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The Influence of Motivation, Self-Confidence and Anxiety on the Speaking English Performance of Omani Learners

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Abstract

Speaking is a very crucial aspect of communication around the world. Therefore, effective speaking and other oral communication skills are essential to ensure growth and success. Notably, there are multifarious factors that may influence Omani learners' acquisition of good speaking performance. Hence, the present research paper investigates the influence of motivation, self-confidence and anxiety on the speaking English performance of Omani learners. The current research paper used questionnaire to collect the data and address the research question. The sample of research paper consists of 100 learners studying English language for business the Gulf College. Additionally, the statistical package for the social sciences (SPSS) version 24.0 was used to analyze the statistical data. The findings provided an insight on the influence of motivation, self-confidence and anxiety on the speaking English performance of Omani learners and how to address the obstacles faced in English speaking performance among university learners in Oman.

1. Introduction

Speaking is a fundamental component of language, and language skill is the capacity to use language. The majority of language learners find that developing their speaking abilities is crucial since they enable them to produce language by speaking. This is especially true for EFL learners from non-English speaking nations. Speaking abilities differ, especially in terms of manner and elements. Speaking generally serves the same objective, which is to express oneself. Oral communication and sharing of ideas and thoughts can be difficult for some EFL learners, both inside and outside of the classroom (Khamkhien, A., 2011). As a result, the current research paper offers a thorough explanation of how motivation, self-confidence, and anxiety affect Omani learners' performance when speaking English.

As a nation made up of individuals from many races and cultural backgrounds, Oman may greatly benefit from progress in all areas of life, but particularly in the fields of tourism, technology, and education. To advance these fields, language is essential. While other languages continue to be significant in Oman, English has gained prominence as a global and foreign language. Tekin (2015) made a pertinent point on how Oman must address these issues in order to advance in the globalized world and how having high-caliber human capital might help the nation succeed. The current research paper thoroughly examines the English program offered by one higher education institution in Oman in order to investigate the elements that affect speaking performance among Omani EFL learners. As a result, many perspectives are used to study the influence

elements and effects. Additionally, the needs and expectations of both lecturers and trainers are defined and interpreted in relation to the opinions of learners. The outcomes of this study will be helpful in enhancing the English curriculum provided by Omani institutions. It is essential for learners to be proficient in the English language in a variety of situations given the expansion of English's importance in the Omani setting (Al-Mahrooqi, 2016).

2. Literature Review

Suhag et al. reported on certain motivational influences on learners' learning and behavior (2016). As was previously established, motivation provides specific goals that people strive for and directs behavior toward those goals. As a result, learners' decisions are influenced by their motivation. It also enhances the effort and energy that go into determining whether a specific learner will pursue a difficult subject with enthusiasm or listlessly. Motivating learners has a big impact on their learning and achievement since it affects how they start and continue their activities. Equally, as motivation speeds up the cognitive processing process, it has an impact on how information is processed. As a result, learners are inspired to comprehend and investigate the subject rather than simply paying attention to the learning actions (Rahiem, M.D., 2021).

If a person continues to put forth effort, the relationship between self-confidence information and performance achievement will also eventually reoccur (Bandura, 1977). Performance will improve and can possibly have an impact on mastering expectations. The recurring nature of the relationship between self-confidence and cognitive patterns is highlighted by Bandura (1990). In the conversation, the individual's self-assurance and trust are assessed to influence particular thought patterns, emotional states, and behaviors. To understand the motivation in performance, target recognitions and casual recognitions are two thought designs of great interest. Therefore, a person's trust in his or her talents is the third factor that might have an impact on self-confidence. (Basri, Hashim & Yunus 2019).

