Role of Self-Efficacy in Learning English as a Second language: A Comparative Study among ESL Learners in Pakistan

Muhammad Saleem Rana[1]*, Muhammad Irfan[2], Muhammad Zubair[3], Noor Muzammil[4]

[1] Department of English,
[2,3,4] M.Phil. Scholar
The University of Lahore
Muhammad.Saleem[at]ell[dot]uol[dot]edu[dot]pk

*Corresponding Author

Abstract- *This article looks into the competence of second language acquisition investigating that how a language learner does learn English as a second language effectively by using his own abilities.Many studies have examined the function of Self-Efficacy in academic achievement, though as Pajares (2000) mentioned the relation of language achievement and Self-Efficacy has not been studied well and there has been small research in this regard. This made the researcher to investigate the relationship between Pakpattan ESL learners' language achievements and their Self-Efficacy.*
It also studies the variations of ESL learners' Self-Efficacy and their majors. Besides, it explores the differences between ESL learners' majors and their language achievements. Population of this study was 200 ESL learners of The University of Lahore Pakpattan campus but 60 ESL learners from different departments of The University of Lahore Pakpattan campus selected for the sample of present study in order to measure ESL learners' language proficiency. Different types of tests applied for its measurement.
A questionnaire was prepared and conducted. Computer statistical program SPSS XXII was used for statistics. Literature were reviewed and the work cited mentioned as well.

Key words- *Second language learning; language achievement; self-efficacy; learner beliefs*

1. INTRODUCTION

Self-efficacy relates to the convictions that you are ready to know or conduct at assigned stages of behavior (Bandura, 1986, 1997), which are said to have a degree of command over the ideas, emotions and behavior of people. In other phrases, people's views about their skills and the result of their attempts greatly affect their behaviour. It is therefore not strange that many studies demonstrate that self-effectiveness affects motive for educational performance, teaching and educational accomplishment (Pajares, 1996).

Self-efficacy was clarified by Bandura (1986, 1997) in the theoretical context of the social cognitive theory that individual teaching relies on the relationships of attitudes, individual variables and the environment.

Personal conduct mainly relies on premature childhood memories. The house atmosphere that promotes exploration will teach Self efficiency just as it would demonstrate more interest and encourage effective and beneficial reciprocity by researching operations. Reciprocity is the title of conduct that gives mutual assistance and benefits to two individuals or organizations. This bravery strengthens the individual's behavioral and affective buildings that include his / her capacity to comprehend, to know from others, to schedule appropriate approaches and to control his / her own conduct and to participate in self-reflexing.

One person receives the authority to alter the workplace, and through such a self-system, affects his progress. Hence, his convictions are essential to controlling and practicing personal effectiveness. This impacts two methods of conduct: either it performs duties that it believes are skilled and secure or it avoids those that it felt hard for it. Self-efficiency enables to determine how much job is done and concentrated. The greater the feeling of effectiveness, the greater the endeavor. Effectiveness convictions are also mental. For instance, people with poor self-effectiveness think that working is a very hard task. Stress and depression were placed into their minds. They've got a limited view of fixing issues. On the other hand, people with elevated self-efficiency think that they can fulfill challenging conditions easily and courageously. These factors therefore place their distinct views on the stage of individual accomplishment.

1.1 Statement of the Problem

Based on the theoretical explanations on Self-Efficacy and findings by previous studies, it is therefore the aim of this study is to find out the relationship between ESL learners'

Self-Efficacy and the English language achievement of ESL learners in district Pakpattan Pakistan.

1.2 Research Questions

Following are the research questions for this study:
- What is the level of self-efficacy of ESL learners in Pakpattan Pakistan?
- What is the difference between male and female ESL learners' English self-Efficacy?
- What is the relationship between Self-Efficacy and English language achievement?

1.3 Objectives of this Study

The objectives of this study are:
- To find out the level of Self-Efficacy among ESL learners in the English language.
- To find out the differences between male and female ESL learners in English language Self-Efficacy.
- To determine the relationship between Self-Efficacy and English language achievement.

