Hospitality Students' English-Speaking Motivation and Self-Efficacy: A Gender Based Analysis

[1*]Ni Made Lovi Arini, [2]I Gde Putu Agus Pramerta, [3]Ida Bagus Nyoman Mantra
[1, 2, 3]*Universitas Mahasaraswati Denpasar, Indonesia*

*Corresponding Author
Email: loviarini78@gmail.com

Abstract

English-speaking competence remains a significant challenge for hospitality students in Indonesia because effective oral communication is essential for academic learning and future professional practice. Therefore, this study aimed to examine gender differences in English-speaking motivation, investigate gender differences in English-speaking self-efficacy, and determine the nature and strength of the relationship between these two psychological constructs among hospitality students. A comparative-correlational quantitative research design was employed involving 124 hospitality students at Kaniva International College selected through purposive sampling. Data were collected using structured questionnaires with established validity and reliability. The data were analyzed using descriptive statistics, the Kolmogorov–Smirnov normality test, the Mann–Whitney U test, and Spearman's rank-order correlation. The findings revealed a statistically significant gender difference in English-speaking motivation, with male students reporting higher motivation than female students ($U = 1499.000$, $p = .031$, $r = .19$), although the effect size was small. In contrast, no statistically significant gender difference was identified in English-speaking self-efficacy ($U = 1566.500$, $p = .072$, $r = .16$), indicating comparable levels of confidence between male and female students. Correlation analysis further demonstrated statistically significant positive relationships between English-speaking motivation and self-efficacy among both male students ($\rho = .691$, $p < .001$) and female students ($\rho = .536$, $p < .001$), suggesting that students with stronger English-speaking motivation also tended to report higher English-speaking self-efficacy across both gender groups. These findings contribute to the growing literature on English for Specific Purposes (ESP) by demonstrating that gender differences were evident in English-speaking motivation but not in self-efficacy within hospitality education. The study also highlights the close association between motivation and self-efficacy as complementary psychological factors supporting students' English-speaking development. The findings suggest that hospitality English instruction should continue providing communication-oriented learning experiences that strengthen students' motivation while maintaining equitable opportunities for developing English-speaking self-efficacy.

***Keywords**: English-speaking motivation, gender differences, hospitality students, self-efficacy, vocational education*

INTRODUCTION

The increasing internationalization of the hospitality industry has transformed communication into one of the most essential professional competencies required of hospitality personnel. In service encounters, employees are expected to communicate effectively with guests from diverse linguistic and cultural backgrounds while responding appropriately and spontaneously to their needs, making interpersonal communication a key component of service delivery (Ma'fiyah & Sumardiono, 2023; Yang et al., 2022).

Consequently, oral communication has become a critical determinant of service quality, guest satisfaction, and professional performance in hospitality settings. Recent needs analyses consistently identify speaking as the most important English language skill for hospitality students because future professionals are required to engage in real-time interaction rather than merely demonstrate linguistic knowledge (Purwanto et al., 2025). In Indonesia, where tourism continues to contribute substantially to national economic development, these professional expectations have intensified the need for hospitality graduates who possess not only technical expertise but also strong English-speaking competence to function effectively in an increasingly globalized workplace (Yusra et al., 2022). Accordingly, developing English-speaking competence has become a central objective of hospitality education as communication readiness is now regarded as an indispensable component of professional competence rather than an additional language skill (Ma'fiyah & Sumardiono, 2023).

Despite sustained exposure to English instruction, many hospitality students continue to experience difficulties in speaking English confidently and fluently in professional and service-oriented contexts (Muktahiri, 2025). These challenges are particularly evident in hospitality education, where students are expected to use English in authentic workplace situations that require spontaneous interaction, effective problem-solving, and appropriate responses to guests from diverse linguistic and cultural backgrounds. Such communicative demands often extend beyond the linguistic knowledge acquired in classroom settings, suggesting that successful speaking performance depends not only on language proficiency but also on learners' psychological readiness to communicate. Consequently, understanding the psychological factors underlying students' speaking performance has become increasingly important in hospitality English education

The significance of these psychological factors becomes more apparent when considering the nature of communication in hospitality settings. Unlike general English as a Foreign Language (EFL) classrooms, hospitality students are expected to communicate effectively in authentic service encounters that require immediate, context-sensitive, and socially appropriate responses while simultaneously maintaining professionalism and customer satisfaction (Indrayani et al., 2024). Meeting these demands requires more than linguistic accuracy; it also requires learners to possess sufficient confidence, persistence, and willingness to participate in spoken interaction. Among the psychological factors associated with successful speaking performance, motivation and self-efficacy have consistently been identified as two of the most influential constructs. Motivation encourages learners to initiate and sustain engagement in speaking activities, whereas self-efficacy reflects learners' beliefs about their capability to perform speaking tasks successfully (Schunk & DiBenedetto, 2022). In addition to these psychological constructs, gender may also shape students' motivational experiences and efficacy beliefs through differences in learning experiences, social expectations, and educational contexts rather than through inherent differences in language ability (Kutuk et al., 2022).

Previous studies have consistently demonstrated that motivation and self-efficacy are important psychological determinants of second-language learning and speaking development. Students with stronger motivation and higher self-efficacy tend to participate more actively in communicative activities, demonstrate greater persistence when encountering speaking challenges, and achieve better speaking performance (Penrose, 2024; Schunk & DiBenedetto, 2022). Existing research has also explored these constructs from a gender perspective, although the findings remain inconsistent. While several studies have reported higher levels of motivation or self-efficacy among female learners (Yu & Deng, 2022), others have found minimal or no significant gender-based differences (Fauzi et al., 2025). Collectively, these findings suggest that the relationship between gender, motivation, and self-efficacy may vary across educational and sociocultural contexts.

Examining English-speaking motivation and self-efficacy simultaneously within hospitality education is therefore important from both theoretical and practical perspectives. Theoretically, such an investigation extends current understanding of how these interrelated psychological constructs operate within vocational English learning environments, where communication serves not only academic purposes but also professional preparation. Practically, understanding how motivation and self-efficacy relate to gender may provide valuable insights for designing more effective and inclusive instructional practices that strengthen students' communication readiness for the hospitality industry. Building upon this rationale, the following sections review the theoretical and empirical literature concerning English-speaking motivation, self-efficacy, and gender to establish the conceptual foundation for the present study.

Interpreting these findings requires careful consideration of learning context. Most previous studies have been conducted in general secondary school or university EFL settings, whereas vocational hospitality education presents substantially different communicative demands. Unlike traditional language-learning environments, hospitality students are expected to develop English-speaking competence that directly supports professional service interactions requiring spontaneous communication, problem-solving, and customer-oriented responses. Consequently, findings derived from general EFL contexts cannot be assumed to fully represent the experiences of hospitality students. These contextual differences provide a plausible explanation for the inconsistent findings reported across previous studies.

Fauzi et al. (2025), for instance, found that both male and female exhibited similarly low levels of speaking confidence and high communication apprehension, indicating minimal gender-based differences. In contrast, Yu and Deng (2022) reported that female students displayed higher levels of self-efficacy and satisfaction in interactive learning environments. Studies focusing on motivation have shown similar inconsistencies; while some research indicates that females demonstrate stronger language learning motivation (Csizer & Albert, 2024). Bembenutty et al. (2024) emphasizes that motivation and self-efficacy are closely interrelated, motivation primarily stimulates initial effort while self-efficacy sustains persistence during learning challenges. However, whether this relationship operates differently across genders remains empirically inconclusive.

