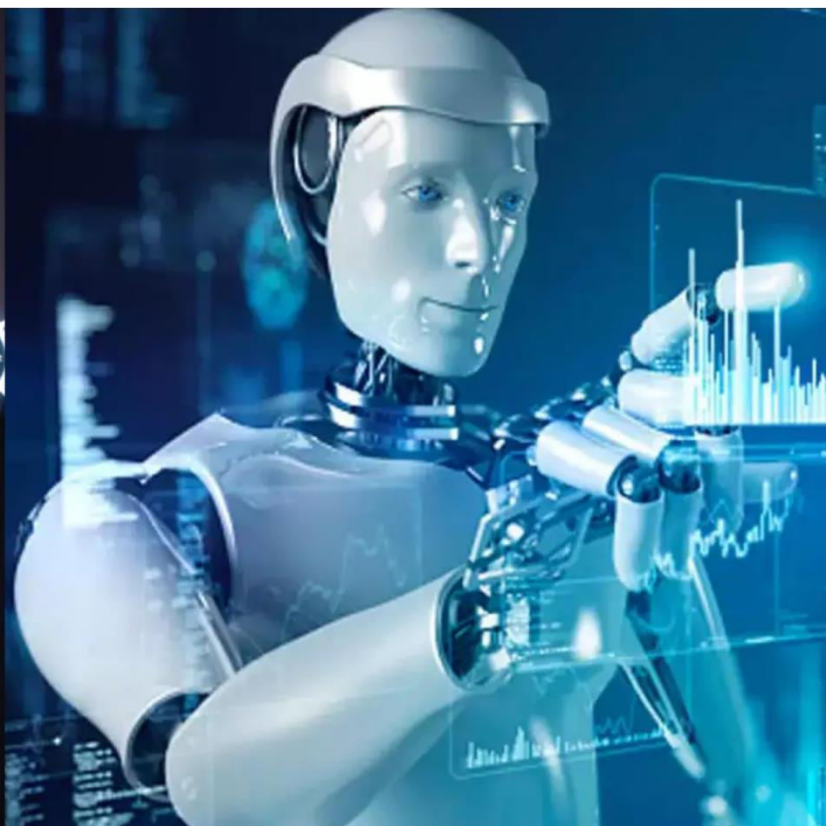




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The Influence of Communication Competence and Self-Confidence on Students' Self-Expression in English

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ABSTRACT: This survey-correlational study examined the influence of communication competence and self-confidence on students' self-expression in English among students in the College of Teacher Education during the academic year 2025–2026. The participants consisted of seventy-six (76) randomly selected students from a total population of ninety-four (94). Taro Yamane's Formula was used to determine the appropriate sample size, while stratified random sampling was employed in selecting the respondents. Data were gathered using researcher-made instruments, namely the Communication Competence Questionnaire, Self-Confidence Questionnaire, and Self-Expression in English Questionnaire. The independent variables were communication competence and self-confidence, while self-expression in English served as the dependent variable. Data were analyzed using mean, standard deviation, Analysis of Variance (ANOVA), Pearson Product-Moment Correlation Coefficient (Pearson's r), and Multiple Regression Analysis, with the level of significance set at $\alpha = 0.05$. The findings revealed that the students demonstrated a high level of communication competence, self-confidence, and self-expression in English. Significant differences were found in students' self-expression in English when grouped according to their levels of communication competence and self-confidence. Furthermore, communication competence and self-confidence showed significant positive relationships with students' self-expression in English. The results of the multiple regression analysis indicated that self-confidence significantly predicted students' self-expression in English, whereas communication competence did not emerge as a significant predictor when both variables were analyzed simultaneously.

