

## From Language Anxiety to Professional Excellence Among Indonesian Employees

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### Abstract

Although the demand for English proficiency in the workplace is increasing, limited research has examined its effects on employees' self-efficacy and job performance. English skills are essential for communication, productivity, and career advancement, yet their influence on workplace outcomes remains understudied. This study investigates the relationship between employees' English self-efficacy and their professional performance using a mixed-methods design. A closed-ended survey was administered to 32 employees across five companies, and additional qualitative insights were collected from three managerial leaders. Quantitative data were analyzed through statistical correlation, while qualitative data were examined using thematic analysis. Findings show a strong correlation ( $r = .57$ ) between English self-efficacy and job performance, indicating that employees who feel confident in their English abilities tend to perform more effectively. Managers also emphasized that English proficiency is especially important for supervisory and managerial roles. The study concludes that higher English self-efficacy positively contributes to job performance. However, its scope is limited by a small sample drawn from an electronics manufacturing company and by feedback from only three managerial interviewees, reducing the generalizability of the findings. Future research should explore a broader range of international workplace contexts to better understand how learning communities and vocational training can strengthen employees' language skills and performance.

**Keywords:** English language learning; higher education; language learning; self-access learning

### Introduction

The demand for English proficiency in the Indonesian workplace, particularly at senior and executive levels, is significantly higher than the global average. For instance, at the executive level, 96% of organizations in Indonesia require

English proficiency, compared to only 73% globally (Inforial, 2017). Various studies on workplace English highlight its critical role in employability. For example, D. Setiawan (2022) found that 80% of 36 respondents considered English skills a prerequisite for employment. Similarly, Annisa et al (2023) reported that

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72.2% of human resource managers required English communication skills for newly hired employees. Recognizing the importance of English in professional settings, higher education institutions have integrated English as a Medium of Instruction (EMI) into their admission and graduation requirements. However, not all universities fully implement EMI; some merely require English certification without incorporating it into the learning process (Susanto et al., 2022). Despite growing awareness of English as a workplace necessity (Setiawan, 2023; Talaue & Kim, 2020), a gap persists in the implementation of effective English language training across educational institutions and workplace settings. Further research is needed to assess the effectiveness of existing language policies and explore strategies to bridge the gap between English proficiency requirements and practical application in professional environments.

Proficiency in English is not the sole determinant of career success, but its importance in the business world is widely recognized (Annisa et al., 2023; Clement & Murugavel, 2018). Research has shown that employees who struggle to communicate effectively in English often experience significant challenges in their job performance (Clement & Murugavel, 2018; Estival & Molesworth, 2020; Mohd Zin & Nazri, 2021a). The level of English proficiency required varies depending on the frequency of interactions and the nature of the tasks. However, decades of research highlight the crucial role of motivation to learn, willingness to apply acquired skills, perceived training usefulness, and self-efficacy in language acquisition (Anam & Stracke, 2020; Jayalakshmi, 2017; Lanvers, 2017; Susanto, 2024).

Interestingly, in some cases, strong English communication skills are considered more valuable than technical expertise in determining an employee's effectiveness (Çal et al., 2022; Setiawan, 2022). For instance, a survey of 36 employees in the Bandung region of Indonesia found that English proficiency was often a requirement for career advancement (Setiawan, 2022). In the tourism industry, fluency in foreign languages, particularly English, is essential—from entrance exams to performance evaluations—especially for key service-sector roles (Annisa et al., 2023). Similarly, business leaders in the Middle East and North Africa (MENA) region have reported that poor communication skills hinder engineers' employability (Ramadi et al., 2016). Employees today seek not just general English proficiency but also workplace-specific communicative competencies (Ting et al., 2017; Vu & Do, 2021). According to an English at Work survey, 98.5% of employers assess English competency through interviews or placement tests. Furthermore, 50% of employers evaluate job performance based on English skills, while 46% offer higher salary increases to employees with strong English proficiency. This data, gathered from over 5,300 employers across 38 countries, primarily in non-native English-speaking regions, underscores the critical role of English in the workplace (Cambridge Assessment, 2023).

