The Relationship between Self-Efficacy and Self-Regulated Learning Strategies of EFL College Students

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Abstract:

The research examines the facets of student-centred practices that students believe to be most advantageous. We focus specifically on the self-efficacy and self-regulated learning (SRL) techniques of English as a foreign language (EFL) college students since these strategies support students' progress in learning the language. In Mongolian English classes, teacher-centred instruction—in which teachers instruct pupils in a foreign language—remains the most common method. It is discouraged for students to focus on their learning strategies and content understanding. The purpose of this study is to investigate the relationship between self-efficacy and SRL strategies of Mongolian EFL college students. A correlation analysis between variables was used to investigate the inter-relationship between self-efficacy and SRL strategies in L2 speaking of EFL students. The findings indicate that students who are driven to learn English are more likely to manage their time and exertion in the process of self-learning, based on the major findings of this study. Because the results clearly show that English instruction at Mongolia's higher education level has improved, the findings are especially noteworthy.

Keywords: self-efficacy, self-regulation, learning strategies, EFL, college students

Introduction

This study will look at the English-speaking SRL strategies and self-efficacy of students studying English as a foreign language in Mongolia. Students have a number of challenges when learning English, especially when speaking the language. Thus, improving the English-speaking skills of Mongolian students is one of the most crucial problems in the field of EFL. Students from Mongolia usually have difficulty with both academic and EFL processes. It will be short and focused on speaking, which is one of the more practical skills.

Self-efficacy

According to Bandura (1997), perceived self-efficacy is the conviction that one can perform at a given level on one's own. Self-efficacy is the extent to which an individual can expand their capacity to perform the necessary tasks in the given conditions. Self-efficacy, according to Bong and Clark (1999), is a mental evaluation predicated on a set of conditions that people must meet.

Self-efficacy is crucial for learning since it influences a person's motivation, emotions, and behaviors (Bandura, 1993). The majority of English language learners seek out extracurricular activities to improve their language skills generally and speaking skills in particular (Alotumi, 2021). Previous studies have suggested that beliefs that impact EFL speaking performance could be modelled structurally (Kim, 2012). In

the process of learning a foreign language, learners' input utilization and self-efficacy play critical roles (Putra & Saukah, 2020). Four basic language skills—speaking, listening, reading, and writing—are taught with the intention of assisting students in becoming more proficient in them. Speaking, which is a skill required for daily living, is by far the hardest for those learning a foreign language, according to Thornbury (2005). Speaking is a skill that involves having conversations and sharing opinions with people. Students need to be able to talk in a way that is appropriate for the other person and the situation they are in in order to achieve this (Lindsay & Knight, 2006).

Self-regulated learning strategies

Self-regulation is a cognitive approach that people employ to focus on learning and improve their metacognitive awareness of specific elements of cognitive and behavioural functioning. Carver and Scheier's 1981 study found that a self-oriented feedback loop cycles through the processing of self-monitored information. Humanistic scholars have defined this feedback loop in terms of changes in hidden processes, while operant researchers have described these changes as behavioral or environmental (McCombs, 2001). Three different models were developed by Zimmerman and Martinez-Pons (1986), who were the first to design SRL. Three self-oriented feedback loops were engaged in self-monitoring, according to Zimmerman (1989): behavioural, environmental, and personal (cognitive and emotional). According to Panadero (2017), Zimmerman then began examining how certain children learn different cognitive models and develop proficiency in a variety of tasks.

Self-efficacy and self-regulation

According to the literature, researchers did not focus much on the connection between self-efficacy and students' usage of SRL before1990 (Zimmerman & Pons, 1990). In a study on this connection, Zimmerman and Pons (1990) proposed that students with high levels of self-efficacy and SRL practices exhibit more exceptional academic accomplishment than typical students and that these two variables are significantly connected. According to Zimmerman and Pons (1990), students' strategic attempts to control their learning process were closely related to their self-efficacy perceptions. According to Zimmerman (1989), a social cognitive model of SRL views the self-regulatory process as a triadic link between individual factors like self-efficacy, behavioural factors like employing SRL methods, and contextual factors like feedback.

Furthermore, from a social cognitive standpoint, self-efficacy is a critical factor influencing the SRL process (Zimmerman, 1989). Zimmerman (2000) illustrated the significance of self-efficacy in the self-regulatory processes with his SRL model. According to this SRL model, the first phase of the SRL process starts with students' self-efficacy, goal setting, and planning. In broad academic settings, researchers like Pintrich (1999) and Yusuf (2011) found a favourable correlation between self-efficacy and SRL methods.

