

Self-esteem, Motivation, and Anxiety of Korean University Students

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Abstract—The purpose of this study was to examine the level of self-esteem, motivation, and anxiety of university English learners and their differences according to gender, year, English proficiency level, and KSAT level. This study further aimed to determine the correlation between self-esteem, motivation, and anxiety of the learners. The respondents of this study were 255 randomly selected college students enrolled in English classes from a local university. A survey questionnaire consisting of 43 items was administered to the students. The Mean was used to determine the level of students' self-esteem, motivation, and anxiety, followed by t-test, ANOVA, and Pearson's r analysis. The results showed that the students at the current school had a moderate level of self-esteem, motivation, and anxiety. Significant differences were found in the students' level of self-esteem, motivation, and anxiety when they were grouped according to gender and English proficiency level. The males had higher level of self-esteem and motivation and lower level of anxiety when compared with the females. No significant difference existed when the students were grouped according to year. There was a positive correlation between self-esteem and motivation, with high levels of self-esteem associated with high levels of motivation. On the other hand, there was a strong, negative correlation between self-esteem and anxiety with high levels of self-esteem associated with low levels of anxiety. Furthermore, there was a moderate, negative correlation between motivation and anxiety, with high levels of motivation associated with low levels of anxiety.

Index Terms—self-esteem, motivation, anxiety, university students

I. INTRODUCTION

Learning a second language is not that easy and entails a lot of considerations. Many studies would often focus on the cognitive aspect of language learning and tend to give less attention to the affective aspect. Krashen (1982) in his Affective Filter Hypothesis states that the affective variables effect the acquisition of second language but not learning itself. In other words, affective variables such as motivation, self-confidence and anxiety play a facilitative role in second language acquisition.

According to Arnold (1999) giving consideration to affective aspects leads to more effective language learning. Thus, the language learners' affective side can be dealt with by giving attention on how to overcome problems created by negative emotions such as anxiety or depression and by generating positive and facilitative emotions such as self-esteem and motivation.

There are three popular areas of the affective dimension of the learner that have a great influence in language learning which are often included in many researches: self-esteem, motivation, and anxiety. Hashemian (2012) states that defining self-esteem is looking at how people value themselves, how they are considering their value to the world, and how valuable they think they are to others. He further opines that positive self-esteem enables people to be more responsible of their lives while having low self-esteem gives people negative view of life making them fearful in whatever they intend to do.

Motivation according to Brown (1994) is "an inner drive, impulse, emotion or desire that moves people to a particular action." Dornyei and Otto (1998 in Nikoopour, J., Salimian, S., Salimian, S, and Farsani, M. (2012) further expound motivation as a compelling stimulation in a person that initiates and evaluates the processes of the cognitive and motor mechanisms whereby chosen desires are implemented and acted out.

Anxiety as defined in Merriam-Webster Learner's Dictionary is "a fear or nervousness about what might happen." Ando (1999, in Jang, 2004) explains that language anxiety is a subjective feeling resulting into the language learner's fear, apprehension, or nervousness which is associated with the anticipation of negative events that may happen while learning the language.

This study aims to examine Korean university students' general level of self-esteem, motivation, and anxiety as well as the significant differences according to gender, year, English proficiency level, and KSAT level and correlations between self-esteem, motivation, and anxiety. Specific purposes of the study are as follows:

1. What is the level of Korean university students' self-esteem, motivation, and anxiety?

2. How is the university students' self-esteem different in terms of gender, year, level of English proficiency, and KSAT level?
3. How is the university students' motivation toward learning English different in terms of gender, year, level of English proficiency, and KSAT level?
4. How is the university students' English communication anxiety different in terms of gender, year, level of English proficiency, and KSAT level?
5. What is the correlation between the students' self-esteem, motivation, and anxiety?

II. REVIEW OF RELATED LITERATURE

There are three main topics presented in this study: self-esteem, motivation in language learning, and foreign language anxiety.

A. *Self-esteem*

In her article, Veronica de Andres (in Arnold, 1999) cited Stanley Coopersmith's definition of self-esteem as "the evaluation to which the individual makes and customarily maintains with regard to himself; expresses an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful and worthy." She further explained that self-esteem is an individual's judgement and understanding of his or her worthiness that is revealed in the attitudes and reactions that he or she holds towards himself or herself.

