

**Addis Ababa University
Institute of Language Studies
Department of Foreign Languages and Literature
(Graduate Programme)**

**An Investigation of the Correlation among
Efficacy Sources, Students' Self-Efficacy and
Performance in Reading and Writing Skills:
Bahir Dar University in Focus**

Dawit Amogne

*JUNE 2008
ADDIS ABABA*

**An Investigation of the Correlation among
Efficacy Sources, Students' Self-Efficacy and
Performance in Reading and Writing Skills:
Bahir Dar University in Focus**

Dawit Amogne

**A Master's Thesis Presented to the Department of
Foreign Languages and Literature (Graduate Programme)**

**In Partial Fulfillment of the Requirements for the Degree
of Master of Arts in Teaching English as a Foreign
Language (TEFL)**

JUNE 2008

ADDIS ABABA

**Addis Ababa University
Institute of Language Studies
Department of Foreign Languages and Literature
(Graduate Programme)**

**An Investigation of the Correlation among
Efficacy Sources, Students' Self-Efficacy and
Performance in Reading and Writing Skills:
Bahir Dar University in Focus**

Dawit Amogne

Approved by Examining Board:

Nuru Mohammed-Tahir (PhD)

Advisor

Signature

Examiner

Signature

Examiner

Signature

Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university and that all sources of information used for the thesis have been duly acknowledged.

Name	Dawit Amogne
Signature	_____
Place	Addis Ababa University
Date of Submission	16 June 2008

TABLE OF CONTENTS

Contents	Page
Acknowledgements.....	i
List of Tables	ii
List of Diagrams	iii
List of Graphs	iii
List of Appendices.....	iv
Abstract.....	v
Chapter One	
1. Introduction.....	1
1.1. Background.....	1
1.2. The Problem.....	5
1.3. Objectives of the Study.....	8
1.4. Significance of the Study.....	9
1.5. Scope of the Study.....	9
1.6. Operational Definition.....	10
Chapter Two	
2. Review of Related Literature.....	11
2.1. Clearing the Ground: The Notion of Self-Efficacy.....	11
2.2. Interface between Self-Efficacy and Performance.....	15
2.3. Self-Efficacy Beliefs in EFL Context.....	16
2.3.1. Self-Efficacy and EFL Writing Performance.....	18
2.3.1. Self-Efficacy and EFL Reading Performance.....	21
2.4. Sources of Self-Efficacy Beliefs.....	24

2.4.1. Mastery Experience.....	25
2.4.2. Vicarious Experience.....	27
2.4.3. Social Persuasions.....	29
2.4.4. Physiological States.....	31
2.5. Self-Efficacy and Gender.....	33
2.6. Issues of the Measurement of Self-Efficacy.....	34
2.7. Concluding Remarks	36

Chapter Three

3. Research Design and Methodology.....	38
3.1. The Research Design.....	38
3.2. Subjects and Sampling Technique.....	38
3.3. Data Gathering Instruments.....	39
3.3.1. Questionnaires.....	39
3.3.2. Tests.....	42
3.3.3. Data Gathering and Analyses Procedures.....	44

Chapter Four

4. Data Analysis and Interpretation.....	48
4. 1. The Correlations between Self-Efficacy and Performance in Reading and Writing Skills.....	48
4.1.1. The Relationship between Writing Self- Efficacy and Writing Performance.....	48
4.1.2. The Relationship between Reading Self- Efficacy and Reading Performance.....	51
4.2. Gender, Self-Efficacy and Performance in Reading and Writing Skills.....	54
4.2.1. Gender Difference in Writing Self-Efficacy and Writing Performance.....	54

4.2.2. Gender Difference in Reading Self-Efficacy and Reading Performance.....	58
4.3. Regression Analyses of the Influence of Sources on Students' Self-Efficacy.....	61
4.3.1. Regression Analysis of the Influence of Sources on Students' Writing Self-Efficacy.....	61
4.3.2. Regression Analysis of the Influence of Sources on Students' Reading Self-Efficacy.....	66
Chapter Five	
5. Summary, Conclusions and Recommendations and Implications for TEFL	71
5.1. Summary of the Findings.....	71
5.2. Conclusions.....	74
5.3. Recommendations and Implications for TEFL.....	75
Bibliography	79
Appendices	85

Acknowledgements

I would like to extend my gratitude to Dr. Nuru Mohammed-Tahir, my thesis advisor, whose brilliant comments have always been very impressive. I felt lucky having him as my advisor, for I had never met him in any of my undergraduate or postgraduate courses. Dr. Nuru's meticulous readings and intensive comments on each section of the thesis have been so ineffable that I could not forget them in my future academic career.

I must also thank Professor Frank Pajares of Emory University, US. It was partly with his scholarly support that I dared to conduct this study. He sent me articles, instruments and seminar papers which have given me opportunity of revisiting my research skills and knowledge about efficacy. Dr. Alamirew G/Mariam of Addis Ababa University and Professor Barry J. Zimmerman of City University of New York deserve thanks for their reading materials support. I also thank experts who devoted their dear time in evaluating the instruments.

The department of English, Bahir Dar University, was very cooperative. Moreover, I am grateful to English instructors who wholeheartedly let me conduct the research in their classes. Equal thanks are to students who willingly received the pains of taking tests.

I, finally thank my ever caring parents, and my brothers, sisters and friends for their encouragement. My friends, Balew Bogale, Aderaw Genetu, Abraham Degu, Abraham Molla, Yohannes Assefa and Endale Abebe have been encouraging me throughout the research work.

List of Tables

	Page
<i>Table 1: Correlation between Writing Self-Efficacy and Writing Performance.....</i>	<i>49</i>
<i>Table 2: Correlation between Reading Self-Efficacy and Reading Performance.....</i>	<i>51</i>
<i>Table 3: Descriptive Group Statistics of Male and Female Students' Writing Self-Efficacy and Writing Performance.....</i>	<i>55</i>
<i>Table 4: An Independent t-test of Male and Female Students' Writing Self-Efficacy and Writing Performance.....</i>	<i>55</i>
<i>Table 5: Descriptive Group Statistics of Male and Female Students' Reading Self-Efficacy and Reading Performance.....</i>	<i>58</i>
<i>Table 6: An Independent Sample t-test for Male and Female Students' Reading Self-Efficacy and Reading Performance.....</i>	<i>59</i>
<i>Table 7: Overall Model Summary of Sources of Writing Efficacy.....</i>	<i>61</i>
<i>Table 8: ANOVA Table of Sources of Writing Efficacy.....</i>	<i>61</i>
<i>Table 9: Parameter Estimates of Sources of Writing Efficacy.....</i>	<i>62</i>
<i>Table 10: Overall Model Summary of Sources of Reading Efficacy.....</i>	<i>66</i>
<i>Table 11: ANOVA Table of Sources of Reading Efficacy</i>	<i>67</i>
<i>Table 12: Parameter Estimates of Sources of Reading Efficacy.....</i>	<i>68</i>

List of Diagrams

	Page
<i>Diagram 1: General Model Showing the Research Problem.....</i>	<i>7</i>
<i>Diagram 2: The Difference between Efficacy and Outcome expectation...13</i>	<i>13</i>
<i>Diagram 3: Sources, Writing-Efficacy and Writing Performance.....</i>	<i>73</i>
<i>Diagram 4: Sources, Reading-Efficacy and Reading Performance.....</i>	<i>73</i>

List of Graphs

	Page
<i>Graph 1: Pictorial Representation of the Correlation of Writing Self-Efficacy and Writing Performance.....</i>	<i>50</i>
<i>Graph 2: Graphic Representation of the Correlation of Reading Self-Efficacy and Reading Performance</i>	<i>52</i>

List of Appendices

	Page
Appendix 1: Writing Self-Efficacy Questionnaire.....	85
Appendix 2: Reading Self-Efficacy Questionnaire.....	86
Appendix 3: Questionnaire for Sources of Writing Self-Efficacy.....	87
Appendix 4: Questionnaire for Sources of Reading Self-Efficacy.....	89
Appendix 5: Writing Test.....	91
Appendix 6: Reading Test.....	95
Appendix 7: Raw Data of Values of Variables from SPSS.....	99

Abstract

The aim of this study was to find out the correlation among sources of self-efficacy, self-efficacy and performance in reading and writing skills of Bahir Dar University students (N=106). In addition, the degree to which the reading and writing efficacy beliefs and performance differ as a function of gender was examined.

To this end, two instruments (questionnaires and tests) and three statistical tools (correlation, t-test and regression) were employed. The data analysis revealed that there exists significantly strong positive relationship between writing efficacy and writing performance. Likewise, the reading efficacy and the corresponding performance of students showed significant positive correlation. With regard to gender, males reported stronger writing and reading efficacy than females. Males also outperformed significantly in both reading and writing tests.

The multiple linear regression analyses for the full sample indicate that efficacy sources collectively predicted the self efficacy beliefs of students in writing and reading. It was, however, only mastery experience, while other sources were controlled, which could significantly predict writing and reading self-efficacy. Others, with the exception of social persuasion for writing efficacy, also, though non-significant, could modestly influence students' capability beliefs of both skills.

Findings of this study are consistent with the tenets of social cognitive theory. As theorized, students' capability beliefs are positively correlated with their writing and reading performance. In the other phase of the investigation, mastery experience, among the four sources, accounted for the greatest proportion of the variance in writing and reading efficacy of students.

Chapter One

1. Introduction

1.1. Background

“...we are what we believe in...” (Altan, 2006: 45).

The present day foreign language pedagogy has come through a number of theories and methods designed through time. It used to happen that as one was reported to be inadequate, another method took the turn. Making same critique on the existing approach, innovations were introduced; adaptations were made where believed necessary. It seems recognizing these ups and downs that Richards and Rodgers (2001) Stern (1983) and Howatt (1984) unanimously state that attempts which have been made so far, though promising, have failed to meet an ultimate solution for effective EFL learning. According to Arnold & Brown (1999), methods of language leaning and/or teaching which considered *affect* in foreign language context were considered to be more effective than those which didn't. Thus, it can be argued that the foreign language learner variables have to be given due emphasis. The variables include psychological constructs among others. In connection with this, as Stern (1983) and Williams and Burden (1997) state, theories of TEFL can never be detached from the field of Psychology. It seems following such reports that multifarious studies from various angles have been conducted.

From the countless psychological variables the one which was developed by Bandura (1977a) is the theory of self-efficacy which is presumed to have strong connection with academic success, among others, such as memory ability, motivation, perseverance and persistence in confronting challenges, choices of activities, stress, anxiety and confidence.

As Bandura (1997:3) defines, self-efficacy is the belief an individual has in her/his own “capabilities to organize and execute the courses of action required to produce given attainments.” In an attempt to differentiate self-efficacy from outcome expectancy, Bandura (1977a: 79) states that self-efficacy belief is “the conviction that one can successfully execute the behavior to produce the outcomes.” Of course, these definitions seem a bit general. In more precise terms, “Perceived self-efficacy is concerned not with the number of skills that you have, but with what you believe you can do with what you have under a variety of circumstances” (Bandura, 1997:37). Foreign language learners’ efficacy to perform a variety of language tasks is not an exception. The question whether self-efficacy determines academic achievement, according to Bandura (1995, 1997), is undeniable, for it is a best predictor of final performances of students. Williams and Burden strengthen this idea in the following way:

I may have all the necessary skills to perform a certain task, but unless I believe that I am capable of doing so, I am unlikely to demonstrate those skills in that context. Thus, our self-efficacy will influence our choice of activities that we undertake. It will also affect the amount of effort that we are prepared to expend and our level of persistence (Williams and Burden, 1997:129).

This being the notion, therefore, self-efficacy is an essential element in educational context in general, and EFL learning in particular. This is because EFL learners in Ethiopia are less likely to reach English outside classroom where students are assigned to perform various linguistic activities. Nevertheless, the language is believed to be an indispensable tool for the educated. As Arnold & Brown (1999) indicate, success in EFL may strongly be associated with the beliefs learners may possess about themselves. One of such beliefs is self-efficacy, which students hold about their own capabilities. Therefore, once students are aware of their level of efficacy, it would be easy for them to systematically use it for better achievement in EFL tasks. The self-efficacy beliefs, however, may never lead learners to success. The core basis of this study, as Pierce,

cited in Pajares (1996a: 566) states, is that beliefs, including self-efficacy, are “rules for actions.”

With regard to self-efficacy and achievement bond, it is, for instance, evident in research that the stronger the self-efficacy belief, the better the academic performance of students will be (see Zimmerman & Bandura, 1994; Millis, Pajares & Herron, 2007; Pajares, 1996a). Even though Williams and Burden (1997) share the same idea, they do not explicitly state the degree of strength in certain academic areas.

It seems to clear the ground that Pajares (1996a:555), after an in-depth look at research works, reports that the two are positively correlated, and strong correlations may probably be exhibited under certain situations. In other words, the stronger the capability belief one possesses, the better position he/she would likely be to perform academic tasks. Although some research indicates that there exists stronger positive correlation of the two variables in Mathematics (Pajares, 1996a; Yalaw, 1997), relatively positive relationships were also found in writing (McCarthy, Meier and Rinderer, 1985; Pajares, Johnson & Usher, 2007; Anteneh, 2004) and reading (Shell, Murphy & Bruning, 1989; Andargachew, 2004). A question, here, may be raised as to how students’ self-efficacy can exactly be formed.

Bandura (1977a, 1977b, 1995, and 2006) theorized that students build their self-efficacy beliefs by interpreting information principally from four major sources. These are: - mastery experience, vicarious experience, social persuasion and physiological states.

Mastery experience, according to Bandura (1995), is concerned with the students’ interpretation of their own previous attainments in certain courses. Previous achievements interpreted as success generally build

self-efficacy up; and those interpreted as failure lower it (Britner & Pajares, 2006). It is likely that each student, after performing in an exam in a certain subject, will interpret her/his attainment differently. These interpretations of previous performances influence self-efficacy. Students also form their efficacy through vicarious experience-by observing others perform tasks. Seeing nearby people facing difficulties and perform tasks, observers can also be encouraged to perform similar tasks with confidence (Bandura, 1977a, 2006). The other source of information, social persuasion, is gained through exposure to people's verbal feedbacks and comments (Usher & Pajares, 2005). Some students, in order to succeed in academic endeavors, depend upon appraisals from parents and teachers, which in turn build up their capability beliefs. The final sources, physiological states, which include anxiety and uneasiness, also provide cues to the strength of students' capability beliefs to perform academic tasks (Usher & Pajares, 2006). Although the strength of the effects of mastery experience excelled the rest (Bandura, 1995), a thorough examination of the sources of efficacy of students in various disciplines is sought (Pajares, 1997).

The whole thing is, therefore, "self-efficacious individuals approach challenges with the intention and anticipation of mastery, intensifying their efforts and persistence accordingly" (Millis, Pajares & Herron, 2007:419). Thus, one can specifically infer that self-efficacy may help learners of English to exert a behaviour which may result in success or failure. In short, the idea can simply be represented as:-

Self-Efficacy belief → Behavior → Success/Failure

This formula can be interpreted in terms of the decision EFL learners make about their own capabilities. But one can expect the efficacy sources behind self-efficacy. Therefore, those who are efficacious, putting forth the demanded behaviour, approach difficult tasks as challenges to

be mastered so as to reach their goals. And inefficacious learners, on the contrary, would tend to retreat from such tasks and reside on deficiencies which in turn may debilitate themselves and thereby result in failure.

1.2. The Problem

“If learners do not... develop the capability of directing their learning and acting on the world around them, they will be... limited in what they can do” (Hammond and Collins, 1991, cited in Wongsri, Cantwell and Archer, 2002:1). This indicates that self-efficacy belief is a crucial element in any academic area in that it may determine students’ performance. It seems, however, that in EFL research in Ethiopia, this potential area of research has almost been ignored that local studies in EFL context are scanty. Considering its valuable effect, Millis, et al. (2007:473) strongly advise that the effect of self-efficacy on foreign language achievement at various levels need be scrutinized for the betterment of foreign language learning environment.

Insights into the status of EFL learners (e.g. Millrood, 2001) indicate that unsuccessful learners, in some classes, can account for as many as 90 percent of all students in the EFL classroom. Evidences from a number of local studies (e.g. Haregewein, 1993; Abate, 1996) on English performance of Ethiopian EFL students show that EFL learners’ repeated failures in English examinations could potentially imply their incompetence to use the language when demanded. In connection with this, students’ EFL proficiency might be attributed to factors such as motivation (Mulugeta, 1996), anxiety (Abate, 1996) and efficacy beliefs (Millis, et al., 2007; Andargachew, 2004). In the same vein, others (Alamirew, 2005; Yonas, 1996; Italo, 1999) state that various students in

different educational levels could not use English to accomplish academic tasks in English and other subjects.

The researcher, as an English instructor in various departments of Bahir Dar University, witnessed that most university students of his own classes could not meaningfully use English for both reading and writing tasks. In line with this, many EFL learners, the researcher observed in practicum and other English courses offered in 2005/6, failed to achieve relatively high scores in final examinations in these skills. In some classes, shockingly low achievements in almost all skills were exhibited.

