .782** | .689** | .672** | .653* | .723** | .892** |
| x8 | Pearson Correlation | .728** | .760** | .782** | .885** | .816** | -.012 | .845** | 1 | .795** | .819** | .710* | .837** | .935** |
| x9 | Pearson Correlation | .609** | .543** | .689** | .844** | .737** | -.298 | .747** | .795** | 1 | .773** | .653* | .808** | .832** |
| x10 | Pearson Correlation | .614** | .651** | .672** | .806** | .692** | -.179 | .759** | .819** | .773** | 1 | .791* | .773** | .851** |
| x11 | Pearson Correlation | .547** | .721** | .653** | .632** | .749** | -.212 | .700** | .710** | .653** | .791** | 1 | .676** | .790** |
| x12 | Pearson Correlation | .685** | .700** | .723** | .853** | .774** | -.157 | .817** | .837** | .808** | .773** | .676* | 1 | .891** |

Note: P value is significant at 0.01 and 0.05.



Table 5 shows the results of the English self-confidence scale's Validity Test and Pearson Correlation Test; as can be seen, only item number x6 had a low validity score.

DISCUSSION

The current scale was previously designed as well as tested on accident samples of kids from several countries. It is necessary to reestablish an instrument's psychometric qualities each time it is utilized in a novel environment or with a diverse group of individuals. For this reason, the combined version of the English language confidence and anxiety (MacIntyre et al., 2001; Wang, 2009) measure was used to study a general sample of public students (18 to 29 years old) in Pakistan from various cultural backgrounds.

The purpose of this study was to evaluate the Self-confidence questionnaire's reliability and validity among Pakistani students. How accurately participants responded to the scale questions will determine the outcome of this study. The pre-test results confirmed the validity and reliability of the self-confidence questionnaire as a practical tool for language learning students. The lengthy questionnaire revealed strong internal consistency and significant validity. The survey's validity and reliability were at least as high among Pakistani students as they were in the first iteration. With the exception of the sixth item, all 12 of the items had strong reliability and validity scores as well as significant total item correlation values. The first self-confidence measure to be created and validated for use with a different demographic was that of (Clément et al., 2003; MacIntyre et al., 2001). After being adapted to cultural considerations, it should be validated and reliability-tested. The Self-confidence questionnaire has been validated and modified across many populations.

The survey's findings demonstrated that item number Six on the scale exhibited low validity scores, while the other items had good validity. The study's finding is that Pakistani students who are feeling language anxiety can use the English self-confidence scale as a trustworthy and useful tool. The observed results could only speak to the English self-confidence scale's descriptive power with regard to public school children because the data studies were cross-sectional. More research is required because these findings are based on a cross-sectional study and convenience samples.

CONCLUSIONS

After being adapted to cultural considerations, it should be validated and reliability-tested. The Self-confidence questionnaire has been validated and modified across many populations. The study's findings demonstrated the statistical validity and reliability of the English self-confidence measure for the population of Pakistan. The validity and reliability of questionnaires are equally crucial for the Pakistani population as they are for any other research tool. The researchers considered validity in order to increase



the instrument's reliability and validity. This is obvious (as shown in Table 3 and Table 4). The study's finding is that Pakistani students who are feeling language anxiety can use the English self-confidence scale as a trustworthy and useful tool. Additionally, it will advance the fields of educational psychology and developmental psychology in second language acquisition, which will strengthen current and future investigations into the effects of numerous internal and external factors on the acquisition of a second language. The results obtained from the study are expected to benefit practically; this study can be used as a reference study for educational and language institutions and non-English medium schools to improve and manage the language skills and language anxiety of Urdu-medium students in Pakistan. Further, the results will provide parents with some guidelines on managing children's Language anxiety and increase the knowledge of teachers and parents in the context of their involvement and encouragement and such behaviors towards reducing language anxiety in adolescents. Additionally, it will assist in boosting current and future studies on the role of various internal and external factors in foreign language anxiety, which will strengthen the fields of educational psychology and developmental psychology in second language learning. The study's findings are anticipated to have practical applications; they can serve as a model for educational and language institutions as well as non-English medium schools looking to enhance and control the language proficiency and anxiety of Urdu-medium pupils in Pakistan. The findings will also give parents advice on how to manage their children's language anxiety and boost teachers' and parents' understanding of the role that engagement and reinforcement play in reducing language anxiety in teenagers.

LIMITATIONS OF THE RESEARCH

There are a few restrictions on this study that need to be made clear. First off, every self-report poll has limitations, therefore it would have been beneficial to validate the findings. Additionally, given the study's sample size was just 50 public college and university students, the results might not apply to Pakistan's general public school students, whose teaching strategies and curricula vary, or to non-student groups.

As a result of the high correlation among the predictor variables found in interdisciplinary studies, it is more likely that differing levels of gender, education, family income, and parental education will result in non-significant research findings. This study, however, only included a small number of relative college and new undergraduate students from both groups because to COVID-19 limitations that made it difficult to directly recruit a more representative sample across the country. Future studies should therefore cover a broader spectrum of cultural and structural components. High-risk recruiting practices for participants from Pakistan were adopted due to time constraints, which made obtaining a more diverse sample more difficult.



Data (and Software) Availability

This study was analyzed using (SPSS ver.21). All data underlying the result are available as part of the article through a request from the corresponding author.

Authors contributions

All the authors contributed equally to this research study.

Competing interests

Regarding the publication of this article, the authors affirm that there are no conflicts of interest.

Ethical statement

The researcher achieved the approval of the Ethical committee at Universitas Indonesia before sending the questionnaire to the participant. Each selected Kebeles administration was granted the request of the researcher. The researcher conducted an online Google Form questionnaire and sent it to the participants. A declaration statement was also attached to the G-form.

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