Owens (2001) presented Rosenberg's definition of self-esteem as the subjective component of an individual's life which manifests in his or her thoughts, feelings, and behavior towards given situations or course of actions. Martos (2006) is of opinion that in understanding the concept of self-esteem, it should be noted that what the person feels about himself or herself composes the larger part of his feelings.

Alexander (2001, cited in Hashemian, 2012), believes that self-esteem is a condition that contributes to a person's capacity to cope with the stresses of life and be productive. It is however important for an individual to appreciate himself unconditionally. Thus, accepting both his positive and negative capabilities enables him to be more responsible for himself and be accountable for whatever endeavor he would try to achieve.

Furthermore, Demo and Parker (1987 in Kalanzadeh, Mahnegar, and Hassannejad, 2013) opine that in language teaching both self-esteem and language learning are complementing and affecting each other. It means that a positive self-esteem can result to an effective language learning. In effect, Kalanzadeh, et al. (2013) suggest that foreign language teachers should take into consideration the academic self-esteem of the students as a powerful motivating factor that can optimize the process of learning the language especially second language. They further suggested that one important goal of language teaching should be to increase the students' self-esteem as it is an important contributing factor in the students' learning of a language.

Moreover, Raffini (1996, in Dornyei, 2005) believes that students who have high self-esteem have a greater chance to be successful in learning because they know exactly what they want to learn and how they can do it. Hashemian (2012) is of the same conclusion as the result of his study revealed a strong positive relationship between second language learners' self-esteem and their proficiency level. Specifically stated, when the proficiency level of second language learners are high, their degree of self-esteem is also high. Schmidt (1996, in Yokochi, 2003) also expresses similar opinion that high expectation of success leads learners to be more involved and participative in whatever undertakings they are into and would not easily give up no matter how difficult the task is in comparison with the learners with low self-esteem.

Lastly, Kazumata (1999) states that people with a positive self-esteem are not seriously affected whenever they are misunderstood or when they receive negative feedback from others while people with low self-esteem are afraid of committing mistakes and receiving negative feedback which hinder their acquisition of new knowledge or skill. More researches further revealed that the students' self-esteem influences their oral performance in the form of spoken English (Kalanzadeh, et al., 2013); there is a significant relationship between self-esteem and speaking skill with fluency exerting the most influence (Koosha, Ketabi, and Kassaian, 2011); and study on the relationship between self-esteem and achievement in second language acquisition revealed students' listening comprehension was significantly influenced by their self-esteem, with the conclusion that learners with higher level of self-esteem had higher level of listening comprehension while students with low self-esteem had lower listening comprehension (Hayati and Ostadian, 2008).

B. *Motivation in Language Learning*

Motivation, according to Ortega (2009) is most often perceived by many researchers to refer to the learner's drive in learning a second language and sustaining such effort to achieve the goal of learning. Such idea is a result of observations that some learners are highly motivated and some are less or are not motivated at all. Saville-Troike (2012) added that motivation has a big influence in the level of effort the learner would exert in the pursuit of learning a second language.

Gardner (1985) in his social-educational model of language learning explains that motivation is the combination of three actors: the learner's effort to learn; the learner's eagerness to accomplish the process of language learning; and the

learner's positive attitudes in relation to learning the target language. He further reiterates that learners who are motivated have positive regard to the language they are learning or wanted to learn, thus they firmly desire to achieve the goals of learning, and they exert more effort in the process of learning the language.

Gardner and Lambert (1972, in Arnold, 1999) in their concept of motivation in Second Language Acquisition, divided motivation into two orientations. Integrative orientation refers to the learner's desire of learning the language to be able to relate to or integrate himself deeper into the culture where that particular language is spoken. On the other hand, instrumental orientation refers to practical and functional purpose in learning a language, with the most common reason of getting a better job or having desired promotion. Several studies were conducted to prove or disprove the above arguments. In Tsai and Chang's study (2013), most of the learners were prone to having instrumental rather than integrative motivation in terms of learning English. Wang's (2010) study of college freshmen, native Mandarin speakers, revealed that instrumental orientation appears to be the motivation for students to study English. Dörnyei (1990) concludes in his study that instrumental goals have significant contribution in the motivation of students learning a foreign language.