2. LITERATURE REVIEW

2.1 Introduction

In the 1970s Bandura became aware that one of the main elements of the day's dominant learning theories and his own societal principle were present. (Pajares, 2002). Bandura (1977) was allowed to define the lacking significant component, self-reliance, rejecting the behaviorist's attitude towards self-processes. He thought that each individual perceives his / her capabilities, which are helpful for his / her purposes, and to controlover their atmosphere.

Pajares (2002) reports that such behaviors are the result of the communication between that private structure and the internal factors of impact in the self-system with clear, developmental, symbolic, self-reflective and self-regulative competences. Pajares and Schunk (2001) claim that, from the social-cognitive point of view, a person is not a passive agent regulated by any other variables as an effective and self-regulating entity.

The Social Cognitive Theory by Bandura is distinct to other human behavior models that overemphasize economic or biological elements Pajares (2002). Pajares says: Bandura (1986) thought a concept that refuses thinking that can regulate behaviour could not clarify complicated individual conduct. It's their conduct that individuals think, believe and feel. The direct and extrinsic impacts of their activities create their designs of thinking and subsequent activities. The achievements of people are largely based on their own assessment norms.

2.2 Defining Self-Efficacy

Self-efficacy is defined by Bandura (1977) as "the decisions of people concerning their ability to arrange and implement actions needed to reach specified output kinds (p. 174).

Bandura (1977) stressed that self-efficiency is responsible for doing what people choose to do; the extent of their efforts and perseverance when struggling; and the resulting behavior. It is a vibrant, multi-faceted structure of faith that differs in conditions and operations.

According to Pajares (2002) people are self-systems, which enable the use of measured command over their ideas, emotions, motive and behavior. The social cognitive theory of Bandura shows that the individual has an auto-system in which he or she exercises a degree of power over his or her ideas. The belief in self-efficacy can alter individual workings by enabling people to affect their own cognitive processes and behavior, thereby changing their environment.

Self-Efficacy is asserted to have a major function in natural tasks Bandura (1997). He said "The desire standard, affective countries and activities of people are dependent more on what they think than on what is actually real." This is why people working can be measured rather by their convictions in their abilities than what they can really do, because these views can assist people to determine what they can do with their understanding and skills.

2.3 Sources of Self Efficacy

Bandura (1986) considered four sources of self-belief:
- Master's experience (previous achievements / errors in a certain sense influence our present amount of self-efficacy).
- Vicarious experiences (seeing other people effectively conducts us to think in our own capacity to do so, particularly if others are comparable to us).
- Verbal / Social persuasion (the belief of people in self-efficacy is strengthened if they are informed and persuaded that it will work).
- Emotional and physiological state (your effectiveness is strengthened when you are physically ready or in a favorable atmosphere).

3. RESEARCH METHODOLOGY

3.1 Introduction

This study seeks to explore the role of Self-Efficacy in learning English. For this study, a quantitative approach has been adopted to measure the relationships and interactions between sets of data using statistical analysis that provides important generalizable results.

3.2 Population of the Study

Population is a group of people from whom we gather data for the research study and draw conclusions". It is also called the superset of sample. Population of the research consist on the whole number of participants which are considered participating in research. Population for this study comprises of all graduation level ESL learners from District Pakpattan.

3.2.1 Sample

A sample is considered to be a subset of population. Sampling is supposed to be an important part of any research project. Random sampling technique was utilized

to collect data. The researcher randomly selected 60 participants from different graduation level colleges in Pakpattan.

3.3 Research Instruments

3.3.1 Questionnaire

In order to get data from a larger group of participants, the questionnaire was designed in which the ESL learners were asked to give respond on "role of Self-Efficacy in learning English as a second language". As the basic purpose of the study was to know opinion of the ESL learners about how Self-Efficacy effects language learning.