An individual's personal belief system plays a crucial role in shaping their ability to learn a language, enabling them to develop self-reflective skills, evaluate evidence, and regulate their thoughts and behavior (Bandura, 2008; Schunk & DiBenedetto, 2022). According to social cognitive theory, self-efficacy, an individual's assessment of their ability to

perform a series of actions in different situations, is one of the most effective ways to gauge a person's confidence in executing tasks or performances (Bandura, 1978, 2008). Specifically, Chauvin (2020) identified three dimensions related to the general self-efficacy factor: media literacy, written and oral communication (listening and speaking). Employees' self-efficacy in English can vary depending on the specific task or assignment (Martin, 2004). For example, an employee may feel less confident in spoken English while excelling in reading and comprehension. Similarly, someone may have higher self-efficacy when interpreting emails compared to understanding complex scientific articles.

In some cases, language processing occurs not in a linear fashion but rather in an integrated and natural manner (Hinkel, 2006; Manca et al., 2021). To enhance English self-efficacy among employees, four key cognitive skills: reading, writing, listening, and speaking, must be actively developed (Aydoğan & Akbarov, 2014; Chauvin et al., 2020; Clement & Murugavel, 2018). Employees who lack these foundational skills may develop an inflated sense of their abilities. At the same time, those with high self-efficacy are more likely to demonstrate strong commitment to continuous improvement (Chauvin et al., 2020; Sağlam & Arslan, 2018). Conversely, those with low self-efficacy may underestimate their potential, further reinforcing the importance of building confidence in language skills (Kim et al., 2021).

Work performance can be understood as an individual's behavior that adds value to an organization and contributes to achieving its goals (Campbell & Wiernik, 2015; Ratnasari et al., 2019, 2020). In today's evolving workplace,

work performance requires a broader definition that encompasses all behaviors that positively impact organizational success (Cabarcos et al., 2022). Although work performance can be analyzed across different dimensions and business contexts, scholars generally agree on its multidimensional nature, even though no universally accepted definition exists. The term is commonly used to describe varying roles across different professions and even within the same organization. There are three major dimensions of work performance as proposed by Villagrasa et al. (2019), namely task performance, contextual performance, and counterproductive work behavior, which provide a relatively comprehensive and parsimonious approach to overall work performance. Task performance refers to behaviors that directly support the production of goods or services and are typically outlined in job descriptions, serving as a foundation for performance evaluations (Cabarcos et al., 2022; Villagrasa et al., 2019). Contextual performance, on the other hand, includes behaviors that enhance the social and psychological work environment, such as taking initiative, proactivity, collaboration with colleagues, and enthusiasm (Cabarcos et al., 2022; Koopmans et al., 2011).

In contrast, counterproductive work behavior encompasses actions that harm organizational interests. It includes workplace misconduct such as excessive absenteeism (presenteeism), frequent complaints, abuse of rights and responsibilities, and violations of company policies (Koopmans et al., 2011; Rotundo, 2002; Villagrasa et al., 2019). Understanding these dimensions allows organizations to assess employee performance

more effectively and foster a productive work environment.

Several studies have examined the relationship between self-efficacy and work performance. Some research has analyzed how motivation influences work performance, with self-efficacy acting as a mediating factor (Mohd Zin & Nazri, 2021b). Others have investigated the impact of self-efficacy on work performance, taking into account factors such as work anxiety and intrinsic motivation (Razak, 2021). A study involving data from 300 scientists worldwide found a significant positive correlation between self-efficacy and work performance (Randhawa, 2004). However, research on English self-efficacy has primarily focused on its relationship with academic achievement rather than with work performance (Lap et al., 2021; Wang et al., 2018). Several studies have established strong correlations between English language proficiency and job performance across various workplace environments (Annisa et al., 2023) and between self-efficacy and overall work performance (Nusannas et al., 2020). However, an important question remains: does English self-efficacy specifically impact employees' job performance? This study seeks to address this gap by examining the relationship between English self-efficacy and work performance, particularly among employees in multinational companies. Based on this premise, the proposed hypothesis is that English self-efficacy significantly influences work performance. From a practical perspective, companies can leverage these findings by developing targeted training programs aimed at enhancing employees' English self-efficacy, ultimately improving their job performance.