These mixed findings suggest that the relationship between gender, motivation, and self-efficacy is likely to be influenced by learning context rather than representing a universal pattern across educational settings. Hospitality education provides a particularly relevant context for further investigation because English-speaking competence is directly linked to authentic workplace communication rather than classroom performance alone. Students are expected to communicate effectively in dynamic service encounters that require spontaneous interaction, problem-solving, professionalism, and empathy (Salija, 2024). Such contextual demands increase the importance of learners' psychological readiness, making motivation and self-efficacy particularly relevant for understanding speaking performance within vocational hospitality education.

From a theoretical perspective, gender has been recognized as a contextual factor that may influence the development of both motivation and self-efficacy in second-language learning. According to Dörnyei's L2 Motivational Self System, learners' ideal and ought-to selves are socially constructed and shaped by sociocultural experiences, which may lead male and female learners to develop different motivational profiles (Rahimi et al., 2022). Similarly, Self-Efficacy Theory proposes that efficacy beliefs are developed through mastery experiences, vicarious experiences, social persuasion, and physiological and affective states (Bandura, 1997). Because these sources of self-efficacy are influenced by learners' educational experiences and social environments, they may also differ across gender. Consistent with this perspective, Csizér and Albert (2024) argue that gender-related differences in motivation and self-efficacy are more likely to reflect

sociocultural influences and learning contexts than inherent differences in language ability. Together, these theoretical perspectives provide a conceptual foundation for examining whether gender is associated with differences in English-speaking motivation and self-efficacy among hospitality students.

Although research in English for Specific Purposes (ESP) has emphasized aligning English instruction with workplace communication demands, existing studies have predominantly focused on language needs, curriculum development, and instructional practices. Likewise, previous research has extensively examined English-speaking motivation, self-efficacy, and gender differences as separate areas of inquiry. However, limited attention has been devoted to investigating how English-speaking motivation and self-efficacy interact across gender within vocational hospitality education. This limitation is particularly evident in the Indonesian context, where hospitality graduates are increasingly expected to demonstrate effective English communication in professional service settings, yet empirical evidence explaining the psychological factors underlying such competence remains scarce. Consequently, it remains unclear whether motivation and self-efficacy operate similarly among male and female hospitality students preparing for professional communication. Addressing this gap is important because a clearer understanding of how English-speaking motivation and self-efficacy interact across gender within hospitality education may advance current knowledge of psychological processes underlying speaking performance in vocational language learning. Such evidence may also provide a stronger empirical basis for designing contextually appropriate, evidence-based English instruction that not only strengthens students' linguistic competence but also enhances the motivation and confidence required for effective professional communication in the hospitality industry. In response to this gap, the present study aims to examine gender differences in hospitality students' English-speaking motivation and self-efficacy, as well as to investigate the relationship between these two psychological constructs within a vocational learning context. To achieve these aims, the following research questions are proposed:

1. To what extent do male and female hospitality students differ in their English-speaking motivation?
2. To what extent do male and female hospitality students differ in their English-speaking self-efficacy?
3. What is the nature and strength of the relationship between English-speaking motivation and self-efficacy among hospitality students across genders?

Theoretically, this study contributes to the growing literature by deepening the understanding of how gender influences motivation and self-efficacy formation in vocational language learning contexts. Practically, the findings are expected to guide educators and training institutions in designing gender-sensitive instructional approaches that strengthen both language proficiency and psychological readiness for professional communication in the hospitality industry.

English-Speaking Motivation in Hospitality Education

Motivation is widely regarded as a key factor in second language learning because it shapes students' engagement, persistence, and willingness to invest effort in language development . Early motivational research distinguished between integrative motivation, which reflects students' desire to identify with the target language community, and instrumental motivation, which is associated with practical goals such academic achievement or career advancement (Wisnuwardhani, 2022). This distinction has contributed significantly to understanding language learning behavior; however, its explanatory power has been questioned due to its tendency to treat motivation as a relatively stable construct. Subsequent research suggests that motivation is dynamic and may vary across language skills, learning contexts, and individual experiences, indicating

that students can exhibit different motivational profiles depending on the communicative demands they encounter.

Among the four language skills, speaking occupies a particularly complex position because it requires students to process language in real time while simultaneously managing social interaction and public performance. In addition, speaking exposes students to immediate evaluation and greater anxiety. In other words, it emphasizes that unlike receptive skills such as reading and listening, speaking immerse students to immediate evaluation and greater risk of communication breakdown, frequently resulting in higher levels of anxiety and self-consciousness (Almagsodi, 2025). Consequently, motivation to speak involves students' willingness to communicate under pressure and to keep participating despite the risk of making errors. Although previous studies have consistently recognized the importance of motivation in speaking development, much of the existing literature has focused on general language-learning motivation rather than examining motivation specifically related to speaking performance, leaving significant questions regarding skill-specific motivational processes insufficiently explored.

The relevance of the traditional integrative-instrumental framework has become increasingly debated in contemporary language-learning environments where English functions primarily as a global lingua franca rather than as a gateway to a particular linguistic community (Wasik, 2023). In response to these conceptual limitations, Safdari (2021) proposed the L2 Motivational Self System, which reconceptualizes motivation on students' future self-image, namely the Ideal L2 Self, the Ought-to L2 Self, and the L2 Learning Experience .This framework has been widely adopted because it acknowledges the dynamic and future-oriented nature of motivation. This framework has been widely adopted because it acknowledges the dynamic and future-oriented nature of motivation. Nevertheless, empirical findings remain inconclusive regarding how these motivational dimensions operate across different educational settings and learner groups. In particular, the Ideal L2 Self is especially relevant to speaking, since students who can clearly picture themselves as competent English speakers, particularly in their future careers, tend to invest more effort in developing their speaking skills (Sharma, 2024). However, relatively little research has examined how such future-oriented motivational constructs manifest among vocational students whose language-learning goals are closely tied to professional identities and workplace expectations.

This limitation is particularly evident in hospitality education, where English is learned mainly as a tool for professional communication. Unlike general English as a Foreign Language (EFL) classroom, hospitality programs place considerable emphasis on functional communication, as students are expected to interact effectively with guests, provide information, and resolve service-related issues in English (Ma'fiyah & Sumardiono, 2023). Existing studies have highlighted the importance of motivation in supporting these communicative demands, suggesting that hospitality students regularly perform authentic tasks such as greeting guests, giving information, and handling service problems, all of which require confident spoken English. Motivation in this context is, therefore, largely instrumental, driven by career aspirations, employability, and industry expectations (Doğantan, 2023). Furthermore, it is situational and experiential, developing through activities such as simulations, role-plays, and internships that resemble real workplace interactions (Ansari, 2025). While these studies provide valuable insights into motivational development in vocational settings, they largely focus on the practical and professional dimensions of motivation and pay comparatively less attention to individual differences that may shape learners' motivational experiences.

One such factor is gender. Although motivation is increasingly understood as socially and contextually constructed, the role of gender in shaping speaking motivation remains insufficiently examined within hospitality education. Existing research has suggested that socialization processes, communication norms, and professional

expectations may influence how male and female learners perceive, experience, and sustain motivation in language-learning contexts. However, findings across studies remain inconsistent, and evidence from vocational hospitality settings is particularly limited. As a result, it remains unclear whether male and female hospitality students develop different motivational orientations toward English speaking and how these differences may affect their communicative readiness for future professional roles. Addressing this gap is important for advancing theoretical understanding of motivation in vocational language learning and for informing more inclusive and effective pedagogical practices in hospitality education.

English-Speaking Self-Efficacy and Gender Differences

Self-efficacy, as conceptualized by Bandura (2023), refers to individuals' beliefs in their capacity to organize and execute the actions required to achieve specific outcomes. Unlike general self-confidence, A major strength of this theoretical framework lies in its recognition that efficacy beliefs are task-specific. Consequently, students may demonstrate strong confidence in certain academic activities while simultaneously perceiving themselves as less capable in others (Lubert et al., 2023). Within language learning, self-efficacy has consistently been identified as an important predictor of learners' engagement, persistence, and resilience. Students with stronger self-efficacy are generally more willing to confront challenges, persist through difficulties, and treat setbacks as chances to improve rather than as failures (Bandura, 2023). However, although the positive role of self-efficacy is widely acknowledged, previous research has often treated it as a broad psychological construct, providing limited insight into how efficacy beliefs operate across specific language skills and learning contexts.