Moreover, Brown (2000) makes the point that learners would usually use a combination of the two orientations when learning a language. This means that learners are not using exclusively one orientation over the other. They learn language for academic purposes and at the same time integrate themselves with the culture of a particular place where they are studying.

C. Foreign Language Anxiety

Horwitz, Horwitz, and Cope (1986) conceptualized the theory of Foreign Language Anxiety which they defined "as a distinct complex construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of language learning process."

Mahmoodzadeh (2012) discusses the three components of foreign language anxiety identified by Horwitz, et al., (1986) and MacIntyre and Gardner (1989). First deals with communication apprehension which generally refers to a type of anxiety experienced in interpersonal communicative settings where the person is too shy to speak in front of other people due to lack of self-confidence. Second is fear of negative evaluation where students are more anxious of how they will be corrected by their teacher as it will create more tension on their part. Third is test anxiety which refers to a type of performance anxiety rooted from fear of failure because some students demand too much from themselves and getting low scores in test is a big frustration.

Lu and Liu (2011) conducted a study on foreign language anxiety, cognitive and metacognitive strategy use and the students' performance in English and the result revealed that about one third of the respondents experience anxiety in their English class, they also have the fear of being given a negative evaluation, and most of all they were apprehensive whenever there is a speaking test and in taking the tests in their language class. Jang's (2003) study on levels of anxiety relative to proficiency reveals that anxiety scores were significantly different between different proficiency levels. It provides evidence of a relationship between Korean EFL learners' proficiency levels and their foreign language anxiety scales: anxiety decreases as proficiency level increases.

Moreover, Han's (2015) study revealed male students have lower level of anxiety compared with female students, while the students' year level have no bearing with their level of anxiety. He also found that the scholastic aptitude (KSAT) level and English proficiency level of the students have something to do with their anxiety level: the lower the level of KSAT and English proficiency, the higher the level of anxiety. The current study tries to corroborate the results of previous studies on students' self-respect, motivation toward English learning, and English communication anxieties in terms of gender, school year, and English proficiency.

III. METHODOLOGY

A. Respondents

As shown in Table 1, the respondents of this study were the 255 randomly selected college students from a local university in South Korea who were enrolled in English classes for the Fall Semester of academic year 2014. They were classified according to gender, year level, English proficiency, where level 1 is the highest and level 3 is the lowest, and KSAT (Korean Scholastic Aptitude Test) where level 1 is the highest and level 8 is the lowest. There were 148 (58.04%) male and 107 (41.96%) female; 68 (26.67%) were freshmen, 116 (45.49%) were sophomores, 29 (11.37%) were juniors, and 42 (16.47%) were seniors; 3 (1.18%) belong to level 1 in English proficiency, 78 (30.59%) belong to level 2, and 161 (63.14%) belong to level 3. There were 13 (5.09%) participants who did not indicate their English proficiency level. For KSAT, nobody belong to level 1, 11 (4.31%) belong to level 2, 19 (7.45%) belong to level 3, 38 (14.90%) belong to level 4, 51 (20%) belong to level 5, 30 (11.77%) belong to level 6, 6 (2.35%) belong to level 7, and 13 (5.10%) belong to level 8. There were 87 (34.12%) participants who did not indicate their KSAT level.

TABLE 1
DISTRIBUTION OF THE RESPONDENTS

None		87	34.12%
Category		N	%
A. Entire Group		255	100%
B. Gender	Male	148	58.94%
	Female	107	41.96%
C. Year	Freshmen	68	26.67%
	Sophomores	116	45.49%
	Juniors	29	11.37%
	Seniors	42	16.47%
D. English Proficiency Level	Advanced	3	1.18%
	Intermediate	78	30.59%
	Basic	161	63.14%
	None	13	5.09%
E. KSAT Level	Level 1	0	0%
	Level 2	11	4.31%
	Level 3	19	7.45%
	Level 4	38	14.90%
	Level 5	51	20.00%
	Level 6	30	11.77%
	Level 7	6	2.35%
	Level 8	13	5.10%
	None	87	34.12%

B. Instrument

A researcher-made questionnaire was used in the study. The questionnaire is composed of 43 items covering the areas of self-esteem (13 items), motivation (17 items), and anxiety (13 items). The items in the area of self-esteem were based on Rosenberg Self-Esteem Scale, the items in the area of motivation were based on Gardner's Attitude/Motivation Test Battery, the items in the area of anxiety were based on the Foreign Language Classroom Anxiety Scale by Horwitz, Horwitz, and Cope. Items in the three areas were slightly modified. Students were asked to rate each item with SA for strongly agree, A for agree, D for disagree, and SD for strongly disagree. For the interpretation of results in the areas of self-esteem, motivation, and anxiety the following scale and description were used.