Additionally, recruitment could incorporate English self-efficacy as a key consideration in hiring decisions and professional development plans. Theoretically, this study extends existing research by shifting the focus of English self-efficacy from academic achievement to workplace performance. The findings may contribute to theoretical models exploring how English self-efficacy indirectly affects job performance through factors such as motivation, anxiety, or communication effectiveness. Unlike previous studies, which predominantly link English self-efficacy to academic success, this research examines its direct impact on workplace performance. This research bridges the gap between linguistic competence and job performance theories. It provides new insights into how confidence in English use influences job performance, professional growth, and organizational success, particularly within multinational corporations. Accordingly, the objectives of this study are: (1) to measure employees' levels of English self-efficacy; (2) to assess their overall work performance across its multidimensional components; and (3) to analyze the extent to which English self-efficacy predicts or contributes to work performance among employees in multinational companies. These objectives serve as the foundation for evaluating the hypothesized relationship and advancing empirical understanding of English self-efficacy in professional contexts.

## Method

### Participants

This study focused on corporate employees at the supervisor, engineer, and staff levels with at least 3 years of work experience. Research

suggests that significant interaction effects among job demands, control, stress, and learning, aligned with employees' expectations, become measurable after at least 3 years of work experience (Verhofstadt et al., 2017). All participants were employed by companies in the electronics industry, which continues to account for the largest share of foreign investment in Batam relative to other industrial sectors (ANTARA, 2025). A total of 32 employees responded to the survey. According to several scholars, a minimum sample size of 30 participants is generally recommended for correlational research (McKinley & Rose, 2019). Purposive sampling was used due to challenges in accessing the exact number of employees at the supervisory level and above in each company, as internal regulations and business strategies vary (Creswell & Clark, 2011; Steve et al., 2020).

This sampling method, also known as judgmental sampling, relies on the expertise of researchers who intentionally select participants rather than choosing them randomly. This approach is particularly suitable for small populations with well-defined research objectives, as it allows researchers to target individuals with specific attributes relevant to the study (J. Creswell & Plano, 2017). The researchers estimate that each company's target population comprises 5-10 percent of its total workforce, ranging from 500 to 1,000 employees. The survey gathered data on factors such as length of employment, educational background, job position, and department, as detailed in Table 1. Before distributing the questionnaire, an initial discussion with potential respondents raised concerns about confidentiality, prompting the decision to

anonymize company names. To address this, researchers assigned letter codes (A-E) to the companies. However, all respondents were employees of electronics industry companies in Batam. Three interviewees were selected for their willingness to share insights on the relationship between English language proficiency and work performance, drawing on both their general observations and personal experiences. Due to employees' busy schedules in multinational companies, the questionnaire was distributed online via WhatsApp and email. Researchers initially obtained contact information from a partner working at the target location. They sought permission before sending out the questionnaire. While some respondents participated voluntarily, 36 percent either declined to complete the questionnaire or did not return it. This study used a sequential explanatory mixed-methods design, beginning with a purposive survey of employees in multinational electronics companies in Batam and followed by open-ended interviews with selected participants, consistent with Creswell & Plano's (J. Creswell & Plano, 2017) framework, in which qualitative data help explain the initial quantitative findings.

We examined employees' English self-efficacy and its relationship to job performance. We explored how managers perceived their employees' English proficiency as a contributing factor to career advancement and the company's competitive edge. To gain a comprehensive understanding of the relationship between English self-efficacy and work performance, we adopted a mixed-methods approach (Creswell & Clark, 2011). Given the complex nature of self-efficacy, this approach enabled us to capture both broad,

quantifiable trends and deeper insights from employees' personal experiences. The fundamental principle of mixed-methods research is that combining quantitative and qualitative approaches provides a more nuanced understanding of complex issues compared to using a single method alone (J.

Creswell & Plano, 2017). The data collected from survey questionnaires and semi-structured qualitative interviews will be analyzed separately, allowing for comparison to identify common themes and overarching patterns across both datasets (Harris & Brown, 2010).