KEYWORDS: Communication Competence, Self-Confidence, Self-Expression in English, College Students

I. INTRODUCTION

In today's globalized world, proficiency in the English language is an essential skill for academic success and effective communication. Beyond grammar and vocabulary, the ability to express oneself clearly and confidently in English plays a significant role in students' language development. Two important factors influencing this ability are communication competence and self-confidence. Communication competence refers to the ability to convey messages appropriately and effectively in different social contexts through linguistic knowledge, communication strategies, and understanding of social norms (Sidik, 2018; Magcamit, 2018). Self-confidence, on the other hand, serves as a psychological factor that encourages students to take risks in using the language without fear of making mistakes, enabling them to participate actively in speaking and writing activities (Gurler, 2015; Roysmanto, 2018).

However, many students experience difficulties in expressing themselves in English due to limited communication competence and low self-confidence, which may negatively affect their academic performance and personal development. Understanding the relationship between these factors is important for educators and curriculum designers who aim to improve language teaching strategies and student outcomes (Fuentesal-Garcia et al., 2025). This study, therefore, examines how communication competence and self-confidence influence students' self-expression in English, providing insights that may help develop interventions to strengthen students' communication abilities and confidence in language use.

This study is anchored on several theories explaining how communication competence and self-confidence affect self-expression. Canale and Swain's Communicative Competence Theory emphasizes that effective communication involves grammatical, sociolinguistic, strategic, and discourse competence, enabling individuals to communicate successfully in different situations (Wahyuni et al., 2015). Bandura's Social Cognitive Theory highlights self-efficacy,

suggesting that students who believe in their English abilities are more willing to communicate despite challenges (Asakereh & Yousofi, 2018). Similarly, Vygotsky's Sociocultural Theory explains that communication skills develop through meaningful social interaction, while confidence grows through supportive learning experiences, both of which contribute to improved self-expression in English (Becerra-Posada et al., 2022).

This study aimed to examine the influence of communication competence and self-confidence on students' ability to express themselves in English. It sought to answer the following questions:

1. What was the level of communication competence among students?
2. What was the level of self-confidence in using English among students?
3. What was the level of self-expression in English among students?
4. Is there a significant difference in self-expression in English based on the levels of communication competence and self-confidence?
5. Is there a significant relationship between communication competence and self-confidence and students' self-expression in English?
6. Do communication competence and self-confidence significantly predict students' self-expression in English?

II. RELATED LITERATURE

Communication Competence

Communication competence is widely recognized as a significant factor influencing students' ability to express themselves effectively in English. Studies show that learners with strong communicative skills demonstrate better speaking proficiency, greater fluency, clarity, coherence, and appropriateness in oral communication (Anderson & Cruz, 2024). It encompasses grammatical accuracy, sociolinguistic awareness, discourse organization, and strategic competence, enabling students to adapt language according to context and sustain meaningful interaction even when facing vocabulary limitations (Handayani et al., 2025). Empirical findings indicate that students with well-developed communication competence participate more actively in classroom discussions, oral presentations, and interactive speaking tasks, which improve their expressive performance (International Journal of Social Science, Humanity & Management Research, 2024). Communicative language teaching approaches, collaborative learning environments, and technology-mediated platforms further strengthen students' communication skills by promoting authentic interaction, strategic language use, and greater learner autonomy (Kessler, 2018; Godwin-Jones, 2018). Overall, communication competence serves as a multidimensional foundation that enhances students' confidence, willingness to engage, and overall effectiveness in English self-expression (Savignon, 2018; Celce-Murcia, 2015).

Self-Confidence

Self-confidence is widely recognized as a crucial affective factor influencing students' ability to express themselves effectively in English. Research shows that students with higher self-confidence are more willing to communicate, participate actively in speaking activities, and perform better in oral tasks because they feel secure in expressing their thoughts (Shaleha et al., 2025; Fitrah et al., 2025). Self-confidence encourages learners to take communicative risks, such as experimenting with unfamiliar vocabulary and engaging in spontaneous interaction, which contributes to language development and improved fluency (Ellis, 2017; Yashima, 2018). It also helps reduce speaking anxiety, allowing learners to focus on message delivery and produce clearer, more coherent responses (Mawaddah et al., 2025; MacIntyre et al., 2019). Studies further suggest that supportive classroom environments, peer collaboration, teacher encouragement, reflective learning practices, technology-enhanced activities, and experiential learning opportunities significantly strengthen students' confidence and willingness to communicate (Li & Li, 2020; Mercer & Dörnyei, 2020). Overall, self-confidence plays a vital role in enhancing students' speaking quality, communicative competence, long-term language development, and overall effectiveness in English self-expression (Dewaele & MacIntyre, 2019; Tóth, 2021).