Scale	Description
3.00 – 4.00	low self-esteem/motivation/anxiety
2.00 – 2.99	moderate self-esteem/motivation/anxiety
1.00 – 1.99	high self-esteem/motivation/anxiety

C. Data Collection and Analysis

The researchers made the questionnaire and submitted it for validation of the experts in the field of TESL. Upon approval, the questionnaire were administered, with the help of English professors, to the students enrolled in English classes. Upon retrieval of the questionnaires, the answers were encoded, tabulated, and interpreted.

In this study, the Mean was used to determine the respondents' overall level of self-esteem, motivation, and anxiety, and they were compared according to gender, year, English proficiency level, and KSAT level. The t-test and ANOVA were used to determine differences and Pearson's r was used to determine the correlation between self-esteem, motivation, and anxiety.

IV. RESULTS AND DISCUSSION

A. Overall Level of Self-esteem, Motivation, and Anxiety

TABLE 2
STUDENTS' LEVEL OF SELF-ESTEEM, MOTIVATION, AND ANXIETY

Areas	Mean
Self-Esteem	2.10
Motivation	2.12
Anxiety	2.52

The students have a "moderate" level of self-esteem ($M=2.10$); motivation ($M=2.12$); and anxiety ($M=2.52$). Specifically, the result shows that in all three areas of affective factors in language learning, the students had a high moderate level of self-esteem and motivation and a middle moderate level of anxiety. It should be noted that in the area of anxiety, the scale interpretation is the opposite which means that the lower the level of anxiety the better. While in the areas of self-esteem and motivation, the higher the level the better.

The results further reveal that the top three items with high level in the area of self-esteem are items 10, 9, and 8 respectively. This means that the students believe that learning English language is important; they feel good when they are praised for a good performance; and they believe they can learn more if they will push themselves. In the area of motivation, items 7, 8, 9, and 10 have high level with the same mean scores, which means that the students are highly motivated to develop their English listening, speaking, reading, and writing skills. Items 12, 2, and 3 are the top three items with high level in the area of anxiety. This means that the students are very anxious if their grade in English is low; they feel nervous when the professor ask them to speak in class; and they are worried that they will make mistakes in their English class. This is in agreement with the results of the study of Liu and Chen (2013) which illustrates two major components of FLA among the students – general worry over language class performance and little confidence in speaking ability. Similarly, in the study of Huang and Hwang, (2013) they found out that college students are anxious about being humiliated in front of teachers and peers, thus they are afraid of making mistakes while speaking.

TABLE 3
LEVEL OF SELF-ESTEEM, MOTIVATION, AND ANXIETY
ACCORDING TO GENDER

Category	Self-Esteem	Motivation	Anxiety
Total (N=255)	2.10	2.12	2.52
Male (N=148)	2.06	2.13	2.62
Female (N=107)	2.17	2.10	2.3

The results show that when the students were grouped according to Gender, both male and female students have a moderate level of self-esteem, motivation, and anxiety. However, considering the mean scores, male students have higher self-esteem compared with the female students, where males have higher mean score in doing their best in everything that they do. In the study of Hayati and Ostadian(2008), males and females have similar level of self-esteem, however female’s ability to perform English listening comprehension task is higher than the male students. In the area of motivation, female students are just a little more motivated than the male students though both are motivated to develop their English speaking, reading, writing, and grammar skills. Moreover, male students are more motivated to study English so they could be easily hired for the job compared with the female students. Lastly, in the area of anxiety, male students have the lower level compared with the female, where the males are less nervous, embarrassed, and anxious in their English class.