Limited studies have examined the relationships between self-efficacy and SRL strategies in L2 contexts. For example, Wang, Hu, Zhang, Chang, and Xu (2012) noticed statistically significant relationships among SRL strategies, self-efficacy beliefs, and achievement in learning English among Chinese college students majoring in medicine. However, participants' self-ratings of self-efficacy and use of SRL strategies were not high. They performed better on English written exams than other counterparts, such as reading and speaking. Woottipong (2022) revealed an inter-relationship between self-efficacy and SRL in EFL writing skills using the technology of Turkish students. Lee et al. (2021) investigated the interrelationships between self-efficacy and SRL among English language learners in a college setting. The study supported the importance EFL college students' sense of self-efficacy, which predicted their use of SRL strategies. Wang and Bai (2017) found that self-efficacy is a subcomponent of SRL, which belongs to the forethought phase and includes beliefs that precede efforts to learn. Additionally, effective

students persevere longer in the face of challenges and employ more SRL techniques to study English independently. According to Mills (2014), there are few trustworthy methods available to assess SRL techniques and self-efficacy beliefs in ESL/EFL students. Previous research has linked self-efficacy beliefs, SRL habits, and English language exam results in significantly beneficial ways (Wang et al., 2013).

Methodology

The specifics of the research methodology used in this study were explained by the researcher. Systematic data collection processes were employed, and the collected data were precisely evaluated to address the study topic raised above. 252 participants in this study were located at various universities in Ulaanbaatar, Mongolia's capital. The chosen universities are both public and private ones that are suitable for majors that call for courses in English as a foreign language.

The data collection method consists of two questionnaires, the Questionnaire of English Speaking Self-Regulated Learning Strategies (QESSRLS), and the Questionnaire of English-Speaking Self-Efficacy (QESSE). A correlation analysis between variables was used to investigate the inter-relationship between self-efficacy and SRL strategies in L2 speaking of EFL students.

Results and discussion

The following section showed Pearson's correlation analysis results by investigating interrelationships between variables such as self-efficacy and SRL strategies in L2 speaking. The first stage of the SRL process, according to Zimmerman et al. (2000), begins with students' self-efficacy in learning activities. Selection and usage of SRL can have a favourable or negative impact on students' L2 speaking, similar to how self-efficacy has a significant impact on L2 speaking. The majority of L2 research only examined how SRL methods affected language proficiency (Zarei et al., 2016). Self-efficacy is a significant predictor in the L2 environment as well (Wang et al., 2017). Lee et al. (2021) noted that there is still a limited understanding of the

relationship between self-efficacy and SRL strategies for international students. This dissertation study aims at aiding understanding by investigating the results of the correlation analysis in this regard.

There were six factors related to self-efficacy, such as ideation, organization, grammar, speaking, use of self-efficacy, and self-efficacy for self-regulation. Moreover, three SRL strategy factors were used in this research project. The interrelationship between these factors was investigated through Pearson correlation analysis. According to the findings of Pearson's correlation analysis as shown in Table 1, self-efficacy was significantly positively related to SRL strategies in L2 speaking ($r = .494$, $p < .01$). All the subcategories of self-efficacy in L2 speaking were also significantly correlated with SRL, with Speaking having the highest correlation coefficient ($r = .511$, $p < .01$), and Ideation having the lowest coefficient ($r = .444$, $p < .01$). Moreover, Speaking correlated with Behavioral SRL, with the highest correlation coefficient ($r = .614$, $p < .01$) among the three categories of SRL. Conversely, Ideation had the lowest correlation coefficient ($r = .267$, $p < .01$) with Environmental SRL.

The findings revealed that self-efficacy was positively associated with SRL, echoing previous findings (Cho & Kim, 2019; Lee, Cheng & Watson, 2020; Onoda, 2014; Sun & Wang, 2020; Wang & Schwab, 2013). It could be used in the context of L2 studies and has been extensively identified in higher education settings. In addition, the study supported the inclusion of self-efficacy and self-regulatory processes in L2 learning within the framework of the social cognitive model of SRL (Zimmerman et al., 1989).

As can be seen from Table 16, ideation self-efficacy has a significant correlation with personal SRL ($r = .378$, $p < .01$), organization self-efficacy correlates significantly with environmental SRL ($r = .314$, $p < .01$), and personal SRL ($r = .366$, $p < .01$). Moreover, the correlations of use of English speaking ($r = .310$, $p < .01$) and speaking self-

efficacy (r = .353, p < .01) with environmental SRL showed a significant correlation respectively. In addition, self-efficacy for self-regulation measures was not significant, with the exception of environmental SRL (r = 2.69, p < .01), but with personal SRL (r = .373, p < .01) correlated significantly. The grammar self-efficacy has a not significant correlation rating with the environmental SRL (r = .269, p < .01).

