Lecturer's Language Style and Students' Academic Self Efficacy in Higher Education of Indonesia

Fahmi Gunawan
Institut Agama Islam Negeri Kendari, Kendari, Indonesia

Ros Mayasari
Institut Agama Islam Negeri Kendari, Kendari, Indonesia

Wa Muna
Institut Agama Islam Negeri Kendari, Kendari, Indonesia

Masruddin Masruddin
Institut Agama Islam Negeri Palopo, Indonesia

Abstract
This research is aimed at finding out the influence of lecturers' language style on students' academic self-efficacy in higher education in Indonesia. This research is conducted to describe the correlation between lecturers' language style and students' academic. As one of the aspects of forming academic self-efficacy, language style has an important role because someone who can get information verbally about his ability in mastering certain duty tends to do more efforts. In addition, it makes him more diligent in doing a duty. Also, language style positively increases the student's self-confidence and vice verse. This research involves seventy students who fill in the questionnaire about the lecturer language style and academic self-efficacy scale. Data were analyzed by using simple linear regression analysis. The result of the research shows that lecturer's language style has a coefficient of determination of 23.5% towards the students' academic self-efficacy. Finally, this research affirms that positive lecturer language style can improve the students' belief towards their ability while the negative language style can weaken the students' self-efficacy. This is supported by the statement of Pajares (2002) who state that the negative language style can easily weaken the students' self efficacy.

Keywords: Academic self-efficacy, Higher Education in Indonesia, language style, vicarious experience, enactive mastery

1. Introduction

The construct of self-efficacy introduced by Albert Bandura for the first time in the journal "A Psychological Review" in 1977 has received continuous attention and research from scientists. Research on this construct has produced thousands of writings in various forms of publishing such as journals, books, and studies in the university environment. The results of self-efficacy research show that self-efficacy has an important influence on a person's behavior and performance. Research for more than 20 years has shown that self-efficacy is proven to significantly has influenced career choices (Betz, 2004), performance, and persistence (Lent, Brown & Larkin, 1984).

Someone forms self-efficacy by integrating four main sources of self-efficacy, namely mastery experiences, vicarious experiences, social persuasions and physiological states (Bandura 1977, 1986). But unfortunately, not many studies on self-efficacy have focused on sources of self-efficacy (Anderson and Betz, 2001; Muretta, 2004). Pajares (1997) states that research on self-efficacy as a dependent variable only gets a small portion in various studies on self-efficacy. Therefore, to develop theory and intervention especially in education, it is very important to explore how students develop their self-efficacy through the four sources of self-efficacy mentioned by Bandura (Lent, Lopez, & Bieschke, 1991).

The social persuasion or verbal persuasion is the third source of formation of self-efficacy. This social persuasion can involve verbal judgments made by others towards someone. Therefore, the third source of self-efficacy is often referred to as verbal persuasion. A person who gets verbal information about his or her ability to be able to master a particular job or task tends to make a greater effort and make him more diligent in completing a task. Positive persuasion can encourage and support someone and conversely negative persuasion can weaken self-efficacy. According to Pajares (2002), it is generally easier to decrease the self-efficacy through negative judgment than to strengthen it through positive encouragement.

Data collected from various research journals shows that research on self-efficacy has been conducted by many experts. These studies mostly examine the influence and relationship of self-efficacy to other variables. For example, the academic self-efficacy influence on performance and adjustment (Chemers, Hu & Garcia, 2001); Goal settings (Zimmerman, Bandura & Martinez-Pons, 1992), academic settings (Pajares, 1996), academic outcomes (Multon, Brown & Lent, 1991; Zajacova, Lynch & Espenshade, 2005), self regulation (Klassen, Krawchuk & Rajani, 2008), academic motivation (Schunk, 1991), academic functioning (Bandura, Barbaranelli, Caprara & Pastorelli, 1996), achievement goals (Coutinho & Neuman, 2008; Mahyuddin et al. 2006; Lent, Brown & Larkin, 1984), career counseling (Betz, 2004), and emotional intelligence (Moafian & Ghanizadeh, 2009). Research that addresses how self-efficacy is formed and how many sources of self-efficacy play a role in the formation of one's self-efficacy are not widely found, even research that specifically traces the sources of academic self-efficacy, particularly social persuasion such as lecturer language style. Some related studies only examine how language brokering relationships (Buriel et al. 1998) and language learning strategies (Wong, 2005; Yılmaz, 2010) on self-efficacy. Therefore, this study attempts to examine the effect of lecturer language style on students' self-efficacy in higher education in Indonesia.