TABLE 4
T-TEST BETWEEN GENDER

Areas	t-value	Df	Sig.
Self-Esteem	-2.23	2.39	0.03*
Motivation	.45	2.48	0.65
Anxiety	3.30	2.39	0.00*

The t-test results show that when the students were grouped according to Gender, there are significant differences in the level of self-esteem and anxiety in favor of the male students. This means that the male students have higher level of self-esteem and lower level of anxiety compared with the female students. However, in the study of Hayati and Ostadian (2008), it was found that male and female students have similar level of self-esteem. As for anxiety, similar results was found in the following studies: Han (2015); Huang and Hwang (2013); Mahmoodzadeh (2012), Zgutowicz, R. (2009); Cheng (2008) and Pappamihiel (2002), where female students had a higher level of anxiety compared to male students. In contrast with the mentioned results, studies done by Capan and Simsek (2012), Kitano (2001), and Zhang (2001) revealed that male students have stronger feelings of language anxiety than the female students. On the other hand, no significant difference was found in the students’ level of motivation when grouped according to gender. This result agrees with the study of Wang (2010) that reveals no differences in language learning motivation among students with different gender. This implies that the students’ gender affect their self-esteem and anxiety but not their motivation.

B. Self-esteem, Motivation, and Anxiety According to Year

TABLE 5
LEVEL OF SELF-ESTEEM, MOTIVATION, AND ANXIETY
ACCORDING TO YEAR

Category	Self-Esteem	Motivation	Anxiety_
All (N=255)	2.10	2.12	2.52
Freshmen (N=68)	2.12	2.15	2.53
Sophomores (N=116)	2.11	2.13	2.49
Juniors (N=29)	2.21	2.10	2.45
Seniors (N=42)	2.00	2.03	2.61

Considering the Mean scores from highest to lowest, the order was as follows: self- esteem – seniors, sophomores, freshmen, juniors; motivation – seniors, juniors, sophomores, freshmen; and anxiety – juniors, sophomores, freshmen, seniors. It was shown that the seniors had the highest self-esteem and motivation and lowest anxiety among the four

levels. Apparently, this might be because they are graduating students and they have developed a certain level of self-esteem and have a lower level of anxiety because of their experiences and maturity. In the case of freshmen, sophomores, and juniors, their ranks vary in all three areas and the mean scores show that the juniors got the lowest for self-esteem and highest for anxiety, freshmen got the lowest for motivation, and sophomores were always in the middle.

TABLE 6
ANOVA ACCORDING TO YEAR

Sources of Variation	F	Sig.	Critical F
Self-Esteem	1.89	0.31	2.64
Motivation	0.77	0.51	3.00
Self-Esteem	0.65	0.59	2.64

ANOVA results show that when the students were grouped according to Year, there are no significant statistical differences found in the level of self-esteem, motivation, and anxiety. This means that whether the students are freshmen, sophomores, juniors, or seniors, their level of self-esteem, motivation, and anxiety do not differ significantly. This further implies that the students' year does not affect their self-esteem, motivation, and anxiety. This result is in agreement with the study of Capan and Simsek (2012) which suggested that the participants' year in school did not have a worthwhile impact on their FLA levels. They emphasize that different grade levels mean different challenges. Similarly, Cheng (2008) revealed that no significant difference in anxiety level was found among freshmen, sophomores, and juniors. Kitano (2001) found no remarkable difference in the FLA levels between freshmen and sophomores.

C. Self-esteem, Motivation, and Anxiety According to English Proficiency Level

TABLE 7
LEVEL OF SELF-ESTEEM, MOTIVATION, AND ANXIETY
ACCORDING TO ENGLISH LEVEL PROFICIENCY

Category	Self-Esteem	Motivation	Anxiety
All (N=255)			
Advanced (N=78)	1.56	1.35	3.15
Intermediate (N=Basic)	1.91	1.88	2.81
Basic (N=161)	2.21	2.24	2.36

The results show that when the students were grouped according to English proficiency level, the students in the advanced level have high level of self-esteem and motivation and low level of anxiety; the students in the intermediate level have high level of self-esteem and motivation and moderate level of anxiety; and the students in the basic level have moderate level in all three areas. It obviously follows that the higher the level of English proficiency, the higher the level of self-esteem and motivation and the lower the level of anxiety. This result exactly agrees to the result of the study done by Hashemian (2012) and Soureshjani and Naseri (2011) which reveal that the higher the level of L2 learners' self-esteem, the higher their proficiency level. Apparently, as the proficiency level of a person increases, that person will become more confident in using the second language. Similarly, the study of Jang (2003) reveals that the anxiety levels were significantly different relative to the learners' proficiency levels: as the learners' proficiency level increased, their anxiety level decreased.

