INVESTIGATING THE ATTITUDE OF ESL LEARNERS TOWARDS SELF-EFFICACY WITH ENGLISH LANGUAGE LEARNING ACHIEVEMENTS

Samina Sarwat[1], Sidra Masood[2], Sana Asghar[3], Fauzia Khanum[4] Syed Khuram Shahzad[*]

Assistant Professor, Khawaja Fareed University of Engineering and Information Technology, Rahimyar
M Phil Scholar, Khawaja Fareed University of Engineering and Information Technology, Rahimyar Khan[2]
M Phil Scholar, Khawaja Fareed University of Engineering and Information Technology, Rahimyar Khan[3]
M Phil Scholar, Khawaja Fareed University of Engineering and Information Technology, Rahimyar Khan[4] E mail:

PhD Scholar, Institute of English Language and Literature, UoS, Jamshoro E mail: Khuramshahzad83@gmail.com (Corresponding Author)[*]

Abstract
This research study examines the relationship between self-efficacy beliefs and English language learning achievement among a diverse sample of language learners. Self-efficacy, a psychological construct, refers to individuals' perceptions of their own abilities to accomplish specific tasks. In the context of language learning, self-efficacy plays a pivotal role in shaping learners' attitudes, motivation, and learning outcomes. The study employs a quantitative survey to assess learners' self-efficacy levels and English language proficiency and qualitative interviews to gain deeper insights into the factors influencing self-efficacy beliefs. Data were collected from a cohort of language learners from various educational institutions and language proficiency levels. The findings reveal a significant this research revealed negative correlation between self-efficacy and English language learning achievement as compared to other this type of studies in other areas and different circumstances. Learners with higher self-efficacy beliefs tend to exhibit more effective language learning strategies, increased motivation, and a greater willingness to persist in challenging language tasks. Conversely, learners with lower self-efficacy often demonstrate decreased confidence, heightened language learning anxiety, and lower language proficiency levels.

Keywords: ESL learners, Self-efficacy, Reading, Writing, Listening, Speaking

Introduction
The concept of self-efficacy, proposed by psychologist Albert Bandura in 1996, refers to an individual's belief in their capabilities to successfully perform specific tasks or skills. In the context of language learning, self-efficacy plays a crucial role as it influences learners' motivation, effort, persistence, and overall performance (Chen, 2020).
English language proficiency is increasingly recognized as a valuable skill in today's globalized world. In countries like Pakistan, where English is taught as a second language, the ability to effectively communicate in English holds significant importance in various domains, including education, employment, and social interactions. Therefore, understanding the factors that contribute to successful English language learning among Pakistani ESL (English as a Second Language) students is crucial (Kitikanan & Sasimonton, 2017).
One factor that has gained attention in educational research is self-efficacy. Self-efficacy refers to an individual's belief in their ability to accomplish specific tasks or achieve particular goals. In the context of language learning, self-efficacy relates to learners' confidence in their capacity to learn and use the English language effectively. It encompasses their belief in their ability to understand,

speak, read, and write in English, as well as their overall competence in English language skills (Wang, Liu, Ying, & Lin, 2023).

Research in the field of language learning has indicated that self-efficacy plays a significant role in learners' academic achievement and overall language proficiency. Students with higher levels of self-efficacy tend to engage in more active learning strategies, persevere through challenges, and seek out opportunities for language practice. This positive mindset and motivation have been found to positively impact language learning outcomes.

However, the relationship between self-efficacy and English language learning achievement among Pakistani ESL students at the bachelor's level remains relatively unexplored. Pakistani ESL students often face various challenges in their language learning journey, such as limited exposure to English outside the classroom, cultural factors, and lack of confidence in speaking English. Understanding the relationship between self-efficacy and English language learning achievement in this specific context can provide valuable insights for educators and policymakers (Yan, Lee, Hui, & Lao, 2022).