According to Malik, Qin, and Muhammad Khan (2020), learners who feel they are weak in the community speaking apprehension frequently experience worry. However, Babakhouya (2019) identified six potential causes of language anxiety in the context of speaking English as a second language, including interpersonal or personal influences, learner beliefs about language acquisition, teacher beliefs about English instruction, relationships between teachers and learners, classroom practices, and language assessments. However, Raju & Tan's (2017) findings were the most notable up until this point. Three language anxiety causes—contact aversion, exam anxiety, and fear of receiving a poor grade—were identified. Based on these three components, they also created a measurement scale for foreign language classroom anxiety, which has 33 parts. Several researchers examined the anxiety associated with learning the English language using the same measure, and they also looked at how anxiety affected language learning in different circumstances (Wesely, P.M., 2012).

3. Research Problem

It used to be considered unfavourable to speak English to Arabs within the Arab world, but circumstances have changed to the point where it is now a subject that is taught in schools, colleges, and universities (Fareh, S., 2010). However, rather than being considered a second language, English is still perceived as a foreign language in the majority of Arab nations, indicating that the language is relatively marginalized. The use of English in daily life has now been embraced by Arab Muslim civilizations, though. However, many Arab nations have formed partnerships with Western nations, particularly the USA and the UK, for political, military, and economic support, as well as for investment and development. English has also been adopted as a language of instruction, especially in the fields of education, business and science, medicine, engineering, and trade and commerce (Rao, P.S., 2019). .

In Oman which was not previously colonized by British, British education and English medium schools were not available in Oman (Al-Bakri, 2013), However, by 1970, English started to be formally taught in institutions and universities in Oman. As a result, Omani learners start to generally experience speaking difficulties once they enter institutions, colleges, or universities, especially in the situations that require the use of speaking English (Gulf Cooperation Council, 2019). Despite this, there aren't many researches in the Omani setting that looked at how motivation, self-confidence, and anxiety affect how well Omani learners speak English and how to overcome those difficulties (Alhosani, 2014, Ibrahim, 2017). The current research paper aims at fulfilling the gap by investigating the influence of motivation,

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self-confidence and anxiety on the speaking English performance among Omani learners.

4. Research Objective

The current research paper's objective is to investigate the influence of motivation, self-confidence and anxiety on the speaking English performance of Omani learners at Gulf College in Oman.

5. Research Question

The present research paper investigated the the influence of motivation, self-confidence and anxiety on the speaking English performance of Omani learners. It tries to answer the following question:

1- What is the influence of motivation, self-confidence and anxiety on the speaking English performance of Omani learners?

6. Methodology

The research paper employed quantitative method. This method is appropriate for this research to analyse the influence of motivation, self-confidence and anxiety on the speaking English performance of Omani learners and how to address the obstacles faced in English speaking performance among university learners in Oman. The research paper used questionnaire as a research instrument which is a relatively affordable, accessible, and reliable way for a vast sample of people to collect large amounts of data. Data was obtained relatively quickly because this instrument is helpful especially for large groups. It is not scientific evidence, but because they are inexpensive and could be commonly used to target people in a limited period, they serve as an essential substitute to surveys (Al-maskari, & Patterson 2018). Moreover, the research paper employed 100 learners studying English for business in level three in Business and Management Studies Department, the age of the learners range from 20-35 years and all were from Gulf College.

7. Research Finding

The data obtained through the research questionnaire is to measure the influence of motivation, self-confidence and anxiety on the speaking English performance of Omani learners. According to Table 1.1, 65.0% of the respondents were male, with the remaining respondents were female. This finding supports Robertson et al's (2002) assertion that Arabic society is mostly masculine. Additionally, respondents between the ages of 20 and 25 made up 23% of the total respondents, while respondents between the ages of 26 and 30 made up the greatest percentage of respondents (37%) and those between the ages of 31 and 35 made up 28%. The respondents who were 36 years or older made up the least percentage (12%). As may also be seen, the majority of respondents (88%) belonged to the 20–35 age range, while only 5% were older than 36. According to the table, 40% of respondents had been learning English for between 11 and 15 years, 22% had said they had been learning it for over 16 years, 20% had said they had been learning it for between 1 and 5, and the smallest percentage of respondents (18%) said they had been learning it for between 6 and 10 years.