This limitation is particularly relevant to speaking, which differs from other language skills due to its requirement for immediate performance, real-time processing, and public interaction. English-speaking self-efficacy refers to students' beliefs about their ability to communicate orally in English effectively and appropriately under such conditions. Research has shown that these beliefs affect not only students' willingness to speak but also their ability to handle communication breakdowns, respond to feedback, and maintain participation during interaction (Tauchid, 2023). Given that speaking is widely recognized as one of the most anxiety-provoking language skills due to its high immediacy, visibility, and evaluative nature (Kneževic et al., 2025), self-efficacy may be particularly influential in determining students' communicative behavior. Nevertheless, much of the existing literature has concentrated on the relationship between self-efficacy and overall language achievement, while comparatively fewer studies have examined speaking-specific self-efficacy as a distinct construct. As a result, important questions remain regarding how efficacy beliefs shape learners' speaking performance in different educational and professional contexts.

The significance of speaking self-efficacy becomes even more pronounced in hospitality education, where oral communication is not merely an academic skill but a core professional competency. Hospitality students are expected to communicate effectively with guests, provide information, address concerns, and manage service interactions in English. Consequently, deficiencies in speaking self-efficacy may affect not only classroom participation but also professional performance and workplace readiness. Existing studies have recognized the importance of confidence and communication competence in vocational education; however, relatively limited attention has been devoted to understanding the psychological mechanisms that underpin students' readiness to engage in professional communication. This suggests a need for greater investigation of speaking self-efficacy within hospitality-specific contexts, where communicative demands differ substantially from those found in general EFL classrooms.

Bandura (2023) identified four sources of self-efficacy: mastery experiences, vicarious experiences, social persuasion, and physiological or affective states. While this framework has been extensively applied in educational research, scholars increasingly acknowledge that access to these sources is shaped by broader social and cultural influences, including gender-related expectations and experiences (Hamed & Alqurashi, 2025). For instance, male and female students may receive different forms of encouragement, encounter different communication expectations, or interpret learning experiences differently according to prevailing social norms. Such differences may influence the development of self-efficacy, even when actual language ability remains comparable.

Accordingly, gender is more appropriately viewed as a sociocultural construct rather than a purely biological variable, and differences in self-efficacy should be understood in relation to students' experiences, perceptions, and educational environments. However, empirical findings concerning gender differences in English-speaking self-efficacy remain inconsistent. Some studies have reported higher self-efficacy among female students, especially in communicative and collaborative learning environments (Yu & Deng, 2022). In contrast, others studies have found no significant gender differences in speaking confidence or communication apprehension (Muftah, 2023), while others have reported higher speaking self-efficacy among male students in the contexts where assertiveness and public speaking is more strongly encouraged among males (Ali & Nauman, 2026). Although these studies contribute valuable insights, their conflicting findings suggest that gender differences in self-efficacy are highly context-dependent and influenced by cultural expectations, instructional practices, task characteristics, and methodological approaches. The lack of consensus highlights a necessary unresolved issue within the literature.

Moreover, much of the existing evidence has been generated in general educational settings, with limited attention given to vocational disciplines that place a strong emphasis on professional communication. Consequently, it remains unclear whether previously reported gender patterns can be generalized to hospitality education, where English-speaking competence is directly linked to professional readiness and employability. Addressing this gap is important because it can provide a more nuanced understanding of how gender and self-efficacy interact within vocational language learning contexts. The present study therefore contributes to the literature by examining English-speaking self-efficacy through a gender perspective in hospitality education, a context that has received relatively limited empirical attention despite its growing importance in the global service industry.

Relationship between English-Speaking Motivation and Self-Efficacy across Gender

Motivation and self-efficacy, while theoretically distinct, are widely recognized as two of the most influential psychological factors in second language learning. Motivation provides students with the desire to engage in language learning and the willingness to invest effort, while self-efficacy shapes their beliefs about their capability to perform specific tasks successfully (Csizér & Albert, 2024). Although these constructs have frequently been examined independently, growing evidence suggests that their effects on language learning are interdependent rather than isolated. Motivation may encourage students to initiate communicative behaviors, but without sufficient self-efficacy, such motivation can diminish when students encounter difficulties. Conversely, strong self-efficacy alone may not lead to active engagement if students lack the motivation to pursue language-related goals (Chen, 2024). This suggests that English-speaking competencies is shaped not only by what students aspire to achieve but also by how capable they believe themselves to be in achieving those aspirations.

Previous research has provided substantial support for a reciprocal relationship between the two constructs, motivation and self-efficacy. Students with higher levels of motivation are most likely to engage in speaking practice, thereby accumulating mastery experiences that strengthen their self-efficacy. In turn, stronger self-efficacy can enhance motivation by increasing students' expectations of success and reducing perceptions of task difficulty (Schunk & DiBenedetto, 2022). This mutually reinforcing relationship has been shown to promote sustained engagement in speaking activities and greater resilience in demanding communicative situations (Özçelik, 2025). While these findings represent an important contribution to understanding language learning processes, much of the existing literature has focused on establishing correlations between the two constructs rather than examining the contextual factors that may influence the strength or nature of their relationship.

One important limitation concerns the tendency to assume that the motivation–self-efficacy relationship operates similarly across different learner groups and educational settings. Emerging evidence suggests that this relationship may be shaped by contextual variables such as learning environments, task characteristics, and sociocultural influences. Among these factors, gender has attracted increasing scholarly attention because patterns of socialization, communication norms, and access to feedback may influence how learners develop motivation and translate it into efficacy beliefs. For example, students may internalize different expectations regarding assertiveness, tolerance of errors, or speaking in public, which can subsequently affect their participation in speaking activities and their perceptions of competence. Despite these theoretical propositions, empirical investigations into the role of gender within the motivation–self-efficacy relationship remain limited.

Furthermore, previous studies have frequently treated gender as a demographic control variable rather than as a meaningful factor that may shape interaction between motivation and self-efficacy (Csizér & Albert, 2024). As a result, relatively little is known about male and female students experience these psychological processes differently or whether the relationship between motivation and self-efficacy varies across genders. This limitation is particularly evident in vocational and hospitality education contexts, where communicative competence is closely linked to professional performance and career readiness. Although hospitality students are expected to communicate effectively in authentic service situations, research examining the combined role of gender, motivation, and self-efficacy in shaping their English-speaking development remains scarce.

The limited attention given to these issues reveals an important gap in the literature. Existing studies have provided valuable insights into motivation, self-efficacy, and gender as separate areas of inquiry; however, their interaction within hospitality education remains insufficiently understood. Consequently, it is unclear whether findings from general EFL settings can be generalized to vocational contexts where communication serves both educational and professional purposes. Addressing this gap, the present study adopts a comparative–correlational approach to examine gender differences in English-speaking motivation, gender differences in English-speaking self-efficacy, and the relationship between these constructs among hospitality students in the Indonesian vocational education context. By focusing on a population that has received limited attention in previous research, this study contributes context-specific evidence to the growing body of literature on psychological factors influencing second language speaking development.

METHOD

Research Design

This study employed a comparative–correlational quantitative design to address the research objectives of examining gender differences in English-speaking motivation and self-efficacy, as well as investigating the relationship between these two psychological constructs among hospitality students at Kaniva International College. The comparative

component was used to examine differences in English-speaking motivation and self-efficacy between male and female students, whereas the correlational component was employed to determine the nature and strength of the relationship between these variables. This design was selected because the study sought to compare English-speaking motivation and self-efficacy between male and female hospitality students while also examining the relationship between these two psychological constructs.