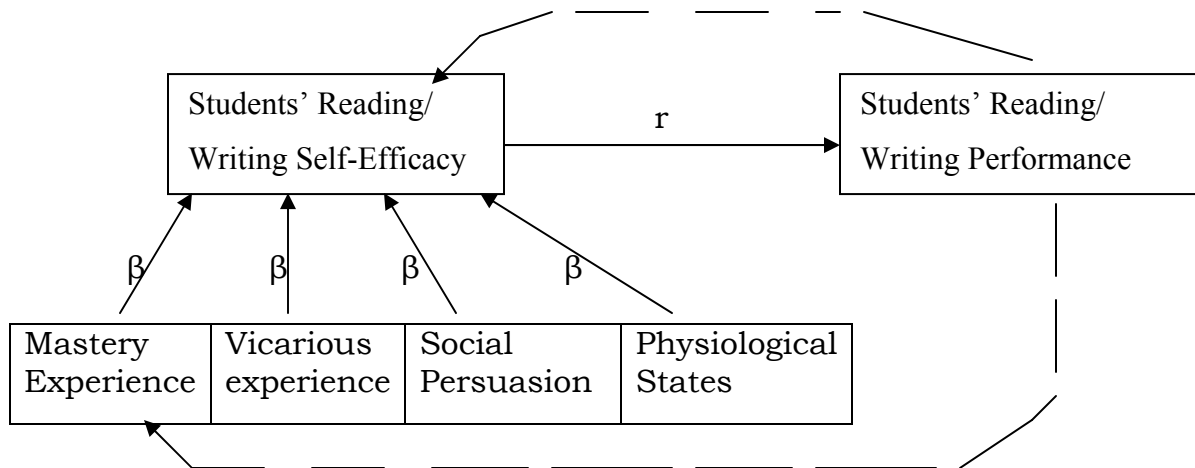
It was after such consideration that the researcher attempted to question students' capability beliefs. It seems undeniable today that English as an instrument for academic tasks receives due attention by students and teachers in both schools and universities. The dreams students have to succeed in their academic careers can likely be realized if students have the capability to effectively communicate in English. Reading and writing skills are highly demanded in classroom tasks and examinations of any academic subject. Thus, EFL reading and writing skills have indispensable importance for students to achieve their academic goals. But if students fail in the skills for one and/or another reason, the reason(s), as Williams and Burden(1997) put, may directly or indirectly be attributed to some variables: environmental or personal. One of the personal variables to which students' failure or success can be attributed is their self-efficacy.

Very few local researches have been conducted to explore the relationship between self-efficacy and performance in different skills. Moreover, to date, no local study has been carried out exploring the influence of sources of both reading and writing efficacy. This study, therefore, aims at investigating the kind and strength of relationship

between students' self-efficacy beliefs and EFL reading and writing performance. It also attempts to assess and determine the influence of the sources on reading and writing self-efficacy.

Amongst the four macro skills, writing and reading are focused for two reasons. First, these skills are the ones which are vital to perform most academic tasks in students' various academic areas. Second, it would be beyond the scope of this study to include all skills. Students of the new batch were preferred, for a lot of academic work in reading and writing is awaiting them in the coming few years. The researcher developed the following diagrammatical representation as a conceptual framework of this research project.

Figure 1: A General Model Showing the Research Problem



—→ indicates relationships under investigation

----→ indicates relationship, but not under investigation

1.3. Objectives of the Study

The purpose of this study was twofold. In an attempt to tackle the aforementioned problem, it, first of all, looked into the bond of relationship of self-efficacy beliefs and reading and writing performance. It, then, weighed the effect of sources on self-efficacy. More specifically, the research is intended to:

- ◆ analyze the kind and strength of relationship between EFL learners self-efficacy beliefs and their final performance in reading and writing skills.
- ◆ measure the predictive validity of self-efficacy beliefs to determine students' success or failure in the skills.
- ◆ assess if there are differences/similarities in self-efficacy and performance of males and females.
- ◆ examine the degree of influence each source of efficacy belief has on learners' reading and writing self-efficacy and thereby performance.

Thus, the research, focusing on first year students of Bahir Dar University attempts to answer the following questions:

1. What relationship do students' self-efficacy beliefs and their reading and writing performance have?
2. Do these self-efficacy beliefs predict students' reading and writing achievements? If so, what is the level of influence?
3. Are there significant gender differences in students' self-efficacy and performance in reading and writing?
4. What is the degree of influence of efficacy sources to predict students' self-efficacy in both skills?

1.4. Significance of the Study

The present research can provide teachers, counselors, and administrators with important insights about their students' academic behavior. The researcher believes that the findings of this research would be of a paramount significance for the betterment of language learning and teaching in general and TEFL in Ethiopia, in particular.

It also provides information on the influence each source has on students' efficacy. Thus, teachers, by consulting sources, help students create the desired belief. Parents, schools and universities would find the findings so important that they can plan and work in consistent with students' beliefs. Thus, the findings on sources of self-efficacy could be useful for both teachers and parents to enhance the development of desirable reading and writing self-efficacy among students. In a more or less similar fashion, university students can be aware of the effect of their own beliefs on their EFL success/failure. Informed with the findings from this study, students can gauge their own efficacy and play for the improvement of their own EFL learning and performance.

1.5. Scope of the Study

The research lays its focus on Bahir Dar University wherein the researcher teaches English as a foreign language. In investigating the relationship between self-efficacy beliefs and performance in two macro skills, reading and writing, and the influence of sources of efficacy, the research confined itself to first year social science education students (N=106) taking *Communicative English Skills-II (FLEE 102)* course (see chapter 3 for the rationale) in Bahir Dar University. First year students

were chosen for extensive writing and reading tasks will be expected of them in the forthcoming academic years.

1.6. Operational Definitions

Self-efficacy: one's own belief in his/her own capabilities to perform reading and writing items in English tests (Adapted from Bandura, 1982).

Performance: the achievement scores of students in reading and writing tests prepared for the research purpose.

The subjective and objective cases of first person plural pronoun (we and us) refer to the researcher and the reader (s).

Chapter Two

2. Review of Related Literature

2.4. Clearing the Ground: The Notion of Self-Efficacy

It has just been three decades since Albert Bandura's self-efficacy was introduced. Since then it has attracted the attention of scholars and researchers of diverse disciplines. Following the emergence of the theory, therefore, self-efficacy is defined as "peoples beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives" (Bandura, 1994). In theorizing self-efficacy beliefs, Bandura (1977a) expresses his fear that the concept of self-efficacy may possibly be misunderstood by some researchers and/or scholars. The forerunner of self-efficacy research today, Frank Pajares, strongly cautions researchers to clearly differentiate self-efficacy beliefs from other self constructs such as self-esteem, self-concept (Pajares, 1997; 2008) and outcome expectancy (Bandura, 1977a, 1977b).

It is sometimes assumed that self-efficacy is an overlapping concept with self-esteem. But the two are distinct concepts. According to Pajares (2008:409), the latter is a "broad evaluation of oneself, complete with the judgments of self-worth that accompany such evaluations." As Neill (1996) explains, self-esteem refers to general feelings of self-worth or self-value. It means, therefore, self-esteem is a wide concept which deals with the appraisal of oneself in general. On the other hand, the former, self-efficacy, is concerned with the belief one has about his/her own capabilities to perform specific tasks. It does not, however, mean that

one can draw a line between the two concepts. Central to self-efficacy is capability evaluation, and to self-esteem is judgmental value of oneself. According to Bandura (1999: 28-29), “people act on their beliefs about what they can do as well as their beliefs about the likely outcomes of performance.” Thus, one can possibly deduce that self-efficacy beliefs are constructs which provide answers to “*I can*”, and they are about neither “*I will*” nor “*I feel*” items (Bandura, 1995, 1997; Pajares, 2008, in press). To be self-efficacious is not merely to know what to do, but to possess the capability belief demanded to carry out a piece of task (Schunk and Pajares, in progress).

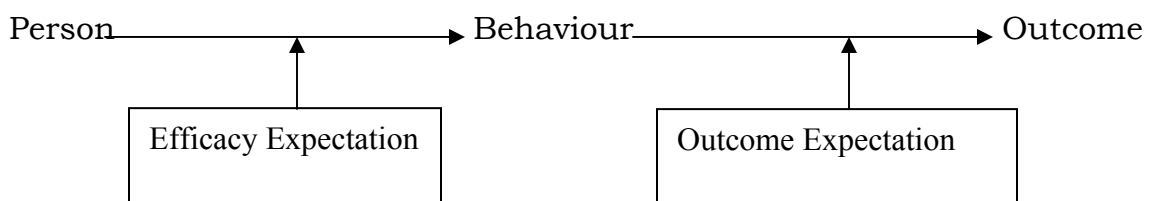
The other concept which seems to be confused with self-efficacy is self-concept, which according to Bandura (1995), seems to create confusion among researchers. Nevertheless, the two constructs differ in that self-efficacy is related to assessment of one’s own competence to perform a specific task (Bandura, 1995); whereas self-concept is seen as a multidimensional psychological variable that includes both cognitive and affective domains (Williams & Burden, 1997; Choi, 2005). For example, the distinct beliefs people have about the physical, emotional and social aspects of themselves can come under the concept of self-concept (Neill, 1996). Compared to self-efficacy, self-concept is more general and less sensitive to specific emotional contexts. A good self-concept item may, for instance, be “*I am good at English*” (Bandura, 1995:8) which is dissimilar from self-efficacy items such as ‘*I can write a compound sentence in English*’. This tells us that self-concept is not item-specific as self-efficacy is. In short, items of self-concept fail to meet the standard of specificity, which will be discussed in the forthcoming sections. As can be seen from the examples, self-concept is too general concept which may not necessarily imply something related to confidence to perform a specific task. In an interview with Bembenutty, Pajares describes self-esteem

beliefs as a reflection of “...questions of *being* and *feeling* (Who am I? Do I like myself? How do I feel about myself as a writer?)” (Bembenutty, 2007).

One, for instance, may say ‘*I am good at reading.*’ Because this statement lacks evidence of a particular reading sub-skill, it is unlikely to find out which specific reading skill the speaker is talking about. The item, in sum, lacks two things. On the one side, it does not indicate any specific skill; and it cannot necessarily refer to capability judgment on the other. With regard their effects, Choi (2005) found that both self-concept and self- efficacy are predictors of undergraduate students’ academic scores with, of course, self efficacy taking the robust influence.

The other construct confused with self-efficacy is outcome expectancy which centers on the belief about the end result of an activity or a behaviour. In an attempt to distinguish self-efficacy from outcome expectancy, Bandura (1977b: 79) uses the following diagram.

Figure 2: The Difference between Efficacy and Outcome expectation



As can be inferred from the above diagram, outcome expectations cannot be synonymous with self-efficacy (efficacy expectation), for outcome expectations, according to Bandura (1977b), are beliefs of success which are predicted after a certain course of action (behavior). A good example may be a case where a student gauges his/her confidence before sitting for an exam where various items are included. This is self-efficacy, a

belief where the individual possesses to execute a behavior (solve exam problems/items). If, however, a belief as to what the final result may arise, that is outcome expectation where prediction about grades is made. In brief, self-efficacy occurs prior to a task in question and outcome expectations come after completing a task. Mentioning Bandura (1987), Shell, et al. (1989:91) explain self-efficacy as a concept which is “directly related to the application of skills, whereas outcome expectations are related to ... consequences.” Nonetheless, it is good to consider that efficacy expectation alone is less likely to produce desired performance level if the component capabilities are lacking, and *vice versa* (Bandura 1977a, 1977b).

In conclusion, self-efficacy is independent of other psychological constructs like self-esteem, self-concept and outcome expectation. The first two seem to be more general than self-efficacy which is only associated with individuals’ “beliefs in their capabilities to exercise control over their own functioning and over events that affect their lives” (Bandura, 1994:14). Although, the concept ‘self’ is common to them, each is different from another. However, that cannot make one to conclude that individual psychological constructs are synonymous. Therefore, the idea of self-efficacy must not be seen from confused corners, but from judgment of one’s capabilities to perform a given specific task (activity). If there exists any confusion, the measurement of one construct may potentially end up in an invalid conclusion, for the fact that each is independent and cannot be intermingled with others in a study.

To better clarify this notion, the following summary of effects of self-efficacy in general academic context would be helpful:

People with a low sense of self-efficacy in a given domain perceive difficult tasks as personal threats; they dwell on their own personal deficiencies and the obstacles they encounter rather than concentrating on how to perform the tasks successfully. Consequently, they easily lose faith in their capabilities and are likely to give up. In contrast a strong sense of self efficacy enhances people's achievement behavior by helping them to approach threatening situations with confidence to maintain a task rather than self-diagnostic focus during task involvement and to heighten and sustain effort in the face of failure. (Dornyei, 2001: 87).

We can, therefore, see that even though self-efficacy is seen from a single angle, capability judgment, the effect it puts on students' learning can be interpreted in many contexts. Specifically, its interaction with general academic performance is briefly discussed in the following section.

2.5. Interface between Self-Efficacy and Performance

As mentioned earlier, over the past three decades, research has turned its face to the role self-efficacy beliefs can play in various academic disciplines among which mathematics and language skills are at the forefront. Research findings (e.g. Pajares, 1996a, in press; Pajares & Schunk, 2001; Pajares & Johnson, 1994; Millis, et al., 2007) indicate that self-efficacy beliefs influence overall actions of people in general, and students' academic performance in particular. These research reports support Bandura's hypothesis that self-efficacy beliefs of students correlate positively with their academic achievements. The indication is that highly efficacious learners would tend to perform better than those who believe that they are incapable of performing a task in question. Research, (e.g. Zimmerman & Bandura, 1994), indicates that self-efficacy directly affects academic achievement ($\beta = 0.26$) and indirectly through grade goals ($\beta = 0.31$), both at $P < 0.05$, which shows that the influence of efficacy on achievement is significant.

In sum, one can infer that successes in foreign language may be attributed to students' beliefs about their own capabilities to perform tasks given to them (Millis, et al., 2007). Thus, it can possibly be said that foreign language learners who doubt their capabilities to perform better in various skills would tend to be debilitated, and thereby would less likely to score better in exams and tests. This happens, for the role of self-efficacy to performance is crucial. Of the various academic areas the theory of self-efficacy can be studied with, EFL which is presumed to have strong links with capability beliefs could be one (Alamirew, 2005; Anteneh, 2004). Hereunder is an in depth treatment of efficacy in EFL context.

2.6. Self-Efficacy Beliefs in EFL Context

Self-beliefs of various categories may, in one way or another, affect the human functioning of behaviour in general and learners' academic tasks in particular (Pajares and Schunk, 2001). Among all psychological constructs that affect human functioning, the one which is extremely overarching in its effect is self-efficacy belief of social cognitive theory of Albert Bandura (Pajares, 2008: 409). Applied linguists today argue that one's perceptions of his/her own abilities are crucial aspects of foreign language motivation and it was at this juncture that self-efficacy received top attention (Millis, et al., 2007).

In a language classroom like EFL, self-efficacy can well be interpreted as an individual domain which learners bring to the learning environment and thereby contribute to their academic success (Dornyei, 2001). As proposed by Dornyei, we need to integrate self-efficacy in language classrooms so as to enable learners learn with enthusiasm and determination and believe in themselves and their capabilities as

learners. This can possibly be made with systematic consultation and employment of sources of efficacy. (See section 2.4 for the detail). Foreign language learners do activities and/or tasks of all skills. They think of their actions before deciding to perform. And more importantly, as Dornyei (2001) explains, they can learn little without motivating themselves. We may notice students with different beliefs:

Some may think that you can master a language in a few months, and others might believe that even years of suffering may not be sufficient. Some may think that you can only learn the L₂ in the host environment, ... Some may think that [they] need a special 'knack' for languages to be able to learn them, and others might believe that the hard work and persistence should be enough... The list is endless (Dornyei, 2001: 66-67).

In a similar fashion, EFL may be approached differently by learners. To achieve better in EFL exams may be felt by some as difficult as climbing a steep mountain. Some others, in contrast, may be comfortable with such EFL academic challenges. One can think of the difficulty learners face when tackling with a foreign language like English in the Ethiopian context. The challenge will likely be twofold, for students, according to Stern (1983), who have no access to the real environment where the language is used. In helping students' overall competence and performance in the language, therefore, EFL learners have to build their self-efficacy beliefs continually. They will be in difficulties and/or negative edges of success otherwise. Thus, the varied beliefs of students to master skills would have effects on Ethiopian students' English language performance. At the peak of such beliefs is self-efficacy which is potent to determine the realms of functioning in EFL learning.

Self-efficacy can, in addition to predicting performance, also facilitate foreign language learning by allowing learners feel optimistic about their own academic tasks and activities. In a broad sense, Bandura (1997)

argues that self- efficacy beliefs of learners affect almost every thing they do including how they think, motivate themselves, feel, and behave. Similarly, foreign language students' beliefs of personal competence may also affect their learning activities, choice of study and career they would be involved in (Millis, et al., 2007).

2.6.1. Self-Efficacy and EFL Writing Performance

As Pajares and Valiante (2006) point out, “writing is not only a process of making meaning but an activity through which individuals engage in self understanding”. Writing, according to Veit, Gould & Clifford (1990:4), is “a complex process, involving dozens of previously acquired skills.” Thus, it can be said that writing involves many complicated tasks.

Compared with other language skills, writing seems difficult in that it is a solitary task which requires the writer's psychological strength to cope with all the challenges indicated in the above paragraph (Byrne, 1988). Although cooperative writing may sometimes be possible, writing, in most cases, is an individual activity where the writer conveys his/her message to the reader who is non-existent physically. Therefore, it is up to the writer to imagine the audience, determine purpose and communicate in the intended way. It is the writer who faces the challenges in the process of writing. As Yonas (1996) explains, writing entails various sub-skills till the production of the final copy. Yonas adds that the writers' engagement in the whole of writing process would probably seek his/her vigorous beliefs among other variables. One of such beliefs and paramount, of course, is self-efficacy which according to Pajares (2003) has a key role in determining students' writing performance.

Unlike such theoretical developments, historically, researchers in the field of language teaching and composition made their focus on the methodological issues and classroom practices of learning and/or teaching varied skills (see Pajares & Valiante, 2006). However, it seems today that the focus has also been diverted to the boundaries of psychological variables and language teaching and learning. Following this, self-efficacy was considered to influence linguistic performance in general and writing achievement in particular (Pajares, 1994; Hampton & Mason, 2003; Millis, et al., 2007; Pajares, 2003; Zimmerman and Bandura, 1994). Findings from the path of inquiry (e.g. Pajares and Valiante, 2005) show that students' beliefs about their own writing processes and competences are influential in their ultimate success as writers. Accordingly, it is possible to say the task of writing cannot be detached from self-efficacy beliefs, as the traditionally *think*, *plan* and *write* procedures are devoid of such psychological matters.