Table 1. 1: The demographic data of learners (N=100)

Measure	Item	N	(%)	Cumulative %
Gender	Male	65	65.0	65.0
	Female	35	35.0	100.0
Age	20-25	23	23.0	23.0
	26-30	37	37.0	60.0
	31-35	28	28.0	88.0
	Above 36	12	12.0	100.0
How long have you been learning English?	1-5 Years	20	20.0	20.0
	6-10 Years	18	18.0	28.0
	11-15 Years	40	40.0	68.0
	More than 16 Years	22	22.0	100.0

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The Finding of the influence of motivation, self-confidence and anxiety on the speaking English performance of Omani learners.

1. What is the influence of motivation, self-confidence and anxiety on the speaking English performance of Omani learners?

This section attempted to investigate the influence of motivation, self-confidence, and anxiety on Omani learners' speaking English ability in order to address the study's main research question. Following that, the repetition kinds' frequencies and percentages were determined using SPSS, as shown in Table 1.2.

Table 1. 2: the influence of motivation, Self-confidence and Anxiety on UG

	type of repetition	frequency	percent	valid percent
Valid	Motivation	45	45.0	45.0
	self- confidence	30	30.0	30.0
	anxiety	25	25.0	25.0
	Total	100	100.0	100.0

1) Exploratory Factor Analysis on Motivation

The construct of Motivation (Mot) was represented by ten items, and the principle component and the Varimax rotated analysis were used in examining these items. For the dimensions, KMO and BTS were used. As displayed in Table 4.3, Mot variable achieved KMO value of 0. 721, and BTS value of 2675.246– BTS value is considered very large. Meanwhile, the associated significance value for Mot is very low (P<0.00). Therefore, all items in Mot factor satisfy the requirement, and hence, the subsequent factor analysis can be carried out on these items.

Table 4. 3: The KMO and Bartlett's Tests for Motivation (Mot)

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		. 721
Bartlett's Test of Sphericity	Approx. Chi-Square	2675.246
	Df	190
	Sig.	.000

The extracted components result for Motivation (Mot) factor can be viewed in Table 4.4 as well, and as shown, six of the items scored eigenvalue of bigger than 1. As such, these six items were used via the latent root criterion, describing roughly 72% of the variance.

Table 4. 4b: Extraction of Components for Motivation (Mot)

Total Variance Explained						
	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.487	17.434	17.434	3.487	17.434	17.434
2	2.819	14.093	31.527	2.819	14.093	31.527
3	2.208	11.042	42.569	2.208	11.042	42.569
4	1.917	9.586	52.155	1.917	9.586	52.155
5	1.499	7.493	59.648	1.499	7.493	59.648

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6	1.481	7.407	67.055	1.481	7.407	67.055
7	.876	4.378	71.433			
8	.738	3.689	75.122			
9	.665	3.326	78.448			
10	.589	2.944	81.392			
11	.561	2.805	84.197			
12	.527	2.634	86.831			
13	.436	2.180	89.011			
14	.433	2.167	91.178			
15	.372	1.858	93.036			
16	.353	1.766	94.802			
17	.330	1.649	96.451			
18	.263	1.315	97.766			
19	.239	1.195	98.961			
20	.208	1.039	100.000			

The eigenvalues for each factor further support the extraction results further, as seen in the screen plot. As can be seen, the curve levels out from item number six, indicating the presence of six things. The final factor loadings and factor structures for each of the six Motivation (Mot) items are therefore shown in Table 4.8. Six components were retrieved by factor analysis from the ten total items, and these six items explain 67.055% of the variation. Additionally, no cross-loading of more than 0.5 items was discovered. As a result, all of the rotating items were kept. The findings generally demonstrate the quality of the item scale and the validity of the components.

Table 4. 5: The Factor Analysis Loadings of Motivation (Mot) Using the Varimax Rotation

	Component
	1
Mot1	.812
Mot2	.656
Mot3	.234
Mot4	.874
Mot5	.784
Mot6	.568
Mot7	.653
Mot8	.653
Mot9	.759
Mot10	.537

2) Exploratory Factor Analysis on Self-confidence (SC)

Ten items made up the construct of self-confidence (SC). These items were examined using the principle component and the Varimax rotated analysis. The dimensions were calculated using KMO and BTS. As shown in Table 4.9, the SC variable attained a KMO value of 0.657 and a BTS value of 1922.915, which is a very high number. The corresponding significance value for SC is extremely low (P0.00), however. Since every item in the SC factor satisfies the criterion, the successive factor analysis may be used to evaluate these things.