This design was considered appropriate because the study examined naturally occurring psychological characteristics without manipulating any independent variables or assigning participants to experimental conditions. Accordingly, it enabled statistical comparisons between gender groups while simultaneously examining the association between English-speaking motivation and self-efficacy. Similar comparative–correlational designs have been widely employed in second language education research investigating gender differences and psychological variables (Csizér & Albert, 2024). Because this study adopted a non-experimental comparative–correlational design, the findings should be interpreted as evidence of group differences and statistical associations rather than causal relationships. Therefore, no causal inferences regarding the influence of English-speaking motivation on self-efficacy, or vice versa, can be drawn from the findings of this study.

Population and Sample

The study was conducted at Kaniva International College, Bali. The target population consisted of 200 active students enrolled in the Hospitality Study Program during the study period. A purposive sampling technique was employed to recruit participants who met the predefined inclusion criteria, namely students who had completed or were currently enrolled in English for Hospitality courses, possessed basic English oral communication skills, and voluntarily agreed to participate in the study. Questionnaires were distributed to eligible students across the two Hospitality classes. However, only respondents who fulfilled all inclusion criteria and submitted complete questionnaires were included in the final data analysis.

The final sample consisted of 124 students, including 62 male and 62 female students aged between 18 and 21 years who were enrolled in Diploma I and Diploma II tourism programs. Equal numbers of male and female participants were intentionally maintained to facilitate balanced gender comparisons, which represented one of the primary objectives of the study. Participation was voluntary, and informed consent was obtained from all participants before data collection. Confidentiality and anonymity were maintained throughout the research process in accordance with established ethical research principles.

Research Instruments

The instruments used in this study were two structured questionnaires designed to measure students' English-speaking motivation and English-speaking self-efficacy. The English-speaking motivation questionnaire was developed based on Gardner's conceptualization of instrumental and integrative motivation and informed by Dörnyei's L2 Motivational Self System, whereas the English-speaking self-efficacy questionnaire was developed based on Bandura's self-efficacy theory and contextualized to the hospitality education setting. The motivation questionnaire consisted of 13 items grouped into three dimensions: Instrumental Motivation (6 items), Integrative Motivation–Community (3 items), and Integrative Motivation–Social Relationship (4 items). The self-efficacy questionnaire consisted of eight items measuring students' confidence in performing English-speaking tasks. All items were rated using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), with higher scores indicating higher levels of English-speaking motivation and self-efficacy.

Because the questionnaires were developed and contextualized for the present study, a pilot study was conducted prior to the main data collection to evaluate the quality of the research instruments. The pilot participants shared characteristics with the target population but were drawn from a different group and were not included in the main sample. Item validity was examined using corrected item–total correlation analysis, while reliability was assessed using Cronbach's Alpha, with a coefficient of 0.70 or higher considered acceptable. The pilot study results confirmed that the questionnaires demonstrated satisfactory validity and reliability and were therefore appropriate for use in the main study.

Data Collection Technique

Data were collected over a two-week period using a structured online questionnaire administered through Google Forms and distributed to eligible students enrolled in the Hospitality Study Program at Kaniva International College. Prior to completing the questionnaire, participants received standardized instructions regarding the purpose of the study, the voluntary nature of participation, and the procedures for completing the questionnaire. The questionnaire required approximately 10–15 minutes to complete. To minimize duplicate responses, each participant was permitted to submit the questionnaire only once through the online platform. After the data collection period, all responses were screened for completeness and eligibility. Questionnaires containing incomplete responses or submitted by participants who did not satisfy the predefined inclusion criteria were excluded from the analysis. A total of 124 complete questionnaires met the inclusion criteria and were retained for the final statistical analysis. Participants' anonymity and confidentiality were maintained throughout the research process, and no personally identifiable information was collected.

Data Analysis

The data collected from the questionnaires were analyzed using IBM SPSS Statistics version 26 to ensure the accuracy and consistency of the findings. The analysis consisted of four main stages. First, descriptive statistics were used to summarize participants' demographic characteristics and scores for English-speaking motivation and self-efficacy. This analysis included calculating the mean, median, standard deviation, interquartile range (IQR), minimum score, and maximum score to provide an overview of the data distribution. Second, prior to inferential analysis, the dataset was screened for missing values and potential outliers, and no extreme outliers requiring removal were identified. A Kolmogorov–Smirnov test was then conducted to examine whether the data met the assumption of normality. Since most variables were not normally distributed, non-parametric statistical procedures were employed. Third, inferential statistics were used to address the research questions. The Mann–Whitney U test was performed to examine gender differences in English-speaking motivation and self-efficacy, whereas Spearman's rank-order correlation coefficient (Spearman's rho) was used to examine the nature and strength of the relationship between English-speaking motivation and self-efficacy for the overall sample as well as separately for male and female students. Finally, effect sizes for the Mann–Whitney U test were calculated to evaluate the magnitude of group differences. All statistical tests were conducted using two-tailed tests, and statistical significance was determined at the 0.05 level ($\alpha = .05$).

RESULTS

Descriptive Statistics

Descriptive statistics were employed to provide an overview of students' English-speaking motivation and self-efficacy based on gender before conducting inferential statistical analyses. Table 1 presents the descriptive statistics of both variables, including the mean,

median, standard deviation, interquartile range (IQR), minimum score, and maximum score for male and female students.

Table 1. Descriptive Statistics of Motivation and Self-Efficacy Based on Gender

Variable	Gender	N	Mean	Median	SD	IQR	Min	Max
Motivation	Male	62	60.92	63.00	5.240	8	44	65
	Female	62	59.15	61.00	5.563	10	44	65
Self-Efficacy	Male	62	34.66	35.50	5.633	8	17	40
	Female	62	33.34	33.00	4.711	8	24	40

As shown in Table 5, male students obtained slightly higher descriptive scores in English-speaking motivation (M = 60.92, Median = 63.00, SD = 5.240) than female students (M = 59.15, Median = 61.00, SD = 5.563). The relatively similar median scores and interquartile ranges (Male = 8; Female = 10) indicate that students in both groups demonstrated high levels of motivation toward learning and using English, although female students exhibited slightly greater variability in their motivation scores. These findings suggest that both male and female hospitality students possessed positive motivational orientations toward English-speaking activities.

Similarly, male students reported slightly higher English-speaking self-efficacy (M = 34.66, Median = 35.50, SD = 5.633) than female students (M = 33.34, Median = 33.00, SD = 4.711). Both groups demonstrated the same interquartile range (IQR = 8), indicating comparable variability in self-efficacy scores. These descriptive findings suggest that students generally expressed relatively high confidence in their English-speaking abilities regardless of gender, although male students tended to report slightly stronger confidence than female students.

The descriptive statistics indicate that male students tended to obtain slightly higher scores than female students on both English-speaking motivation and self-efficacy. However, descriptive statistics alone cannot determine whether these observed differences are statistically significant. Therefore, inferential statistical analyses were subsequently conducted to address the first and second research questions by examining whether significant gender differences existed in English-speaking motivation and self-efficacy. The descriptive findings also provide the initial basis for examining the relationship between English-speaking motivation and self-efficacy across genders in the subsequent analysis.

Instrument Testing

Validity Test

The validity test was conducted using Pearson Product Moment Correlation to examine the relationship between each questionnaire item and its total score. Questionnaire items were considered valid when the significance value was below 0.05 and the correlation coefficient exceeded the minimum acceptable threshold.

