# A Systematic Review of EFL Students' Self-Efficacy in The Learning Context

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| Article Info | Abstract |
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| | **Purpose**<br>This study reviews the empirical literature on self-efficacy, a central concept in self-efficacy theory.<br><br>**Methodology**<br>A comprehensive review spanning from 2013 to 2023 was conducted, focusing on the impact of student learning. The review analyzed 25 scholarly articles on student self-efficacy within the context of learning.<br><br>**Results/Findings**<br>The findings demonstrate positive correlations among student self-efficacy, engagement, pedagogy, classroom instruction, student experiences, and teaching strategies.<br>The literature review categorized publications into two main themes: the effects of self-efficacy and factors influencing self-efficacy in learning environments. The study concludes that various factors enhance students' perceptions of their capabilities in the classroom, which strongly predicts their performance across language-related tasks.<br><br>**Implications**<br>The study underscores the critical role of student self-efficacy in learning and its potential for future improvement. |
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## 1. Introduction

Self-efficacy is crucial for improving study abilities, as it enhances the strength of belief and positively impacts the achievement of learning goals. According to Bandura (1999), Self-efficacy refers to individuals' beliefs in their ability to effectively manage situations, influencing their thoughts, feelings, motivation, and actions. Bandura also stated that "self-efficacy refers to beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations. Efficacy beliefs influence how people think, feel, motivate themselves, and act" (1995, p.2). Thus, based on Raoofi et al., (2012), Self-efficacy, a crucial aspect of social cognitive theory, refers to one's belief in their ability to effectively plan and execute actions to achieve specific goals.

Considering the importance of self-efficacy in learning, it would seem necessary to conduct a comprehensive analysis of the idea to gain a clear understanding of how self-efficacy influences learning, how it develops in learning, and how teachers can support students in developing positive beliefs about their ability to learn. One's performance and success in school are greatly influenced by their level of self-efficacy (Richardson, 2013). Students with high self-efficacy tend to be more motivated to learn. They believe that their efforts will produce positive results, so they are more likely to focus attention, energy, and time on learning. Apart from that, those with high self-efficacy are more likely to have resistance to obstacles and failure. They see mistakes as part of the learning

process and are more motivated to overcome obstacles.

Based on Zimmerman et al., (1992), Self-efficacy in self-regulated learning refers to students' belief in their ability to set and maintain goals. Therefore, Students who have high self-efficacy tend to set higher and more challenging goals for themselves. They believe that they can achieve these goals through effort and perseverance. People who have strong positive self-efficacy in learning a second language believe they have the capacity and ability to achieve this goal (Rahimi & Abedini, 2009). They also suggested that higher sense of efficacy results in a greater effort, expenditure, and persistence. Thus, in the learning context, students' self-efficacy can influence their motivation, effort, and persistence in facing learning tasks. With high self-efficacy students may be better able to manage pressure and stress during exams. Self-confidence in their abilities can help reduce anxiety levels and improve their performance. This is also emphasized by Rahimi & Abedini, (2009) said that Individuals with low efficacy may perceive tasks as harder than they are, leading to increased stress and attribution of failure to insufficient effort.

It is important to remember that self-efficacy is dynamic and can change over time in line with an individual's experiences and interactions with their environment. Self-efficacy is an individual's belief in their ability to produce significant results (Farm, &Dupre, 2022). They also stated that individuals who perceive themselves as helpless often experience feelings of unhappiness and lack motivation for taking actions, and making changes involves being a cause or providing a cause that leads to a change.

Understanding a task or situation well can increase self-efficacy. Better knowledge of what it takes to succeed can provide additional confidence. Apart from that, observing other people succeed at certain tasks can provide experiences that influence self-confidence. Observing the success of others can increase confidence that the same thing can be achieved.

Students who feel more efficient about learning are more likely to engage in self-regulation, set goals, use effective strategies, monitor comprehension, and create effective learning environments (Wentzel & Miele, 2016). In other hand, they also suggested that Successful performances increase self-efficacy, while failures lower it, although occasional failures or successes after many should not significantly impact self-efficacy. Thus, People's self-efficacy can be measured by the emotional state they feel while they consider acting. Strong emotional responses to a task are indicators of expected success or failure.