Self-Expression

Self-expression in English refers to learners' ability to communicate thoughts, ideas, emotions, and viewpoints effectively through spoken or written language. It reflects not only linguistic knowledge but also the ability to use English meaningfully in authentic communicative contexts, requiring fluency, coherence, creativity, and interactional competence (Al-Zahrani, 2022; Rahimi & Abedini, 2015). Research shows that learners with a higher willingness to communicate engage more actively in English interactions, resulting in richer and more personalized expression

(Yashima et al., 2018; Peng & Woodrow, 2015). Classroom practices such as debates, role plays, and collaborative learning further strengthen expressive ability by providing authentic communication opportunities (Zeng et al., 2020; Nguyen, 2021). Affective factors, including self-confidence, motivation, and reduced anxiety, significantly influence learners' ability to communicate ideas clearly and confidently (Papi, 2017; Li & Wang, 2022). In addition, strategic language learning, technology-enhanced environments, sociocultural awareness, and authentic communicative experiences contribute to improved fluency, expressive complexity, and communicative effectiveness. Overall, self-expression in English is a multidimensional competence shaped by linguistic ability, communication practice, emotional readiness, and meaningful opportunities for language use (Savignon, 2018; Kukulska-Hulme, 2020).

III. METHODOLOGY

This study investigated the influence of communication competence and self-confidence on students' self-expression in English among College of Teacher Education students during the academic year 2025–2026. It employed a survey-correlational research design, which examined the relationship between communication competence and self-confidence as independent variables and self-expression in English as the dependent variable (Ponto, 2015; Cherry, 2022). The participants consisted of 76 randomly selected students out of 94 enrolled students, with the sample determined using Taro Yamane's Formula and selected through stratified random sampling (Frey, 2018). Data were gathered using researcher-made questionnaires on communication competence, self-confidence, and self-expression in English, each consisting of 10 Likert-scale items and subjected to face and content validation, pilot testing, factor analysis, and reliability testing through SPSS. The instruments were found valid and reliable, with Cronbach's alpha values of 0.887 for communication competence, 0.836 for self-confidence, and 0.908 for self-expression in English. After securing permission and collecting data with confidentiality, statistical analysis was conducted using mean, standard deviation, ANOVA, Pearson's r , and multiple regression analysis, with the level of significance set at 0.05 alpha, to determine the relationships and predictive influence of the variables.

IV. RESULTS AND DISCUSSION

A. Level of Communication Competence

Table 1 presents the mean and standard deviation of communication competence among the students. The results reveal that communication competence obtained a mean score of 3.62 with a standard deviation of 0.58, which was interpreted as high based on the given scale. This indicates that the students generally demonstrate strong communication competence in using the English language. The relatively low standard deviation suggested that the responses were closely clustered around the mean, implying a fairly consistent level of communication competence among the respondents. This showed that the students were generally competent in communicating in English, reflecting a positive level of ability in expressing ideas, understanding messages, and engaging in communication-related activities.

Table 1: Mean and Standard Deviation of Communication Competence

Category	Mean	Description	SD
Communication Competence	3.62	High	0.58

Note Interval. Very High - 4.21 - 5.00: High - 3.41 - 4.20: Moderate - 2.61 – 3.40:
Low -1.81 – 2.60: Very Low - 1.00 – 1.80

The students demonstrated a high level of communication competence, indicating a strong ability to use English effectively in expressing ideas, interacting with others, and understanding messages. This suggests that students are capable of participating actively in classroom discussions, group activities, and other English-related academic tasks, which may positively contribute to their academic performance and confidence in using English in real-life situations. It also reflects a strong foundation for developing advanced language skills such as critical thinking and academic writing.