Table 1: Correlation Coefficients for Self-Efficacy and SRL Strategies

	2	3	4	5	6	7	8	9	10	11
1	.494**	.965**	.967**	.937**	.959**	.960**	.961**	.322**	.598**	.415**
2		.444**	.459**	.471**	.483**	.511**	.445**	.907**	.897**	.904**
3			.918**	.886**	.929**	.906**	.912**	.267**	.553**	.378**
4				.892**	.908**	.938**	.906**	.314**	.563**	.366**
5					.861**	.865**	.887**	.286**	.568**	.418**
6						.902**	.913**	.310**	.577**	.418**
7							.908**	.353**	.614**	.416**
8								.269**	.560**	.373**
9									.722**	.739**
10										.707**

*1 =Self-Efficacy; 2 = SRL; 3 = ideation; 4 = organization; 5 = grammar; 6 = use of English speaking; 7 = speaking; 8 = self-efficacy for self-regulation; 9 = Environmental SRL strategies; 10 = Behavioral SRL strategies; 11 = Personal SRL strategies
** *p*<.01, two-tailed

On the other hand, the results suggest that behavioral SRL correlations were statistically significant with ideation (*r*=.553, *p* <.01), organization (*r* =.563, *p*<.01), grammar (*r*= .568, *p* <.01), use of English speaking self-efficacy (*r* =.577, *p* < .01), and self-efficacy for self-regulation (*r* =.560, *p* < .01) individually. In addition, personal SRL was associated positively with grammar (*r* =.418, *p* < .01), use of English speaking (*r* =.418, *p* < .01), and speaking (*r* =.416, *p* < .01).

While Onoda (2014) focused on effort regulation strategy, the dissertation study examined three SRL, such as *Personal SRL, Behavioral SRL*, and *Environmental SRL*, and their nine subcategories. The findings of this research project provide strong evidence about relationship between self-efficacy and SRL (*r* =.494, *p* <.01), which appears consistent with the findings of Asian students in particular in L2 achievement (Cho & Kim, 2019; Sun & Wang, 2020; Wang et al., 2013).

The findings of this study showed a positive relationship between six self-efficacy factors and the use of three SRL strategies in L2 speaking by college students. Participants who are highly self-efficacious, can choose their appropriate SRL strategies. They contribute to a better understanding of the interrelationship between self-efficacy and SRL among Mongolian students.

One possible explanation is that college students' speaking activities evaluated more on learners' seeking opportunities, self-monitoring, and self-consequences which recommended that students who exhibit proactive behaviors. In other words, students pay attention to convenient ways to practice speaking, take notes before speaking assignments, and reward themselves. Conversely, ideation processes such as finding the problem, defining the problem and objectives, researching to find stimulus, utilizing ideation methods, screening, and scoring ideas influenced fewer learners' seeking assistance, persistence, and review of records which recommended that students who are responsive in the environment.

Therefore, the study's findings provide broader insights into the interrelationship between self-efficacy perspectives and SRL strategies used in the L2 speaking context of EFL college students. Moreover, the results of the recent study supported Pintrich's (1999) statement that

learners' self-efficacy promotes their SRL behaviors. Practical experience influences one's self-efficacy beliefs the most. Instructors strongly affect the development of their students' self-efficacy beliefs (Pajares, 2008) and foreign language learning based on SRL (Zimmerman, 2002).

Conclusion

Teaching English has become one of the top priorities for EFL teachers in Mongolia in recent years. Examining the variations in self-efficacy and SRL scores among EFL college students helps English teachers plan their lessons with greater efficiency.

The correlation analysis of this study revealed that the college students frequently evaluated the speaking activities they were given based on their opportunity seeking, self-monitoring, and self-consequences, which suggested that the students were aware of and interested in using these activities to develop both their English-speaking skills and their SRL strategies as they relate to English speaking. In addition, the students pay attention to convenient ways to practice speaking, take notes before speaking assignments, and reward themselves.

In contrast, the ideation process had less of an impact on learners' seeking assistance, persistence, and review of records, implying that the students who were responsive to their surroundings were more likely to engage in L2 speaking activities. Thus, the study's findings provide broader insights into the inter-relationship between self-efficacy perspectives and SRL strategies used in L2 speaking. Moreover, the results of the recent study support Pintrich's (1999) statement that learners' self-efficacy promotes their SRL behaviors.

In summary, the findings of this study are significant because they provide insight into the function that self-efficacy and the usage of SRL techniques have in college-level English-speaking EFL students. This study is beneficial for EFL teachers as well because it encourages students to use more resources and feedback to improve their English-speaking skills. Based on their self-efficacy and SRL techniques based on their grades, teachers at higher education levels should also provide their EFL students with more speaking tools and opportunity for practice in academic and real-world contexts. In addition, they must focus more intently on the guidelines provided for the various speaking exercises both within and outside of the classroom.

Conflict of interests

No conflict of interest.

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