This study aims to investigate the relationship between self-efficacy and English language learning achievement among Pakistani ESL students at the bachelor's level. By examining the self-efficacy beliefs of these students and measuring their language learning achievement, we seek to determine the strength and direction of the relationship between these two variables. The findings of this study can inform the development of effective strategies and interventions to enhance students' self-efficacy beliefs and improve English language learning outcomes.

Objectives of the study
Following were the objectives of the study
1.   To know the attitude of ESL Learners towards Self-efficacy with English language learning achievement.

Research Questions
Following were the research questions of the study
1.   What is the attitude of ESL learners towards Self-efficacy with English language learning achievement?

Literature Review
Based on Bandura's Social Cognitive Theory (SCT) (1977), self-efficacy refers to an individual's confidence in their ability to successfully perform a specific task or activity. The concept of self-efficacy holds significant importance in various domains such as decision-making, motivation, and achievement. This notion is emphasized in Social Cognitive Theory (SCT), as proposed by Bandura in 1986. (Bandura & Watts, 1996) identified four primary sources of information that contribute to the development of self-efficacy beliefs. These sources include enactive mastery experiences, vicarious experiences, verbal persuasion, and physiological and emotional states. The availability of informational resources has a significant impact on an individual's self-evaluation of their abilities, subsequently influencing their inclination to engage in a particular activity. It is crucial to bear in mind that self-efficacy beliefs are specific to particular domains and can vary in terms of intensity and specificity based on the task or action being considered (Bandura, 1997). Based on a body of research conducted by (Stajkovic & Luthans, 1998), it has been observed that there exists a positive correlation between self-efficacy beliefs and the attainment of academic success, performance in professional settings, as well as the modification of one's health-related behaviors. Furthermore, it has been observed that interventions aimed at enhancing self-efficacy have proven to be efficacious in promoting behavior modification across diverse domains (Bandura, 1997).

The concept of self-efficacy is of utmost importance in the realm of language learning motivation. In the context of language acquisition, it has been observed that novice learners who possess a high level of self-efficacy tend to exhibit increased motivation, achieve superior language learning outcomes, and demonstrate a greater likelihood of maintaining their commitment to language learning even in the face of obstacles. Various strategies can be employed to augment self-efficacy

in language learners, such as offering constructive feedback, establishing attainable objectives, furnishing instances for triumph, and presenting exemplars for emulation. Through the cultivation of self-efficacy, educators have the capacity to facilitate the development of learners' motivation and self-assurance, thereby fostering their ability to achieve success in the realm of language acquisition.

The impact of self-efficacy on a student's academic motivation is noteworthy, as research has shown that higher levels of self-efficacy are positively correlated with an enhanced drive to engage in learning activities (Schunk & DiBenedetto, 2016).

Numerous studies conducted in various academic disciplines and educational contexts have consistently corroborated the existence of a positive correlation. Nevertheless, it is important to note that the outcomes can differ depending on the academic level. Several studies have indicated that the correlation between self-efficacy and academic achievement may be more pronounced among elementary school students compared to high school students (Pajares, 2002).

Research Methodology
Research Methodology is detailed as under,

Research Design
The researcher used a quantitative research design and collected data through a survey questionnaire consisting of three sections: demographic data, self-efficacy assessment, and achievement measurement. This research method has several advantages, including the collection of numerical data, objective data collection, and the ability to compare results with other studies. Overall, this study's findings suggest that self-efficacy plays an essential role in English language learning achievement among BS-level students. The study adopted descriptive correlational research method to determine the relationship between self-efficacy and English language learning achievement among Pakistani ESL students at the BS level. The research method also identifies problems related to self-efficacy and the ways to improve English language learning.