One overt truth about writing in schools and colleges is that every one is capable of writing; however, the level of success may vary depending on each student's belief about his/her own capabilities to effectively communicate through writing (Pajares, 2003; Pajares & Valiante, 2006). This suggests that even though students may potentially write and transmit message, it will probably be less likely for them to achieve their communicative goal unless they believe they can do it right.

Various researches have come with findings which attest positive relationship between self-efficacy and performance in academic subjects. Observing researches of self-efficacy with task specific items, Bandura (1995) reports that the correlation between self-efficacy and general academic performance may range from $r=0.49$ to 0.70 . And self-efficacy was found to show direct effect of $\beta= 0.395$ with writing performance (Pajares and Johnson, 1996).

In the same vein, multiple regression models of writing self-efficacy, as reviewed by Pajares (2003, 2007) show that the efficacy belief is positively related to writing performance ($\beta = 0.32$ to 0.42). Ultimately, Pajares (2007:239) concludes that the typical range between self-efficacy beliefs and writing achievement in most studies is from 0.30 to 0.50. Although mathematics self-efficacy is found to show stronger relationship with mathematics performance (Bandura, 1995; Yalaw, 1997), it was found that students' confidence in their capabilities of writing is significantly correlated ($r=0.32$) with final scores (Shell, et al., 1989). The idea is, therefore, regardless of disparity of results across skills, writing skills and persistence of students would most likely be affected by efficacy beliefs students may possess.

One thing which can vividly be seen is that the findings are all consistent and indicate positive relationship between writing self-efficacy beliefs and writing achievement. It seems that the researchers cited above unanimously agree that writing efficacy of students is a good predictor of their writing performance. Nevertheless, it has to be understood that efficacy in EFL writing and reading may not necessarily be equivalent with efficacy in other academic subjects, such as science and mathematics. As will be seen in the forthcoming sections, Bandura (2006) believes that efficacy beliefs vary across various domains. No matter how this happens, an individual's capability beliefs are not always the same for different skills.

By way of summarizing, it may be stated that self-efficacy is the best predictor of writing performance (Pajares, 2003; Pajares and Johnson, 1994) when compared with other constructs. But confusions have to be cleared so that the effect of self-efficacy can well be understood. A strong sense of efficacy can, other than performance, influence students choice

they make, effort they expend, persistence and perseverance they exert to produce good compositions (Pajares, 2003; Bandura, 1997a, 1977b) and self-regulatory learning that students do for themselves in a proactive way (Zimmerman & Bandura, 1994; Zimmerman & Martinez-Ponz, 2004). A self-regulated learner weighs his/her weaknesses and strengths in different skills and prepares himself/herself accordingly.

To put matters briefly, the task of writing is very complicated which includes tasks such as pre-writing, drafting, revising, editing proofreading and many others (Raimes, 1983; Hedge, 1988; Veit, et al., 1990). But, students' self-efficacy beliefs are significant contributors in the whole process of writing. Those who have a strong belief in their capabilities would likely to perform better in writing skills than the ones who lack such beliefs.

Most accounts of research in education and applied linguistics (e.g. Pajares, 2003; Pajares & Valiante, 2006; Anteneh, 2004) suggest that self-efficacy beliefs and students' writing performance, though they may vary across situations, are correlated. Thus, the pedagogical implication may be that efficacy expectations should be fostered and kept flourishing for the betterment of learning and success in EFL academic avenue.

2.6.2. Self-Efficacy and EFL Reading Performance

It seems, from the researcher's observation and readings, that research has not paid adequate attention to reading self- efficacy as opposed to writing self-efficacy. Reading, though may not be as complicated as writing is, (Veit, et al., 1990) demands active participation of the reader. In order for the reader to understand the written text, he/she has to

involve himself/herself in the process of reading. Thus, the fully-fledged sense of the text can be caught.

Of course, good reading and good writing skills are inextricably inseparable; and they support each other (Veit, et al., 1990; Atkins, Hailom and Nuru, 1996). Nuttal (1982) describes the ways in which good and bad readers reach at finding meaning from a written text. According to Nuttal, successful readers actively communicate with the writer through bringing the whole of themselves to the text, whereas poor readers see the same text as an uphill struggle. The implication is success in reading comes only if a lot of effort to make out meaning is accomplished on the part of the reader.

With an in-depth cognizance of this, it seems that reading alone does require a number of sub-skills and strategies which enable the reader to effectively comprehend the text. According to Nuttal (1982), the strategies, among others, include interpretation, contextual understanding, selection of relevant ideas, identifying referencing, inferring meaning, and so on. Whatever, strategies do students use in classroom reading, all students should read and think aloud (Janzen, 2002), and to reach this goal, as Renandya and Jacobs (2002: 300) argue, teachers can help students involve in extensive reading and thereby “strengthen their grip on the efficacious tool of reading.” Strongly linked to this is the contention that the reading task should place meaning as its nucleus (Nuttal, 1982).

From the above explanation it is possible to figure out that reading performance can potentially depend on students’ self-efficacy beliefs. Some previous studies found that the reading efficacy beliefs of students are significantly correlated to reading achievement (Nicholls, 1979, Paris & Oka, 1986; Cited in Shell, et al., 1989).

As Wagner, Spratt, Gas and Paris (1989) state, some language learners may find inferring meaning from a written text simple, while some others may be debilitated about such tasks. This shows that performance on sub-skills of reading may require strong self-beliefs of students. In their findings, Wagner, et al. (1989) report that learners' beliefs significantly affect reading performance ($r= 0.32$). In the same way, Shell, et al. (1989) found ($R^2=0.32$, $F = 23.81$, $P<0.0001$), which indicates very significant contribution of reading efficacy to reading performance. But Shell, et al. (1989) revealed that the strongest efficacy was found in reading than writing, for which they found $R=0.527$ and $R=0.319$ respectively.

Furthermore, Millis, et al. (2007) also investigated the combined effect of self-efficacy anxiety, self-concept, value of language and culture on listening and reading achievement. Accordingly, they reported that the independent variables, in combination, contribute to achievement; however, value of language and culture were proved to have no significant contribution. Generally speaking, self-efficacy as it influences academic outcomes in numerous disciplines (Pajares, in Bembenuddy, 2007), is also a potential predictor of reading performance (Shell, et al., 1989; Andargachew, 2004).

By way of conclusion, it may be stated that both reading and writing performance of students at any level is dependent on the beliefs they have about their own capabilities. The '*Nothing is impossible.*' motto would help them great deal. There is one important point about reading and writing skills: they both possess many overlapping sub-skills which may support each other's improvement. With regard to this, Shell, et al. (1989:92) state that "Because reading and writing skills themselves are related self-efficacy beliefs about these skills also may be related." What can generally be said is self-efficacy belief, as influential determinant of the whole of human action, is good precondition to success in foreign

language writing (Pajares, 2003; Pajares & Johnson, 1994; Pajares and Valiante, 2006) and reading (Shell, et al., 1989; Wagner et al, 1989).

The argument is, therefore, even though foreign language learners are told to comprehend a text and meaningfully react to it (Nuttal, 1982), their achievement highly lies on the beliefs they have about themselves and tasks in the reading text (Arnold and Brown, 1999; Shell, et al., 1989).

2.7. Sources of Self-Efficacy Beliefs

Students' self-efficacy - the beliefs they hold about their own capabilities to perform a given specific academic task- have reasonable potential of predicting students' performance in those tasks. It has been argued above that students' beliefs can contribute a lot for their overall academic programmes. Nonetheless, one may raise an important question about where these beliefs come from and if they could be fostered. To assess, otherwise, the mere relationship between efficacy beliefs and achievement would be of little value, unless the sources are known and applied in the right context.

Bandura (1977a, 1977b, 1994, 1995, 1997) after a thorough hypothetical consideration of multifaceted factors, introduces four major sources of self-efficacy beliefs; these are *mastery experience*, *vicarious experience* (provided by social models) *social and verbal persuasion* and *physiological states*.

According to Bandura (1995, 1997), it is from the four sources that students are informed about their capability beliefs. The way students interpret each will determine their efficacy. As Harmer (2001) argues the

motivation of students to shoulder tasks in English may be influenced by extrinsic and intrinsic factors from various angles. Following is a critical review of these efficacy sources.

2.7.1. Mastery Experience

Mastery experience [performance accomplishment] is “the interpreted result of [students’] own previous attainments” (Usher and Pajares, in progress: 4). Mastery experience, in other words, refers to the previous accomplishments of students in certain domain of tasks, and the interpretation of these accomplishments by students themselves. It may not necessarily be the actual score students earned on specific tasks before, but it is students’ own understanding of these achievements or scores. In connection with this, Bandura (1997), mentioned in Schunk and Pajares (in press), states that the sources of self-efficacy information may not necessarily be interpreted as judgments of competence.

Mastery experience is proposed as the most effective source of efficacy through which learners can build a robust sense of self-efficacy (Bandura, 1994, 1995, 1997; Schunk & Pajares, 2007; Pajares, et al., 2007; Schunk & Pajares, in press; Pajares, 2008). Thus, students’ judgments about their prior academic accomplishments provide best efficacy information. Previous level of success in academic careers better predicts the strength of the self-efficacy. In other words,

Successes raise mastery expectation; repeated failures lower them, particularly if the mishaps occur early in course of events. After strong efficacy expectations are developed through repeated success, the negative impact of occasional failures is likely to be reduced. Indeed, occasional failures that are later overcome by determined effort can strengthen [self efficacy]...if one finds through experience that even the most

difficult obstacles can be mastered by sustained effort (Bandura, 1977b).

A possible inference from the above quote is that one cannot tremendously boost self-efficacy by merely putting his/her score above a certain limit. It should, rather, be seen from the nature of experience the learners had to score a certain limit. The experience one has with determination and perseverance will count positive, if not debility will follow, which in turn leads to academic failure. Thus, the prior academic performance (mastery experience) has a paramount significance for current self-efficacy and thereby achievement.

Mentioning Stipek (1984) and Schunk (1989), Nuru (2000:10) states that learners' "beliefs about their capabilities for further learning" may potentially be affected by prior experiences. Underscoring the notion of experience is so crucial in that easy successes, provided that they are interpreted positively, may result in expectation of quick results and desperation by failures (Bandura, 1994). Mastery experiences could prove robust self-efficacy only when the passage is occupied by challenges (Bandura, 1997). There are, however, cases where individuals exert great effort, but fail to achieve. In this case, the efficacy beliefs may probably be washed down. "Similarly, success that can be achieved with the help of others provides a weaker indication of one's personal ability than does success achieved on one's own" (Usher and Pajares, in progress: 5).

In a nutshell, it could be said students engage in learning, take exams, interpret their performances in one way or another, and apply it to build their level of academic self-efficacy. Cognizant of their interpreted success, students can be ready to enhance their efficacy. Therefore, outcome interpreted as success will raise the sense of efficacy, and that

interpretation of achievement as failure will lower the efficacy (Pajares, 2003, 2008; Usher and Pajares, in progress; Bandura, 1977b, 1994; Pajares and Valiante, 2006; Pajares, et al. 2007; Schunk and Pajares, in Press).

2.7.2. Vicarious Experience

The terms *norm-referenced* and *criterion-referenced* are very familiar in the field of education. Our focus now is the former- *norm referenced* where the achievement of a student is evaluated in comparison with the rest of the students in his/her class. In order for students to gauge their capabilities, they need to see the performance of others. By observing what others, particularly peers, can perform, learners can gauge their own efficacy strength. As Pajares (2004: 2) explains, “people learn not only from their own experience, but by observing the behaviours of others”, they can also support their learning. Vicarious experience is, therefore, another possible source of efficacy information. “Seeing others perform threatening activities without adverse consequences can generate expectations in observers that they too will improve if they intensity and persist in their efforts” (Bandura, 1977b). Thus, it means that the ones who are observed are models for others (observers). Hazardous experiences which are frequently proved and displayed by a variety of models are more effective than those displayed by the same model (Bandura, 1977b). This is because exposure to various successful models will enhance students’ sense of efficacy (Bandura 1977a, 1977b, 1994). More importantly, models who can go through ups and downs [coping models] are more likely to boost observes’ efficacy than “mastery models who respond to mistakes as though they never make them” (Schunk; 1983; 1987; Schunk & Hanson, 1985, 1988; cited in Usher and Pajares, in progress: 5).

It seems that there would also be a case where students, when exposed to bad social role models, who fail to confront in the face of challenging tasks, would tend to lessen their efficacy. But social models that are emblems of strength, persistence and perseverance are likely to have a positive effect in taking observer's sense of efficacy to a higher level. It can be seen, however, that the observed and observer should have many characteristics in common, if influence of one is to affect the other's capability belief. As Bandura (1994: 3) contends, "the greater the assumed similarity, the more persuasive are the models' successes and failures".

However, Usher and Pajares (in progress) do not seem to accept this view of Bandura (1994: 3) for principally they believe that perceived similarity between the model and the observer is not necessarily indicative of the power of social models.

As a reconciliation of the two views, one may consider Bandura's (1997) view that even though students are exposed to dissimilar models, they may not necessarily ignore the information. In other words, students, as good observers, may not hesitate to receive the observed one as a social model by whom they could possibly be influenced. As Millrood (2001:405) suggests, solution to enable unsuccessful learners perform better, the attention of these students has to be drawn to "how successful students arrive at their results." That is, successful models exert a positive impact.

In academic settings, students undergo efficacy changes, provided that they observe different models from the real world. Mentioning Bandura (2004), Usher and Pajares (in progress) report that peers in classroom or out and family members are the most influential models. The role of media, they add, has to also be taken into account.

Both rewarded and punished models will influence the observer's behaviour and belief (Slavin, 1994). A significant model-be it peer or family member- can help the learner in many ways to build the efficacy sense and thereby performance (Pajares and Valiante, 2006; Schunk, 1995, cited in Schunk and Pajares). The whole of vicarious experience, therefore, would create a sense "If they can do it, so can I" (Pajares, 2008). Thus, all the above considerations about vicarious experience play significant roles in creating strong efficacy beliefs.

2.7.3. Social Persuasions

Any individual lives in an environment where there are people. Thus, we are surrounded by different others among whom parents, peers and their teachers are the foremost. Encouragement from these parties will likely cultivate students' confidence, and on the contrary, discouraging of students' performance will severely debilitate their confidence of competence (Bandura 1977a, 1977b, 1994, 1997; Pajares, et al., 2007; Usher and Pajares, in progress). "But social persuasions are not empty praise or inspirational statements" (Schunk and Pajares, in press: 5). They have to knock at the capability beliefs of students so that students may feel that a given task is attainable with their best effort and persistence.

This idea is core concept in an EFL context where most students, as reported by (Alamirew, 2005; Abiy, 2005; Mekonnen, 1998), have low proficiency levels. Thus, what teachers and parents comment upon students' performance has a crucial role in building up the students' self- efficacy. The feedback students receive may affect, not only their beliefs of capabilities to perform tasks but they may also influence

students' "attitudes toward school in general or toward specific subject matter" in particular (Stipek, 1984; Schunk 1989; Mentioned in Nuru, 2000:10).

Therefore, positive verbal persuasions could contribute significantly to students' academic success, while negative of criticisms would produce negative consequences. Research findings in this sphere (Pajares, et al., 2007, Pajares, 1994) indicate that social persuasions (feedbacks) predict students' self-efficacy strength, even though the findings may vary across different circumstances.

If it is the case that EFL teachers and other bodies are to ignore the role of feedback and to fail to use it for positive effect, then the foreign language success is likely to be a nightmare. Comments which may build students' confidence up should be emphasized. As Millrood (2001:406) underscores, feedback in many classrooms is getting a "missing cornerstone." In order for students to improve their EFL performance, therefore, a wise use of praise and constructive criticism has to be sought (Italo, 1999). In his investigation among various methods of feedback, Italo found that students prefer to have comments for their writing tasks. This tells us that feedback is at the heart of students' failure or success in the EFL context.

To sum up, what comes from parents, peers or teachers- be it verbal or non-verbal- about students' linguistic performance would influence capability beliefs and EFL learning as a whole.

2.7.4. Physiological States

Students, as they contemplate classroom tasks, would find themselves desperate with some activities. This time, physiological states, such as anxiety, stress, depression, fatigue and mood, will control over students' functioning (Usher and Pajares, in progress; Pajares, et al., 2007; Bandura, 1977b, 1995). We realize that these emotional feelings create discomfort inside ourselves. It is not such feelings in individuals which solely affect behaviour. It is rather the ways people interpret these emotions which highly influence their functions (Bandura, 1994; Usher and Pajares, in progress). Some people "interpret their stress reactions and tensions as signs of vulnerability to poor performance" (Bandura, 1994: 3). For instance, Arnold and Brown (1999) contend that physiological states, such as anxiety and nervousness, have a "down-spiraling" effect on language performance. This argument is strongly resisted, however. It seems that if learners are pessimistic about their emotions such as anxiety, they would probably trigger another nervousness which may collapse their performance. But it does not always mean that "typical anxiety experienced before an important endeavor is a guide to low self-efficacy" and/or low performance (Bandura, 1995:4). Thus, what matters is not the sense of anxiety, but the meaning learners give to it and the way they interpret it.

This shows that though it seems true that physiological states and self-efficacy are negatively correlated or, as Usher and Pajares (in progress) state, have curvilinear relationship, it is not always the case that the two are correlated this way. It all, rather, depends on how students view their anxiety. As Lucas (1998) claims, nervousness could be a resource itself, provided that speakers could wisely use it for an effective end. Thus, the

interpretation plays a great role than does the mere existence of anxiety or stresses in EFL learners.