TABLE 8
ANOVA ACCORDING TO ENGLISH PROFICIENCY

Sources of Variation	F	Sig.	Critical F
Self-Esteem	22.96	0.00	3.03
Motivation	21.18	0.00	3.03
Anxiety	19.62	0.00	3.03

ANOVA results show that when the students were grouped according to English proficiency level, significant differences existed in the level of self-esteem, motivation, and anxiety. It means that the higher the level of English proficiency of the students, the higher the level of their self-esteem, motivation, and the lower the anxiety. This implies that the students' English proficiency level affects the three areas mentioned above.

D. Students' Level of Self-esteem, Motivation, and Anxiety According to KSAT Level

TABLE 9
LEVEL OF SELF-ESTEEM, MOTIVATION, AND ANXIETY
ACCORDING TO KSAT LEVEL

Category	Self-Esteem	Motivation	Anxiety_
All (N=255)			
Level 2 (N=11)	1.79	1.94	3.27
Level 3 (N=19)	2.08	1.92	2.52
Level 4 (N=38)	2.02	2.00	2.60
Level 5 (N=51)	2.01	2.03	2.57
Level 6 (N=30)	2.14	2.12	2.51
Level 7 (N=6)	2.51	2.65	2.28
Level 8 (N=13)	2.31	2.53	2.04

The results show that when the students were grouped according to KSAT level, the students in level 2 have high level of self-esteem and motivation and low level of anxiety. The students in levels 3 to 8 have all moderate level of self-esteem and anxiety while only students in level 3 have high motivation and the students in levels 4 to 8 have moderate level of motivation.

TABLE 10
ANOVA ACCORDING TO KSAT LEVEL

Sources of Variation	F	Sig.	Critical F
Self-Esteem	3.75	0.00	2.16
Motivation	5.20	0.00	2.16
Anxiety	5.48	0.00	2.16

ANOVA results show that when the students were grouped according to KSAT level, significant differences existed in the level of self-esteem, motivation, and anxiety. This means that the students from levels 2 to 8 differ significantly in their level of self-esteem, motivation, and anxiety. Noticeably, only the students in level 2 have high level of self-esteem and motivation and low level of anxiety. This implies that the students' KSAT level affects the three areas mentioned above.

E. Correlations between Self-esteem, Motivation, and Anxiety

TABLE 11
CORRELATIONS OF SELF-ESTEEM, MOTIVATION, AND ANXIETY

		Self-Esteem	Motivation	Anxiety_
Self-Esteem	Pearson Correlation	1	.688**	-.514**
	Sig (2 tailed)		.000	.000
	N	255	255	255
Motivation	Pearson Correlation	.686**	1	-.351**
	Sig (2-tailed)	.000		.000
	N	255	255	255
Anxiety	Pearson Correlation	-.514**	-.351**	1
	Sig (2-tailed)	.000	.000	.000
	N	255	255	255

** Correlation is significant at the 0.01 level (2-tailed)

The relationships between self-esteem and motivation, self-esteem and anxiety, and motivation and anxiety were investigated using Pearson product-moment correlation coefficient. The results show a strong, positive correlation between self-esteem and motivation [$r=.686, n=255, p=.000$], with high levels of self-esteem associated with high levels of motivation. On the other hand, there was a strong, negative correlation between self-esteem and anxiety [$r=-.514, n=255, p=.000$], with high levels of self-esteem associated with low levels of anxiety. Furthermore, there was a moderate, negative correlation between motivation and anxiety [$r=-.351, n=255, p=.000$], with high levels of motivation associated with low levels of anxiety.

V. CONCLUSION

A. Summary of Findings

This study tried to examine university students' level of self-esteem, motivation, and anxiety and the degree of their differences according to gender, year, English proficiency level, and KSAT level. The results are summarized as below:

First, the general level of students' self-esteem, motivation, and anxiety was moderate.

This indicates that the students are just in the middle level and there is a tendency for this level to be higher or lower.