## 2. Literature review

Many researchers have investigated self-efficacy in relation to it, as detailed below; Investigating the Impact of Communication Strategies Instruction on the Speaking Self-Efficacy of Iranian EFL Learners in Content-Based Courses, according to Farshchi & Saeidi (2012), teaching communication strategies (CSs) has a positive effect on students' self-efficacy in content-based courses in the context of Iranian English as a foreign language (EFL). The study offers valuable information for those creating instructional materials and teacher preparation programs that aim to improve students' self-efficacy in speaking abilities by utilizing effective communication strategies.

Asakereh & Dehghannezhad (2015) showed significant positive connections, with the latter being stronger, between students' self-efficacy beliefs regarding speaking skills and their happiness with speaking courses. The Pearson correlation analysis was used to illustrate this. Furthermore, Pearson's correlation analysis revealed a significant positive relationship between students' satisfaction with speaking classes and their self-efficacy beliefs regarding speaking abilities.

Chen, (2020) conducted research using a questionnaire survey and found that self-efficacy significantly influences students' environmental and behavioral choices. It enables flexible cognitive and learning approaches as well as good self-management, with high self-efficacy scores positively correlating with English performance.

Rahimi & Abedini (2009) cited Magowe and Oliver's 2007 study as another that examined the connection between language learning techniques and self-efficacy perceptions. These researchers found a positive correlation between students' overall use of language learning tools and their sense of self-efficacy when it comes to language acquisition.

Findings of Zahidi & Ong, (2023) qualitative research showed that the study explores the link between self-efficacy, self-regulated learning strategies, and English language proficiency, emphasizing the importance of positive experiences, constructive feedback, and self-regulated instruction in language instruction.

Alkhalifah (2023) discovered a significant direct relationship between students' grade point average (GPA) and their self-efficacy and learning motivation ratings. Furthermore, the study shows that self-efficacy influences GPA both directly and indirectly, with extra effects resulting from its interaction with learning preference (LP). As a result, face-to-face instruction has the least impact on self-efficacy and lowers academic accomplishment, but blended learning considerably moderates it.

According to Tilfarlioglu & Ciftci's (2011) study investigates the relationship between academic achievement and these notions as well as the correlation between self-efficacy and learner autonomy and academic success. The

study discovered that learner autonomy and self-efficacy are important indicators of academic achievement in language acquisition, since both types of learners at these colleges exhibit higher levels of accomplishment.

Also Asrobi et al., (2023) conducted a study with 60 EFL college students at Hamzanwadi University. They found that study indicates moderate student self-efficacy in online learning, necessitating quick adaptation to new models and the development of various learning skills to balance the learning model effectively. So, High self-efficacy boosts students' confidence, leading to higher learning achievement, while low self-efficacy results in lower achievement. Furthermore, Rahimi & Abedini, (2009) investigated the impact of an EFL learner's self-efficacy in listening comprehension on their performance in listening tests. The study found that listening achievement significantly varied among EFL students with high self-efficacy and those with low self-efficacy. Therefore, the statistical analysis revealed a significant correlation between listening comprehension self-efficacy and listening proficiency.

Based on the findings of the researchers above, I can conclude that, the concept of self-efficacy in the context of learning and teaching has a significant impact on motivation and achievement. Self-efficacy refers to an individual's belief in his or her ability to succeed in a particular task. In an educational context, self-efficacy focuses on a student's belief in his or her ability to complete academic assignments and achieve learning goals. Thus, Educators can foster a learning environment that promotes students' positive development and motivates them to reach their full potential by understanding and addressing self-efficacy.

The researchers conducted a systematic literature review on self-efficacy in learning context, identifying gaps and current trends, and guiding future research in this area. This systematic review examines FFL students' self-efficacy in the learning context, focusing on 25 articles from 2013-2023, focusing on special needs students' self-efficacy, the latest in the Education field.

## 3. Methods

This study utilized a systematic literature review method. It aims to identify key factors consistently utilized in previous studies. Theories, instruments, and other factors that influence students' self-efficacy are among the factors considered. The self-efficacy articles were searched using terms such as self-efficacy in general students in learning. The focus has been on specific aspects such as authors, years, location, samples, instruments, variables, and research findings. Based on Hart, (1998), a literature review can be conducted using both electronic media and hard copies. The study utilized electronic databases Mendeley, Google Scholar, Eric, and Elsevier for review and analysis. Thus, the researcher would like to formulate the latest articles. The articles were categorized by years and refined by abstract reading, resulting in 25 articles on self-efficacy.