MacIntyre (1993), cited in Abate (1996), explains the foreign language anxiety as the apprehension learners experience during a foreign language class where they feel that they lack proficiency. Anxious students, we said, may negatively interpret their feelings, and that leads them to lack of confidence in their own capabilities and to failure.

Some learners may of course, interpret their anxiety or stress or fatigue as an indication of weak performance. According Abate (1996), these learners create strong association between anxiety and weak performance in EFL. Such strong [be interpreted either negatively or positively], physiological states provide information about the students' level of efficacy (Pajares, et al., 2007). Pajares, et al. indicate that exam anxiety and stress are usually signs of low self-efficacy.

Therefore, the foreign language learning may also be influenced by such affective variables (Williams & Burden, 1997; Abate, 1996; Arnold & Brown, 1999). It is, thus, the case that those who observe their feelings positively are advantageous in that they would probably come to believe in their capabilities, whereas pessimist thinking would likely adverse students' beliefs of capability such that they will come to feel that they are incompetent or less competent.

By way of conclusion, it may be stated that the above four sources are the major ones, and inclusive, of course, proposed as main streams where efficacy information could be gained from (Bandura, 1977a, 1977b, 1994, 1995, 1997). Schunk & Pajares (in press: 6) caution that direct translation of these sources into judgments of competence is not acceptable; they, instead, advise that it should be understood as the

“selection, integration, interpretation, and recollection of information influence judgment of self-efficacy.”

Studies indicate mastery experience, of the four, has accounted the strongest predictor of students' self-efficacy in science (Britner & Pajares, 2006) and writing (Pajares, et al., 2007). In another study, Pajares (1994) checked the significant contribution of social persuasions to boost self-efficacy. In the study conducted by Hampton & Mason (2003), all the four sources predicted self-efficacy. However, physiological states in some researches showed no significant contribution to self-efficacy (Pajares, et al., 2007).

Winding discussion on sources of efficacy up here, we shall now move onto the next sensitive issue- viz, gender and self-efficacy.

2.8. Self-Efficacy and Gender

Several studies have made gender and efficacy as their main focus of attention. This shows that gender has a place in self-efficacy. Most researches attempted to investigate the relationship between students' gender and their mathematic ability (Pajares, 2005; Yalaw, 1997; Mustofa, 2006; Asefa, 2006) and students' gender and their language skills (Pajares, et al., 2007; Schunk, 2003). The reports reveal that females are strongly confident in language arts, whereas, males have strong capability beliefs in math and science subjects.

According to (Pajares, 2003; Pajares & Valiante, 2006; Usher and Pajares, in progress), even though girls show strong confidence in elementary level, their confidence is likely to diminish as they go to higher levels. (Pajares, 2003), on the other hand, reports that although

girls and boys have equal levels of confidence in higher grades, it was realized that girls' achievement in writing excelled that of boys'. The fact is that gradual decrease in self-efficacy among girls is significantly associated with socio-economic factors (Pajares, 2003; Tilaye, 1997). In another study, Andargachew (2004) found males' both reading efficacy and achievement surpassed those of females'.

In Ethiopia, where people are rigidly bounded by socio-cultural and economic snags, it would be difficult to entertain ideal gender equality. In schools, for instance, Tilaye (1997) found that most girls, due to various reasons dropout of school, and as a result, few would be moving forward in their academic career. Thus, gender stereotypical thoughts, as Pajares (2003) underlines, will affect the confidence boys or girls possess. The foreign language environment cannot have a different fate. In another research, Millis, et al., (2007) found that even though females show strong efficacy beliefs in foreign language, their performance could not surpass the males'.

Girls and boys in schools and universities in Ethiopia do not seem to have the same confidence levels, because there exist socio-cultural and economic challenges from the environment.

2.9. Issues of the Measurement of Self-Efficacy

In the early years of the introduction of self-efficacy theory, Bandura (1977a) explains that because some researchers use invalid measurements of self-efficacy, the results show loose relationship between efficacy and academic achievement. The two major lacks in this regard, according to Pajares (1996a, 1996b; Bandura, 1995) are specificity and correspondence. It does not, however, mean that these

studies should have necessarily reflected Bandura's contention. The fear may be with the obfuscation of potential influence of self-efficacy on academic success (Pajares, 1996b).

There are three important parameters for self-efficacy measurement: level, strength and generality (Bandura, 1997; Pajares, in Bembenutty, 2007).

According to these scholars, level refers to the various tasks in a certain language domain, such as the writing domain. In the writing domain, for instance, the level (complication) may range from more simple tasks (such as writing simple sentences) to developing an essay with correct punctuation. The level, however, has to be consistent with students' academic status (Pajares, in Bembenutty, 2007). Those leveled items will be used to gather data on the strength of students' self-efficacy which may differ from item to item, and across domains (Pajares, 2003). The other point, generality versus specificity of items seems to be unheeded by various self-efficacy researchers (Pajares, 1996b). It refers to whether or not the domain or skill under question is specific or broad (Bandura, 2006).

The more domain-specific the items are, the more predictive validity will have self-efficacy on academic performance (Bandura, 1995; Pajares, 1996a, 1996b, 2003). "Students are unlikely to judge themselves as efficacious across all types of language...activities..." (Pajares, in Bembenutty, 2007:669).

This implies that students' confidence across various tasks will differ. Furthermore, the issue of correspondence should be highlighted here. As (Pajares, 1996a) suggests, there should be a match between efficacy items and test items. In other words, the language skills' test items should reflect the efficacy items, no more no less. The self-efficacy items

should also be expressed in terms of *can*, and not *will* (Bandura, 1995; Pajares, 2003).

In line with this, from various research works, it seems true that the use of certain scales for the measurement of efficacy is obfuscated. This difference, in response formats, among researchers is likely to affect the kinds of findings.

Different scales have been used by different researchers. To mention some among the many, Pietsch, Walker and Chapman (2003) used a 0-10 (*not sure at all to very sure*) scale to measure students' math self-efficacy. Likert types, 0-7 (Millis, et al., 2007), 0-5 (Choi, 2005), 0-6 (Asefa, 2006), 0-3 (Alamirew, 2005) and 0-4 (Andargachew, 2004) were also used while a 0-100 scale was also employed by (Shell, et al., 1989; Pajares and Johnson, 1994; Anteneh, 2004). Though in very limited contexts, Usher & Pajares (in progress) point out that qualitative method is also possible. These inconsistencies may potentially affect the final results of the studies.

After an in-depth investigation into the strength of various scales, Pajares, Hartley and Valiante (2001) found that the scale which ranges 0-100 response format is the one which is psychologically stronger than the rest. Bandura (2006) also advises researchers to avoid few-stepped scales, like the traditional Likert's type, and employ the 0-100 scale which guarantees high sensitivity and reliability.

2.7. Concluding Remarks

The implication is, therefore, self-efficacy, being at the heart of Social Cognitive Theory, would strongly influence EFL learners' activities and

performance. Research indicates that the current status of EFL learners in Ethiopia is not promising. Girma (2005) reports that among other things back and forth, learners' proficiency level in English language is found to be very low. This being the case, students' level of self-efficacy beliefs may probably be the strongest predictor of their success in English. This, however, does not mean that the strong capability beliefs would necessarily lead to performance, nor does it mean that capable learners would not have low self- efficacy (Bandura, 1994; Schunk & Pajares, in press).

To nurture their self-efficacy beliefs, students have to be nourished from the four sources (mastery experience, vicarious experience, verbal and social persuasion, and physiological states). Generally, the relationship among variables is two-phased. Sources feed the efficacy of students. The efficacy beliefs, in turn, predict the academic performance of students. It is, therefore, this theoretical framework of Bandura (1977a) which is adopted for the purpose of the present study.

Chapter Three

3. Research Design and Methodology

3.1. The Research Design

As mentioned earlier, this research project was aimed at investigating the relationship between students' self-efficacy and their reading and writing performance. It has also examined the influence of the four hypothesized sources of self-efficacy on the beliefs students have about their own academic capabilities in EFL reading and writing. To achieve its purpose, the research was designed principally to be quantitative [i.e. correlational study]. This research design was adopted, for it allows the researcher to numerically analyze the interaction among the dependent and independent variables in the study. Performance as indicated in the *general model* presented in section 1.2 of chapter one is a variable which could be predicted through its correlation with self-efficacy. The four efficacy sources (mastery experience, vicarious experience, social persuasion and physiological states) are the independent variables whose change was presumed to influence the dependent variable (self-efficacy). We have to consider that this model was used for both reading and writing skills. Thus, the present study comes under the umbrella of correlational research design where both description and inference are involved.

3.2. Subjects and Sampling Technique

The subjects of this study were 106 (83 male and 23 female) first year undergraduate students in the faculty of social science education of Bahir Dar University. As stated in chapter one, these students were

chosen for they would have to carry a lot of EFL reading and writing tasks in the remaining years in the university and in their career of teaching in the future. It is evident from experience that reading and writing are frequently demanded skills from university students. Natural science students were not included to minimize the possible effect field difference as an intervening variable in the study.

Cluster sampling was used, for 'naturally' formed groups were there. Departments and sections in the faculty of education were clusters which did not require the researcher to make artificial grouping for the study purpose. Applying the multi-stage cluster sampling technique, out of the total of six departments in the faculty of Social Science Education, Bahir Dar University, two sections, (i.e.1/3), were selected using simple random sampling (blindfolded draw) technique. Then, a total of 106 students (all students in the selected sections) were selected as participants in the study. The inclusion of all subjects in each cluster is commendable in application of such sampling technique (Wiersma, 1995). Moreover, it could help the researcher minimize complexity of selecting samples from each section.

3.3. Data Gathering Instruments

Two instruments- questionnaires and tests- were used to gather the necessary data from students. The nature of each is described below.

3.3.1. Questionnaires

A total of four questionnaires: two to assess students' efficacy of reading and writing, and two to examine the effect of sources on the self-efficacy beliefs of students, were developed and used. The questionnaire items

were developed so specifically that each item could examine learners' capability beliefs towards the performance of specific language task or skill.

Taking this and other measurement issues discussed in the previous chapter into account, the questionnaires were prepared to gather data on students' capability confidence to perform specific language tasks. A 0 (no chance) through 50 (moderately certain) to 100 (completely certain) scale, where subjects can gauge their efficacy level in percentage terms, was used to collect data on learners' self-efficacy level in both reading and writing skills. The scale is testified for its validity and psychological strength (Pajares, Hartley and Valiante, 2001; Bandura, 2006). The Cronbach's Alpha coefficient of reliability (or consistency) was found high ($r = 0.842$) for the total of 20 items indicating the items were measuring the underlying construct: self-efficacy. And there existed strong internal consistency among items.

A. Reading Self-Efficacy Questionnaire

Ten items, each measuring students' confidence to successfully carry out specific reading tasks, with a scale ranging from 0 (no chance) through 50 (moderately certain) to 100 (completely certain), were developed. Some of the items (1, 2, 6, and 10) of reading self-efficacy were adapted from the instruments used by Millis, Pajares, & Herron (2007) and Shell, et al. (1989). Mohamad's (1999) levels of reading comprehension tasks (*literal comprehension, interpretive or referential comprehension and critical reading*) and Greenall & Michael's (1986) identification of major reading sub-skills were both consulted to develop the remaining six reading self-efficacy items. The items were, therefore, written in a way that each efficacy item is written parallel to a sub-skill of reading. The instrument includes items such as: *'How sure are you that you can read and*

understand details from a written text? How sure are you that you can read and infer indirectly mentioned concepts?’

Subjects were instructed to use any number between and including 0 and 100 to indicate their level of capability belief towards each reading sub-skill (see section 3.3.3). The items asking students’ capability beliefs to perform specific reading comprehension skills were appraised by three TEFL experts if they were written parallel with the actual reading test items. That is how measurement validity, according to Bandura (2006), can be guaranteed.

B. Writing Self-Efficacy Questionnaire

For the writing self-efficacy questionnaire, six items were adopted from the instrument developed and used by Pajares, Britner & Valiante (2000) and three items were adapted from the same source. The changes were made to lower the degree of writing efficacy to paragraph level, for first year students of Bahir Dar University are expected to perform writing mainly at that level. Item 9 was added by the researcher to include the issue of use of transitional devices. The items ask students to rate their capability beliefs to perform each writing sub-skill. As done in the reading self-efficacy, the writing self-efficacy items were written in a way that they could assess the efficacy level of students on a similar basis, 0 through 100 scale. A sample item is: *How sure are you that you can end paragraphs with proper conclusions?* In order to answer such item, students were free to rate their confidence level of performing each specific task by indicating any number between and including the margins, 0 and 100.

C. Questionnaires for Sources of Self-Efficacy

The items used to measure the sources of students' self-efficacy in both skills were adapted from a profile of items collected by Usher & Pajares (in progress). Changes were made so as to bring the general academic task items to EFL reading and writing context. Two questionnaires, one for sources of reading self-efficacy and another for sources of writing self-efficacy, each consisting of 18 items to assess students' appraisal of the four sources of self-efficacy were prepared. These questionnaires were similar, except for the variety in use of words *reading* and *writing* (see appendices 3 and 4). The Cronbach's Alpha coefficient of reliability for all items was found to be 0.83 indicating that there existed strong internal consistency among items. Mastery experience, social persuasions, physiological states consisted 4 items each; and vicarious experience had 6 items (3 for observation of adults and 3 for peers). A sample item for mastery experience, for instance, is: *'I got high grade in last semester's reading tasks and tests'*. A similar item was set to mastery experience of writing self-efficacy. *'I noticed my heart pounding when I took reading/writing test'* is an item written to measure physiological state for reading or writing. 1 to 6 Likert's type scale ranging from end values *definitely false* to *definitely true* was used in both questionnaires.

3.3.2. Tests

As tests can be applied to research purposes as in the present study, two tests: one measuring students' reading comprehension performance and the other their writing performance were prepared. Following are descriptions about the nature of the two tests.

A. Reading Performance Test

The reading test items were written based on a passage about deforestation. It was originally accessed from internet and was modified. The topic was chosen, for the reason that deforestation is Ethiopia's sensitive agenda of discussion today. Thus, it was assumed that subjects could possibly integrate their background knowledge with the text. The text's difficulty level and length (one and a half pages and seven paragraphs long) were recommended as appropriate by the experts who were consulted.

Test items of various types in agreement with the previously developed reading efficacy items were written by the researcher. An attempt was also made to order the items from simple to complex to let students go smoothly from what they could easily do to the more challenging ones. Specific items in the reading efficacy were referred to when each test item was written. The question whether reading test items were written in congruence with self-efficacy items was checked by the three TEFL experts based on whose comments some items were added to satisfy the validity of the items. Accordingly, *literal comprehension*, *interpretive or referential comprehension* and *critical reading* items among other sub-skills were all included in the test. Ultimately, it was asserted that all the reading efficacy items were adequately reflected in the reading test items. The items, therefore, were meant to test the reading sub-skills indicated in the reading self-efficacy questionnaire. This was the other way by which reliability and validity of the items could be established.

B. Writing Performance Test

A test measuring writing performance of students was written. The development of these items was made in accordance with the writing self-

efficacy items in the questionnaire. The writing test has six parts in which sub-skills such as agreement, mechanics, coherence and paragraph writing skills were included. Topics raised in the items were varied, and they centered on local experiences. This was done to attract students equally. The items were testified by those TEFL experts if they were wholly reflections of the writing self-efficacy items. Thus, it was checked that the test items were made to test the sub-skills raised in the writing efficacy instrument. Such check-ups would highly guarantee validity (Bandura, 2006).

3.3.3. Data Gathering and Analyses Procedure

As it was attempted to explain in the previous sections, this research is quantitative. It tried to show the relationship among sources of efficacy beliefs, level of efficacy and performance in the focused receptive and productive (reading and writing) skills. To this end, the following procedures were followed.

Because most of the efficacy instruments were standardized and directly sent to the researcher from Frank Pajares, a forerunner self-efficacy researcher, pilot study was not conducted for the items. However, the reliability of items developed by the researcher was checked with the help of the experts. As a result, revision was made so as to keep some items clear. In addition, with the recommendation of the experts, some ambiguous items were revised so as to keep clarity. As soon as the researcher reached Bahir Dar University, he contacted the course instructors of the selected sections. Ultimately, it was agreed that the instructors were ready to take the reading and writing test scores as part of the continuous assessment of the course. And students were informed about this. This was done with the intention to avoid data fabrication. In

an auditorium at Bahir Dar University, 106 students were gathered and, with the help of two other instructors, sitting arrangements were made to allow the invigilators control over any cheating. Following this, the efficacy instruments first and sources instruments later were distributed. A ten minutes' explanation and examples as to how students could go about each were given by the researcher. The classroom's chalkboard was used to display examples. Students' were allowed free to raise any question or doubt while filling the data. Students started filling the questionnaires. The instructions were all made clear to the students.

In the data gathering stage, all the questionnaires were filled in by the respondents. Immediately after this, but with no overlap, reading and writing papers (one after the other) were distributed to the students. They were allowed to work with the test for a reasonable duration (an hour for each test). All students completed the tests within the limited time. Respondents were adequately informed about the purpose of the study and of course how their contribution would put effect in the research's attempt to bring forth better EFL academic context. In order for the students not to provide invalid answers to the test items, they were told that the marks they gain would count as part of the continuous assessment throughout the course. This was done with an intention to minimize systematic errors. This was made on the researcher's agreement with course instructors.

In brief, data on students' level of efficacy to perform reading and writing tasks in EFL tests was gathered. Next, students filled in questionnaires of sources of efficacy for both skills. Then, subjects were made to take both reading and writing tests. Following this, the data were organized in the following way.