Second, the students' level of self-esteem, motivation, and anxiety according to gender, was moderate. There were significant differences in the students' level of self-esteem and anxiety when they were grouped according to gender. Males had higher level of self-esteem and lower level of anxiety compared with the females. However, no significant difference was found in the area of motivation.

Gender, most of the time, is one important factor that is always considered in many fields. It was not always true to all situations. In some cases, males performed better than females and vice-versa. Some cultural issues might be a contributing factor to this result. In a society where more is expected of a male than a female, where a son is more priority than a daughter, the male has to be more on edge than the female.

Third, there were no significant differences in the students' self-esteem, motivation, and anxiety when they were grouped according to year. This indicates that whether the students are freshmen or seniors it does not matter. The longer years of study or stay in the university was not a guarantee that a student would have a high self-esteem and motivation and low anxiety, though in some cases, some students who belonged to higher years are somehow more serious in their studies.

Fourth, there were significant differences in the students' level of self-esteem, motivation, and anxiety when they were grouped according to English proficiency level. The students who belong to the advanced level had the highest mean scores in the areas of self-esteem and motivation and the lowest mean scores in the area of anxiety. There were significant differences in the students' level of self-esteem, motivation, and anxiety when they were grouped according to KSAT level as well.

This result corresponded with the results of other previous studies. Mettassari (2013) concluded that the higher the students' self-esteem, achievement, motivation, and self-efficacy the lower their anxiety. Mohammed (2012) had the same findings in her research: the more desire the students felt to learn the language, the more effort they tended to make in their learning and the less anxious they were in the classroom. Further, Tanveer (2007, in Mettassari, 2013) also found that people with more self-confidence and higher self-esteem were less anxious. Finally, Bagheri and Faghih (2012) opined that when students' self-esteem increases their TOEFL reading comprehension increases and vice-versa.

Fifth, there was a strong, positive correlation between self-esteem and motivation: the higher the self-esteem, the higher the motivation. However, there was a strong, negative correlation between self-esteem and anxiety: the higher the self-esteem, the lower the anxiety. Moreover, a moderate, negative correlation was found between motivation and anxiety: high level of motivation is associated with low level of anxiety.

This result is in corroboration with what Krashen (1992) explains in his Affective Filter Hypothesis that when students have high motivation and self-confidence and low anxiety, the affective filter is low and thus comprehensible input is facilitated and the students have a better chance of acquiring a second language.

B. Suggestions

It can be concluded that the students' scholastic level affects their self-esteem, motivation, and anxiety. Apparently, the higher the level of English proficiency the higher the level of self-esteem and motivation and the lower the level of anxiety.

Based on the results, the following suggestions are made for promoting university students' English communication abilities.

First, it was found that university students' scholastic level somehow affect their self-esteem, motivation, and anxiety. Thus it will be important for professors to take notice of those factors during class activities and provide students with relevant feedback so that they could overcome their weakness and perform better in the target language.

Sometimes, students just need a push especially from their professors so that they can do more than they think they can. Therefore, it would be good for professors to give them positive feedback concerning their level of self-esteem, motivation, and anxiety during consultation hours so that they can be challenged and encouraged during free talk sessions.

Second, the results of the study have some implication for designing and developing a more learner sensitive English syllabus. By providing the faculty who are teaching English the information from the result of the present study, they may be encouraged to develop a more friendly or tension-free learning activities for their students. They may also be advised to be more patient to the students since the level of students' motivation or anxiety may influence their attitude toward their professors in the class.

Third, since three affective factors are noticeably having an interplay in language learning, it would be important to develop tasks and activities which are effective in increasing the students' self-esteem and motivation and lowering their anxiety for a more effective language learning. Likewise, a more conducive and affirming learning environment is important where students feel they are accepted and understood by peers and professors.

C. Limitation of the Study

The current study has the following limitations for generalization.

First, the level of students' self-esteem, motivation, and anxiety found in the current study cannot be generalized to other universities in urban and metropolitan areas. For this, further study needs to be conducted in those areas for comparison and generalization.

Second, the sample respondents in the current study are not exactly representative of the whole students attending the same university. In order to obtain more reliable data, a more systematic survey needs to be administered to more randomized sample groups in terms of gender, year, department, and proficiency level of the target population.

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