Table 1: Systematic review of EFL students' self-efficacy

| No | Topic/year/author | Journal/method | Findings |
|---|---|---|---|
| 1. | Measuring EFL students' self-efficacy levels in online learning<br><br>Maman Asrobi, Siti Maysuroh, Zukhruf Farizi<br>2023 | Englisia: Journal of Language, Education, and Humanities<br><br>Descriptive quantitative study | The study indicates moderate student self-efficacy in online learning, requiring quick adaptation to new models and developing various learning skills. High self-efficacy boosts self-confidence, leading to higher learning achievement, while low self-efficacy results in lower achievement. |
| 2. | Academic Self-Efficacy and First-Year College Student Performance and Adjustment<br><br>Martin M. Chemers, Li-tze Hu, and Ben F. Garcia<br>University of California, Santa Cruz<br>2021 | Journal of Educational Psychology<br><br>Questionnaires | Academic optimism and self-efficacy have a major influence on performance and adjustment, both directly and indirectly, via expectations, coping strategies, classroom output, stress, well-being, and dedication to learning. |
| 3. | The Impact of Self-Efficacy, Learning Preferential, Learning Motivation and Academic Achievement on EFL Students in Saudi Arabia<br><br>Ziyad Alkhalifah<br>2023 | World Journal of English Language Survey<br><br>Questioner | Blended learning moderates self-efficacy the most, followed by face-to-face learning. E-learning has the lowest effect, resulting in lower academic achievement. Self-efficacy's impact on academic achievement may vary, as it is vulnerable to moderation. |
| 4. | Self-efficacy in Second/Foreign Language Learning Contexts. | Canadian Center of Science and Education | The review found that various factors significantly enhance students' self-efficacy, which is a robust predictor of |

| No | Topic/year/author | Journal/method | Findings |
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|  | Saeid Raoofil, Bee Hoon Tan & Swee Heng Chan 2012 | research synthetic techniques | their performance in various language skills and tasks. |
| 5. | The Interface between EFL Learners' Self-Efficacy Concerning Listening Comprehension and Listening Proficiency.<br><br>Ali Rahimi& Atiyeh ABEDINI 2009 | Novitas Royal Research on Youth and Language<br><br>Questioner | Self-efficacy predicts learners' achievement, SO instructors should encourage learners to believe in their abilities and focus on effort when facing failures. Curriculum designers should consider learners' affect to create a learner-centered curriculum that language fosters positive beliefs. |
| 6. | University Students' Online Learning Self-efficacy and Self-regulated Learning during the COVID-19 Pandemic.<br><br>Titik Ulfatun, Fitri Septiyanti, and Aprilia Garia Lesmana. 2021 | Information Journal of and Education technology<br><br>a quantitative survey | The study reveals that students exhibit high self-efficacy and self-regulated learning in online learning, with technology use being the most significant factor, emphasizing the need for instructional strategies during COVID-19. |
| 7. | The Relationship Between Students' Self-Efficacy in Learning English and Their English Learning Achievement At The Tenth Grade Of Sman 04 South Tambun In 2019/2020 Academic Year.<br><br>Fernindy Fitra Gumanti; Nita Kaniadewi. 2020 | ELLTER-J<br><br>correlational study | The writer found a positive correlation between students' self-efficacy in learning English and their achievement, indicating that self-efficacy belief enhances skills and self-confidence, leading to improved learning outcomes. |
| 8. | Self-Effcacy Model for Elementary School Students: Case in Indonesia.<br><br>Arifn Maksum, Desy Saftri, Nurzengky Ibrahim, Arita Marini, Apri Wahyudi. 2019 | Opcion, Año, Revista de CienciasHumanas y Sociales<br><br>Survey questionnaires | The study found that self-efficacy is influenced by level, strength, and generally, as well as ability to pass difficult exams, cope with obstacles, achievement targets, motivation, and learning appropriate capabilities. |
| 9. | The analysis of students' self-efficacy in learning mathematics W KH W.<br><br>Putri, and S Prabawanto. 2018 | Journal of Physics: Conference Series<br><br>qualitative interview, observation, and documentation | Research shows low self-efficacy among high school students solving mathematical problems and class discussions. No correlation exists between self-efficacy and cognitive level, suggesting high cognitive levels may not necessarily lead to high self-efficacy. |
| 10. | Effects of learning physics using Augmented Reality on students' self-efficacy and conceptions of learning.<br><br>Su Cai, Changhao Liu, Tao Wang, Enrui Liu and Jyh-Chong Liang 2021 | British Journal of Educational Technology<br><br>Experimental | The study reveals that incorporating AR technology in physics classrooms significantly boosts students' self-efficacy, encourages higher-level learning conceptions, and boosts their motivation to learn more deeply. |
| 11. | Impact of Learning Motivation, Cognitive and Self-Efficacy in Improving Learning Quality E-Learning in Industrial Era 4.0.<br><br>RamdaniBayu Putra, Elfiswandi, Muhammad Ridwan, Sitti Rizki Mulyani, Dharma Syahrullah Ekajaya, and Rio Andhika Putra 2019 | Journal of Physics: Conference Series<br><br>questionnaire | Data analysis using Smart shows motivation, cognitea ing efficacy influence learning quality. Self-efficacy mediates mediation's elect or aning learning quality, but self-efficacy doesn't maximize cognitive influence. |
| 12. | Students' Acceptance for e-Learning and the Effects of Self-Efficacy in Malaysia. | Incadeni ResearCh in Business and Social Science<br><br>a correlational research | The study found that performance expectancy, social influence, perceived enjoyment, and self-efficacy positively impact e-Learning acceptance among students. Self-efficacy partially mediates |