2. Literature Review

Lecturers use a variety of language style to create an effective learning environment. Each of them has a typical style in presenting ideas and concepts, develop research, do devotion, and spread knowledge. In this case, the language style is delivered as a way for them to express themselves. In a communication event, the style of the language as a medium of communication has a huge influence. It should be easily accepted and understood that the purpose of the speech act is successfully done. The utterances produced can reflect the personal character of the speaker. The better a person's style, the better the people vote against him—conversely, the worse of a person's language style, the worse ratings given to him anyway. In a communication event, language styles contribute some significant effects on the audience. In this regards, Austin and Searle call this with the perlocutionary act. It is an utterance that contains or has the power of influence to those who listen. The power of these influences can intentionally or unintentionally be created by the speakers. It is clear that the lecturer's language intentionally or unintentionally gives a psychological impact on students as learners. The psychological impact can take the form of self-motivation, self-efficacy, and the creation of good interpersonal relationships in vice versa (Gunawan & Kadir, 2017). Increasingly, some experts agree that culture, language, and social factors are being recognized as having an impact on learning (Batmang, et al., 2018).

Self-efficacy is one of the psychological states influenced by the using of language style. Bandura & Schunk (1981) argue that self-efficacy is defined as students' judgment of their potency to organize and conduct courses of action needed to achieve designated types of performances. They are a form of self-evaluation that effects decisions individuals make, the efforts they exert, and their mastery of behavior (Eastin & LaRose, 2000). This theory proposes that students who believe they can totally perform an activity will differ from students who do not. The former is likely to exert more effort, need longer time, and master the needed skills earlier than the latter. In addition, Schunk and Pajares (2002) state that students with a high efficacy belief can employ more strategies of cognitive and metacognitive and they persisted longer than those who did not.

Bandura's (1984, 2006) research support him to state that students' self-efficacy beliefs are highly predictive of their ability to accomplish academic tasks. This is in line with several researchers who have found that among other motivational belief, self-efficacy is a stronger effect on academic performance than the others. (Lent, Brown & Larkin, 1987; Pintrich & De Groot, 1990) However, students' perceptions or experiences of previous performance contribute the most important role in student judgment of self-efficacy. For instance, students may form inaccurate estimations of their own efficacy in a particular task unless they have experience in that task, or in tasks they perceive as being similar. Successes and failures by themselves do not improve or decrease self-efficacy beliefs; rather, it is how the students translate those experiences that have an effect. Hence it is stated that self-efficacy is domain specific, and beliefs about efficaciousness in performing one task cannot be predicted to apply to a duty in a different domain. Similarly, no amount of confidence can result in success when the main needed skills and knowledge are absent (Pajares, 2002). The implication is that while self-efficacy is used to be predictive of student achievement, the basic experiment for students' perceptions is important to be carefully considered.