**Table 1**  
*Participants*

| Company Code | Number of Participant | Number of Respondent & Educational Background | Length of Work In Year | Position/ Level             | Number of Respondent & Department                                          | Re-Mark          |
|--------------|-----------------------|-----------------------------------------------|------------------------|-----------------------------|----------------------------------------------------------------------------|------------------|
| A            | 7                     | 4 bachelors, 3 high school                    | 3-10                   | engineer/ staff             | 3 process engineering, 1 hrd staff, & 3 accounting.                        | By questionnaire |
| B            | 8                     | 3 diploma, 1 bachelor 4 high school           | 4-15                   | supervisor/ staff/ engineer | 2 process engineering, 2 production, 2 finance, & 2 equipment engineering. |                  |
| C            | 6                     | 1 diploma, 5 bachelor                         | 3-7                    | supervisor/ engineer        | 3 process engineering, 1 production, & 3 accounting.                       |                  |
| D            | 5                     | all bachelor                                  | 2-6                    | supervisor/ staff engineer  | 2 quality assurance, 1 accounting, & 2 material control.                   |                  |
| E            | 6                     | 2 bachelor 4 high school                      | 3-14                   | Staff                       | 3 planner & 3 material control.                                            |                  |
| A            | 1                     | bachelor                                      | 10                     | Manager                     | human resource                                                             | by Interview     |
| B            | 1                     | bachelor                                      | 16                     | Manager                     | process engineering                                                        |                  |
| E            | 1                     | bachelor                                      | 9                      | Manager                     | planning control                                                           |                  |

The research employed a sequential explanatory mixed-methods design, beginning with the survey to collect quantitative data, followed by open-ended interviews to clarify and deepen the initial findings (John, W & Creswell, J, 2018; Takona, 2024), while the survey was designed using an adapted questionnaire based on previous studies (Chauvin et al., 2020; Villagrasa et al., 2019). Additionally, the study examined the relationship between key variables from the perspective of managers and middle management, who served as the participants' superiors. The research spanned three months, from January to March 2024. Researchers distributed 50 questionnaires and successfully

obtained complete responses from 32 participants. However, 28 respondents did not reply to the WhatsApp messages. To encourage participation, researchers followed up at least twice. Despite these efforts, four potential respondents ultimately stated they were unable to participate due to their busy schedules, while the remaining 24 did not respond.

### Instruments

The questionnaire in this research adopted (1) the PESEQ (Professional English Self Efficacy Questionnaire) intended to explore how EFL self-efficacy beliefs in the four language skills (speaking, reading, listening and writing) become apparent in the workplace context as

distinct psychological factors (Chauvin et al., 2020) and (2) the IWPQ (Individual Work Performance Questionnaire) to measure the main dimensions of work performance (task performance, contextual performance, and counterproductive behaviors) in various professions (Villagrasa et al., 2019). The PESEQ measured employees' English self-efficacy in speaking, reading, listening, and writing as distinct workplace-related psychological factors, containing 32 close-ended items across four subscales, mixed to reduce response bias. Responses range from 1 = "I can't do it at all" to 7 = "I can do very well". The instrument was originally validated with 543 industrial employees, showing strong sampling adequacy (the Kaiser-Meyer-Olkin (KMO) > 0.90) and reliability via test-retest and Rasch methods. Although the level of reliability was not stated, the KMO coefficients were above 0.90, indicating good sampling adequacy (Chauvin et al., 2020). The four skills form three stable factors: written communication, oral communication, and media understanding (Villagrasa et al., 2019). Participants responded on a 7-point Likert scale from "strongly disagree" (1) to "strongly agree" (7). The instrument reports a reliability coefficient of 0.87 (Villagrasa et al., 2019). Self-evaluation was selected for its suitability to the study's aims (Jasiński et al., 2023; Villagrasa et al., 2019). Interviews with three middle-management employees were conducted to strengthen validity and triangulate the questionnaire data. Recordings using <https://salyns.prosa.ai/>. In terms of reliability, both adopted questionnaires have reached an adequate level.

### Data analysis

Quantitative and qualitative analyses were conducted to assess employees' English self-efficacy and work performance. Descriptive statistics and correlations were employed. The level of relationship between the two variables was examined. Then, to create most of the data, provide a detailed and comprehensive picture, follow up with a semi-structured telephone interview. Because all participants were Indonesian, this research was conducted in Indonesian. This research involved 2 linguists to carry out back translation of questionnaire and interview data (Ganguly et al., 2022).

The average of respondents' answers to work performance and English self-efficacy is stated to describe and differentiate the level of response to each item between the two variables. Results of the test of the relationship between the English language self-efficacy variable and work performance using Pearson correlation by measuring the R-squared value (Kothari, 2004; Nassaji, 2015).