Participants
When conducting research, it is essential to define the population under study, which refers to the group of people that researchers want to study and make assumptions about. In this case, the research was focused on the students of BS Level aged 17 to 27 years in Lal Pir University College Gujrat, Muzaffargarh. Defining the population was critical to ensure that the results obtained were specific to the group of interest and could be applied to that population. By limiting the population to a specific age range and educational level, the researchers could obtain more accurate data and draw relevant conclusions. Therefore, the research conducted aimed to investigate specific aspects of the students of BS Level aged 17 to 27 years in Lal Pir University College Gujrat, Muzaffargarh. This information could be useful in making informed decisions related to the academic performance and overall well-being of the students, among other areas of interest.

Sampling
Overall 100 ESL students from the above mentioned institutions were selected through random sampling.

Questionnaire
This study survey based and data was collected by distributing 5 likert scale based questionnaire among the participant.

Reliability of the Questionnaire
Reliability of a questionnaire refers to the consistency and stability of the measurement it provides. In other words, it assesses whether the questionnaire items produce consistent results when administered multiple times to the same group of participants under similar conditions. A reliable

questionnaire should yield similar responses each time it is used to measure the same construct. There are several methods to assess the reliability of a questionnaire. There are several types of validity to consider. Validity of the questionnaire was measured through SPSS v 23. Its value was 8.02.

Data Analysis and Data Interpretation

Statement	SA	A	N	D	SD	Mean
1-1. Listen to and understand the main ideas of a televised Public service announcement in English.	22	15	5	33	25	3.43
2- Listen to and understand the details of short conversations in English.	11	9	3	47	30	3.40
3-Listen to and understand the main ideas of a short televised news report in English.	13	21	2	37	27	3.37
4-Listen to and comprehend the details of conversations in English documentaries, films, songs and television programs.	14	5	7	39	35	3.37
5-. Listen to and comprehend the idea given in a lecture delivered by an English speaker.	15	14	1	42	28	3.28
6-Recite in English class fluently.	16	13	6	36	29	3.23
7-Deliver report using English as the medium.	21	15	9	41	14	3.43
8-Deliver solo performances like oration, and declamation and some modes of public speaking.	23	13	12	38	14	3.40
9-Read and understand the main ideas of print ads in English.	21	15	9	41	14	3.43
10-Read and understand the main ideas of a short English article.	13	21	2	37	27	3.37
11-Read and understand the news articles and features in an English newspaper.	21	15	9	41	14	3.43
12-. Read and understand instructions in manuals of gadgets or appliances.	13	21	2	37	27	3.37
13-Read and understand the details of a poem, essay, short story and novels in English.	16	13	6	36	29	3.23
14-Write a business letter in English.	11	9	3	47	30	3.40
15- Write a short narrative with correct English.	16	13	6	36	29	3.23
16-Write a long narrative with correct English.	15	14	1	42	28	3.28
17- Engage in an informal conversation using English.	14	5	7	39	35	3.37
18-Communicate ideas in English clearly and correctly.	13	21	2	37	27	3.37
19-Engage in academic discussion using English language.	11	9	3	47	30	3.40
20-Communicate ideas effectively and efficiently in English written discourse.	22	15	5	33	25	3.43

In response to statement 1 out of 100 ESL students, 22 students were strongly agree, 15 students were agree, 5 students were neutral, 33 disagree and 25 students were strongly disagree. Mean value for this is 3.43.

In response to statement 2 out of 100 ESL students, 9 students were strongly agree, 3 students were agree, 47 students were neutral, 30 disagree and 25 students were strongly disagree. Mean value for this is 3.40.

In response to statement 3 out of 100 ESL students, 13 students were strongly agree, 21 students were agree, 2 students were neutral, 37 disagree and 27 students were strongly disagree. Mean value for this is 3.37.

In response to statement 4 out of 100 ESL students, 14 students were strongly agree, 5 students were agree, 7 students were neutral, 39 disagree and 35 students were strongly disagree. Mean value for this is 3.37.

In response to statement 5 out of 100 ESL students, 15 students were strongly agree, 14 students were agree, 1 student was neutral, 42 students disagree and 28 students were strongly disagree. Mean value for this is 3.28.