Bandura and Wessels (1997) state that self-efficacy beliefs are affected in four ways, and ranked them in order of most to least influential on behavior: enactive mastery experience, vicarious experience, verbal persuasion, and physiological and affective states. Enactive mastery is believed to be the most influential experience in forming efficacy beliefs. Past performances serve as an indication of the extent to which one can succeed in doing a duty. However, while perceived success can create a strong sense of efficacy beliefs, easy successes are also easily discouraged by failures. According to Bandura and Wessels (1997), vicarious experience also forms efficacy beliefs because students often compare their abilities to those of their mates or others who they consider are similar to themselves in some way. This does not support that students equate their efficaciousness to their friends; rather, their perception of their friends' capabilities in comparison with their own perceived ability prepares a means by which they can create judgments about their performance. Verbal persuasion refers to how self-efficacy beliefs can be affected through the motivation or other verbal communication of significant others, that is, people who are considered to have mastery of a given responsibility. However, Bandura and Wessels (1997) concluded that self-efficacy beliefs, especially those founded on enactive mastery and vicarious experience, are not as easily affected by verbal persuasion. The fourth significant factor on self-efficacy beliefs is the perception of physiological and affective states in regarding to performance of a task. In the words of Benigh and Bandura (2004) that people read their tension, anxiety, and depression as signs of personal deficiency. It is therefore important to consider students' physiological and affective states when designing and implementing learning activities. Verbal persuasion here includes the language style of the lecturers in higher education.

3. Method
A descriptive qualitative and quantitative study was conducted in this research. It was conducted by observing lecturer language style to students in teaching and examining the final project and students' academic self-efficacy at State Islamic Institute of Kendari, Southeast Sulawesi, Indonesia. There were fourteen lecturers observed as purposive sampling. The lecturers came from four different faculties, namely Tarbiyah and Teacher Training Faculties, Sharia Faculty, Ushuluddin, Adab and Da'wah Faculty, and Islamic Economics and Business Faculty. The sample consists of seven male lecturers and seven female lecturers. To obtain the various style of language lecturer presented to students in the classroom or other, the researchers conducted in-depth interviews with seventy students. The interviews were about what the students think about the language style of the lecturer. From here, it is clear that what speeches are used by lecturers when teaching or testing student theses. The theory used in this discussion is Keraf (2006) theory of the language style model and Austin (1962) theory of perlocution speech. Keraf theory is used to analyze the language style model used by lecturers while Austin theory is used to analyze the effect of language style on student academic self-efficacy.

After getting the language style data, the lecturer prepared a questionnaire about the language style of the lecturer. Furthermore, the self-efficacy questionnaire was distributed to seventy of the same students. Seventy of these students came from four faculties and ten different study programs, such as Islamic Education, Management of Education, English Education, Language Education, Islamic Guidance and Counseling, Islamic Guidance, Islamic Economics, and Business, as well as Family Law and Constitutional study programs. The students consist of

thirty men and forty women. They sit in one-five semesters or around 19-21 years old. The self-efficacy scale in question is academic self-efficacy that measures the level of self-confidence of students in their academic affairs on campus. The self-efficacy scale used is a scale modified from the academic self-efficacy scale compiled by Bandura(2006) and Pajares (2002). This scale is used to determine quantitatively the level of academic self-confidence of students at State Islamic Institute (IAIN) of Kendari. From here, we can find out how the influence of language style on student academic self-efficacy at IAIN Kendari.

4. Findings and Discussion
Each has a different style with other individuals especially in communication in essence. The difference would seem from the language style component containing locutions acts, illocutionary acts, and perlocution acts. As a perlocution act, lecturers' language style had an impact on self-efficacy of the students.

There are four styles of lecturers' language based on sentence structures, such as climax style, oxymoron style, sarcasm language style, stylistics simile. Climax style is a style which its quality, quantity, and intensity of the sentence are progressively increasing. Oxymoron is a style which has a contradiction between its parts. Sarcasm is a style of expressing upset and angry by using rude words. Simile language style is a style that comparing one thing with another thing and always uses comparison (Keraf, 2006; Batmang et al., 2018). Based on the interviewing with the students, this research finds that climax and oxymoron style include positive language style. Meanwhile, sarcasm and simile language style include negative language style. The psychological states of the students, particularly their self-efficacy can be influenced by both positive and negative language style.

The following explanation relates with quantitative data of some influences factors towards the language style of the lecturers to self-efficacy of the students on higher education of Indonesia. This would seem from data normality test, data linearity, linear regression analysis and coefficient of test determination.