## Findings and Discussion

### Finding

This section reports the findings, including (a) the level of employees' English self-efficacy belief and their work performance, (b) the level of employees' correlation between the English self-efficacy and work performance, and (c) the qualitative result regarding the English self-efficacy and work performance based on the interviews with managers.

#### *The level of employees' English self-efficacy belief and work performance*

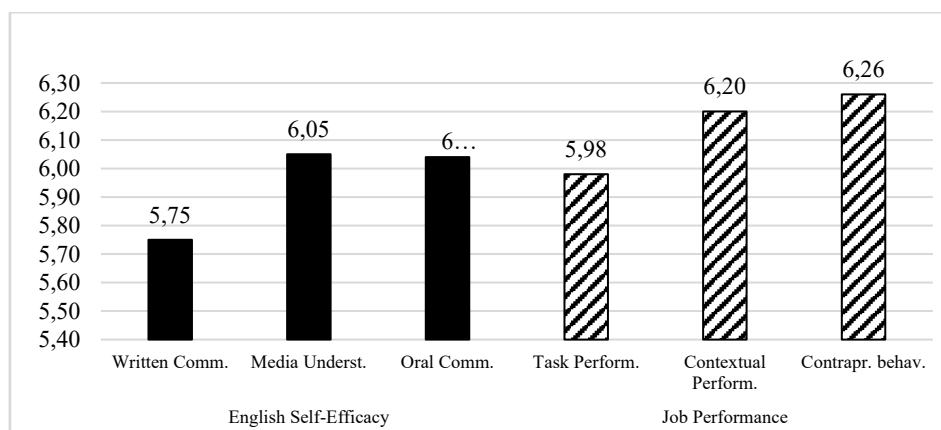
This research found that the average respondent's rating of work performance

was higher than their rating of English language self-efficacy. The highest indicator was counterproductive behavior, while the lowest was written communication. The researchers placed the highest measure for strongly disagreeing with counterproductive behavior, while the other items reversed. Based on validity and reliability analyses, no items of counterproductive behavior were discarded. Respondents tended to disagree or strongly disagree with statements that were counterproductive in their daily work,

compared to positive statements, which were answered strongly agree or I can do it well. Respondents answered less strongly agree to written communication, which measures written communication skills, compared to oral communication. Meanwhile, for the IWPQ variable, task performance is not addressed; I can do very well compared to other items. Figure 1 depicts the respondents' average differences in their answers.

**Figure 1**

*Level of English Self-Efficacy and Work Performance*



The initial number of questionnaire items adopted was 50. 8 items of English self-efficiency and 5 items of Work performance were considered invalid based on the validity test, with the R-value > 0.3494, the R-table value (R-Table value refers to 2-way test significance at 0.05). The items that had the R-value < 0.3494 and/or the Sig. value > 0.05 was considered invalid and removed from the valid and reliable assessment. The 37 valid items, grouped by column, are listed for each variable in Table 2. The item codes

in Table 2 are the default values before and after the validity check—the "X" code for the English Self-Efficacy variable and "Y" for Work performance. However, the invalid items are still listed in appendices A and B, marked "removed" in bold and italics. All valid items are subjected to a reliability check, and the reliability values for English self-efficiency and Work performance are 0.838 and 0.839, respectively. A reliability level of 0.8 or greater means a very good level (Duckett, 2021; Kothari, 2004).