First, the reading and writing efficacy questionnaires were considered. For the writing efficacy, students were directed to use any number between/including 0 and 100. An individual's efficacy levels (0-100) given for the items were summed up and divided by ten. And the mean score was taken as the writing efficacy of that individual. The same procedure was followed to the reading efficacy. Then, the other instrument, sources of reading/ writing efficacy, was measured on scales 6 (*Definitely False*), 5 (*Mostly False*), 4 (*A little bit False*), 3 (*A little bit True*), 2 (*Mostly True*) and 1 (*Definitely True*). Answer for each item was coded accordingly. But items for physiological states (4, 11, 12, and 13) and other negatively stated statements (2, 7, and 15) were reverse coded. Students were given different sizes of Fs and Ts to let them judge how true or false one statement is for them. Eventually, based on certain criteria [answer key], the marking was done by two instructors (the researcher and a volunteer instructor) whose mean scores for writing items which were subjective in nature were used for further analyses. All the data were coded and organized for analysis.

After data were gathered and coded, Statistical Package for Social Sciences (SPSS), among the various computational techniques was used for the analysis. It is very familiar among educational and applied Linguistics researchers who study the relationship between/among variables (Dornyei, 2007). The values of all variables were entered into the SPSS system. Three statistical techniques were employed. Correlation was used to assess the relationship between writing self-efficacy and writing performance on the one hand, and reading self-efficacy and reading performance on the other. Thus, whether these beliefs predict students' scores was examined. T-test was also adopted to see if there existed any significant difference between males' self-efficacy and performance in the two skills. Lastly, multiple regression technique was

used to examine how well the self-efficacy sources for both skills (independently and collectively) predict students' efficacy of both skills.

In sum, the self-efficacy values a respondent gave for all items were summed up and the mean score was used to represent a student's efficacy of writing/reading. Similarly, the mean score of each source was taken for further analyses in both reading and writing cases. Then, data were computed for each phase of the study. Findings were tabulated and represented in descriptive figures where felt necessary. The figures are presented inside the body where close reference to them is compulsory. In the end, analyses, interpretations and implications to the teaching of English as a foreign language were discussed.

Chapter Four

4. Data Analysis and Interpretation

This chapter aims at discussing and interpreting the results found with the employment of appropriate statistical techniques. The analyses were made by applying correlation and regression techniques among other descriptive statistics. Following are, therefore, the data presentation, analysis and interpretation.

4. 1. The Correlations between Self-Efficacy and Performance in Reading and Writing Skills

Correlation analyses were used to assess the relationship between writing self-efficacy and writing performance on the one hand and reading self-efficacy and reading performance on the other.

4.1.1. The Relationship between Writing Self-Efficacy and Writing Performance

Theoretically, it is assumed the writing self-efficacy and the writing performance have some positive relationship (see Chapter two). The finding in this study supports the contention, for it was found that there existed a positive relationship between writing self-efficacy and writing performance. The table below shows the statistical value of this relationship.

Figure 3: Correlation between Writing Self-Efficacy and Writing Performance

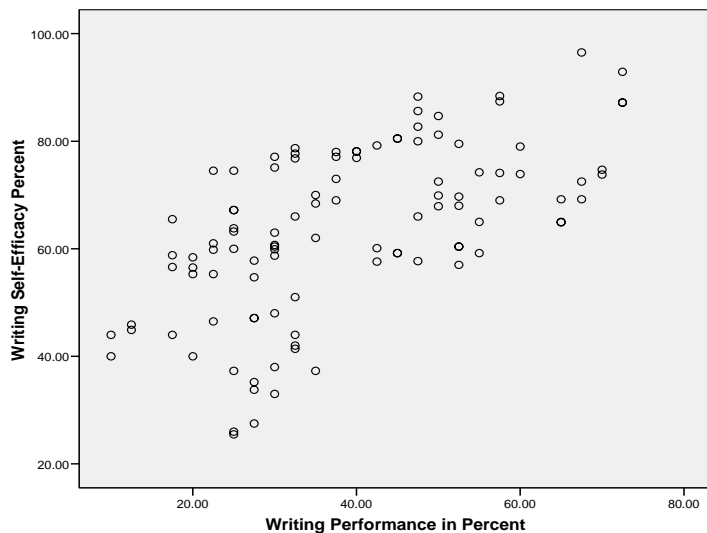
		Writing Self- Efficacy	Writing performance
Writing Self-Efficacy	Pearson Correlation	1.00	.607(**)
	Sig. (2-tailed)		.000
	N	106	106
Writing performance	Pearson Correlation	0.607(**)	1.00
	Sig. (2-tailed)	0.000	
	N	106	106

** Correlation is significant at $p < 0.001$ level (2-tailed).

Table 3 above displays Pearson's product-moment correlation coefficients. The correlation coefficient, i.e. 0.607 has a positive sign indicating that the direction of the relationship between the two variables is positive. The coefficient also indicates a strong positive relationship between students' writing self-efficacy and their writing performance at $p < 0.001$, given the variety of factors that may influence students' writing self-efficacy. Since the p-value is quite below, the level of significance, 0.05, we can say that the correlation is significant and the two variables are linearly related. The correlation found surpassed many other findings (e.g. $r = 0.32$ by Shell, et al., 1989; $r = 0.342$ by Anteneh, 2004) to date. However, these findings and the present study unanimously indicate that there is a linear and significant correlation between writing efficacy and writing performance. Another research (Alamirew, 2005) reports a finding which revealed very weak and non-significant correlation (0.107, $p > 0.05$) between writing self-efficacy and writing performance. This difference may probably be attributed to the instrument and scale the researcher used. In his study, Alamirew (2005) measured efficacy in 3 point scale (high, moderate and low) only, which according to Pajares, Hartley and Valiante (2001) and Bandura (2006) is psychologically weaker than the full scale (0-100).

It seems, therefore, that the writing self-efficacy of university students may potentially predict their writing performance. If one has strong capability beliefs of solving the writing tasks in EFL, it is likely for him/her to achieve better in the skill. If, in contrast, he/she lacks that confidence, the resulting effect would probably be failure. In other words, as the writing self-efficacy grows higher it is likely for the students' writing performance to become higher and vice versa. The following graph depicts the general direction of the relationship between the two variables: writing self-efficacy and writing performance.

Figure 4: Graphic Representation of the Correlation of Writing Self-Efficacy and Writing Performance



Looking at a scatter plot, we can see that as writing self-efficacy increases, writing performance also increases and as that efficacy decreases the writing performance is likely to go down. The coefficient of determination, i.e. r^2 , is calculated to be 0.37. This implies that about 37% of the variance in students' writing performance can be attributed to the capability beliefs students possess to perform various writing tasks. The rest (63%) may be associated with numerous others. One can, thus, see how strong writing self-efficacy is to determine university students' writing performance. As discussed in the literature, the writing tasks

required of these students require their strong capability beliefs. Otherwise, it would probably be difficult to expect good grades without making oneself ready to perform the challenging writing tasks. We should notice, however, that success in EFL writing requires harmony between self-beliefs on the one hand and possessed skills and knowledge on the other. Thus, it seems important to consider the concept of writing self-efficacy for the students to put their writing performance steps ahead.

4.1.2. The Relationship between Reading Self-Efficacy and Reading Performance

Again, a similar statistical technique, Pearson Product-Moment correlation, was applied to find out the relationship between the reading self-efficacy and reading performance of students. Accordingly, the results reveal reading self-efficacy and reading performance were correlated. Following is a tabular presentation showing the direction and strength of the relationship between the aforesaid variables.

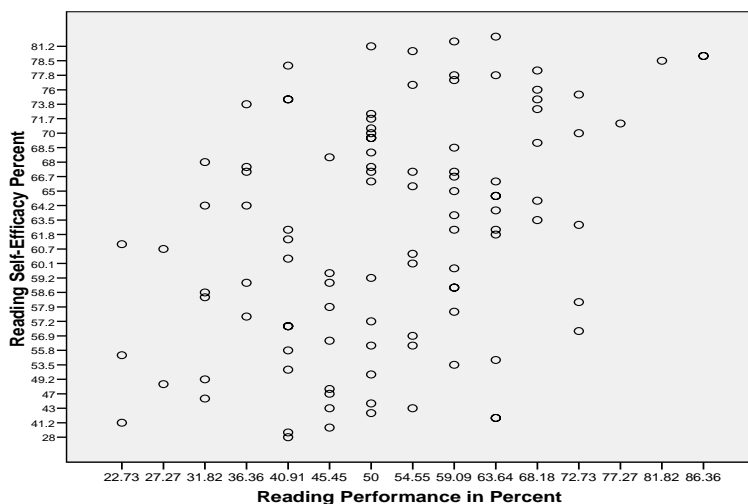
Figure 5: Correlation between Reading Self-Efficacy and Reading Performance

		Reading Self-Efficacy	Reading Performance
Reading Self-Efficacy	Pearson Correlation	<i>1.00</i>	<i>0.381(**)</i>
	Sig. (2-tailed)		<i>0.000</i>
	N	<i>106</i>	<i>106</i>
Reading Performance	Pearson Correlation	<i>0.381(**)</i>	<i>1.00</i>
	Sig. (2-tailed)	<i>0.000</i>	
	N	<i>106</i>	<i>106</i>

**** Correlation is significant at $p < 0.001$ level (2-tailed).**

Figure 5 shows that there exists a positive relationship between students' reading self-efficacy beliefs and the corresponding performance. This, relationship, however, is slightly weaker than the one found in between writing self-efficacy and writing performance. The Pearson's correlation between students' reading self-efficacy beliefs and their performance ($r=0.381$) was found significant at $p<0.001$, which implies the result is acceptable with very limited probability of error. The coefficient of determination, r^2 is approximately 0.15 which tells us that about 15% of students' disparity in reading score may be because of their reading self-efficacy. As Williams and Burden (1997) state, those who tend to build their efficacy up would tend to achieve better than the ones who lack such belief. Thus, to build up students' reading functioning together with the reading efficacy would enhance the overall achievement. This is because the two are found linearly related. The reading efficacy and reading performance relationship is pictured here under.

Figure 6: Pictorial Representation of the Correlation of Reading Self-Efficacy and Reading Performance



The slant of the dots (figure 6) represents the extent of correlation. It seems from the presentation that reading self-efficacy and reading performance, though loosely, are positively correlated. This finding is in

agreement with the theoretical assumptions discussed in chapter two. The finding is also consistent with other findings such as Wagner, et al. (1989) who similarly report that learners' efficacy beliefs significantly affect reading performance ($r= 0.32$). Although, this, seen vis-à-vis the result in the present study ($r=0.381$), shows slight change in strength, another research (Shell, et al., 1989) reported a much better strength ($r=0.527$). A different correlation between reading self-efficacy and reading performance was reported by Andargachew (2004) who found the correlation of the two variables very strong ($r=0.80$). But the scale Andargachew used is quite unique (1-4) which according to Bandura (2006) may result in invalid conclusions.

By way of concluding 4.1.1 and 4.1.2, both writing and reading self-efficacy beliefs positively correlate with the corresponding performances in the skills. Shell, et al. (1989) found stronger efficacy in reading than writing, $r=0.527$ and $r=0.319$ respectively. Conversely, the findings in the present study showed a correlation of 0.381 and 0.607 for reading and writing self-efficacy and their corresponding performance respectively. All roads take us to one destination: as reading and writing efficacy of students gets robust, it is likely for the students to perform better in both skills. The findings of this research meaningfully reflect and go in agreement with the theoretical tenets social cognitive theory of Bandura (1977a, 1977b). In his contention, Bandura underlines that no other psychological construct is as powerful as self-efficacy is in determining academic performance. The implication is, therefore, students should always be acquainted with strong sense of efficacy. To this end, they need to consult the sources of efficacy whose effects will be assessed in the forthcoming sections.

In Ethiopia, where inadequacies in EFL learning and teaching have usually been reported, it will be an advantage if we strive for the

betterment of education in general and EFL learning in particular. One way by which we can create conducive environment where students effectively learn is integrating the EFL learning with key psychological variables such as self-efficacy. Of course, it has to be underscored that the capability belief alone will not lead students to the desired success in EFL reading and writing. The beliefs need to be integrated with practical endeavours and functions to promote their EFL learning and thereby achieve better in the aforesaid skills.

4.2. Gender, Self-Efficacy and Performance in Reading and Writing Skills

Even though the sample population distribution was unequal, an attempt was made to see if there is significant difference between males' and females' efficacy and performance in reading and writing. To this end, independent samples t-test was used.

4.2.1. Gender Difference in Writing Self-Efficacy and Writing Performance

Following are the descriptive statistics and t-test values of male and female students for writing skills. We should remind that to find out any significant difference between males and females in their level of efficacy and performance in writing was one of the objectives of this research project. Figures 7 and 8 on page 55 are produced for the analysis of the results.

Figure 7: Descriptive Group Statistics of Male and Female Students' Writing Self-Efficacy and Writing Performance

	Gender of respondents	N	Mean	Std. Deviation	Std. Error Mean
Writing Self-Efficacy	male	83	65.7892	15.68708	1.72188
	female	23	55.8652	13.52666	2.82050
Writing Performance	male	83	41.3554	15.54057	1.70580
	female	23	30.0000	14.47961	3.01921

Simply looking at mean scores of Figure 7, one may conclude that the males' writing self-efficacy surpasses that of the females'. Similarly, it can be said that males showed better writing performance than females. Conversely, females have weaker writing efficacy and performance. The extent to which this difference is significant is not shown in Figure 7. That is seen in Figure 8 which displays the level of significance of the descriptive values of the two groups.

Figure 8: An Independent Samples t-test of Male and Female Students' Writing Self-Efficacy and Writing Performance

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Writing Self-Efficacy Percent	1.046	.309	2.761	104	.007	9.924	3.595	2.795	17.05
			3.003	39.97	.005	9.924	3.305	3.245	16.60
Writing Performance in Percent	2.332	.130	3.145	104	.002	11.36	3.611	4.196	18.52
			3.275	37.27	.002	11.36	3.468	4.331	18.38

The first row where equal variance is assumed is used for further analysis, for the significance level of the Levene's test indicates $p > 0.05$ in both cases.

As figured out in Figure 8, there is a significant difference between the males' and females' writing efficacy and the corresponding performance. The figure shows that males' writing efficacy outshone females' significantly ($t = 2.761$, $df = 104$, mean difference = 9.924, $p < 0.01$). By the same token, males' writing performance was found significantly higher than females' ($t = 3.145$, $df = 104$, mean difference = 11.36, $p < 0.01$). This research finding is not, however, in agreement with the findings of (Pajares & Valiante, 1999; Pajares, Miller & Johnson, 1999) who unanimously reported no significant writing efficacy difference between males and females, but found females more competent writers than males. Other researches (e.g. Pajares, et al., 2007; Schunk, 2003), similarly, reveal that females have a stronger confidence in language arts than males who are supposed to perform better in math. It was, generally, evident in the research that males were able to write better than females. However, the research also revealed (see Figure 7) that the writing scores of both groups are below fifty percent (41.35% and 30%) for males and females respectively). The mean score of the total sample is 38.90 from which males are slightly above and females are far down. But the result suggests that males do possess a robust sense of writing capability and they perform better in writing, when compared with females. In line with this, the mean scores in Figure 7 reveal low writing performance of our university students. This provides information on the current status of students' academic writing performance in the faculty of education of the university.

Interpreting differences in males' and females' average scores on writing self-efficacy and writing performance may not probably offer a complete

picture. Nevertheless, the disparity of writing self-efficacy and performance between the two gender groups in the present study may be associated to the various social and environmental factors females face in the family and the society. As Tilaye (1997) says, in addition to the academic assignments, female students in Ethiopia shoulder a vast majority of home and field tasks. These responsibilities, the researcher presumes, would probably affect female students' writing ability beliefs and thereby performance. As Pajares, Miller & Johnson (1999) suggest, it may probably be due to the gender stereotypical beliefs that such debilitation of writing efficacy could have been brought about. As reviewed in Chapter two, in Ethiopia, there is a stereotypical belief that may make women weaker and less competent than males. As proposed by Bandura (1977a), self-efficacy plays a significant role by predicting academic success and enhancing students' morale to face academic tasks and challenges with confidence. Hence, in order for female students to develop a strong sense of writing efficacy and thereby better performance, they should themselves strive first, and teachers and parents should work to ease the burdens laid on females. This might probably narrow the gap. It is, in addition to other variables, the direct effect of their strong capability belief which may bring forth their academic success in EFL writing. Ultimately, as their writing confidence is built up, female students in various universities of Ethiopia would tend to be good writers as many other researches claim. Regardless of such reports, we can suggest the need for further research works to explore on such factors to minimize the gap.

The following section deals with reading efficacy and performance differences of male and female students.

4.2.2. Gender Difference in Reading Self-Efficacy and Reading Performance

Figure 9: Descriptive Group Statistics of Male and Female Students' Reading Self-Efficacy and Reading Performance

	Gender of Respondents	N	Mean	Std. Deviation	Std. Error Mean
Reading Self-Efficacy	male	83	63.39	11.78	1.29326
	female	23	58.77	9.29	1.93669
Reading Performance	male	83	54.54	12.82	1.40692
	female	23	42.88	13.42	2.79729

As can be seen from the descriptive statistics above, the mean score of males for both reading self-efficacy and reading performance exceeds the females'. With regard to the reading self-efficacy, male students are about 63.4 percent confident to perform various reading comprehension items in English while females showed 58.77 percent confidence to perform similar tasks. Similarly, males performed better in the reading comprehension test than females. The standard deviations in all cases indicate how heterogeneous each group was. Although there are disparities in both variables, we cannot merely judge these differences as significant or non-significant. Simply put, a statistical test proves the degree to which each of the above differences is significant.

Hence, Figure 10 below presents an independent samples t-test of the two variables: reading self-efficacy and reading performance between male and female students.