4.1 Data Normality Testing
Table 1. *One-Sample Kolmogorov-Smirnov Test*

		Language Style	*Academic Self Efficacy*
N		65	65
Normal Parameters[a,b]	Mean	30.4769	136.3692
	Std. Deviation	8.54054	22.08971
Most Extreme Differences	Absolute	.153	.068
	Positive	.153	.048
	Negative	-.110	-.068
Kolmogorov-Smirnov Z		1.236	.546
Asymp. Sig. (2-tailed)		**.094**	**.927**
a. Test distribution is Normal.			
b. Calculated from data.			

Table 1 shows that the lecturers 'language style data and students' self-efficacy are obtained sig values. 0.094 and 0.927 are greater than the value of α = 0.05, means that both data are normally distributed.

4.2. Data Linearity Testing
    Test results for the Test for Linearity lecturer language style data on student academic self-efficacy using SPSS version 20 shown in the table 2 as follows:

Table 2.
Test for Linearity Results Variables of Student Academic Language Style and Self Efficacy
ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Academis Self Efficacy * Language Style	Between Groups	(Combined)	16803.558	25	672.142	1.817	.046
		Linearity	7329.572	1	7329.572	19.816	.000
		Deviation from Linearity	9473.986	24	394.749	1.067	**.419**
	Within Groups		14425.581	39	369.887		
	Total		31229.138	64			

Source: Output of SPSS 20 Testing Results

Based on the linearity test of this research data as presented in table 2, it is known that the significance value of deviation from linearity in the independent variable (lecturer language style) with the dependent variable (student academic efficacy) is 0.419. Thus, it can be stated that the significance value of the variable of this study is greater than α = 0.05, it can be explained that the regression line of the variable is linear so that it can be a parameter to predict the size of the student's academic self-efficacy variable. Hypothesis testing is used to calculate the magnitude of the influence of the lecturer language style on student academic self-efficacy at IAIN Kendari. The outputs used to test the hypothesis are briefly presented in the table below.

Table 3. *Results of Linear Regression Analysis*

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	174.558	9.018		19.357	.000
Gaya Bahasa	-1.253	.285	**-.484**	-4.396	.000

a. Dependent Variable: Academic Self Efficacy
Source: SPSS 21 Output

The results of the analysis in table 3, the path coefficient values obtained are -0.484 and sig values. 0,000 is smaller than the value of α = 0.05, then H0 is rejected, which means that the language style of the lecturer influences the student's academic self-efficacy. The referred influence is negative, means that the higher the negative language style developed by the lecturer, the student's academic self-efficacy will decrease further, and conversely, the lower the negative language style used by the lecturer, the student's academic self-efficacy can be better or increase. Furthermore, to get the coefficient of determination or the magnitude of the contribution of lecturer language style variables to student academic self-efficacy, it is shown in the table of determinant coefficients as follows:

Table 4. *Determination Coefficient Test Results*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.484[a]	.235	.223	19.47712

Source: SPSS 21 Output

Based on table 4, the coefficient of determination shows that the magnitude of the contribution of lecturer language style variables to academic self-efficacy is 23.5% and the rest is influenced by other factors not related to this study. Based on the results of the test the mean difference between the value of self-efficacy in the class and the self-efficacy value of working on the assignment shows that there are significant differences between the two. The mean difference test results found that the self-efficacy p-value (Sig.) In the class was 0.00> 0.05. So, it can be stated that there are differences in the average of self-efficacy in the classroom with self-efficacy working on the task where self-efficacy in the class is lower (66.45) than self-efficacy working on the task (69.01).