**Table 2***Validity of English Self-Efficacy and Work Performance*

| No | English Self-Efficacy (X) |         |                 | Work Performance (Y) |         |                 | Remark |
|----|---------------------------|---------|-----------------|----------------------|---------|-----------------|--------|
|    | Item code                 | R-value | Sig. (2-tailed) | Item code            | R-value | Sig. (2-tailed) |        |
| 1  | X1                        | 0.455   | 0.009           | Y1                   | 0.463   | 0.008           |        |
| 2  | X3                        | 0.622   | 0.000           | Y2                   | 0.658   | 0.000           |        |
| 3  | X4                        | 0.543   | 0.001           | Y3                   | 0.478   | 0.006           |        |
| 4  | X6                        | 0.523   | 0.002           | Y4                   | 0.691   | 0.000           |        |
| 5  | X7                        | 0.480   | 0.005           | Y7                   | 0.763   | 0.000           |        |
| 6  | X8                        | 0.421   | 0.016           | Y8                   | 0.550   | 0.001           |        |
| 7  | X9                        | 0.483   | 0.005           | Y9                   | 0.594   | 0.000           |        |
| 8  | X12                       | 0.402   | 0.022           | Y11                  | 0.732   | 0.000           |        |
| 9  | X14                       | 0.407   | 0.021           | Y14                  | 0.471   | 0.006           |        |
| 10 | X15                       | 0.401   | 0.023           | Y15                  | 0.651   | 0.000           |        |
| 11 | X16                       | 0.396   | 0.025           | Y16                  | 0.634   | 0.000           |        |
| 12 | X18                       | 0.395   | 0.025           | Y17                  | 0.504   | 0.003           |        |
| 13 | X19                       | 0.409   | 0.020           | Y18                  | 0.379   | 0.032           |        |
| 14 | X20                       | 0.629   | 0.000           |                      |         |                 |        |
| 15 | X21                       | 0.346   | 0.052           |                      |         |                 |        |
| 16 | X22                       | 0.353   | 0.048           |                      |         |                 |        |
| 17 | X23                       | 0.539   | 0.001           |                      |         |                 |        |
| 18 | X24                       | 0.484   | 0.005           |                      |         |                 |        |
| 19 | X25                       | 0.522   | 0.002           |                      |         |                 |        |
| 20 | X27                       | 0.467   | 0.007           |                      |         |                 |        |
| 21 | X28                       | 0.578   | 0.001           |                      |         |                 |        |
| 22 | X30                       | 0.372   | 0.036           |                      |         |                 |        |
| 23 | X31                       | 0.637   | 0.000           |                      |         |                 |        |

If R-value > R-table  
 If sig. value (2-tailed) < 0.05, means valid

result: all R-value > r table  
 0.3494. All Sig. value (2-tailed < 0.05).

### ***The correlation of employees' English self-efficacy and their work performance***

The results of the test of the relationship between the English self-efficacy variable and work performance are

presented in Table 3. The Pearson correlation between English self-efficacy and work performance was  $r(30) = .573, p < .01$ , with a 95% confidence interval of [.32–1.053]. The value of 57% is considered very high (Dufera et al., 2023; Kothari, 2004).

**Table 3***Correlations*

|                       |                     | English Self Efficacy | Work Performance |
|-----------------------|---------------------|-----------------------|------------------|
| English Self Efficacy | Pearson Correlation | 1                     | ,573**           |
|                       | Sig. (2-tailed)     |                       | ,001             |
|                       | N                   | 32                    | 32               |
| Work Performance      | Pearson Correlation | ,573**                | 1                |
|                       | Sig. (2-tailed)     | ,001                  |                  |
|                       | N                   | 32                    | 32               |

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

The high correlation between English Self-Efficacy and Work Performance is consistent with and supported by interview results. The respondents stated that in a fast-changing, highly competitive industrial world, resilience must also include the capacity to adjust and adapt to work expectations. There are profound differences among employees in how they respond to the work requirement that makes one sick; for another, it can be an invigorating experience (Bartone, 2017). Adaptability is part of resilience, which involves learning, combining experience and knowledge, and adjusting responses to external drivers and internal processes (Bartone, 2017; Ployhart & Bliese, 2015). English is one of the work expectations they must meet to adapt well to the work environment, and is an assessment of their work performance. Some excerpts from the responses are outlined in the following paragraph.

Excerpt 1:

*"Since I led HR, I have hired more than 100 engineers, and more than 50% of those who stayed were those who could adapt. Some of them didn't come in with a good command of English, but as time went by they were able to work while learning, and I saw that those who survived and excelled were those who were quick to adapt, especially in communication."* (the manager from company A).

Excerpt 2:

*"A worker's resilience is different, depending on how quickly they learn. I see my team learning English through various activities at their workplace. Usually those who have good English skills are the ones*

*we promote more quickly"* (the manager from company B).

Excerpt 3:

*"From the beginning of the recruitment interview, I was looking for those who communicated in English well. However, for some of those who started their careers as clerks, we chose those who could speak English well and we promoted them to planning supervisor level."* (the manager from company E).