This result may be attributed to students' regular exposure to English in academic settings, frequent interaction with English through digital media, and classroom activities that encourage communication, such as speaking tasks, presentations, and collaborative learning. The finding supports studies by Goh (2017), who emphasized that

communicative language teaching improves learners' real-life English use, Zhang (2019), who found that frequent classroom participation strengthens communicative competence, and Lee (2021), who reported that exposure to English both inside and outside the classroom significantly enhances students' communication skills.

B. Level of Self-Confidence

Table 2 presents the mean and standard deviation of self-confidence in using English. The results reveal that self-confidence in using English obtained a mean score of 3.53 with a standard deviation of 0.63, which was interpreted as high. This indicates that the students generally demonstrate a strong level of self-confidence when using the English language in communication. The relatively low standard deviation suggests that the responses were closely clustered around the mean, implying a fairly consistent level of self-confidence among the respondents. This showed that the students were generally confident in using English, reflecting a positive disposition toward engaging in English-speaking activities both inside and outside the classroom.

Table 2: Mean and Standard Deviation of Self-Confidence

Category	Mean	Description	SD
Self-Confidence	3.53	High	0.63

Note Interval. Very High - 4.21 - 5.00: High - 3.41 - 4.20: Moderate - 2.61 - 3.40:
Low -1.81 - 2.60: Very Low - 1.00 - 1.80

The students demonstrated a high level of self-confidence in using English, indicating that they generally feel comfortable, assured, and willing to express themselves in both academic and social situations. This suggests that students are more likely to participate actively in speaking activities such as discussions, oral recitations, and group interactions. High self-confidence positively influences language performance by encouraging learners to take communication risks, use English more frequently, and engage in meaningful interaction without excessive fear of making mistakes, which may lead to improved fluency, stronger communicative competence, and reduced language anxiety.

This result may be attributed to regular exposure to English instruction, supportive classroom environments that encourage participation, frequent interaction with English through media, and prior successful experiences in language use. The finding supports studies by Lee (2020), who found that self-confident learners participate more actively in oral communication, Tran (2021), who reported that self-confidence predicts willingness to communicate, and Kim (2022), who emphasized that confident learners demonstrate higher engagement, lower anxiety, and more effective English use in both academic and social contexts.

C. Level of Self-Expression in English

Table 3 presents the mean and standard deviation of self-expression in English. The results reveal that self-expression in English obtained a mean score of 3.60 with a standard deviation of 0.66, which was interpreted as high based on the given scale. This indicates that the students generally demonstrate a strong ability to express themselves in English, particularly in communicating ideas, thoughts, and opinions in academic and social contexts. The relatively moderate standard deviation suggests that the responses were fairly close to the mean, implying a generally consistent level of self-expression among the respondents. This showed that most students can express themselves in English with a positive level of competence, although slight variations exist in their ability and confidence to communicate effectively.

Table 3: Mean and Standard Deviation of Self-Expression in English

Category	Mean	Description	SD
Self-Expression	3.60	High	0.66

Note Interval. Very High - 4.21 - 5.00: High - 3.41 - 4.20: Moderate - 2.61 - 3.40:
Low -1.81 - 2.60: Very Low - 1.00 - 1.80

The students demonstrated a high level of self-expression in English, indicating that they are generally able to communicate their ideas, thoughts, and feelings clearly and confidently. This suggests that students can effectively perform oral and written communication tasks such as recitations, presentations, and group discussions, while actively participating in classroom activities. A high level of self-expression also reflects stronger language proficiency, as it is closely connected to communication competence and confidence in using English.

This result may be attributed to students' regular participation in English communication activities, strong communication competence and self-confidence, exposure to English through digital media, and supportive learning environments that encourage expression without fear of mistakes. The finding supports studies by Graham (2019), who noted that frequent speaking activities strengthen learners' ability to express ideas clearly, Li (2020), who found that interactive classroom communication improves expressive skills, and Ahmed (2022), who emphasized that both classroom instruction and digital exposure contribute to greater fluency and confidence in English self-expression.