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Table 4. 6: The KMO and Bartlett's Tests for Self-confidence (SC)

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.657
Bartlett's Test of Sphericity	Approx. Chi-Square	1922.915
	Df	190
	Sig.	.000

Table 4.10 displays the findings of the extracted components for the Self-confidence (SC) factor. As can be seen, five of the items received eigenvalues greater than 1. As a result, the latent root criterion was utilized with these five items to account for approximately 65% of the variance.

Table 4. 7: Extraction of Components for Self-confidence (SC)

Total Variance Explained						
	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.457	20.917	20.917	3.138	20.917	20.917
2	2.009	13.395	34.311	2.009	13.395	34.311
3	1.925	12.832	47.425	1.925	12.832	47.143
4	1.682	11.211	58.354	1.682	11.211	58.354
5	1.651	11.005	69.361	1.651	11.007	69.361
6	.709	4.727	74.047			
7	.482	3.214	89.006			
8	.346	2.306	96.758			
9	.260	1.734	98.492			
10	.226	1.508	100.000			

The eigenvalues for each factor further support the extraction results, as seen in the screen plot. As can be seen, the curve levels out from the item number five, indicating that there are five things. The final factor loadings and factor structures for all five items of the Self-confidence (SC) scale are shown in Table 4.11 in accordance. Five components were retrieved by factor analysis from the ten total items, and these five items explain 69.055% of the variation. Additionally, no cross-loading of more than 0.5 items was discovered. As a result, all of the rotating items were kept. The findings generally demonstrate the quality of the item scale and the validity of the components.

Table 4. 8: The Factor Analysis Loadings of Self-confidence (SC) Using the Varimax Rotation

	Component
	1
SC1	.813
SC2	.712
SC3	.752
SC4	.646
SC5	.703
SC6	.652
SC7	.681

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SC8	.675
SC9	.650
SC10	.647

3) Exploratory Factor Analysis on Anxiety (Axi)

There were ten elements that represented the construct of anxiety (Axi). These items were examined using the principle component and the Varimax rotated analysis. The dimensions were calculated using KMO and BTS. As shown in Table 4.12, the Axi variable attained a KMO value of 0.684 and a BTS value of 241.157, which is a very high number. Axi's corresponding significance value is extremely low (P0.00). As a result, every item in the Axi factor satisfies the requirement, allowing for the subsequent factor analysis to be performed on these items.

Table 4. 9: The KMO and Bartlett's Tests for Anxiety (Axi)

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		. 684
Bartlett's Test of Sphericity	Approx. Chi-Square	241.157
	Df	3
	Sig.	.000

Table 4.13 also displays the results of the Anxiety (Axi) factor's extracted components, and it demonstrates that six of the items obtained eigenvalues greater than 1. As a result, the latent root criteria were applied with these six items to account for almost 68% of the variance.

Table 4. 10: Extraction of Components for Anxiety (Axi)

Total Variance Explained						
	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.138	20.478	20.917	3.138	20.917	20.917
2	2.009	13.395	34.311	2.009	13.395	34.311
3	1.925	12.754	47.143	1.475	12.832	47.143
4	1.682	11.211	58.354	1.682	11.211	58.354
5	1.651	11.007	69.361	1.651	11.007	59.361
6	.709	4.727	74.088	1.457	11.745	686.152
7	.482	3.214	89.006			
8	.346	2.306	96.758			
9	.260	1.734	98.492			
10	.226	1.508	100.000			

The eigenvalues for each factor, as shown in the screen plot, further support the extraction results. As can be seen, the curve levels out from the item number six, indicating the presence of six things. As a result, Table 4.14 shows the final factor loadings and factor structures for all five Anxiety (Axi) items. Six components were retrieved by factor analysis from the ten total items, and these six items explain 656.152 percent of the variance. Additionally, no cross-loading of more than 0.5 items was discovered. As a result, all of the rotating items were kept. The findings typically demonstrate that the components and item scale are both good and valid.