Table 2. Validity Test Results of Motivation Questionnaire Items

No.	Item Code	Questionnaire Item	Corrected Item-Total Correlation	Sig. (p)	Interpretation
1	M1	I learn English to get a good job	0.487	0.006	Valid
2	M2	English is important for my future career	0.638	<0.001	Valid
3	M3	I learn English for academic purposes	0.639	<0.001	Valid
4	M4	English will help me achieve success in the future	0.680	<0.001	Valid
5	M5	I learn English to improve my job opportunities	0.373	0.042	Valid
6	M6	English is important for continuing my studies	0.533	0.002	Valid
7	M7	Learning English allows me to participate more freely in activities with native speakers	0.830	<0.001	Valid

8	M8	Learning English helps me join English-speaking communities and understand their values and beliefs	0.812	<0.001	Valid
9	M9	Learning English enables me to discuss various topics with native speakers	0.820	<0.001	Valid
10	M10	Learning English makes me feel more comfortable with native speakers	0.723	<0.001	Valid
11	M11	Learning English helps me make friends more easily with native speakers	0.718	<0.001	Valid
12	M12	Learning English makes it easier for me to interact with native speakers	0.824	<0.001	Valid
13	M13	Learning English allows me to maintain relationships with native-speaker acquaintances	0.854	<0.001	Valid

The results presented in Table 3 indicate that all motivation questionnaire items were valid. All items demonstrated significant correlations with the total score at the 0.05 significance level. Correlation coefficients ranged from 0.373 to 0.854, indicating moderate to very strong relationships between individual items and the overall motivation construct.

Table 3. Validity Test Results of Self-Efficacy Questionnaire Items

No	Item Code	Questionnaire Item	Corrected Item-Total Correlation	Sig. (p)	Interpretation
1	SE1	I am confident that I can speak English well	0.675	<0.001	Valid
2	SE2	I am confident in my English ability	0.737	<0.001	Valid
3	SE3	I am able to complete English tasks Successfully	0.891	<0.001	Valid
4	SE4	I can understand English even when the material is difficult	0.851	<0.001	Valid
5	SE5	I feel confident speaking English in front of Others	0.876	<0.001	Valid
6	SE6	I believe that I can achieve good results in English lessons	0.841	<0.001	Valid
7	SE7	I am able to overcome difficulties in learning English	0.855	<0.001	Valid
8	SE8	I feel confident using English in real-life Situations	0.872	<0.001	Valid

As shown in Table 3, all self-efficacy questionnaire items were also declared valid. Each item demonstrated a significant positive correlation with the total self-efficacy score. The correlation coefficients ranged from 0.675 to 0.891, indicating strong relationships between the questionnaire items and the self-efficacy construct measured in this study.

Reliability Test

Reliability testing was conducted using Cronbach's Alpha to examine the internal consistency of the questionnaire items. A Cronbach's Alpha coefficient above 0.70 was considered acceptable for demonstrating reliability.

Table 4. Reliability Statistics of Motivation and Self-Efficacy Instruments

Construct	Number of Items	Cronbach's Alpha
Instrumental Motivation	6	0.703
Integrative Motivation (Community)	3	0.867
Integrative Motivation (Social Relationship)	4	0.884
Self-Efficacy	8	0.931

As presented in Table 4, all constructs demonstrated acceptable to high levels of internal consistency. The Instrumental Motivation construct, consisting of six items, obtained a

Cronbach's Alpha coefficient of 0.703, indicating acceptable reliability for measuring students' academic and career-related motivation in learning English. The Integrative Motivation (Community) construct, comprising three items, achieved a Cronbach's Alpha value of 0.867, indicating high reliability in measuring students' willingness to participate in English-speaking communities and interact with native speakers. Similarly, the Integrative Motivation (Social Relationship) construct, consisting of four items, produced a Cronbach's Alpha coefficient of 0.884, reflecting strong internal consistency in assessing students' motivation to build interpersonal relationships through English communication.

The Self-Efficacy construct demonstrated the highest reliability coefficient with a Cronbach's Alpha value of 0.931 across eight items. This result indicates excellent internal consistency in measuring students' confidence in their English-speaking abilities and their capacity to overcome learning difficulties. Since all Cronbach's Alpha coefficients exceeded the minimum acceptable threshold of 0.70, all constructs were considered reliable and appropriate for use in the main study. These findings suggest that the questionnaire items consistently measured the intended constructs and could be used reliably to assess students' English-speaking motivation and self-efficacy within the hospitality education context.

Normality Test

Prior to conducting inferential statistical analyses, the normality of the data distribution was examined to determine whether parametric or non-parametric statistical procedures were appropriate for analyzing the research data. The Kolmogorov–Smirnov test was applied separately to English-speaking motivation and self-efficacy scores for male and female students. The results are presented in Table 5.

Table 5. Normality Test Results (Kolmogorov–Smirnov Test)

Variable	Gender	Kolmogorov–Smirnov Statistic	Sig. (p)
Motivation	Male	0.218	<0.001
	Female	0.164	<0.001
Self-Efficacy	Male	0.199	<0.001
	Female	0.111	0.055

As shown in Table 5, the English-speaking motivation scores for both male and female students produced significance values below 0.05 ($p < .001$), indicating that the distributions deviated significantly from normality. A similar result was observed for the English-speaking self-efficacy scores of male students ($p < .001$), whereas the self-efficacy scores of female students did not significantly deviate from a normal distribution ($p = .055$).

Although the self-efficacy scores for female students satisfied the assumption of normality, three of the four distributions examined violated the normality assumption. Therefore, the data were considered unsuitable for parametric statistical analyses. Based on these findings, non-parametric statistical procedures were employed in the subsequent analyses. Specifically, the Mann–Whitney U test was used to examine gender differences in English-speaking motivation and self-efficacy, whereas Spearman's rank-order correlation coefficient (Spearman's rho) was used to examine the relationship between English-speaking motivation and self-efficacy.

Gender Differences in English-Speaking Motivation

To address the first research question, a Mann–Whitney U test was conducted to examine whether English-speaking motivation differed significantly between male and female hospitality students. Since the motivation scores were not normally distributed, the Mann–Whitney U test was selected as the appropriate non-parametric procedure. The results are presented in Table 6.

Table 6. Mann–Whitney U Test Results for English-Speaking Motivation by Gender

Gender	N	Mean Rank	Mann–Whitney U	Z	p	Effect Size (r)
Male	62	69.32	1499.000	–2.162	.031	.19
Female	62	55.68				

Table 6 indicates that male students obtained a higher mean rank (69.32) than female students (55.68), suggesting that male students generally reported higher levels of English-speaking motivation. The Mann–Whitney U test revealed a statistically significant difference between the two groups (U = 1499.000, Z = –2.162, p = .031), indicating that the observed difference was unlikely to have occurred by chance. The magnitude of this difference was evaluated using the effect size coefficient, which yielded r = .19, representing a small effect. This finding indicates that although gender was associated with a statistically significant difference in English-speaking motivation, the practical magnitude of the difference was modest. Therefore, male and female students shared broadly comparable motivational profiles, despite male students demonstrating slightly stronger motivation toward English-speaking activities. These findings provide empirical evidence in response to the first research question by indicating that gender differences in English-speaking motivation were statistically significant but relatively small in practical terms.

Gender Differences in English-Speaking Self-Efficacy

To address the second research question, a Mann–Whitney U test was conducted to examine whether English-speaking self-efficacy differed significantly between male and female hospitality students. Since the self-efficacy scores did not satisfy the assumption of normality, the Mann–Whitney U test was employed as the appropriate non-parametric statistical procedure. The results are presented in Table 7.