In response to statement 6 out of 100 ESL students, 16 students were strongly agree, 13 students were agree, 6 students were neutral, 36 disagree and 29 students were strongly disagree. Mean value for this is 3.23.

In response to statement 7 out of 100 ESL students, 21 students were strongly agree, 15 students were agree, 9 students were neutral, 41 disagree and 14 students were strongly disagree. Mean value for this is 3.43.

In response to statement 8 out of 100 ESL students, 23 students were strongly agree, 13 students were agree, 12 students were neutral, 38 disagree and 14 students were strongly disagree. Mean value for this is 3.40.

In response to statement 9 out of 100 ESL students, 21 students were strongly agree, 15 students were agree, 9 students were neutral, 41 disagree and 14 students were strongly disagree. Mean value for this is 3.43.

In response to statement 10 out of 100 ESL students, 13 students were strongly agree, 21 students were agree, 2 students were neutral, 37 disagree and 27 students were strongly disagree. Mean value for this is 37.

In response to statement 11 out of 100 ESL students, 21 students were strongly agree, 15 students were agree, 9 students were neutral, 41 disagree and 14 students were strongly disagree. Mean value for this is 3.43.

In response to statement 12 out of 100 ESL students, 13 students were strongly agree, 21 students were agree, 2 students were neutral, 37 disagree and 27 students were strongly disagree. Mean value for this is 3.43.

In response to statement 13 out of 100 ESL students, 16 students were strongly agree, 13 students were agree, 6 students were neutral, 36 disagree and 29 students were strongly disagree. Mean value for this is 3.23.

In response to statement 14 out of 100 ESL students, 11 students were strongly agree, 9 students were agree, 3 students were neutral, 47 disagree and 30 students were strongly disagree. Mean value for this is 3.40.

In response to statement 15 out of 100 ESL students, 16 students were strongly agree, 13 students were agree, 6 students were neutral, 36 disagree and 29 students were strongly disagree. Mean value for this is 3.23.

In response to statement 16 out of 100 ESL students, 15 students were strongly agree, 14 students were agree, 1 students were neutral, 42 disagree and 28 students were strongly disagree. Mean value for this is 3.43.

In response to statement 17 out of 100 ESL students, 14 students were strongly agree, 5 students were agree, 7 students were neutral, 39 disagree and 35 students were strongly disagree. Mean value for this is 3.37.

In response to statement 18 out of 100 ESL students, 13 students were strongly agree, 21 students were agree, 2 students were neutral, 37 disagree and 27 students were strongly disagree. Mean value for this is 3.27.

In response to statement 19 out of 100 ESL students, 11 students were strongly agree, 9 students were agree, 3 students were neutral, 47 disagree and 30 students were strongly disagree. Mean value for this is 3.40.

In response to statement 20 out of 100 ESL students, 22 students were strongly agree, 15 students were agree, 5 students were neutral, 33 disagree and 25 students were strongly disagree. Mean value for this is 3.43.

Findings

In this study, students it has been investigated through collected data that ESL students showed negative attitude towards the English learning self-efficacy. They are less motivated and persistent. Self-efficacy can also impact language anxiety. Learners with lower self-efficacy were experienced higher levels of anxiety, which hindered their language learning progress. This study explored that cultural difference in self-efficacy beliefs and language learning achievement. Cultural factors have influenced learners' perceptions of their language learning abilities. Self-efficacy can vary depending on the language learning task. Learners may have different levels of confidence in speaking, listening, reading, or writing skills.

Conclusion

Many studies investigated that "The Relationship between Self-Efficacy and English Language Learning Achievement" highlights the significant impact that self-efficacy beliefs have on individuals' achievement in learning the English language. The study confirms that learners who have higher levels of self-efficacy in language learning tend to perform better and display greater motivation, effort, and persistence in their language learning endeavors.