Figure 10: An Independent Samples t-test for Male and Female Students' Reading Self-Efficacy and Reading Performance

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	DF	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Reading Self-Efficacy	1.88	.173	1.735	104	0.086	4.61886	2.66287	-.66172	9.8994
			1.983	43.66	0.054	4.61886	2.32879	-.07554	9.3133
Reading Performance	0.124	.726	3.822	104	0.000**	11.66112	3.05069	5.61149	17.711
			3.724	33.955	0.001	11.66112	3.13117	5.29751	18.025

** Significant at $p < 0.001$

It is indicated in Figure 10 above that significance level of the Levene's test is $p > 0.05$ for both reading efficacy and reading performance. Hence first row in each case is analyzed.

Figure 9 shows that males are superior to females in both the reading efficacy and reading performance. However, the independent samples t-test in Figure 10 shows that with 95% confidence interval, the difference in reading efficacy between male and female students was not statistically significant ($t=1.735$, $df=104$, $p=0.086$), even though the results demonstrate a mean difference of 4.61 between the two groups. The p-value (sig.) is greater than 0.05 suggesting that the difference is non-significant. In this case, it would be possible to say that females' and males' reading comprehension capability confidence level is more or less analogous. Differently put, the capability beliefs they possess to perform a number of reading comprehension tasks are almost similar. Nevertheless, again as in the writing skill, it was found that male students' reading test score significantly excelled females' ($t=3.822$, $df=104$, $p=0.000$). This result suggests that there is significant ($p < 0.001$) difference between males and females in reading performance. This finding is consistent with the findings of Millis, et al., (2007) and

Andargachew (2004). However, it does not correspond to the claims of Pajares, et al. (2007) and Schunk (2003).

As to the theory and their confidence level, females should have scored nearly equal to males. It was indicated in Section 4.1.2 that the correlation between reading self-efficacy and reading performance, though significant, was relatively loose, as compared to the writing ones. Thus, the disparity in reading performance of males and females in this study may probably be attributed to that non-strong correlation of reading efficacy and achievement. This debilitation in self-efficacy and performance among girls could be attributed to socio-economic factors (Pajares, 2003; Tilaye, 1997).

It is also possible to observe the mean difference of the two groups in reading self-efficacy and reading performance of males and females for whom 4.62 and 11.66 were found respectively. The comparison of the two mean differences informs us that the gap shown in reading self-efficacy between the two gender groups is at least two and half times narrower than the gap in reading performance. Female students couldn't almost realize their level of efficacy in the reading test. But as said earlier, possession of such robust capability beliefs would help students perform better in general. The findings in this respect seem acceptable in reflecting the Ethiopian socio-economic condition where deep rooted stereotypical thoughts about gender are reflected in different social groups.

4.3. Regression Analyses of the Influence of Sources on Students' Self-Efficacy

One of the objectives of this research work was to examine the degree of influence each source of efficacy belief has on learners' reading and writing efficacy and thereby performance in these skills. To assess the effect of sources on the self efficacy beliefs of students in reading and writing, multiple regression was used. And the results are presented and interpreted hereunder.

4.3.1. Regression Analysis of the Influence of Sources on Students' Writing Self-Efficacy

Multiple regression analysis was conducted to determine the influence of the sources on writing self-efficacy of the full sample. Following are three tables (Figure 11, 12, 13) given in the output of the regression. The regression tables show the influence of sources on writing self-efficacy. These are very useful for interpreting the results, as we will see.

Figure 11: Overall Model Summary of Sources of Writing Efficacy

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.435 ^a	.189	.157	14.44167

a. Predictors: (Constant), Physiological States for Writing, Mastery Experience for Writing, Vicarious Experience for Writing, Social Persuasion for Writing

The correlation of the predictors and writing self-efficacy (the predicted) as can be seen from the Model Summary is 0.435. R-Square indicates the proportion of variance in the dependent variable (writing self-efficacy) which can be predicted from the independent variables

(mastery experience, vicarious experience, social persuasion and physiological states for writing). Its adjusted value (0.157) indicates that 15.7 percent of the variance in writing self-efficacy can be predicted from the variables *mastery experience, vicarious experience, social persuasion and physiological states for writing*. This is an overall measure of the strength of association, and neither does it reflect the extent to which the group of independent variables predicts the dependent variable (writing self-efficacy).

Figure 12: ANOVA Table of Sources of Writing Efficacy

Model		Squares	df	Mean Square	F	Sig.
1	Regression	4913.192	4	1228.298	5.889	.000 ^a
	Residual	21064.731	101	208.562		
	Total	25977.924	105			

a. Predictors: (Constant), Physiological States for Writing, Mastery Experience for Writing
Vicarious Experience for Writing, Social Persuasion for Writing

b. Dependent Variable: Writing Self-Efficacy

The p-value (sig.) associated with this F-value (5.889) in the ANOVA table above is very small ($p < 0.001$). These values provide answer for the question ‘Do the four independent variables (as a group) reliably predict writing self-efficacy? And it was found out that the group reliably predicted the dependent variable (writing efficacy) ($F=5.889$, $df=105$ and $p < 0.001$). The influence of the group was, therefore, significant. We could say that the group of independent variables, i.e. *mastery experience, vicarious experience, social persuasion and physiological states for writing* collectively predicted writing efficacy (the dependent variable). This conclusion, simply put, cannot address the ability of any of the independent variables to predict the dependent variable. The ability of each independent variable to predict the dependent variable is addressed

in Figure 13 where the contribution each made to the dependent variable is measured.

Figure 13: Parameter Estimates of Sources of Writing Efficacy

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	34.478	8.428		4.091	.000
	Mastery Experience for Writing	5.700	1.541	.406	3.700	.000
	Vicarious Experience for Writing	.321	2.426	.015	.132	.895
	Social Persuasion for Writing	-.699	1.725	-.049	-.405	.686
	Physiological States for Writing	2.127	1.349	.150	1.577	.118

a. Dependent Variable: Writing Self-Efficacy

From the regression coefficients' table (Figure 13) above, we can see three of the four predictor variables played non-significant contribution to the criterion variable (writing self-efficacy). The following paragraphs briefly discuss the degree to which each source could have influenced students' writing efficacy.

Vicarious experience, social persuasion, physiological states for writing, each was found to have non-significant contribution for writing self-efficacy of students. The standardized coefficient shows a beta value (β) of 0.015 indicating that a change of one standard deviation in vicarious experience will result in a change of 0.015 standard deviations in the writing self-efficacy. Thus, vicarious experience had no significant impact on students' writing self-efficacy ($\beta = 0.132$, $p > 0.05$). However, by simply looking at the sign of the coefficient, we can say that, even though too little, it has a positive contribution. With regard to the influence of peers and adults, it was found out that the influence of peers was found significant ($t = 2.915$, $p = 0.004$), and adults' ($t = 0.279$, $p = 0.781$)

contribution was non-significant. This entails that peers who were observed as good writers enhanced students' writing efficacy, and those who were observed as bad models in their writing potentially debilitated students' writing confidence. This result implies that people, especially adults (including parents and teachers) whom students observe while writing were unlikely to influence students' writing efficacy. To put it another way, students were not impressed by good adult writers nor were they discouraged by poor adult writers around them. They were rather meaningfully influenced by peer models for writing.

Similarly, social persuasion had a non-significant negative effect on students' writing self-efficacy ($t=-0.405$, $p=0.686$). This result is in contrast Pajares' (1994) finding where social persuasions significantly influenced the development of writing self-efficacy. This might have happened because, as Usher and Pajares (in progress) state, sometimes, verbal and social persuasions may result in debilitating efficacy than enhancing it, if they are not used properly. Students may perhaps be influenced by encouragements from people around them. If, for instance, these encouragements include sharp threats, they might probably weaken students' capability beliefs. We normally know that some parents make fierce comments on their children's efforts. This works true for even some teachers while commenting on students' compositions. These people do comment for positive effect; but the way they make it may not probably bring forth the intended writing confidence.

Physiological state, the other independent variable, was found to be non-significant predictor of writing efficacy ($t=1.577$, $p>0.05$). This result shows that even though the influence of physiological states better predicted writing efficacy than did vicarious experience and social persuasion, its contribution, as mentioned before, was statistically non-significant. It has to be mentioned, however, that the standardized

coefficient of Beta is 0.15 indicating a unit's change in physiological states would result in 0.15 raise in the writing efficacy level. As one increases students' physical and emotional well-being and reduces negative emotional states (e.g. anxiety and fatigue), it is likely for him/her to strengthen self-efficacy (Usher & Pajares, in progress). But, in the present study, physiological states independently had little power to predict writing efficacy. Simply put, states such as anxiety, fatigue and stress could not significantly predict low writing efficacy, and stable physiological states, on the other hand, were weak to enhance writing efficacy. However, we could see that even though non-significantly, emotions like anxiety, fatigue and stress could debilitate writing efficacy.

The only independent variable, while controlling other predictors, which could significantly predict writing self-efficacy was mastery experience ($\beta=0.406$, $t=3.70$, $p<0.001$). When students believe that their efforts have been successful in their previous writing tasks, their confidence to accomplish similar writing tasks is raised. On the contrary, when they believe that their efforts to write well failed, their confidence to succeed in similar endeavors is diminished. And such interpretations were found to be powerful in determining writing efficacy.

In sum, among the four sources for writing self-efficacy, it was only students' mastery experience (students' interpretation of their own prior attainments) which showed significant power in influencing students' writing efficacy. Physiological states and vicarious experience (peers being dominating) were also found to be non-significant but have a direct influence on writing efficacy. Verbal and social persuasions showed non-significant negative impact, for which the fierce ways people comment on students' work, might have caused a weak negative effect. Thus, students, with all possible sources, should be helped to enhance their

writing confidence, as the findings indicate that sources collectively influenced self-efficacy.

4.3.2. Regression Analysis of the Influence of Sources on Students' Reading Self-Efficacy

Again, similar procedures were followed to measure the influence of sources on students' reading capability beliefs. As in the sources on writing self-efficacy, analyses and interpretations were made based on multiple linear regression results of the correlation of sources and reading self-efficacy. Following are, therefore, presentations of the regression output tables and discussion of the findings.

Figure 14: Overall Model Summary of Sources of Reading Efficacy

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.366 ^a	.134	.100	10.82560

a. Predictors: (Constant), Physiological States for Reading, , Mastery Experience for Reading, Social Persuasion for Reading,, Vicarious Experience for Reading,

As can be seen from the model summary, Figure 14, the correlation between the model (group of predictors) and the dependent variable (students' reading self-efficacy) was found to be 0.366 whose adjusted R Square tells us that the model accounts for 10% of variance in the students' reading self-efficacy. Thus, that it can be said that 10% of the variance in reading self-efficacy can be predicted from the sources, *mastery experience, vicarious experience, social persuasion and physiological states for reading*. This is, however, the reflection of the whole variables as a whole. It does tell little about the overall effect of the independent variables on students' reading self-efficacy. Or the

Model Summary does not provide us with the level of significance of the group's contribution to the reading efficacy of students.

Figure 15: ANOVA Table of Sources of Reading Efficacy

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1828.760	4	457.190	3.901	.005 ^a
	Residual	11836.550	101	117.194		
	Total	13665.311	105			

a. Predictors: (Constant), Physiological States for Reading, Mastery Experience for Reading, Social Persuasion for Reading, Vicarious Experience for Reading

b. Dependent Variable: Reading Self-Efficacy

The ANOVA table above displays that the hypothesized sources of reading self-efficacy could altogether significantly predict students' reading efficacy with 105 degree of freedom, 3.901 F-value and significance level of 0.005. This implies that the influence of the group (*mastery experience, vicarious experience, social persuasion and physiological states for reading*) was found significant ($p < 0.01$). Thus, it is possible to conclude that the four sources altogether reliably predicted reading efficacy (the dependent variable). This conclusion, nevertheless, would not enable us to deduce any thing about significant contribution of an individual predictor variable in question. But it is undeniable that the four sources, collectively, could play significant role in predicting students' reading self-efficacy. One may raise a question whether an individual independent variable influenced the reading efficacy of students. To sift the independent contribution that each source makes to the prediction of reading self-efficacy out, we have to refer to the next table which shows influence each independent variable had on reading efficacy.

Figure 16: Parameter Estimates of Sources of Reading Efficacy

Model		Unstandardized Coefficients		Standardized Coefficient	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	33.596	8.435		3.983	.000
	Mastery Experience for Reading	3.945	1.479	.277	2.667	.009
	Vicarious Experience for Reading	.880	1.706	.059	.516	.607
	Social Persuasion for Reading	1.896	1.304	.149	1.454	.149
	Physiological States for Reading	.209	1.344	.014	.155	.877

a. Dependent Variable: Reading Self-Efficacy

As shown in the ANOVA table (Figure 15), the group of reading efficacy sources significantly predicted reading self-efficacy. However, the evaluation of effect of each source is weighed in Figure 16 where the details are presented. Accordingly, it was found that except mastery experience, the remaining three sources did not significantly predict students reading self-efficacy. It does not necessarily mean that there are no contributions at all. There are non significant influences with varying degrees. Let us see how mastery experience independently predicted reading self-efficacy of students first, and we shall move onto the others next.

Mastery experience, with controlling other predictors, predicted reading self-efficacy significantly ($\beta=0.277$, $t=2.667$, $p=0.009$). The standardized beta value, 0.277 indicates that an increase of one standard deviation in the predictor (mastery experience) will result in a change of 0.277 standard deviations in the reading self-efficacy. The standardized coefficients show that the lion's share of the variance is taken up by mastery experience, for its coefficients exceed others'.

Vicarious experience, social persuasion and physiological states for reading efficacy had some positive influence each with varying degrees. However, the influence each made to predict students' reading efficacy was statistically non-significant. Social persuasion, though predicted better reading self-efficacy with a standardized Beta of 0.149, its predictive power to determine reading efficacy was non-significant ($t=1.454$, $p=0.149$). The sign of the coefficient indicates that the influence, though limited, is positive. Vicarious experience and physiological states have a very small standardized coefficient of Beta 0.059 and 0.014 respectively. The non-negative signs suggest that there existed some positive effect of each of the two independent variables. But, the regression test shows that neither vicarious experience ($t=0.516$, $p=0.607$) nor physiological states (0.155, $p=0.877$) had significant influence on reading self-efficacy.

Generally speaking, it is reported that “unlike with any other source, correlations between mastery experience and self-efficacy are significant in every investigation” (Usher & Pajares, in progress: 19). It will not be thus surprising that mastery experience significantly predicted both writing and reading self-efficacy of university students. The findings in both cases are in agreement with previous research reports (e.g. Pajares, Johnson & Usher, 2007; Hampton & Mason, 2003) with, of course, mastery experience taking the lion's share of the effect in all of these studies. The parameter estimates of the regression analysis revealed that students' mastery experience had the strongest influence of all on writing and reading self-efficacy. Others' predictors (with the exception of social persuasion for writing) showed non significant direct influences independently. It has to be reminded that the four sources jointly predicted self-efficacy for reading and writing.

The implication is, therefore, in order for one to achieve better in EFL reading and writing examinations or tasks, she/he needs to cultivate her/his efficacy belief. To that end, collective consultation of the sources could be sought, even though wise consultation of an independent variable is also important.

Chapter Five

5. Summary, Conclusions and Recommendations

5.1. Summary of the Findings

The data obtained through the application of the three statistical techniques- correlation, t-test and multiple linear regression have been thoroughly discussed so far. The correlation analyses show that there exists a significant correlation between writing self-efficacy and writing performance ($r=0.607$) and between reading self-efficacy and reading performance ($r=0.381$). These findings are commensurate with and support Bandura's (1977a, 1982) hypothesis that there is a direct relationship between students' efficacy of specific academic domains and their performance in the respective skills. Of course, the correlation between writing efficacy and writing performance in this study was found a little bit stronger than in many other findings (e.g. 0.32 by Shell, et al., 1989; 0.342 by Anteneh, 2004; 0.33 by Pajares, 2007; 0.107 by Alamirew, 2005). As Bandura (1995) explains, however, such variances may exist due to numerous factors among which variances in scales used and procedures followed are the foremost. These findings of the present research indicate that students' beliefs about their own writing and reading performance are key factors to their ultimate success as writers and readers of EFL.

The independent samples t-tests reveal significant difference between male and female students' efficacy and performance in reading and writing. Accordingly it was shown that male students significantly surpassed females in both writing efficacy ($t=2.761$, $df=104$, $p<0.01$) and writing performance ($t=3.145$, $df=104$, $p<0.01$). The t-test for the

difference between males and females in their reading efficacy and the respective performance unveils that there was no significant difference between males and females with respect to their reading efficacy. However, the reading test scores testify that males significantly outperformed than females ($t=3.822$, $df=104$, $p<0.001$). The findings in this respect are not consistent with other research findings abroad (Pajares & Valiante, 1999; Pajares, Miller & Johnson, 1999; Pajares, et al., 2007; Schunk, 2003). However, these discrepancies may come as a result of socio-economic and cultural influences. However, it is almost in agreement with a local research (Andargachew, 2004). The finding of the present study, thus, may probably be attributed to the possibility that many Ethiopian female students might have other careers, in addition to their academic tasks, to shoulder. It may probably be supposed that stereotypical beliefs may result in such differences in the Ethiopian context (Tilaye, 1997). But it should be pointed out that further research is necessary to explore more in this regard.

As shown in the regression analyses of the influence of sources on students' reading and writing efficacy beliefs, mastery experience, while other predictors were controlled, significantly predicted reading and writing self-efficacy beliefs. In the sources for writing efficacy analysis, mastery experience, physiological states and vicarious experience each had a standardized Beta (β) value of 0.406, 0.15, and 0.015 respectively. The other independent variable, social persuasion for writing efficacy accounts -0.049. For the sources of reading efficacy, Beta coefficients of 0.277, 0.059, 0.149, and 0.014 were found for mastery experience, vicarious experience, social persuasion and physiological states respectively. Even though it was only mastery experience which could significantly predict the self-efficacy in both skills, others also put merely non significant positive effect independently. But it should be underscored that the collective effect of these variables was found to be

significant predictor of the students' efficacy of both skills. The following figures summarize the correlation among/between almost all variables. (See the details of chapter four for the interpretation of figures).