Table 7. Mann–Whitney U Test Results for English-Speaking Self-Efficacy by Gender

Gender	N	Mean Rank	Mann–Whitney U	Z	p	Effect Size (r)
Male	62	68.23	1566.500	–1.796	.072	.16
Female	62	56.77				

As shown in Table 7, male students obtained a slightly higher mean rank (68.23) than female students (56.77), indicating that male students tended to report somewhat higher levels of English-speaking self-efficacy. However, the Mann–Whitney U test revealed that this difference was not statistically significant (U = 1566.500, Z = –1.796, p = .072). Therefore, the observed difference in self-efficacy scores between male and female students cannot be interpreted as evidence of a meaningful gender difference in the population.

The magnitude of the difference was further examined using the effect size coefficient, which yielded r = .16, indicating a small effect. This finding suggests that gender contributed only minimally to variation in students' English-speaking self-efficacy. Although male students reported slightly higher self-efficacy scores at the descriptive level, the difference was neither statistically significant nor practically substantial. These findings indicate that male and female hospitality students demonstrated comparable levels of confidence in their English-speaking abilities, thereby providing evidence that gender was not associated with meaningful differences in English-speaking self-efficacy in the present study.

Correlation between English-Speaking Motivation and Self-Efficacy

To address the third research question, Spearman's rank-order correlation analysis was conducted to examine the nature and strength of the relationship between English-speaking

motivation and self-efficacy among hospitality students across genders. Since the data did not satisfy the assumption of normality, Spearman's rho was employed as the appropriate non-parametric correlation coefficient. The results are presented in Table 8.

Table 8. Spearman's Rank-Order Correlation between English-Speaking Motivation and Self-Efficacy Across Gender

Gender	Variable	Correlation Coefficient (ρ)	Sig. (2-tailed)	N
Male	Motivation Total	1.000	—	62
	Self-Efficacy Total	0.691	< .001	62
Female	Motivation Total	1.000	—	62
	Self-Efficacy Total	0.536	< .001	62

As presented in Table 8, statistically significant positive relationships were identified between English-speaking motivation and self-efficacy for both male and female students. Among male students, the analysis revealed a strong positive correlation between English-speaking motivation and self-efficacy ($\rho = .691$, $p < .001$). This finding indicates that male students who reported higher levels of English-speaking motivation also tended to demonstrate higher levels of English-speaking self-efficacy. Similarly, female students demonstrated a moderate positive correlation between English-speaking motivation and self-efficacy ($\rho = .536$, $p < .001$). This result indicates that higher levels of English-speaking motivation were also associated with higher levels of self-efficacy among female students, although the strength of the relationship was lower than that observed among male students.

These findings indicate that English-speaking motivation was significantly associated with English-speaking self-efficacy for both male and female hospitality students. The correlation coefficient was descriptively higher among male students than female students, suggesting that the association between the two psychological constructs appeared stronger in the male group. Therefore, the third research question is answered by demonstrating that a statistically significant positive relationship existed between English-speaking motivation and self-efficacy across both gender groups.

DISCUSSION

Gender Differences in English-Speaking Motivation

The present study found that male hospitality students demonstrated significantly higher English-speaking motivation than female students, although the calculated effect size indicated that the magnitude of the difference was relatively small. This finding suggests that gender-related differences in motivation should be interpreted cautiously because the observed variation was modest rather than substantial. Rather than indicating an inherent difference between male and female students, the results imply that motivational orientations may be shaped by differences in educational experiences, career aspirations, and perceptions of the professional value of English within hospitality education. Since English functions as an essential communication tool for interacting with international guests and supporting career advancement in the hospitality industry, students who perceive stronger connections between English proficiency and future professional success may demonstrate higher motivation to develop their speaking competence.

This finding supports the study conducted by Csizér and Albert (2024), who reported that male learners tended to demonstrate stronger motivational orientations in foreign language learning. Similarly, Doğan (2021) argued that English proficiency is frequently regarded as an important professional resource in hospitality education because it enhances employability, international career opportunities, and effective customer communication. Likewise, Sun and Mu (2023) found that male students often exhibit greater engagement in self-directed language learning when English is perceived as directly supporting future occupational goals. These previous studies reinforce the present findings

by highlighting the close relationship between career-oriented motivation and English language learning.

However, unlike interpretations that attribute motivational differences primarily to biological characteristics, the present study argues that gender should be understood as a sociocultural and educational variable. Students' motivation is influenced by the interaction between learning experiences, classroom participation, professional expectations, and social contexts rather than by gender itself. Consequently, the observed difference may reflect how male and female students interpret the relevance of English within hospitality education instead of indicating inherently stronger motivation among one gender. This finding extends previous research by demonstrating that gender-related differences in English-speaking motivation are also evident in hospitality-specific learning environments, where English serves not only as an academic subject but also as a professional competency required in future workplace communication.

Gender Differences in English-Speaking Self-Efficacy

The present study found no statistically significant difference in English-speaking self-efficacy between male and female hospitality students. Although male students obtained a slightly higher mean rank than female students, the difference was not statistically significant, and the calculated effect size indicated that the magnitude of the difference was small. This finding suggests that both male and female students developed relatively comparable levels of confidence in their English-speaking abilities. Rather than reflecting gender-related characteristics, the absence of a significant difference may indicate that students' confidence was shaped by similar educational experiences throughout the English for Hospitality program.

Within the hospitality learning context, both male and female students participated in the same English for Hospitality courses, role-play activities, speaking simulations, and practical communication exercises. These shared learning experiences provided students with comparable opportunities to practice spoken English, receive instructor feedback, and gradually build confidence in authentic communication situations. Consequently, English-speaking self-efficacy in this study appears to have developed through continuous learning experiences and classroom engagement rather than through gender itself. Therefore, gender should be understood as a sociocultural and educational variable that interacts with learning opportunities instead of being interpreted as a biological determinant of students' confidence in speaking English. This finding supports Muftah (2023), who reported that male and female learners frequently develop similar levels of communicative confidence when they are exposed to comparable instructional environments. Similarly, Fauzi et al. (2025) found that public speaking confidence and communication anxiety tended to be relatively similar across genders. These findings are also consistent with Salija (2024), who emphasized that hospitality students commonly experience similar communication-oriented learning activities, including role-play, speaking simulations, and workplace-based interaction tasks that provide equal opportunities for developing English-speaking competence.

From a theoretical perspective, Bandura's (2023) self-efficacy theory provides a convincing explanation for these findings. According to Bandura, self-efficacy develops primarily through mastery experiences, vicarious learning, social persuasion, and emotional regulation rather than through inherent personal characteristics. Since all participants experienced comparable English for Hospitality instruction and communication-based learning activities, they were likely exposed to similar efficacy-building experiences throughout the program. This interpretation is further supported by Ansari (2025), who emphasized that repeated opportunities to practice communication skills contribute substantially to learners' confidence development. Likewise, Hamed and Alqurashi (2025) argued that gender-based differences in self-efficacy tend to diminish

when learners are provided with equitable access to competence-building opportunities. Unlike studies conducted in more diverse educational settings where unequal learning experiences may contribute to gender differences, the present study suggests that a relatively uniform hospitality learning environment can foster comparable levels of English-speaking self-efficacy among both male and female students.

Relationship Between English-Speaking Motivation and Self-Efficacy

The present study demonstrated statistically significant positive relationships between English-speaking motivation and self-efficacy among both male and female hospitality students. Although the strength of the relationship differed between the two groups, positive correlations were consistently observed, indicating that students with higher levels of English-speaking motivation also tended to demonstrate greater confidence in their English-speaking abilities. The correlation appeared descriptively stronger among male students ($\rho = .691$) than female students ($\rho = .536$), suggesting that the association between motivation and self-efficacy may vary across gender groups while remaining positive in both cases. Because this study employed a correlational design, these findings should be interpreted as statistical associations rather than evidence of causal relationships.