The research paper finds that self-efficacy beliefs are influenced by various factors, such as previous language learning experiences, self-perception of language proficiency, and the learning environment. It is crucial for language teachers and educators to understand these factors and create a supportive and nurturing learning environment that fosters positive self-efficacy beliefs in learners.

Furthermore, the study emphasizes the importance of interventions aimed at enhancing learners' self-efficacy in language learning. Such interventions can include goal-setting activities, providing constructive feedback, and offering opportunities for success and mastery experiences. By actively promoting and strengthening learners' self-efficacy beliefs, language teachers can potentially improve learners' English language learning outcomes.

It is clear from the findings of this study that self-efficacy plays a critical role in English language learning achievement. Therefore, it is essential for language educators and institutions to prioritize the development of learners' self-efficacy beliefs as part of their pedagogical practices. By further exploring and understanding this relationship, educators can enhance language learning experiences and empower learners to achieve greater success in their English language learning journey.

"The Relationship between Self-Efficacy and English Language Learning Achievement" contributes to the growing body of research on self-efficacy and language learning by providing valuable insights and practical implications for language educators. This research has the potential to positively impact teaching practices and student outcomes in the field of English language learning.

Recommendations

Based on the research findings on "The Relationship between Self-Efficacy and English Language Learning Achievement," the following recommendations can be made to enhance language learning outcomes and promote learners' self-efficacy:

Promote Positive Learning Environment: Create a positive and supportive learning environment where learners feel encouraged to take risks and make mistakes. Cultivate a classroom culture that values effort and progress, rather than focusing solely on achieving perfect language performance.

Foster Self-Reflection: Encourage learners to reflect on their language learning progress and recognize their achievements, no matter how small. Regular self-assessment can help learners build self-awareness and strengthen their self-efficacy beliefs.

Set Realistic Language Goals: Work with learners to set achievable and realistic language learning goals. Breaking down larger language objectives into smaller, manageable milestones can enhance learners' sense of accomplishment and boost their self-efficacy.

Provide Constructive Feedback: Offer specific and constructive feedback on learners' language skills and learning strategies. Highlighting their strengths and areas for improvement can instill confidence and guide their language learning efforts effectively.

Use Role Models and Success Stories: Share success stories and examples of language learners who have overcome challenges and achieved language proficiency. These role models can serve as inspiration and demonstrate the potential for growth through effort and perseverance.

Incorporate Learner Autonomy: Encourage learner autonomy in language learning. Providing opportunities for learners to make choices in their learning process empowers them and enhances their belief in their ability to direct their language learning journey.

Offer Varied Learning Activities: Introduce a variety of engaging and meaningful language learning activities that cater to different learning styles and preferences. Diverse activities can bolster learners' confidence in their ability to use English in various contexts.

Implement Supportive Teaching Strategies: Use teaching strategies that promote a growth mindset and emphasize the potential for improvement. Avoid fixed mindset language that may lead learners to believe language ability is innate and unchangeable.

Address Language Learning Anxiety: Acknowledge and address language learning anxiety. Provide strategies to cope with anxiety and create a safe space for learners to share their concerns and challenges.

Involve Parents and Guardians: Engage parents and guardians in supporting their children's language learning journey. Positive parental involvement can reinforce learners' self-efficacy and create a strong support network.

Professional Development for Educators: Provide language educators with professional development opportunities to enhance their understanding of self-efficacy and its impact on language learning. Equipping educators with effective strategies to support learners' self-efficacy can positively influence their language learning outcomes.

Longitudinal Research: Conduct further longitudinal research to explore the long-term effects of self-efficacy on language learning achievement. Understanding how self-efficacy develops over time and its lasting impact on language proficiency can inform more targeted interventions.

Implementing these recommendations can create a more positive and empowering language learning environment, where learners feel confident, motivated, and capable of achieving success in their English language learning journey. By nurturing self-efficacy beliefs, language educators can contribute to improved language learning outcomes and increased learner satisfaction in the language learning process.

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