All three interviewees consider efficient employee communication as a foremost indicator of work performance. Although the questionnaire items more specifically mention English-speaking skills, e.g., "Can you give an explanation in English?" However, the term "communication skills" can also be interpreted as the ability to speak English, since English is the only official language in the company environment. Indonesian and/or regional languages are commonly spoken among Indonesians. However, when gathering expatriates during meetings, teleconferences, and email communication, English becomes their official and corporate language. The multinational company places greater importance on English as a preferred means of communication. Fluency and proficiency in English are considered important for any job profile at the supervisor level or above. Applicant's ability to express ideas without ambiguity and comprehend is necessary for successful interview interaction. The following 3 excerpts further strengthen the assessment of the relationship between English communication ability and a person's career from a leadership perspective.

Excerpt 4:

*"As users, we selected staff/engineers to be assigned into our team by interviewing them in English specifically for those who are university graduates. However, there are also few employees who were hired as clerks/operators/technicians, then after some time promoted to a higher level such as staff/engineers. There are indeed some obstacles in their path to English written communication, but verbally, seems they have good English self-efficacy. We have SOP to measure employee performance. Based on the element, English language skills is not explicitly stated but rather the ability to interact with colleagues and superiors."* (the managers from company B and E)

Excerpt 5:

*"We attributed certain performance to remarkable employee to be promoted. To reach the post of supervisor, staff, engineer or above, such as manager, the employee was required to make improvement reports in the nature of work. He presented his improvement in English in front of senior employees such as manager or department head"* (the manager from company A)

Excerpt 6:

*"To me, interpersonal skills related to a person's relationships with others including fluent English, have garnered increased attention to employers and considered pivotal for productive performance in workplace settings"* (the manager from company B)

Based on the interview results, it can be concluded that Employee resilience learning culture is the best way to ensure workplace well-being in the electronics industry. In line with what Chauvin et al. (2020) reported, adults' EFL self-efficacy beliefs, which are linked to global factors such as written communication skills, oral communication skills, and media understanding skills, are formed through the process of interaction in daily life, whether intentional or not. Along with the correlation test, this research also confirmed that the functioning scale of the IWPQ met the criteria to contribute to the advancement of work performance research by measuring three main dimensions: task performance, contextual performance, and counterproductive behaviors. The reliability value reached 0.83, compared to the previous study's 0.87 (Villagrasa et al., 2019). It was widely promoted in the context of English for Specific Purpose (ESP) education in Batam, driven by a social need to encourage colleagues and university graduates in Indonesia to participate effectively in the international workforce. Apart from that, the Ministry of Education and Training in Indonesia, which has recently directed vocational education, also needs to emphasize training programs that adopt the job environment in a more realistic atmosphere in response to work-related skills, which are more likely to provide room for employability (Hur et al., 2021; Vu & Do, 2021).

## Discussion

Through this empirical study, the researchers show that the relationship model meets the criteria for English self-efficacy as an element taken into account in work performance. The survey results, which were further strengthened by open interviews with them as direct actors in

evaluating employee performance, further strengthened the relationship mode of these variables. We will further explain the implications in terms of both theory and practice in the following paragraphs.

### ***Theoretical implication***

The findings of this study align with and extend prior research demonstrating the centrality of English proficiency in workplace performance. Previous studies have consistently highlighted that English proficiency enhances employability and facilitates career progression (Annisa et al., 2023; Setiawan, 2022). The present study corroborates these trends by showing a high correlation ( $r = .573$ ) between English self-efficacy and work performance, confirming that employees who believe they can use English effectively tend to perform better. This result is consistent with Randhawa's (2004) research, which found that self-efficacy positively correlates with work performance across professions. However, unlike earlier studies, which predominantly situated English self-efficacy within academic contexts (Lap et al., 2021; Wang et al., 2018), this study provides evidence within real workplace settings, particularly in multinational corporations. Another important contrast emerges when comparing the multidimensional nature of work performance in this study, task performance, contextual performance, and counterproductive behaviors, with earlier models that often emphasized task-related outcomes alone. By integrating English self-efficacy with these broader dimensions, the study highlights a more holistic picture of how language confidence influences diverse aspects of workplace behavior.