4. RESULTS

4.1 Introduction

The aim of the analysis is to examine the role of Self-Efficacy in English language learning and draw reliable conclusions. Reliability of the questionnaire has been concluded in research instrument. All statistical procedures were calculated by using SPSS (version XXII).

Likert scale was selected in the process of designing questionnaire. It starts from strongly disagree to strongly agree. Strongly disagree shows that there is no greater interest of participants. Strongly agree shows that participants' Self-Efficacy plays a great role in learning English as a second language. If they are neither in disagree nor agree with the statement they can be neutral (no opinion). The questionnaire was made in the following scheme:

5 = Strongly Agree
4 = Agree
3 = No Opinion
2 = Disagree
1 = Strongly Disagree

The results of the study was presented under the following headings:

4.2 Total number of responses with the view of statements and gender of respondents

Sr.#	Statements	S.D	D	N.O	A	S.A	P.VALUE
1	I can know more about English traditions by reading and understanding the main ideas of a short article in English.	6	8	8	32	6	.118
2	I improve my listening and speaking skills when I Listen to and understand the main ideas of a short conversation in which a tourist requests information and receives simple directions.	0	9	4	38	9	.665
3	In a listening practice, although I understand almost every word, the big problem is that I do not have the ability to keep all of them in my mind.	1	11	8	27	13	.338
4	I have the ability to concentrate on the content to which I listen.	1	7	7	25	20	.217
5	I believe that my proficiency in speaking skill will improve very soon.	2	8	11	27	12	.545
6	I believe that my proficiency in pronunciation skill will improve very soon.	3	6	9	31	11	.903
7	I improve my reading ability by reading and understanding the details of a short story in English.	5	8	11	23	13	.343
8	I can understand the tape in listening classes better than other ESL learners.	8	10	6	30	6	.539
9	I can understand the tape for learning purpose better than other ESL learners.	7	11	12	25	5	.829
10	No one cares if I do well in speaking course.	2	15	9	28	6	.070
11	Even if the speaking practice in the class is difficult and I cannot understand it completely, I can find a strategy to answer most of the related questions.	6	3	16	21	14	.199
12	When I am doing a listening practice with a tape at home, it is not important that how difficult it is because I repeat it so much that I can understand it.	5	13	9	22	11	.759
13	I enjoy meeting tourists because I can understand them well.	4	10	8	25	13	.750
14	The more difficult the speaking practice it is, the more challenging and enjoyable it is.	4	7	8	22	19	.112

| 15	In the English language class, when the teacher asks a question I raise my hand to answer it even if I am not sure about it.	2	15	7	26	10	.576
16	Women are more proficient than men at listening skill.	3	9	8	26	14	.912
17	I have a special ability for improving language learning skill.	1	7	5	33	14	.427
18	I improve my reading ability by reading English subtitles of Hollywood movies.	1	10	11	27	10	.959
19	I improve my English language skills by using Facebook and messengers.	3	10	9	27	11	.910
20	I improve my English reading ability when I read long stories and articles in English.	2	8	8	30	12	.328
21	I feel hesitation to indulge with English friend on Facebook.	4	14	5	24	13	.542
22	I read English news-paper to improve my reading ability.	4	11	7	23	15	.681
23	I listen the BBC phonetic chart for learning with fun.	5	9	8	26	12	.111
24	I listen Hollywood songs to improve my listening ability.	7	11	9	18	15	.778
25	My friends help me in my learning.	2	13	7	29	9	.100
26	I use English in text messaging.	2	14	9	24	11	.943
27	I often consult oxford and Cambridge dictionary to know about the meanings of different words.	4	7	7	24	18	.457
28	I can speak well in English than my other class-mates.	2	16	10	24	8	.944
29	I can write essays and stories without errors of grammar and spelling mistakes.	1	16	13	23	7	.394
30	I use tenses properly while writing English stories, essays etc.	0	11	8	34	7	.035

4.3 Role of gender in learning English as a second language.

Gender is an important factor in the process of language learning. There are two factors included in gender those are male and female. Both of the factors have their own learning capabilities and differences.