This research confirms that the lecturer's language style influences the academic self-efficacy of students. The variable language style of lecturers contributes 23.5% to students' academic self-efficacy. This means that the language style of lecturers who tend to be positive can motivate and empower students' abilities, while negative language styles can weaken student's self-efficacy. This research is supported by the theory of Pajares (2002) which explains that negative language styles are generally easier to decrease self-efficacy than to strengthen it through encouragement through a positive language style. The results of this study support the results of previous studies about the positive relationship between academic climate and student /student/learner self-efficacy. Like Kinanti's (2014) study, the more positive the classroom climate, the higher the students' self-efficacy, the more negative the class climate, the lower the student's self-efficacy. Academic climate consists of elements relating to the teacher/lecturer, the subjects themselves (subjects), structuring the classroom environment and physical condition of the class along with the availability of facilities. Especially for the teacher elements, it is closely related to skills of teaching, the qualities of personal, students and teacher knowledge relationship (Abd-Elmotaleb & Saha, 2013). The relation between lecturers and students becomes an important source for the formation of academic self-efficacy. Through lectures, students can assess their abilities in attending their lectures and doing assignments properly. Verbal expressions are one of the useful things in the formation of student academic self-efficacy in this study. Positive sentences can increase students 'academic self-efficacy and vice versa sentences and negative word choices

(disparaging, negative labels) with certain emotional expressions (anger) can reduce students' academic self-efficacy.

Bandura and Wessels (1997) propose efficacy beliefs rather than a generalized expectancy. As the finding of the study of Tschannen-Moran & Hoy (2007) which show that the contextual factors available in the school environment such as verbal persuasion and the availability of sources of social support influence the self-efficacy of prospective teachers in the study. Thus, student self-efficacy can also be closely related to several special conditions that exist in the campus environment such as campus climate, campus/class leadership, and relationships between people on campus including relations between lecturers and students. Lecturer and student relations are closely linked to verbal communication that occurs during the lecture. This is evident in this study that the sentences delivered by lecturers in the class provide a significant role in the formation of student academic self-efficacy in attending lectures. There are variations in the academic self-efficacy level of students in each class they follow.

On the other hand, there have been some researchers prove and support the contribution of self-efficacy beliefs towards second language acquisition. For example, Magogwe and Oliver (2007) state that self-efficacy beliefs connecting to the learning of language mediate the impact of other influential factors, namely aptitude or previous achievement, on the next performance. In the context of teaching English as a second and foreign language course, it is found that if a student has a high self-efficacy beliefs, he or she is confident about their achievement, set himself or herself challenges and is committed to achieving them, work harder to avoid failure, is highly resilient, and connected failure with the less of effort or deficient knowledge and skills that he or she believes he or she is capable of achieving (Bensalem, 2018; Saleem, Ali & Ab Rashid, 2018). of particular relevance to the current research is a research by Lamboy (2003), who found that one of the things that can give a positive input students' self-efficacy beliefs is the design of an online learning environment to motivate different styles of learning (e.g., visual, kinesthetic, etc.) in learning a language. This implies that the technology use such as those described in Table 1 collaborated with effective instructional design, could be a good way to increase the student's self-efficacy beliefs.

5. Conclusion

This research shows that the language style of the lecturer plays an important role in the formation of the self-efficacy of his students. A good relationship between lecturers and students requires good verbal communication. For students, the role of assessment/belief in one's own abilities is as important as the ability itself. The success of students in college, not only based on the ability/intelligence they have. Self-efficacy is not related to a number of knowledge and abilities that a person has but is related to what someone believes or believes about what can be done with the knowledge and skills he or she has in a situation such as meeting academic demands if he is a student. Because of the beliefs that can be manipulated, the four self-efficacy sources, mastery experiences, vicarious learning, social persuasion should be managed well including providing good persuasion through the lecturers' language style in the form of conveying good verbal communication for their students. Further research can investigate the correlation between lecturers' language style and students' performance and motivation.

About the Authors

Fahmi Gunawan is a senior lecturer at Institut Agama Islam Negeri Kendari, Southeast Sulawesi, Indonesia. He has published articles in some reputable journals and presented many papers in international conferences. His research interest is Linguistics, Applied Linguistics, Language and Education, Language and Islamic Studies. ORCID ID is https://orcid.org/0000-0001-5274-0279

Ros Mayasari is a senior lecturer at Institut Agama Islam Negeri Kendari, Southeast Sulawesi, Indonesia. She completed her Ph.D in Psychology from University of Indonesia, Indonesia in 2012. Her field of interest is social and educational psychology. ORCID ID is https://orcid.org/0000-0002-1905-6819