| No | Topic/year/author | Journal/method | Findings |
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| | Muhammad Safuan Abdul Latip, Ismayaza Noh, Masliana Tamrin, Siti Nur Nadhirah Abdul Latip 2020 | | the relationship between performance expectations and enjoyment, while social influence has no significant effect. |
| 13. | Self-Efficacy and Students' Mathematics Learning Ability in Indonesia: A Meta Analysis Study.<br><br>Ali Muhtadi, Gamar Assagaf, Julham Hukom. 2021 | International Journal of Instruction<br><br>a correlation meta-analysis | The study reveals a significant positive correlation between self-efficacy and students' mathematics learning ability in Indonesia, offering a theoretical basis for future mathematical achievement improvement. |
| 14. | Strengthening Students' Self-efficacy and Motivation in Learning Mathematics thought the Cooperative Learning Model.<br><br>Akhsanul In'am & Eko Sabdo Sutrisno 2020 | International Journal of Instruction<br><br>A quantitative and qualitative approach | The cooperative learning model with Teams Games Tournament enhances self-efficacy and motivation in mathematics, improving teaching and learning interaction, and enhancing learning quality and outcomes. |
| 15. | Chinese Learning Motivation and Academic Self-Efficacy of Thai Senior High School Students.<br><br>Hao Zhanga, Sumalee Chinokulb. 2023 | LEARN Journal: Language Education and Acquisition Research Network<br><br>Descriptive correlational research | Thai high school students show low motivation and moderate academic self-efficacy in learning Chinese, correlated with age and proficiency level, but not gender, ethnicity, or duration of learning. |
| 16. | The effectiveness of blended learning with combined synchronized and unsynchronized settings on self-efficacy and learning achievement.<br><br>I DewaAyu Made Budhyani, Made Candiasa, Made Sutajaya, Putu Kerti Nitiasih 2022 | International Journal of Evaluation and Research in Education (IJERE)<br><br>a quasi-experiment Questioner | The study reveals that blended learning, combining synchronized and unsynchronized settings, enhances students' self-efficacy and learning achievement, fostering positive interactions between peers, teachers, and learning resources. |
| 17. | The Effect of STEM Project Based Learning on Self-Efficacy among High-School Physics Students.<br><br>Mohd Ali Samsudin, Seyedh Mahboobeh Jamali, Ahmad Nurulazam Md Zain, Nader Ale Ebrahim 2020 | Journal of TURKISH SCIENCE EDUCATION<br><br>quasi-experimental research | STEM PjBL in high school enhances students' self- efficacy to solve physics problems, promoting higher achievement levels and preparing them for future job opportunities. |
| 18. | Classroom Climate and Student Self-Efficacy In E-Learning<br><br>Nitza Davidovitch, Roman Yavich 2022 | PROBLEMS OF EDUCATION IN THE 21stCENTURY<br><br>Questioner | Research indicates a correlation between self-efficacy and teaching style and classroom climate, suggesting future studies could investigate whether students' age also influences perceived classroom climate. |
| 19. | The Impact of E-Learning Quality and Students' Self-Efficacy Toward the Satisfaction in the Using of E-Learning.<br><br>Lila Bismala, Yayuk Hayulina Manurung, Gustina Siregar, Dewi Andriany. 2022 | Malaysian Online Journal Educational Technology<br><br>explanatory research | The quality of e-learning and self-efficacy have a substantial impact on the satisfaction of e-learning users. The importance of e-learning quality and self-efficacy in delivering modules with tasks, then universities should be able to nurture and improve e-learning. It is critical since one of the university's responsibilities is to supply and encourage professors to provide material that effectively teaches students. The results of student achievement and satisfaction can be used to determine the effectiveness of e-learning. |
| 20. | Predictive roles of self-regulatory learning strategies and self-efficacy | Turkish Journal of Education | The research indicates that learners' self-efficacy beliefs about English are linked |