The study's results demonstrate strong agreement with Social Cognitive Theory, particularly Bandura's (1978, 2008) assertion that self-efficacy shapes behavior, thought patterns, and performance outcomes. The finding that employees with higher English self-efficacy demonstrate better work performance supports existing literature linking motivation, confidence, and skill application (Anam & Stracke, 2020; Susanto, 2024). The positive correlation between English self-efficacy and work performance found in this study aligns with previous research (e.g.). The agreement extends to literature that emphasizes the role of psychological factors, such as willingness to apply learned skills and perceived usefulness, in language acquisition. However, the findings also diverge from traditional views that frame English proficiency primarily as a cognitive-linguistic skill, demonstrating its broader behavioral and social implications for workplace performance, particularly contextual performance. The study further challenges the assumption that proficiency alone drives performance; qualitative interviews reveal that adaptiveness, resilience, and communication behaviors traits are not directly measured in language proficiency tests and interact with English self-efficacy to shape work outcomes. Thus, theoretically, this study extends the discourse by positioning English self-efficacy not only as a linguistic construct but also as a predictor of organizational behavior and performance in complex, multicultural environments.

### ***Practical implications***

In view of the practical implications, we believe that this research offers potential suggestions for both business organizations and the education sector. Leading multinational

organizations are starting to notice the gap between employees' language proficiency levels and company requirements (Clement & Murugavel, 2018). In Indonesia, in the case of Batam, the regional government has attempted to channel the workforce, which continues to increase year by year, with greater effort. In line with government policy in the education sector, the goal is to link vocational education with industry.

The ability to write, read, listen, and speak, of course, requires its own specifications depending on the field of study. In this study, which measured English self-efficacy, workers' ability to communicate in writing was not as strong as their ability to communicate verbally or to read. More practical teaching that builds employees' confidence in their abilities is something that needs to be addressed. Likewise, the assessment of employee performance indicates that they have not done anything detrimental to themselves or the company. However, they are not following through on their tasks due to a lack of confidence in their ability to complete them. If there is extensive research linking environmental factors, compensation, leadership, and so on with work performance, then one factor that is no less important is the ability to communicate in English, especially in the Indonesian context, where English is not an official language. English self-efficacy is only one way to assess how employees use English and their job performance; this study measures employees' perceptions of their work from their own perspective.

However, the interview confirmation suggests that employees with different educational backgrounds who have the same

opportunity to learn English through their work experience seem to progress more quickly from formal education. One suggestion and piece of advice for those working in the education sector: provide a relatively comprehensive and parsimonious approach to better the private sector.

## Conclusion

The three dimensions of English self-efficacy, namely oral, written communication, and media understanding, are phenomena of the use of English in the workplace. For some employees who occupy middle leadership positions such as supervisors, engineers, or staff, the opportunity to interact in English is no longer an option but a necessity. Their resilience is measured by their ability to adapt quickly to any changes, and this must be balanced with their ability to communicate. Employee resilience should have become a more important concern for organizations. Employees' failure to recognize and address the main skill required in the workplace, which influences adaptability across a range of circumstances and work performance, might also affect the company's performance in the end. This research examines the correlation between employees' English self-efficacy and work performance and is strengthened by interviews with human resources personnel from electronics companies in Batam, Indonesia. The researchers note that the relationship between these two variables has not been extensively explored, because English language proficiency is sometimes not an ability that can be directly measured as part of the work. However, from an adaptability perspective, mastering a foreign language is part of employability. Based on the

data collected and the analysis compiled, this research can conclude that a causal relationship exists between the two variables. However, conducting further research, such as an observational approach and action research, on ESP learning should be necessary for a better training approach for employees who do not yet have adequate language skills but have very reliable work skills. The relatively small sample size of 32 participants constrains the generalizability of this study's findings. The sample was drawn from a multinational electronics company located in Batam, which may not fully represent the broader organizational landscape across Indonesia. In the qualitative phase, interviews were limited to employees at the supervisory level and above with direct subordinates, further narrowing the scope of perspectives captured. Future research employing a larger and more diverse sample across multiple industries, organizational levels, and multinational companies operating in Indonesia would provide a more comprehensive understanding and strengthen the robustness of subsequent findings.

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