The significant positive relationships identified across both gender groups indicate that motivation and self-efficacy function as closely interconnected psychological constructs within hospitality education. Students who are highly motivated are generally more willing to participate in speaking activities, engage in classroom communication, and practice English in authentic hospitality contexts. These repeated learning experiences may gradually strengthen their confidence in using English, while increased confidence may further encourage students to participate in future communication activities. Consequently, motivation and self-efficacy appear to reinforce one another throughout the learning process rather than operating as independent psychological factors.

This finding supports Schunk and DiBenedetto (2022), who argued that motivation and self-efficacy function as mutually reinforcing psychological processes in language learning. Similarly, Chen (2024) suggested that motivation and self-efficacy influence one another dynamically, making it difficult to determine which construct develops first. Unlike many previous studies conducted in general EFL classrooms, the present study demonstrates that significant positive relationships were evident among both male and female hospitality students. This finding suggests that the vocational characteristics of hospitality education, where English is closely associated with workplace communication and professional performance, may strengthen the interdependence between students' motivation and confidence in speaking English.

These findings can also be interpreted through Dörnyei's L2 Motivational Self System, particularly the concept of the Ideal L2 Self. Safdari (2021) explained that learners who are able to envision themselves as successful users of English in their future professional roles tend to invest greater effort in language learning. Within hospitality education, students are prepared to communicate with international guests and work in multilingual service environments, making English proficiency an essential component of their developing professional identity. Sharma (2024) further argued that this future-oriented self-image strengthens both learning motivation and communicative confidence. The present findings therefore suggest that motivation and self-efficacy develop simultaneously as hospitality students prepare themselves to meet the communicative demands of their future careers.

The findings also provide important pedagogical implications for hospitality English instruction. The significant gender difference identified in English-speaking motivation indicates that instructors may need to implement more inclusive motivational strategies that encourage active participation among all students, particularly those with lower motivational levels. Özçelik (2025) recommended scaffolded speaking activities,

supportive classroom interactions, and identity-affirming learning tasks to strengthen students' motivation. At the same time, the absence of significant gender differences in self-efficacy suggests that the existing learning environment has been relatively successful in providing comparable opportunities for students to develop confidence in speaking English. Bonghawan and Macalisang (2024) likewise emphasized that constructive teacher feedback and positive classroom support contribute substantially to strengthening both motivation and self-efficacy among language learners.

From a broader English for Specific Purposes (ESP) perspective, the present study contributes to understanding how psychological factors operate within vocational education. Ma'fiyah and Sumardiono (2023) argued that hospitality English instruction should reflect authentic workplace communication, where speaking competence represents not only linguistic ability but also professional identity. The present study extends this perspective by demonstrating that English-speaking motivation and self-efficacy remain significantly associated across both male and female hospitality students, although the strength of the relationship appeared descriptively higher among male students. These findings suggest that ESP instruction should not only develop students' language proficiency but also strengthen the psychological factors that support effective professional communication in hospitality settings.

Several limitations should nevertheless be acknowledged when interpreting the findings. First, the comparative-correlational design does not permit causal inferences regarding the relationship between English-speaking motivation and self-efficacy. Second, the instrument was evaluated using corrected item-total correlation and reliability analysis without exploratory or confirmatory factor analysis, limiting evidence of construct validity. Third, because the study relied on self-report questionnaires, participants' responses may have been influenced by social desirability bias. Fourth, the study did not include qualitative data, such as interviews or classroom observations, that could provide deeper insights into how male and female students experience motivation and self-efficacy in hospitality learning contexts. Finally, the participants were recruited from a single hospitality institution, which may limit the generalizability of the findings. Future research is therefore encouraged to involve more diverse samples, incorporate factor-analytic validation procedures, and adopt mixed-method or longitudinal designs to obtain a more comprehensive understanding of the development of English-speaking motivation and self-efficacy across different hospitality education settings.

CONCLUSION

The findings revealed that male students demonstrated significantly higher levels of English-speaking motivation than female students, whereas no statistically significant gender difference was identified in English-speaking self-efficacy. Correlation analysis further revealed statistically significant positive relationships between English-speaking motivation and self-efficacy among both male and female students, indicating that students with higher levels of English-speaking motivation also tended to report higher levels of English-speaking self-efficacy. These findings suggest that English-speaking motivation and self-efficacy are closely associated psychological constructs within hospitality English learning.

The findings further indicate that gender differences were evident in students' motivational orientations but not in their confidence to communicate in English. This suggests that English-speaking self-efficacy may develop through comparable learning experiences provided within hospitality education, while students' motivational orientations may be shaped by broader sociocultural and educational influences. The positive relationships observed across both gender groups also highlight the importance of considering motivation and self-efficacy as complementary psychological resources that support students' engagement in English-speaking learning activities. However, these

relationships should be interpreted as statistical associations rather than evidence of causal effects because of the comparative-correlational nature of the study. From an English for Specific Purposes (ESP) perspective, the present study contributes to understanding how psychological factors operate within hospitality education, where English communication represents an essential professional competency. The findings suggest that hospitality English instruction should continue providing communication-oriented learning experiences that strengthen students' motivation while maintaining equitable opportunities for developing English-speaking self-efficacy across both gender groups. Particular attention may be directed toward supporting students with lower motivational orientations without assuming that English-speaking self-efficacy differs according to gender.

Despite these contributions, several limitations should be acknowledged. First, the comparative-correlational design does not permit causal inferences regarding the relationship between English-speaking motivation and self-efficacy. Second, the questionnaire relied on corrected item-total correlation and reliability analysis without exploratory or confirmatory factor analysis, limiting evidence of construct validity. Third, the use of self-report questionnaires may have introduced social desirability bias. Fourth, qualitative data were not collected to explain students' gender-related motivational experiences in greater depth. Finally, the participants were recruited from a single hospitality institution, which may limit the generalizability of the findings. Future research is encouraged to investigate the sociocultural and educational factors underlying gender differences in English-speaking motivation, examine whether English-speaking motivation predicts or mediates actual English-speaking performance among hospitality students, and employ longitudinal or mixed-method approaches to provide a more comprehensive understanding of how motivation and self-efficacy develop throughout hospitality English learning.

REFERENCES

Ali, L. F., & Nauman, S. (2026). Addressing public speaking anxiety: a pedagogical action research approach. *Educational Action Research*, 1–19. https://doi.org/10.1080/09650792.2026.2664802

Almagsodi, A. (2025). Mind Over Speech: The Role of Anxiety in EFL Students'oral Presentation Performance. *International Journal of Research on English Teaching and Applied Linguistics*, *6*(2), 27–40. https://doi.org/10.30863/ijretal.v6i2.10522

Ansari, A. N. (2025). Enhancing real-world skills through internships: A qualitative exploration. In *Innovative Educational Frameworks for Future Skills and Competencies* (hal. 211–236). IGI Global Scientific Publishing.

Bandura, A. (1997). *Self-efficacy: The exercise of control* (Vol. 11). Freeman.

Bandura, A. (2023). Cultivate Self-Efficacy for Personal and Organizational Effectiveness. *Principles of Organizational Behavior: The Handbook of Evidence-Based Management 3rd Edition*, 113–135. https://doi.org/10.1002/9781394320769.ch6

Bembenutty, H., Kitsantas, A., DiBenedetto, M. K., Wigfield, A., Greene, J. A., Usher, E. L., Bong, M., Cleary, T. J., Panadero, E., & Mullen, C. A. (2024). Harnessing motivation, self-efficacy, and self-regulation: Dale H. Schunk's enduring influence. *Educational Psychology Review*, *36*(4), 139. https://doi.org/10.1007/s10648-024-09969-9

Bonghawan, R. G. G., & Macalisang, D. (2024). Teachers' Learning Reinforcement: Effects on Students' Motivation, Self-Efficacy, and Academic Performance. *International Journal of Scientific Research and Management (IJSRM)*, *12*(02), 3218–3228. https://doi.org/10.18535/ijsrm/v12i02.el08

Chen, L. (2024). Delving into the Role of Self-Efficacy in Predicting Motivation and Engagement among Music Learners. *Learning and Motivation*, *86*, 101961.