| No | Topic/year/author | Journal/method | Findings |
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| | beliefs on English language learning achievement.<br><br>Sinan Zorlu & Gülsen Ünver<br>2022 | a quantitative | to the use of self-regulatory strategies, indicating that program applications can self-efficacy beliefs in vocational high schools. |
| 21. | Anxiety and Self-Efficacy in ESP Learning: Effects on Academic Success.<br><br>Jelisaveta F. Safranj, Dragana M. Gak, Vesna V. Bulatovié,<br>2022 | Research in Pedagogy<br><br>Exploratory,<br>a quantitative approach, systematic non-experimental observation. | The study reveals a negative correlation between ESP self-efficacy and classroom anxiety, while ESP achievements are positively related to self-efficacy. Gender is only related to achievement, with females slightly higher. No significant differences were found between English-speaking and non-English-speaking students. |
| 22. | Effects of Self-Efficacy on Students' Academic Performance<br><br>Alay Ahmad, Triantoro Safaria<br>2013 | Journal of Educational, Health and community Psychology<br><br>a quantitative approach, Interview | The study found that students with high self-efficacy achieve higher goals, such as higher grades on subtraction tests, and are more likely to solve mathematical problems. Thus, The study indicates that students with high self-efficacy tend to prefer complex courses over those with low self-efficacy. |
| 23. | Self-efficacy and Self-Regulated Learning as Predictors of Students Academic Performance.<br><br>Hendriati Agustiani I, Surya Cahyad & Muwaga Musa<br>2016 | The Open Psychology Journal<br><br>correlational study | The study reveals a positive correlation between self-efficacy, self-regulated learning, and academic performance among students, suggesting that higher scores in one variable significantly impact the other two. |
| 24. | The important of self-efficacy and self-regulation in learning: How should a student be?<br><br>U Toharuddin, A Rahmat, I S Kurniawan<br>2019 | Journal of Physics: Conference Series<br><br>mix method qualitative & quantitative | The study found that students' self-efficacy and self-regulation are inversely correlated, with lower self-efficacy resulting in higher self-regulation. Therefore, Self-efficacy and self-regulation are crucial for students to achieve learning objectives, and teacher roles and strategies are essential for building these abilities. |
| 25. | The Implementation of Find Someone Who and Two Stay Two Sol Models love Studies' Learning Outcomes.<br><br>Niki Kurnia, I Nyoman Sudana Degeng, & Budi Eko Soetjipto<br>2017 | IOSR Journal of Research & Method in Education (IOSR-JRME)<br>Classroom Action Research | The research suggests that implementing Find Someone Who and Two Stay Two Stray models can enhance the self-efficacy of ninth-grade students, recommending improved lesson design. |

## 4. Results and discussions

### 4.1. Definition of self-efficacy theory

According to Bandura, (1995), Self-efficacy refers to individuals' beliefs in their ability to effectively manage situations, influencing their thoughts, feelings, motivation, and actions. A strong sense of efficacy boosts human accomplishment and personal well-being by viewing difficult tasks as challenges to be mastered, fostering intrinsic interest and deep engagement in activities.