The table and diagram which is given below is clearly showing the differences of males and females learning capabilities. Above table and diagram are making clearly difference between the Self-Efficacy rate of males and females. Mean of female quota was found 106.80 and males was 105.87. Females learning achievement was 50.22& and male was 49.78%.

S. NO.	GENDER	PARTICIPATION	SELF-EFFICACY RATIO
1	Male	30(50%)	49.78%
2	Female	30(50%)	50.22%
TOTAL		60(100%)	100%

Gender Self-Efficacy in ESL
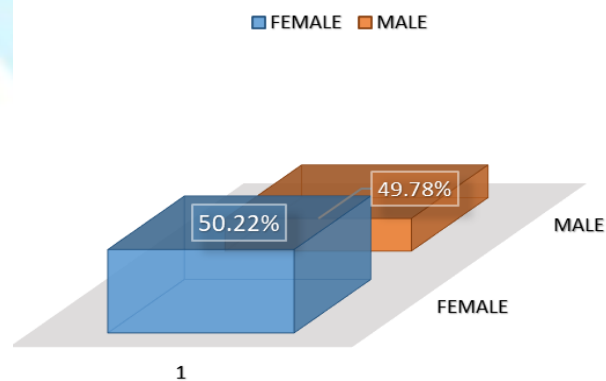
5. DISCUSSION AND CONCLUSION

5.1 Summary of the topic and need for the study

5.1.1 *Level of Self-Efficacy and ESL learners of English language*

Research indicates that Self-Efficacy beliefs affect the attributions ESL learners make for their success and failure in a given task. According to the results of these studies,

ESL learners with different levels of Self-Efficacy make different attributions for their success and failure in learning second language. The results were reached with the aid of SPSS, it cleared out that self-efficacy in second language learning plays an important role. The results of this study also include male and female ESL learners' results.

5.1.2 Gender differences in English as a second language Self-Efficacy

Self-Efficacy is the individuals' assessment of their capabilities to organize and execute actions required to achieve successful levels of performance (Bandura, 1986). The purpose of this study was to examine the function of Self-Efficacy and gender differences. Results show significant gender differences in intelligence, females have scored higher than their male counterparts. Results has been declared which are making differences between the Self-Efficacy rate of male and female ESL learners. Mean of female quota was found 106.80 and males was 105.87. Females learning achievement was 50.22% and male was 49.78%.

The males seem to be careless and inconsistent in their studies, it cannot be established that they are less intelligent than the females. This could be due to the different variables controlling their behavioral pattern. They often share the burden of the family and remain preoccupied with different assignments. That may have a negative bearing on the performance of the males in comparison to the females.

5.1.3 Self-Efficacy and English language achievement.

Research has indicated that self-efficacy correlates with achievement outcomes (Bandura, 1997; Pajares, 1996). ESL learners with high self-efficacy often display greater performance comparatively to those with low efficacy. Self-efficacy is also equated with self-competence, hence significant authorities such as parents and teachers who exert great influences should play their role efficiently in enhancing this self-competence and eventually self-efficacy for it has great bearings in achievement, be it in the English language or any other subjects.

5.2 Limitations and Implications for Future Research.

Although results of this study were statistically significant, and the research design and instruments were sound, the study was not without limitations. These limitations must be considered when attempting to generalize results to educational settings. For example, one limitation of this study included the fact that self-assessment exercises were carried out over a short period of time. Because the courses selected for study occurred over the summer semester, This study was limited to post-graduate English as a SL ESL learners. Even though results may be applicable to this population, caution is urged when generalizing the results to other populations (e.g., graduate-level and m Phil level English ESL learners) and settings (e.g., high schools). Since different English levels emphasize different skills, the link between self-assessment and Self-Efficacy among skills not focused on in this study cannot be guaranteed. Regarding recommendations for future research, it would be helpful to know if the relationship between self-assessment and Self-Efficacy holds for intermediate and advanced ESL learners.

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