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Table 4. 11: The Factor Analysis Loadings of Anxiety (Axi) Using the Varimax Rotation

	Component
	1
Axi1	.731
Axi 2	.722
Axi 3	.745
Axi 4	.647
Axi 5	.713
Axi 6	.643
Axi 7	.683
Axi 8	.685
Axi 9	.651
Axi 10	.637

4) Exploratory Factor Analysis on Speaking Performance (SP)

There were eight items that represented the speaking performance (SP) construct. In order to examine these eight elements, the principle component and the Varimax rotated analysis were also used. The dimensions were calculated using KMO and BTS. As shown in Table 4.15, the SP variable attained a KMO value of 0.59 and a BTS value of 342.945, which is a very high number. The corresponding significance value of SP, however, is extremely low (P0.00). Because every item in the SP factor complies with the criteria, the consecutive factor analysis may be used with these items.

Table 4. 12: The KMO and Bartlett's Tests for Speaking Performance (SP)

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.567
Bartlett's Test of Sphericity	Approx. Chi-Square	365.147
	Df	6
	Sig.	.000

Table 4.16 displays the findings of the extracted components for the Speaking performance (SP) factor, and it can be seen that five of the items had eigenvalues greater than 1. As a result, the latent root criteria were utilized with these five items to explain about 56% of the variance.

Table 4. 13: Extraction of Components for Speaking Performance (SP)

Total Variance Explained						
	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.138	20.456	20.917	3.138	20.917	20.917
2	2.009	13.395	34.311	2.009	13.395	34.311
3	1.425	12.832	47.143	1.925	12.832	47.143
4	1.682	11.211	58.754	1.682	11.234	58.748
5	1.651	11.007	69.361	1.651	11.007	59.361
6	.709	4.727	74.088			
9	.260	1.734	98.492			
10	.226	1.508	100.000			

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The eigenvalues for each factor further support the extraction results further, as seen in the screen plot. As can be seen, the curve levels off at item number five, indicating that there are five things. The final factor loadings of all eight Speaking performance (SP) items are shown in Table 4.17, along with the factor structures following rotation. Five components were taken from these eight questions using factor analysis, and these five items explain 59.361% of the variance. Additionally, no cross-loading of more than 0.5 items was discovered. As a result, all of the rotating items were kept. The findings generally demonstrate the goodness of the item scale and the validity of the factor scale.

Table 4. 14: The Factor Analysis Loadings of Speaking Performance (SP) Using the Varimax Rotation

	Component
	1
SP1	.732
SP 2	.743
SP 3	.723
SP 4	.658
SP 5	.764
SP 6	.678
SP 7	.631
SP 8	.618

8. Research Contribution

Studies on the English speaking performance at Gulf College in Oman are still rather rare, making this research paper a significant one. The challenges in English speaking performance and the influence of motivation, self-confidence and anxiety on the speaking English performance of Omani learners in the context of higher education setting were accordingly deliberated in this research paper and identify their strengths and weaknesses. In light of this, this research makes a number of contributions, particularly to the academic field; this research paper provides a comprehensive insight of the factors that influence English speaking performance. Additionally, earlier related works indicated the need for additional empirical research; as a result, the subject in question was covered and addressed in this study.

9. Conclusion

The research paper's findings provided comprehensive and detailed responses to the research question regarding the influence of motivation, self-confidence, and anxiety on Omani learners' English speaking performance as well as suggestions for how to overcome challenges encountered by learners in Oman. Additionally, the findings analysis produced significant benefits for academic institutions, including colleges, universities, language schools, and curriculum departments. After analysing the data from the questionnaire given to the research respondents, the researcher was able to get general information on learners' performance and difficulties in English speaking performance.

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