Bandura, (1995) stated that efficacy beliefs, involving cognitive, motivational, affective, and selection processes, play a crucial role in the ongoing regulation of human functioning. This process is defined as follows;

#### 4.1.1. Cognitive processes

Thought plays a crucial role in predicting and controlling events, requiring effective cognitive processing of complex, ambiguous, and uncertain information. A strong sense of efficacy is crucial for maintaining task orientation amidst significant personal and social repercussions of situational demands, failures, and setbacks.

### 4.1.2. Motivational processes

Efficacy beliefs are crucial for self-regulation of motivation, as most human motivation is cognitively generated through forethought and belief in one's capabilities. They anticipate future outcomes, set goals, plan actions for valued futures, mobilize resources, and exert effort to succeed.

### 4.1.3. Affective processes

Beliefs in coping abilities significantly influence stress and depression levels in challenging situations and motivation levels among individuals. The perception and cognitive processing of potential threats are significantly influenced by efficacy beliefs.

### 4.1.4. Selection processes

People are a significant part of their environment. Beliefs in personal efficacy significantly influence individuals' lives by influencing their choices of activities and environments. Therefore, people's choices of surroundings that support potentialities and lifestyles—often avoiding situations and activities that are beyond their capacity for coping—determine their destinies.

### 4.2. Components of self-efficacy

Bandura (1998), revealed that self-efficacy consists of three components, namely.

### 4.2.1. Magnitude

Task difficulty affects individuals' decision-making process, influencing their selection of behaviors and actions based on their expectations of efficacy.

### 4.2.2. Strength

Strong hope and confidence in one's abilities encourage persistence in goal-achieving efforts, while weak hope and confidence can be easily influenced by negative experiences and conditions.

### 4.2.3. Generality

This refers to the broad scope of behavior or actions that individuals believe they can perform.

### 4.3. Historical development of theory

### 4.3.1. Key concepts in self-efficacy theory

It is crucial to identify these additional basic notions since they can be readily interpreted in conjunction with the self-efficacy theory. Albert Bandura first proposed the self-efficacy theory in Psychological Review, number 84, published in 1986.He defined self-efficacy as a person's confidence in their ability to finish projects and take the required steps to get the desired results.

Bandura introduced the self-efficacy theory, a social cognitive theory that focuses on self-evaluation processes, distinguishing between efficacy expectations and outcome expectations. Social cognitive theory posits that social interactions are influenced by both environment, behaviour, and personal factors, including physiological, cognitive, and affective aspects (Bandura, 1977).

Thinking abilities play a significant part in the growth of self-efficacy since intelligent individuals are better able to recall and evaluate the experiences they've had, leading to more accurate conclusions. Research by Kumar and Lal (2006) demonstrates that individuals with high and low levels of self-efficacy differ in intellect.
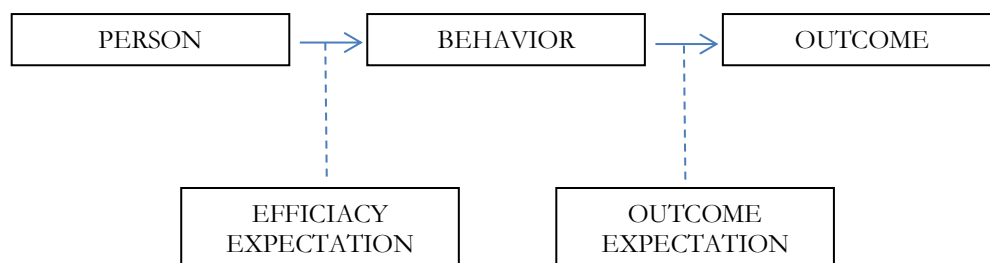


Figure 1. The diagram provides a visual representation of the distinction between efficacy expectations and outcome expectations. (Bandura, 1977)

Outcome expectancy and efficacy expectation are two distinct concepts in psychology. Outcome expectancy refers to a person's belief in a behaviour's potential to lead to certain outcomes, while efficacy expectation is the belief in successful execution.

Efficacy expectation and outcome expectancy are psychological concepts used in motivation and human behaviour theories, referring to an individual's belief in their ability to achieve specific goals and expectations. Expectations of personal mastery influence coping behaviour initiation and persistence, with convictions in effectiveness influencing whether individuals attempt to cope with situations (Bandura, 1977). Motivation theories highlight efficacy beliefs and outcome expectations as key factors influencing human behaviour. Efficacy beliefs boost motivation, while positive outcomes increase engagement, highlighting the importance of these concepts in motivation.