Wa Muna is a senior lecturer at Institut Agama Islam Negeri Kendari, Southeast Sulawesi, Indonesia. She is interested in Arabic Language Teaching. ORCID ID is https://orcid.org/0000-0002-0087-6489

Masruddin Masruddin is a senior lecturer at IAIN Palopo. He finished his Doctoral degree in Linguistics at Hasanuddin University, Makassar, Indonesia in 2011. He attended Sandwich Program at Griffith University, Brisbanne, Queensland, Australia in 2008. He is interested in ELT and Sociolinguistics research. ORCID ID is https://orcid.org/0000-0002-0393-8892

References

Abd-Elmotaleb, M., & Saha, S. K. (2013). The role of academic self-efficacy as a mediator variable between perceived academic climate and academic performance. *Journal of Education and Learning*, *2*(3), 117.

Anderson, S. L., & Betz, N. E. (2001). Sources of social self-efficacy expectations: Their measurement and relation to career development. *Journal of Vocational Behavior*, *58*(1), 98-117.

Austin, J. L. (1962). *How to do things with words.* Oxford: The Clarendon Press.

Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological review*, *84*(2), 191.

Bandura, A., & Schunk, D. H. (1981). Cultivating competence, self-efficacy, and intrinsic interest through proximal self-motivation. *Journal of personality and social psychology*, *41*(3), 586.

Bandura, A. (1984). Recycling misconceptions of perceived self-efficacy. *Cognitive therapy and research*, *8*(3), 231-255.

Bandura, A. (1986). The explanatory and predictive scope of self-efficacy theory. *Journal of social and clinical psychology*, *4*(3), 359-373.

Bandura, A., Barbaranelli, C., Caprara, G. V., & Pastorelli, C. (1996). Multifaceted impact of self-efficacy beliefs on academic functioning. *Child development*, *67*(3), 1206-1222.

Bandura, A., & Wessels, S. (1997). *Self-efficacy* (pp. 4-6). W.H. Freeman & Company.

Bandura, A. (2006). Guide for constructing self-efficacy scales. *Self-efficacy beliefs of adolescents*, *5*(1), 307-337.

Benight, C. C., & Bandura, A. (2004). Social cognitive theory of posttraumatic recovery: The role of perceived self-efficacy. *Behaviour research and therapy*, *42*(10), 1129-1148.

Batmang, B., Gunawan, F., Abdul Samad, I., & Saad, M.S.M. (2018). The Influence of Lecturers' Language Style toward Higher Students' Psychological Condition in Indonesia. *Arab World English Journal, 9* (4), 211-220.

Bensalem, E. (2018). Foreign Language Anxiety of EFL Students: Examining the Effect of Self-Efficacy, Self-Perceived Proficiency and Sociobiographical Variables. *Arab World English Journal, 9* (2), 38-55.

Betz, N. E. (2004). Contributions of self-efficacy theory to career counseling: A personal perspective. *The Career Development Quarterly*, *52*(4), 340-353.

Buriel, R., Perez, W., De Ment, T. L., Chavez, D. V., & Moran, V. R. (1998). The relationship of language brokering to academic performance, biculturalism, and self-efficacy among Latino adolescents. *Hispanic Journal of Behavioral Sciences*, *20*(3), 283-297.

Chemers, M. M., Hu, L. T., & Garcia, B. F. (2001). Academic self-efficacy and first year college student performance and adjustment. *Journal of Educational psychology*, *93*(1), 55.

Coutinho, S. A., & Neuman, G. (2008). A model of metacognition, achievement goal orientation, learning style and self-efficacy. *Learning Environments Research*, *11*(2), 131-151.

Eastin, M. S., & LaRose, R. (2000). Internet self-efficacy and the psychology of the digital divide. *Journal of computer-mediated communication*, *6*(1), JCMC611.

Gunawan, F., & Kadir, A. (2017). Lecturers' Language Style and Higher Students' Academic Emotions In Indonesia. In *2nd International Conference on Education, Science, and Technology (ICEST 2017)*. Atlantis Press.