D. Difference in Self-Expression in English Based on Communication Competence and Self-Confidence

Table 4 presents the results of the ANOVA test examining the differences in self-expression in English based on communication competence and self-confidence in using English. The results of the one-way ANOVA show that there were significant differences in students' self-expression in English when grouped according to their levels of communication competence and self-confidence.

In terms of communication competence, the analysis revealed a significant difference in self-expression, $F(4, 71) = 16.089$, $p = .000$. This indicated that students' self-expression in English varies depending on their level of communication competence, suggesting that those with higher competence tend to demonstrate better self-expression compared to those with lower levels.

Similarly, self-confidence also showed a significant difference in self-expression, $F(3, 72) = 66.734$, $p = .000$. This implied that students' self-expression in English significantly differs across varying levels of self-confidence, with higher confidence likely associated with a stronger ability to express ideas in English. Therefore, the null hypothesis stating that there was no significant difference in students' self-expression in English based on the levels of communication competence and self-confidence is rejected.

Table 4: ANOVA on the Differences in Self-Expression Based on the Levels of Communication Competence and Self-Confidence

Category	Sum of Squares	df	Mean Square	F	Sig.
Communication Competence					
Between Groups	15.642	4	3.911	16.089*	.000
Within Groups	17.257	71	.243		
Total	32.899	75			
Self-Confidence					
Between Groups	24.197	3	8.066	66.734*	.000
Within Groups	8.702	72	.121		
Total	32.899	75			

* $p < .05$ – significant at 5% level

There were significant differences in students' self-expression in English when grouped according to their levels of communication competence and self-confidence, indicating that students with higher communication competence and stronger self-confidence tend to express themselves more effectively in English than those with lower levels of these variables. This suggests that both communication competence and self-confidence are important factors influencing students' ability to articulate their thoughts clearly, participate actively in discussions, and communicate with less hesitation or fear of making mistakes.

The result may be attributed to stronger vocabulary, grammar knowledge, language fluency, reduced anxiety, and greater willingness to engage in communication among students with higher competence and confidence. Supportive learning environments, classroom interaction, and regular exposure to English may further strengthen these factors. The finding supports studies by Lee (2020), who found that learners with higher communicative competence demonstrate better oral expression, Kim (2021), who reported that self-confidence significantly affects willingness to communicate, and Ahmed (2022), who emphasized that both linguistic competence and confidence jointly influence students' communication performance in English.

E. Relationship Between Communication Competence and Self-Confidence and Students' Self-Expression in English

As shown in Table 5, Pearson correlation analysis revealed significant positive relationships among communication competence, self-confidence, and students' self-expression in English. The results showed a strong, significant relationship between self-expression and communication competence ($r = .736$, $p = .000$), indicating that students with higher communication competence tend to demonstrate better self-expression in English. Likewise, self-expression and self-confidence showed a very strong, significant relationship ($r = .879$, $p = .000$), suggesting that students with higher self-confidence are more likely to express themselves effectively. Additionally, communication competence and self-confidence were strongly and significantly related ($r = .827$, $p = .021$), implying that students with stronger communication competence also tend to possess higher confidence in using English. Therefore, the null hypothesis stating that there is no significant relationship among the variables is rejected.

Table 5: Pearson r Between Communication Competence and Self-Confidence and Students' Self-Expression in English

Variables	r	Sig
Self-Expression and Communication Competence	.736*	.000
Self-Expression and Self-Confidence	.879*	.000
Communication Competence and Self-Confidence	.827*	.021

* $p < .05$ – significant at 5% level

There were strong, positive, and significant relationships among communication competence, self-confidence, and students' self-expression in English, indicating that as communication competence and self-confidence increase, students' ability to express themselves in English also improves. In particular, self-confidence showed the strongest relationship with self-expression, suggesting that it plays a major role in students' ability to communicate ideas effectively. This implies that both cognitive and affective factors are essential in developing students' speaking performance, active participation, and overall language proficiency.