### 4.3.2. Research gap

The systematic review has identified some articles related the EFL student's self-efficacy in the learning context, After analyzing and reading the article, it was found that there were still things that were not included in the research. That is related to other issues and factors. The issues that are a gap in existing research are critical thinking, the influence of online learning, and the influence of social support and support from teachers.

From all the gaps mentioned, it shows that there is still a lot of research that has not been carried out regarding student self-efficacy and critical thinking, as well as other factors, for example the relationship between student self-efficacy and online learning, and between student self-efficacy and social and teacher support. Thus, the research conducted between 2019 and 2023 was found to be minimal, as evidenced by the 25 selected articles.

### 4.4. Conceptual Framework

Bandura (1997) identified four primary mechanisms for increasing self-efficacy: Enactive mastery, vicarious experiences, Verbal persuasion, and physiological and emotional states.
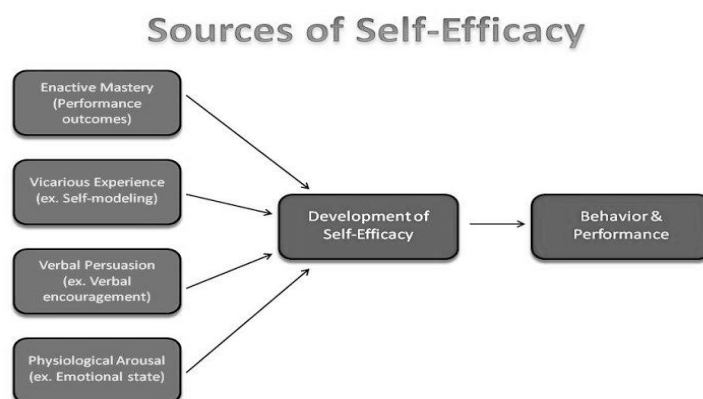


Figure. 2. The diagram sources of efficacy information and the principal sources through which different modes of treatment operate. (Bandura, 1977)

Based on the diagram above, it can be explained as follows.

### 4.4.1. Enactive mastery (performance outcomes)

High self-efficacy boosts motivation to succeed, as it increases the likelihood of hard work, overcoming obstacles, and persisting in achieving goals, as achievements confirm these beliefs. Positive achievements enhance self-efficacy, as success in a task or activity reinforces the belief in one's ability to succeed in similar situations in the future.

### 4.4.2. Vicarious experience (ex. verbal encouragement)

Individuals might observe and identify with models who display specific traits or capabilities. This model can serve as a source of inspiration and motivation for individuals to believe that they, too, can acquire the same degree of talent. Thus, examining their abilities by comparing themselves to others. Individuals' self-efficacy can be increased if they realize that others with equal or lower levels of competence can succeed.

### 4.4.3. Verbal persuasion

Positive achievements enhance self-efficacy, as success in a task or activity reinforces the belief in one's ability to succeed in similar situations in the future. Verbal persuasion's impact depends on message delivery and individual responses. Reassurance, empowerment, and positive self-efficacy can enhance self-efficacy development.

### 4.4.4. *Physiological and emotional states.*

Physical health, fitness, and overall well-being significantly impact an individual's confidence in their ability to complete tasks or overcome challenges, with a good physical condition increasing self-efficacy. Related to emotional states like anxiety, excitement, or worry can influence self-efficacy, with confident and calm individuals having higher self-efficacy than those feeling anxious or insecure.

## 5. Conclusions

The systematic review was thoroughly explored in the self-efficacy research of EFL students. It was discovered that when students are supported by effective learning techniques, their self-efficacy will be strong; nevertheless, the quality of students' learning through online learning does not provide good self-efficacy for their cognitive capacities.

For future research on EFL students, self-efficacy in the learning context needs to be improved, particularly in understanding and focusing on the factors of technology use and self-efficacy, the influence of social aspects, and teachers; in addition, the research focus is also on self-efficacy and critical thinking. These qualities are undeniably important and play a role in enhancing students' self-efficacy in studying.

**Declaration of conflicting interest**
The authors declare that there is no conflict of interest in this work.

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