Cobanoglu, C., Dogan, S., Berezina, K., Collins, G., Nanu, L., Shahtakhtinskaya, K., & Parvez, O. (2021). Hospitality and tourism information technology. *University of South Florida M3 Center Publishing*, *17*(9781732127593), 2.

Csizer, K., & Albert, A. (2024). Gender-Related Differences in the Effects of Motivation, Self-Efficacy, and Emotions on Autonomous Use of Technology in Second Language Learning. *The Asia-Pacific Education Researcher*, *33*(4), 819–828. https://doi.org/10.1007/s40299-023-00808-z

Csizér, K., & Albert, Á. (2024). Gender-Related Differences in the Effects of Motivation, Self-Efficacy, and Emotions on Autonomous Use of Technology in Second Language Learning. *Asia-Pacific Education Researcher*, *33*(4), 819–828. https://doi.org/10.1007/s40299-023-00808-z

Doğantan, E. (2023). Experiential Learning Through the Design Thinking Approach in Tourism Education. *Journal of Hospitality, Leisure, Sport & Tourism Education*, *33*, 100460. https://doi.org/10.1016/j.jhlste.2023.100460

Fauzi, S. F. N., Morni, A., Joe, S., & Lendik, L. S. (2025). Gender-Based Analysis of Public Speaking Anxiety among University Students. *Gading Journal for the Social Sciences (e-ISSN 2600-7568)*, *28*(1), 86–95. https://doi.org/10.24191/gading.v28i1.561

Hamed, D. M., & Alqurashi, N. (2025). A Corpus-Driven Study on Legal Translation Challenges among Arab Law Students: Examining Gender and Academic Level in Applied Legal Linguistics. *Humanities and Social Sciences Communications*, *12*(1), 1–17.

Indrayani, I. G. A. P. W., Sekarti, N. K., Adi, I. A. S. P., Arthini, N. N. S., & Pitanatri, M. U. (2024). Decoding Emotional Intelligence of Hospitality Workforce in Bali: Generation Z Perspectives. *TRJ Tourism Research Journal*, *8*(1), 90–110. https://doi.org/10.30647/trj.v8i1.250

Kneževic, L., Topalov, J. P., & Halupka-Rešetar, S. (2025). No Picture, No Sound? The Effect of Anxiety, Disinhibition, and Online Attention Control on Willingness to Communicate in Different Modes of Communication in a Synchronous Online Foreign Language Classroom. *Language Teaching Research Quarterly*, *48*, 84–102. https://doi.org/10.32038/ltrq.2025.48.06

Kutuk, G., Putwain, D. W., Kaye, L. K., & Garrett, B. (2022). Relations between gender stereotyping and foreign language attainment: The mediating role of language learners' anxiety and self-efficacy. *British Journal of Educational Psychology*, *92*(1), 212–235. https://doi.org/10.1111/bjep.12446

Lubert, V. J., Nordin-Bates, S. M., & Gröpel, P. (2023). Effects of Tailored Interventions for Anxiety Management in Choking-Susceptible Performing Artists: A Mixed-Methods Collective Case Study. *Frontiers in psychology*, *14*, 1164273. https://doi.org/10.3389/fpsyg.2023.1164273

Ma'fiyah, I., & Sumardiono, S. (2023). English Language Needs for Hotel Service and ESP Program: The Case of Hospitality Vocational Secondary School. *Journal of Innovation in Educational and Cultural Research*, *4*(3), 429–437. https://doi.org/10.46843/jiecr.v4i3.680

Muftah, M. (2023). Communication Apprehension and Self-Perceived Communication Competence: A Study of Undergraduate Students in Their Final Year. *Higher Education, Skills and Work-Based Learning*, *13*(6), 1187–1203. https://doi.org/10.1108/HESWBL-08-2022-0174

Muktahiri, J. M. (2025). Language Needs and Challenges of Non-Native English-Speaking Guests. *International Journal of Travel, Hospitality and Events*, *4*(3), 319–335. https://doi.org/10.56743/ijothe.v4i3.511

Özçelik, A. E. (2025). Mitigating Speaking Anxiety in Language Education Through Practical Strategies. In *Challenges in Teacher Education: Pedagogy, Management, and Materials* (hal. 167–198). IGI Global Scientific Publishing.

Penrose, R. B. (2024). Increasing Student Self-Efficacy: A Case for Assigning Oral Communication Activities Before Written Assignments. *College Teaching*, *72*(2), 98–105. https://doi.org/10.1080/87567555.2022.2104195

Purwanto, M. B., Yuliasri, I., & Rozi, F. (2025). Adaptive Speaking Performance Training: Enhancing Communication Readiness of Hospitality Students in the Industry 4.0 Era. *Journal of Education Technology*, *9*(4). https://doi.org/10.23887/jet.v9i4.103113

Rahimi, S., Tajaddini, M., & Fatehi Rad, N. (2022). Dörnyei's Motivational Self-System Theory and EFL Learners' L2 Selves. *Journal of Language and Translation*, *12*(2), 99–114.

Safdari, S. (2021). Operationalizing L2 Motivational Self System: Improving EFL Learners' Motivation through a Vision Enhancement Program. *Language Teaching Research*, *25*(2), 282–305. https://doi.org/10.1177/1362168819846597

Salija, K. (2024). The Implementation of Content-Based Instruction in Teaching English for Hospitality at Poltekpar Makassar. *Journal of English Language Teaching and Applied Linguistics*, *6*(4), 237–243. https://doi.org/10.32996/jeltal.2024.6.4.25

Schunk, D. H., & DiBenedetto, M. K. (2022). Academic self-efficacy. In *Handbook of positive psychology in schools* (hal. 268–282). Routledge.

Sharma, L. R. (2024). Exploring the Landscape of Challenges and Opportunities in Teaching Speaking Skills. *International Journal of Advanced Multidisciplinary Research and Studies*, *4*(3), 74–78. https://doi.org/10.62225/2583049X.2024.4.3.2745

Sun, Z., & Mu, B. (2023). Motivating Online Language Learning: Exploring Ideal L2 Self, Grit, and Self-Efficacy in Relation to Student Satisfaction. *Frontiers in Psychology*, *14*, 1293242. https://doi.org/10.3389/fpsyg.2023.1293242

Tauchid, A. (2023). English Speaking Strategies by EFL Learners to Enhance Self-Efficacy. *Jurnal Ilmiah Pendidik Indonesia*, *2*(2), 48–61. https://doi.org/10.56916/jipi.v2i2.663

Wisnuwardhani, S. I. (2022). Influence of Instrumental Motivation and Integrative Motivation on English Learning Outcomes. *International Journal of Ethno-Sciences and Education Research*, *2*(1), 19–24. https://doi.org/10.46336/ijeer.v2i1.235

Yang, H., Cheung, C., & Li, W. (2022). Intercultural communication competency practices in the hotel industry. *Journal of China Tourism Research*, *18*(1), 162–184. https://doi.org/10.1080/19388160.2020.1807432

Yu, Z., & Deng, X. (2022). A Meta-Analysis of Gender Differences in e-Learners' Self-Efficacy, Satisfaction, Motivation, Attitude, and Performance Across the World. *Frontiers in Psychology*, *13*(May), 1–14. https://doi.org/10.3389/fpsyg.2022.897327

Yusra, K., Lestari, Y. B., & Hamid, M. O. (2022). Teacher Agency and the Implementation of CEFR-Like Policies for English for Tourism and Hospitality: Insights from Local Vocational High Schools in Indonesia. *Current Issues in Language Planning*, *23*(3), 233–253. https://doi.org/10.1080/14664208.2021.1965739