These significant relationships may be attributed to students' stronger vocabulary, grammar knowledge, reduced fear of making mistakes, regular exposure to English, and supportive learning environments that encourage communication. The finding supports studies by Liu (2019), who found that communicative competence is strongly associated with speaking performance, Wang (2020), who reported that self-confidence significantly influences willingness to communicate and oral expression, and Nguyen (2021), who emphasized that both communication competence and confidence work together in improving learners' overall English speaking performance.

F. Predictors of Self-Expression

Table 6 presents the regression analysis on the predictive influence of communication competence and self-confidence on students' self-expression in English. The results revealed that communication competence was not a significant predictor of self-expression, as reflected by its p-value of 0.774, which is higher than the 0.05 level of significance. On the other hand, self-confidence emerged as a significant and strong predictor, obtaining a p-value of 0.000 and the highest beta coefficient of 0.856. This indicates that self-confidence has a greater influence on students' ability to express themselves effectively in English. Hence, the null hypothesis is partially rejected since self-confidence significantly predicts students' self-expression in English, while communication competence does not significantly contribute as a predictor.

Table 6: Regression Coefficients of Communication Competence and Self-Confidence as Predictors of Self-Expression in English

Category	B	Std. Error	Beta	t	Sig
Communication Competence	.032	.113	.029 ^{ns}	.288	.774
Self-Confidence	.896	.104	.856*	.8.627	.000

*p < .05 – significant at 5% level; ^{ns} p > .05 – not significant at 5% level

Self-confidence was found to be a significant predictor of students' self-expression in English, while communication competence was not significant when both variables were analyzed together. This indicates that students' ability to express themselves in English is influenced more by how confident they feel in using the language than by their actual communication skills. It suggests that even when students possess adequate language knowledge, limited confidence may prevent them from expressing themselves effectively.

This finding highlights the important role of affective factors in language learning and suggests that building students' confidence should be prioritized alongside developing communication skills. The result may be explained by students' greater willingness to take risks, reduced fear of making mistakes, and increased participation when they feel confident. The finding supports studies by Zhao (2022), who found that self-confidence strongly influences speaking performance, Park (2023), who reported that confident learners demonstrate better expressive ability, and Rahman (2021), who emphasized that affective factors such as confidence often outweigh linguistic competence in predicting actual language use.

V. CONCLUSION

Knowledge gives students the ability to communicate, but confidence gives them the courage to truly express themselves. In this study, students demonstrated a high level of communication competence in English, showing that they are generally capable of using the language effectively in both academic and social interactions. Their consistent exposure to English through classroom instruction and everyday communication experiences has helped strengthen their ability to interact, share ideas, and engage meaningfully in various language-related tasks.

Students also exhibited a high level of self-confidence in using English, reflecting their willingness and readiness to communicate without excessive fear or hesitation. This confidence allows them to participate more actively in discussions, presentations, and collaborative activities, creating opportunities for improved fluency, stronger communicative performance, and reduced language anxiety throughout the learning process.

A high level of self-expression in English was likewise observed, indicating that students are able to communicate their thoughts, ideas, and opinions clearly and confidently. This demonstrates that students possess both the language skills and personal assurance necessary to engage effectively in oral and written communication, which may contribute positively to their academic success and overall language development.

Significant differences were identified in students' self-expression when grouped according to their communication competence and self-confidence, highlighting that students with stronger communication skills and higher confidence tend to express themselves more effectively in English. This suggests that successful communication is influenced not only by language ability but also by the confidence to use that ability meaningfully.

The study also established strong and significant relationships among communication competence, self-confidence, and self-expression in English, confirming that these variables work closely together in shaping students' communicative success. As students develop stronger language skills and greater confidence, they become more fluent, expressive, and willing to communicate in a variety of academic and social situations.

Most importantly, self-confidence emerged as the strongest predictor of students' self-expression in English, surpassing communication competence when both variables were examined together. This highlights a powerful insight that while

language knowledge provides the foundation for communication, confidence becomes the driving force that enables students to transform what they know into meaningful, effective, and authentic self-expression.

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