Keraf, G. (2006). *Diksi dan gaya bahasa.* Jakarta: PT.Gramedia Utama.

Kinanti, Dyah Ayu Retno. (2014). Hubungan antara ikilm kelas dan efikasi diri pada pelajaran bahasa Ingrris kelas IX di MTsN Wonokromo. Yogyakarta: *Unpublished Doctoral Dissertation.*

Klassen, R. M., Krawchuk, L. L., & Rajani, S. (2008). Academic procrastination of undergraduates: Low self-efficacy to self-regulate predicts higher levels of procrastination. *Contemporary Educational Psychology*, *33*(4), 915-931.

Lamboy, C. L. (2003). Using technology in an English as a second language course to accommodate visual, kinaesthetic, and auditory learners to affect students' self-efficacy about learning the language. *Unpublished doctoral dissertation, Nova Southeastern University, Fort Lauderdale, FL.*

Lent, R. W., Brown, S. D., & Larkin, K. C. (1984). Relation of self-efficacy expectations to academic achievement and persistence. *Journal of counseling psychology*, *31*(3), 356.

Lent, R. W., Brown, S. D., & Larkin, K. C. (1987). Comparison of three theoretically derived variables in predicting career and academic behavior: Self-efficacy, interest congruence, and consequence thinking. *Journal of counseling psychology*, *34*(3), 293.

Lent, R. W. ; Lopez, F. G. & Bieschke, K. J. (1991). Maths self-efficacy: Sources and relation to science-based career choice. *Journal of Counseling Psychology*, 38, 4, 424-430.

Magogwe, J. M., & Oliver, R. (2007). The relationship between language learning strategies, proficiency, age and self-efficacy beliefs: A study of language learners in Botswana. *System*, *35*(3), 338-352.

Mahyuddin, R., Elias, H., Loh, S. C., Muhamad, M. F., Noordin, N., & Chong Abdullah, M. (2006). The relationship between students' self efficacy and their english language achievement. *The Asia Pacific Journal of Educators and Education (formerly known as Journal of Educators and Education)*, *21*(1), 1-11.

Moafian, F., & Ghanizadeh, A. (2009). The relationship between Iranian EFL teachers' emotional intelligence and their self-efficacy in Language Institutes. *System*, *37*(4), 708-718.

Multon, K. D., Brown, S. D., & Lent, R. W. (1991). Relation of self-efficacy beliefs to academic outcomes: A meta-analytic investigation.

Pajares, F. (1996). Self-efficacy beliefs in academic settings. *Review of educational research*, *66*(4), 543-578.

Pajares, F. (1997). Current directions in self-efficacy research. *Advances in motivation and achievement*, *10*(149), 1-49.

Pajares, F. (2002). Overview of social cognitive theory and of self-efficacy.

Saleem, M., Ali, M., &Ab Rashid, R. (2018). Saudi Students' Perceived Self-efficacy and its Relationship to their Achievement in English Language Proficiency. *Arab World English Journal*, 9 (2), 397-413

Schunk, D. H. (1991). Self-efficacy and academic motivation. *Educational psychologist*, *26*(3-4), 207-231.

Schunk, D. H., & Pajares, F. (2002). The development of academic self-efficacy. In *Development of achievement motivation* (pp. 15-31). Academic Press.

Tschannen-Moran, M., & Hoy, A. W. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and teacher Education*, *23*(6), 944-956.

Wong, M. S. L. (2005). Language learning strategies and language self-efficacy: Investigating the relationship in Malaysia. *RELC journal*, *36*(3), 245-269.

Zajacova, A., Lynch, S. M., & Espenshade, T. J. (2005). Self-efficacy, stress, and academic success in college. *Research in higher education*, *46*(6), 677-706.

Zimmerman, B. J., Bandura, A., & Martinez-Pons, M. (1992). Self-motivation for academic attainment: The role of self-efficacy beliefs and personal goal setting. *American educational research journal*, *29*(3), 663-676.