Figure 17: Sources, Writing-Efficacy and Writing Performance

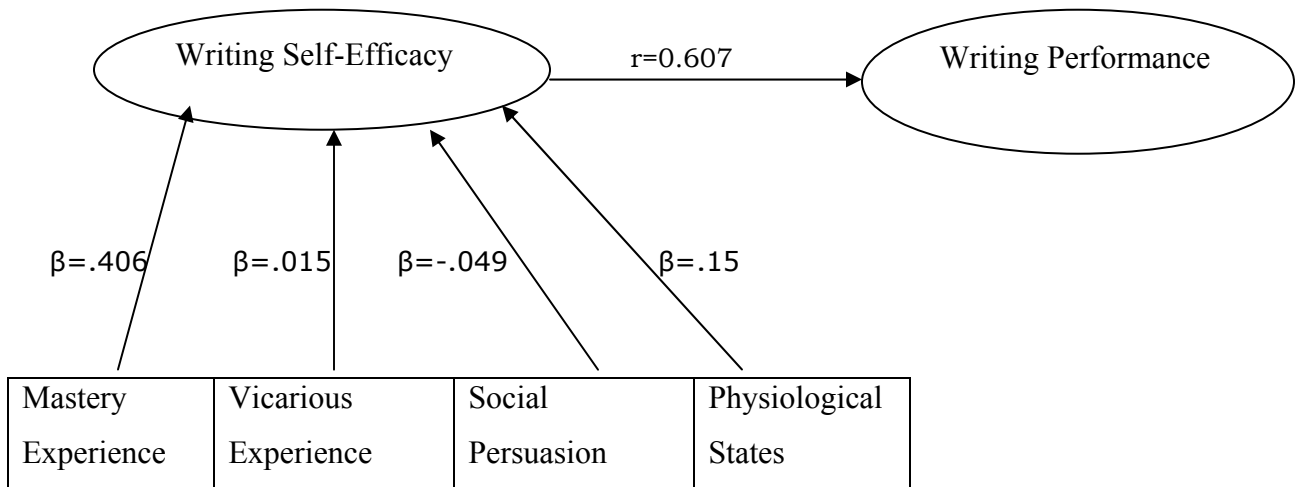
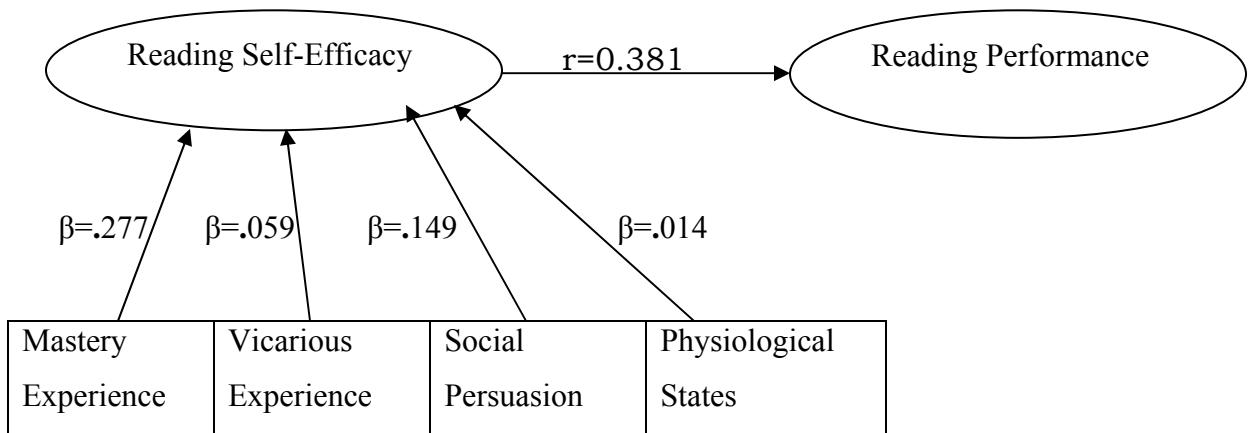


Figure 18: Sources, Reading-Efficacy and Reading Performance



The collective influence of sources and gender differences, are not, however, indicated in the figures. As hypothesized, students' perceived mastery experience accounted for the greatest proportion of the variance in their reading and writing self-efficacy beliefs.

5.2. Conclusions

We have been, so far, analyzing and interpreting the data gathered through efficacy questionnaire and tests. On the basis of the results and findings, some concluding remarks have been made below:

1. The correlation between writing self-efficacy and writing performance was found direct and strong. Likewise, the reading self-efficacy of students under study showed significant linear relationship with reading performance. Through their direct influence, students' reading and writing self-efficacy beliefs had substantial impact on the level of students' attainments in these skills.
2. It was found that the writing capability confidence (efficacy) and writing performance of males were significantly higher than females. Similarly, the reading self-efficacy of males non significantly excelled females'. In the corresponding reading comprehension test, females achieved significantly below males. Thus, it was generally seen that female students are inferior to males in both the capability beliefs they possess and performance in the aforementioned skills.
3. In the investigation of sources of writing self-efficacy, the group of independent variables (mastery experience, vicarious experience, social persuasion and physiological states) altogether significantly predicted writing self-efficacy ($F=5.889$, $p<0.001$). It was, however, examined that mastery experience, while controlling other predictors, had the strongest and significant influence on students' writing efficacy. Physiological states and vicarious experience, though not significantly, predicted writing efficacy.

4. By the same token, the regression analysis of sources of reading efficacy revealed that the sources altogether influenced students' reading self-efficacy significantly ($F=3.901$, $p=0.005$). And as in the writing case, mastery experience (while controlling others) alone contributed the strongest effect to the students' reading self-efficacy. Vicarious experience, social persuasion, physiological states, each had some positive influence, though the influence made by each was statistically found non-significant.

5.3. Recommendations and Implications for TEFL

Because writing and reading both require emotional and cognitive activity, affective components strongly influence all phases of the skills. Dornyei (2001) states that success in foreign language learning is partly a result of various psychological and social factors. Thus, this study investigated the correlation among sources of efficacy, self-efficacy and performance in reading and writing skills of the selected sample of Bahir Dar University students. An attempt was made to follow strict procedures recommended by Bandura (2006). And the findings are briefly presented in section 5.2. Based on the findings and theoretical assumptions, recommendations and implications are presented hereunder.

It is sometimes true that students may face insurmountable reading and writing tasks in EFL classes, regardless of the efforts they exert to solve. In order for them to succeed in the tasks, they need to have the demanded linguistic skills, of course. Equally important are the beliefs and perseverance they possess to cope with these challenges. The existence of significant and direct correlations between writing efficacy and writing performance on the one hand, and reading efficacy and reading performance on the other implies that efficacy beliefs, as

Bandura (1982) states, are potent to predict academic skills. The findings suggest that in order for EFL learners to enhance their performance in English language tests and tasks, their efficacy beliefs should be cultivated so that the confidences students build up will likely influence their actions and choices and thereby flourish their self-efficacy. Consequently, students will likely strive for better effect to master reading and writing skills and ensure better accomplishment. To this end, they should be helped from different corners.

As it was indicated in the findings, sources of efficacy should be consulted to push the students' efficacy up. But the mere consultation may not guarantee strong capability beliefs. When students believe that their efforts have been successful, their confidence to accomplish similar reading and writing tasks is raised (Usher and Pajares, in progress). Thus, students should be first provided with simpler reading and writing tasks. The resultant effect (flourishing self-efficacy of students' reading and writing) will possibly come, provided that students interpret their previous attainments as success. If, however, language tasks and tests which go beyond students' level are presented, students' will likely interpret their grades as failure. As a result, their self-efficacy will be diminished. It is to avoid such debilitation and failure, the researcher argues, that EFL instructors should always keep themselves in a position to cultivate robust sense of efficacy in students. Otherwise, the researcher fears that the ability of students to go through the challenges of reading and writing skills and perform them successfully may come down to the ground.

Parents, peers, and teachers have at least one key role to play. Social and verbal persuasions which come from these parties are building blocks of students' general academic life and particularly their reading and writing activities. As Schunk and Pajares (in press) say, comments for students'

accomplishments should be intended and performed for students' optimistic outlook about the skills. If this is done, students will probably continue to strive in the face of difficulties of both reading and writing tasks. If, on the contrary, they are fierce and directed toward students' weaknesses than strengths, it would merely cultivate pessimistic view of students. In addition to this, it was also seen that students' performance in both skills was not high. EFL instructors and parents should try to play their level best in being models for students' efficacy and language improvement and/or providing students with other good writing and reading models who can inspire students. Praising with statements should be used to whatever effort comes out from students. Ultimately, as what is agreed by Usher & Pajares (in progress), increasing students' physical and emotional well-being and reducing negative emotional states is indispensable to boost students' EFL reading and writing efficacy and performance.

In sum, if students' reading and writing efficacy beliefs are correlated with the corresponding performance in the skills, and if the beliefs predict the performance, we have to find ways to foster the beliefs. And the building blocks of efficacy are the aforesaid sources. The sources could altogether predict efficacy of students in both skills. Thus, students' have to be fed from the four sources. Parents, EFL teachers, peers and schools could play much to influence the reading and writing capability confidence of students in any possible way. As a result, students develop their competence and performance of reading and writing as they pass through various academic snags. We, ultimately, could hope for more successes, and less failures in EFL classes.

In Ethiopia, the researcher believes, self-efficacy related researches in many academic areas, particularly in English as a foreign language context are scanty. The researcher would like, therefore, to point out that

future researchers in TEFL should focus on this indispensable area of study, integrating it with other psychological and pedagogical variables. Moreover, future researches should aim at exploring other personal and/or social factors which could directly or indirectly predict students' success in English tasks and tests. More specifically, studies should be carried out to narrow the gap between students' actual performance and the expected attainment level in the language.

Bibliography

- Abate Kassahun (1996). English Language Classroom Anxiety, Performance on Classroom Tasks and Tests: A Study on Civil Service College First Year Students. Unpublished Master's Thesis, Addis Ababa University, School of Graduate Studies, Addis Ababa.
- Abiy Yigzaw (2005). Effects of Teacher Mediation on Student Perceptions and Approaches to Reading. (Unpublished PhD Dissertation) Addis Ababa University; School of Graduate Studies, Addis Ababa.
- Alamirew G/Mariam (2005). A Study on the Perception of Writing, Writing Instruction and Students' Writing Performance. Unpublished PhD Dissertation, Addis Ababa University, School of Graduate Studies, Addis Ababa.
- Altan, M.Z. (2006). Beliefs about Language Learning of Foreign Language-Major University Students. *Australian Journal of Teacher Education*. 31 (2).
- Andargachew (2004). Reader self-Efficacy and Academic Reading Achievement Of Region 6 College Preparatory students. Grade 11 in Focus. Unpublished Master's Thesis, Addis Ababa University, School of Graduate Studies, Addis Ababa.
- Anteneh Tsegaye (2004). Writing Self-Efficacy, Performance in Writing and Causal Attributions. Unpublished Master's Thesis, Addis Ababa University, School of Graduate Studies, Addis Ababa.
- Arnold, J. H. & Brown, D. (1999). A Map of Terrain. In *Affect in Language Learning*. New York: Cambridge University Press.
- Asefa Wubalem (2006). Relationships of Gender and Mathematics Self-Efficacy to Mathematics Achievement among Grades 5 and 9 Students. Unpublished Master's Thesis, Addis Ababa University, School of Graduate Studies, Addis Ababa.

- Atkins, J., Hailom B., Nuru M. (1996). *Skills Development Methodology-Part 2*. Addis Ababa: Addis Ababa University Printing Press.
- Bandura A. (1977a). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215.
- Bandura, A. (1977b). *Social Learning Theory*. New Jersey: Prentice-Hall Inc.
- Bandura, A. (1982). Self-Efficacy Mechanisms in Human Agency. *American Psychologist*:37(2).
- Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of Human Behavior*, 4, 71-81. New York: Academic Press.
- Bandura A. (1995). *Self-Efficacy in Changing Societies*. New York: Cambridge University Press.
- Bandura A. (1997). *Self-Efficacy: The Exercise of Control*. An outline composed by GioValiante, Emory University.
- Bandura, A. (1999). Social Cognitive Theory: an Agentic Perspective. *Asian Journal of Psychology*. 2, 21-41.
- Bandura, A. (2006). Guide for Constructing Self-Efficacy Scales. In *Self-Efficacy Beliefs of Adolescents*
- Bembenuddy, H. (2007). The Last Word: An Interview With Frank Pajares: God, the Devil, William James, the Little Prince, and Self-Efficacy. Queens College of the City University of New York
- Britner, S. L., & Pajares, F. (2006). Sources of Science Self-Efficacy Beliefs of Middle School Students. *Journal for Research in Science Teaching*, 43, 485-499.
- Byrne, D. (1988). *Teaching writing Skills*. New York: Longman.
- Choi, N. (2005). Self-Efficacy and Self-Concept as Predictors of College Students' Academic Performance, *Psychology in the Schools*, 42 (21).
- Dornyei, Z. (2001). *Motivational Strategies in Language Classroom*. Cambridge: Cambridge University Press.

Dornyei, Z. (2007). *Research Methods in Applied Linguistics: Quantitative, Qualitative and*

Mixed Methodologies. Oxford: Oxford University Press.

Elliott, S.N. (2000). *Educational Psychology: Effective Teaching, Effective Learning*. Boston: McGraw-Hill.

Girma Gezahegn (2005). A Study of Secondary School English Language Teachers' Implementation of Methodological Innovation: The Teaching of Grammar in Focus.

(Unpublished PhD Dissertation) Addis Ababa University; School of Graduate Studies, Addis Ababa.

Greenall, S., and Michael, S. (1986). *Effective Reading: Reading Skills for Advanced Students*.

New York: Cambridge University Press.

Hampton, N. Z., & Mason, E. (2003). Learning disabilities, gender, sources of self-efficacy, self-

efficacy beliefs, and academic achievement in high school students. *Journal of School*

Psychology, 41, 101-112.

Haregewein Abate (1993). The Feasibility and Value of Role Play to Improve Communicative

Skills in Ethiopian Senior Secondary schools. Unpublished Master's Thesis, Addis Ababa

University, School of Graduate Studies, Addis Ababa.

Harmer, J. (2001). *The Practice of English Language Teaching*. London: Longman Group UK Limited.

Hedge, T. (1988). *Writing*. Oxford: Oxford University Press.

Howatt, A.P.R. (1984). *The History of English Language Teaching*. Oxford: Oxford University Press.

Italo Beriso (1999). Comparison of the Effectiveness of Teacher Versus Peer Feedback on Addis

Ababa University Students' Writing Revisions. (Unpublished PhD Dissertation) Addis

Ababa University; School of Graduate Studies, Addis Ababa.

Janzen, J. (2002). Teaching Strategic Reading. In Richards, J.C. & Renandya, W.A. (Eds.)

Methodology in Language Teaching. Cambridge: Cambridge University Press.

Lau, I.C., Yeung, A.S. and Jin, P. (1998). Academic Self-Concept of High Education Students.

A paper presented at the Conference of Higher Education Research and Development Society of Australia in Auckland, New Zealand.

Lucas, S. (1998). *The Art of Public Speaking*. Cambridge: Cambridge University Press.

McCarthy, P., Meier, S. and Rinderer, R. (1985). Self-Efficacy and Writing: A Different View

of Self-Evaluation. *College Composition and Communication*, 36 (4).

Mekonnen Lemma (1998). An Analysis of Learner Language with Reference to Spoken English.

(Unpublished MA Thesis) Addis Ababa University; School of Graduate Studies, Addis Ababa

Millis, N., Pajares, F. and Herron, C. (2007). Self-Efficacy of College Intermediate French

Students: Relation to Achievement and Motivation. *Language Learning*, 57 (3).

Millrood, R. (2001). Unsuccessful Learners: in Search of a Neglected Cornerstone. *ELT Journal*, 55(4).

Mohamad, A. (1999). What Do We Test When We Test Reading Comprehension? *The Internet*

TESL Journal, 5 (12), Retrieved from <http://iteslj.org/>, on 10 March 2008.

Mulugeta Teka (1997). Motivation in Listening Classes. Unpublished Master's Thesis, Addis

Ababa University, School of Graduate Studies, Addis Ababa.

Mustofa Abdela (2006). Self-Efficacy, Achievement Motivation, Attitudes and Gender Difference on Students' Science Performance. (Unpublished MA Thesis) Addis Ababa

University; School of Graduate Studies, Department of Psychology.

Neill, J. (1996). Definitions of Various Self Constructs: Self-Esteem, Self-Efficacy, Self-Confidence & Self-Concept. Retrieved from <http://wilderdom.com/self/> on 13 March 2008.

Nuru Muhammed-Tahir (2000). Feedback in the EFL Classroom: An Exploration of Its Role in

the Communication of Teacher Expectation. (Unpublished PhD Dissertation)
Addis Ababa University; School of Graduate Studies.

Nuttal, C. (1982). *Teaching Reading Skills in a Foreign Language*. Oxford: Heinemann.

Pajares, F. (1994). Inviting self-efficacy: The role of invitations in the development of confidence and competence in writing. *Journal of Invitational Theory and Practice*, 3, 13-24.

Pajares, F. (1996a). Self-Efficacy in Academic Setting. *Review of Educational Research*, 66(4).

Pajares, F. (1996b). Assessing Self-Efficacy Beliefs and Academic Outcomes: The Case for Specificity and correspondence. A paper presented at a symposium at the annual meeting of American Educational Research Association, chaired by B.J. Zimmerman, New York.

Pajares, F. (1997). Current Directions in Self-Efficacy Research. In M. Maehr & P. R. Pintrich(Eds.) *Advances in Motivation and Achievement*, 10, 1-49. Greenwich, CT: JAI Press.

Pajares, F. (2003). Self-Efficacy Beliefs, Motivation, and Achievement in Writing: A Review of the Literature. *Reading & Writing Quarterly*, 19, 139-158.

Pajares, F. (2004). Pajares, F. (2004). Self-Efficacy. In *Human Ecology: An Encyclopedia Of Children, Families, Communities, and Environments*. Santa Barbara, CA: ABC-Clio.

Pajares, F. (2005). Gender differences in mathematics self-efficacy beliefs. In A. Gallagher & J. Kaufman (Eds.), *Mind gap: Gender differences in mathematics* (pp. 294-315). Boston: Cambridge University Press.

Pajares, F. (2007). Empirical Properties of a Scale to Assess Writing Self-Efficacy in School Contexts. *Measurement and Evaluation in Counseling and Development*, 39, 239-249.

Pajares, F. (2008). Self-Efficacy. In *International Encyclopedia of the Social Sciences*, 2nd

Edition.

Pajares, F. (in press). Motivational Role of Self-Efficacy Beliefs in Self-Regulated Learning. In

B. J. Zimmerman & D. H. Schunk (Eds.), *Motivation and Self-Regulated Learning: Theory, Research, and Applications*. New York: Erlbaum.

Pajares, F., Britner, S. L. & Valiante, G. (2000). Relation between Achievement Goals and Self-

Beliefs of Middle School Students in Writing and Science. *Contemporary Educational Psychology* 25, 406–422.

Pajares, F., Hartley, J., & Valiante, G. (2001). Response Format in Writing Self-Efficacy Assessment: Greater Discrimination Increases Prediction. *Measurement and Evaluation*

in Counseling and Development, 33, 214-221.

Pajares, F., & Johnson, M. J. (1994). Confidence and Competence in Writing: The Role of

Writing Self-Efficacy, Outcome Expectancy, and Apprehension. *Research in the Teaching of English*, 28, 313–331.

Pajares, F., & Johnson, M. J. (1996). Self-Efficacy Beliefs in the Writing of High School Students: a Path Analysis. *Psychology in the Schools*, 33, 163-175.

Pajares, Miller M.D. & Johnson, M. J. (1999). Gender Differences in the Writing Self-Beliefs of

Elementary School Students. *Journal of Educational Psychology*, 91 (1).

Pajares, F., Johnson M. J. & Usher (2007). Sources of Writing Self-Efficacy Beliefs of Elementary, Middle, and High School Students. *Research in the Teaching of English*,

42 (1).

Pajares, F. & Schunk, D.H. (2001). Self-Beliefs and School Success: Self-Efficacy, Self-Concept, and School Achievement. In R. Riding & S. Rayner (Eds.) *Perception*, London: Ablex Publishing.

Pajares, F. & Valiante, G. (1999). Grade Level and Gender Differences in the Writing Self-

Beliefs of Middle School Students. *Contemporary Educational Psychology*, 24, 390–405.

- Pajares, F. & Valiante, G. (2006). Self-efficacy beliefs and motivation in writing development.
In C. A., Macarthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research* (pp. 158-170). New York: Guilford Press.
- Pietsch, J. Walker, R. and Chapman, E. (2003). The Relationship among Self-Concept, Self-Efficacy, and Performance in Mathematics During Secondary School. *Journal of Educational Psychology*, 95 (3).
- Raimes, A. (1983). *Techniques in Teaching Writing*. New York: Oxford University Press.
- Renandya, W. A. & Jacobs, G. M. (2002). Extensive Reading: Why Aren't We All Doing It? In Richards, J.C. & Renandya, W.A. (Eds.) *Methodology in Language Teaching*. Cambridge: Cambridge University Press.
- Richards, J.C. and Rodgers, T.S. (2001). *Approaches and Methods in Language Teaching*. New York: Cambridge University Press.
- Schunk, D.H. (2003). Self-Efficacy for Reading and Writing: Influence of Modeling, Goal Setting, and Self-Evaluation. *Reading and Writing Quarterly*, 19, 159-172.
- Schunk, D.H. & Pajares, F. (2007). In A. Wigfield & J. Eccles (Eds.), *Development of Achievement Motivation*. San Diego: Academic Press.
- Schunk, D.H. & Pajares, F. (in press). Self-Efficacy Theory. In K.R, Wentzel and A. Wigfield (Eds.), *Handbook of Motivation at School*. New York: Erlbaum.
- Shell, D.F., Murphy, C.C. and Bruning, R.H. (1989). Self-Efficacy and Outcome Expectancy Mechanisms in Reading and Writing Achievement. *Journal of Educational Psychology*, 81 (1).
- Slavin (1994). *Educational Psychology: Theory and Practice*. Boston: Allyn & Bacon.
- Stern, H.H (1983). *Fundamental Concepts of Language Teaching*. New York: Oxford University Press.
- Tilaye, Kassahun (1997). Gender Specific Investigation into the Problem of High School Dropouts in Amhara Region. (Unpublished MA Thesis) Addis Ababa University; School of Graduate Studies,

Usher, E. L., & Pajares, F. (2006). Inviting Confidence in School: Invitations as a Critical Source of the Academic Self-Efficacy Beliefs of Entering Middle School Students. *Journal of Invitational Theory and Practice*, 12, 7-16.

Usher, E. L., & Pajares, F. (in progress). Sources of Self-Efficacy in School: Critical Review of the Literature and Future Directions.

Veit, R., Gould, C. & Clifford, J. (1990). *Writing, Reading and Research*. New York: Macmillan Publishing Company.

Wagner, D.A., Spratt, J.E., Gal, I. & Paris, S. G. (1989). Reading and Believing: Beliefs, Attributions, and Reading Achievement in Moroccan Schoolchildren. *American Psychological Association*, 81 (3), 283-293.

Wiersma, (1995). *Research Methods in Education: an Introduction*. Boston: Allyn and Bacon Inc.

Williams, M. and Burden, R. (1997). *Psychology for Language Teachers: A Social Constructivist Approach*. Cambridge: Cambridge University Press.

Wongsri, N., Cantwell, R.H. and Archer, J. (2002). The Validation of Self-Efficacy, Motivation and Self-Regulated Learning among Thai Tertiary Students. A paper presented at the annual conference of the Australian Association for Research in Education, Brisbane. Retrieved from <http://www.aare.edu.au/02pap/won02083.htm>, on 29 February 2008.

Yalew Endaweke (1997). Self-Efficacy, Perceived Importance, Attitudes, and Achievement in Physics among Tana Haik Comprehensive Secondary School Male and Female Students: a Path Analysis. *The Ethiopian Journal of Education*, 17 (1).

Yonas Adaye (1996). Teaching Writing as a Process at First year level at Addis Ababa University. Unpublished Master's Thesis, Addis Ababa University, School of Graduate Studies, Addis Ababa.

Zimmerman, B.J. and Bandura, A. (1994). Impact of Self-Regulatory Influences on Writing Course Attainment. *American Educational Research Journal*, 31 (4).

Zimmernan, B.J. & Martinez-Pons, M. (2004). Pursuing Academic Self-Regulation: A 20 Year

Methodological Quest. In E. Jessie, A. Chang & O. Tan (Eds), *Thinking about Thinking:*

What Educators Need to Know, Singapore: McGraw Hill.

Appendix 1

Writing Self-Efficacy Questionnaire

Respondent's Code _____ Gender _____

Directions: On a scale from **0 (no chance)** to **100 (completely certain)**, how sure are you that you can perform each of the **writing skills** below? Remember that you may use **any** number between 0 and 100.

0	10	20	30	40	50	60	70	80	90	100
no chance					moderately certain					completely certain

- _____ 1. Correctly *spell* all words in a story or composition.
- _____ 2. Correctly *punctuate* a story or composition.
- _____ 3. *Correctly use all parts of speech* (nouns, verbs, adjectives, adverbs, and prepositions) in a written composition.
- _____ 4. Write *simple sentences* with good *grammar*.
- _____ 5. Correctly use *singulars* and *plurals*, *verb tenses*, *prefixes*, and *suffixes*.
- _____ 6. Write a strong *paragraph* that has a good *topic sentence* or *main idea*.
- _____ 7. Structure paragraphs to *support ideas* in the topic sentences.
- _____ 8. End paragraphs with *proper conclusions*.
- _____ 9. Correctly use *transitional words* in a written text.

____ 10. Get ideas across in a clear manner by staying focused without getting off the topic.

Appendix 2

Reading Self-Efficacy Questionnaire

Respondent's Code _____ Gender _____

Directions: On a scale from **0 (no chance)** to **100 (completely certain)**, how sure are you that you can perform each of the **reading skills** below? Remember that you may use **any** number between 0 and 100.

0	10	20	30	40	50	60	70	80	90	100
no completely chance		moderately						certain		

- ____ 1. Read and understand the main ideas of a passage.
- ____ 2. Read and understand details from a written text.
- ____ 3. Guess the meanings of unfamiliar words from the context they are used.
- ____ 4. Read and understand the communicative purpose/function of part of a text.
- ____ 5. Appreciate the writing style of the writer to convey message.
- ____ 6. Clearly understand complex sentences in a written text.
- ____ 7. Appraise (evaluate) ideas presented in a reading passage.
- ____ 8. Read and infer indirectly mentioned concepts.

- _____ 9. Understand what some words in the text refer to.
- _____ 10. Read and understand the whole idea of a passage without getting attention off the topic.

Appendix 3

Questionnaire for Sources of Writing Self-Efficacy

Respondent's Code _____

Directions: Please use the following scale to answer the following statements. Circle the letter that best describes how true or false each statement is for you.

F _____ **F** _____ **F** _____ **T** _____ **T** _____ **T** _____
 Definitely Mostly A little bit A little bit Mostly Definitely
 False False False True True True

1	I got high grade in last semester's writing tasks and tests.	F F F T T T
2	My friends tend to avoid writing assignments.	F F F T T T
3	I feel confident when my parents tell me I am doing well at in writing in English.	F F F T T T
4	I felt nervous when I had problems in effectively writing a text.	F F F T T T
5	I received good results in my high preparatory school writing assignments.	F F F T T T

6	I had close friend(s) whom I respected for writing achievement.	F F F T T T
7	I was not good at writing activities in my previous academic lives.	F F F T T T
8	People I admire are good writers.	F F F T T T
9	I have always had natural talent for writing in English	F F F T T T
10	I feel confident when other students in my class do well in writing.	F F F T T T
11	I am always anxious about writing task.	F F F T T T
12	I noticed my heart pounding when I took writing test.	F F F T T T
13	My mind goes blank and I am unable to think clearly when trying to write in English.	F F F T T T
14	I usually appreciate my English teachers when they teach writing.	F F F T T T
15	No one at home is good at writing in English.	F F F T T T
16	People often tell me that I am good at writing.	F F F T T T
17	My English teachers often encouraged me by praising my writing ability.	F F F T T T
18	My classmates said that I write effectively in English.	F F F T T T

Items' Guide for the Researcher

Mastery Experience: 1, 5, 7, 9

Vicarious Experience- Peers: 2, 6, 10

Adults: 8, 14, 15

Social persuasion: 3, 16, 17, 18

Physiological states: 4, 11, 12, 13

Appendix 4

Questionnaire for Sources of Reading Self-Efficacy

Respondent's Code _____

Directions: Please use the following scale to answer the following statements. Circle the letter that best describes how true or false each statement is for you.

F _____ **F** _____ **F** _____ **T** _____ **T** _____ **T** _____
Definitely Mostly A little bit A little bit Mostly Definitely
False False False True True True

1	I got high grade in last semester's reading tasks and tests.	F F F T T T
2	My friends tend to avoid reading assignments.	F F F T T T
3	I feel confident when my parents tell me I am doing well at reading in English.	F F F T T T
4	I felt nervous when I had problems understanding a passage.	F F F T T T

5	I received good results in my high preparatory school reading assignments.	F F F T T T
6	I had close friend(s) whom I respected for reading achievement.	F F F T T T
7	I was not good at reading comprehension activities in my previous academic lives.	F F F T T T
8	People I admire are good readers.	F F F T T T
9	I have always had natural talent for reading comprehension.	F F F T T T
10	I feel confident when other students in my class do well in reading.	F F F T T T
11	I am always anxious about reading task.	F F F T T T
12	I noticed my heart pounding when I took reading test.	F F F T T T
13	My mind goes blank and I am unable to think clearly when trying to read in English.	F F F T T T
14	I usually appreciate my English teachers when they teach reading.	F F F T T T
15	No one at home is good at reading in English.	F F F T T T
16	People often tell me that I am good at reading.	F F F T T T
17	My English teachers often encouraged me by praising my reading ability.	F F F T T T
18	My classmates said that I understand every thing in a reading passage in English.	F F F T T T

Items' Guide for the Researcher

Mastery Experience: 1, 5, 7, 9

Vicarious Experience- Peers: 2, 6, 10

Adults: 8, 14, 15

Social persuasion: 3, 16, 17, 18

Physiological states: 4, 11, 12, 13

Appendix 5

Writing Test

Respondent's Code / ID _____ **Gender**

I. The following is a text written by a student. There are a few tense and number agreement errors. Rewrite the text correcting these errors.

It was on the 1st of April 2006. I, together with my little brother, were cleaning home. Suddenly, my friend, Abera, come and tell me that our village was burning. Shocked with the news, I and my little brother leave our home before we finish clean the home. But we found the village so calm that no burning is there. We still remembered the fools' day.

Through the centuries rats have managed to survive all our efforts to destroy them. We have poisoned them and trapped them. We have fumigated, flooded, and burned them. We have tried germ warfare. Some rats even survived atomic bomb tests conducted on *Entwetok*, atoll in the Pacific after World War II.

V. Develop the following topic sentence into paragraph by providing at least three supporting sentences.

My village is famous for several amazing natural features.

VI. Write a well structured paragraph on *the roles of parents in your educational career.*

Appendix 6

Reading Test

Respondent's Code / ID _____

Gender

Read the passage carefully and answer the questions that follow it.

1. We as human beings may not understand the **severity** of the possible consequences that deforestation poses. Since deforestation has had no severe effect on us yet, we ignore the problem. Every where you go, you see pieces of paper on the ground, people using multiple tissues to wipe their noses, and countless people pulling excessive amounts of brown paper out of the paper towel dispensers in lavatories. These are just few of the sources of paper that we use each day, without any thought whatsoever.

2. What we must realize is that the paper products we use daily could have been a part of a forest which functioned to enrich and hold soil, absorb carbon dioxide, collect and recycle water, release oxygen, and regulate climate. Some companies do plant trees to produce the kinds of the products needed by industry to **spare** the older forests but **many** do not. By wasting paper products, we are wasting forests. The simple fact is that the more paper we use, the more forests need to be cut down to serve our paper needs.

3. Many people might not consider the possible consequences of deforestation serious. **They** might say, " What if : a few people lose their homes; we experience a little flooding here and there; the temperature rises a little bit ; we miss out on a few new medicines; we kill off a few species which we never knew existed in the first place; the soil loses its nutrients?" **Ignorant** people like these do not realize the severity of these consequences.

4. By destroying people's homes we are cheating ourselves out of having a more diverse world. Flooding will cost billions of dollars in repairs. If the temperature rises a bit, **this** will throw Mother Nature **off course**. It will affect farming, the tourism industry, travel, sea levels, and much more. Without knowing what is being destroyed, we might not be missing out on just a few new medicines. We might be killing our chances of finding the cures for diseases such as Cancer, AIDS, Multiple Sclerosis, or multitude of others. And

if by chance we lose all of the nutrients in the soil because of soil erosion, cultivation will be next to impossible. After thinking about these consequences, try convincing anyone that the **ramifications** of deforestation will prove to be quite disastrous.

5. Forests were put on Earth for a reason; they help to maintain a delicate balance between all of nature's elements. By destroying forests through ranching, logging, farming, industrial practice, etc., we are putting this delicate balance in jeopardy.

6. The only way to ensure that we will not encounter any of the consequences of deforestation is to stop destroying the forests all together. We would have to stop cutting down all trees, no matter what our needs were. Since this is totally impractical as of now, the only thing we can do is using forest products in moderation. However, this idea of moderation needs to be put into practice immediately. We as people should take care of this problem before it gets to the point where we can no longer fix it. The sad fact is that once the forests are gone we won't be able to fix the damage that we have caused.

7. The immediate effects of deforestation may yet not be felt, but if this generation doesn't feel **them** the next generation and their children will be the ones to suffer. It is the actions of the human race that can make or break the future of the planet. In the end everyone loses unless a solution can be reached. This is easier said than done but the choices that lie ahead on this matter carry severe consequences that will forever change the way that all things live if they are able to live at all.

I. Write True or False for the following items.

- _____ 1. An increase in paper consumption implies that there exists high deforestation.
- _____ 2. The writer indicates that trees are sources of medicine for a number of diseases.
- _____ 3. Whatever the level of soil nutrients will be, cultivation can always be practised.
- _____ 4. Using forest products in moderation is an impractical means for reducing forest destruction.

II. What does each of the following refer to in the text?

5. " many", paragraph 2 , line 4 _____
6. " They", paragraph 3, line 2 _____
7. " this", paragraph 4, line 2 _____
8. " them" paragraph 7, line 2 _____

III. Based on the passage, match the words under column A with their contextual meanings under column B. The words under column A are written in bold in the text.

- | <u>A</u> | <u>B</u> |
|-----------------------|-------------------------------------|
| ___ 9. severity | a. uninformed (unaware) |
| ___ 10. spare | b. unintended consequences, results |
| ___ 11. ramifications | c. save |
| ___ 12. ignorant | d. state of badness |
| ___ 13. off course | e. actually, in truth |
| | f. possible solutions |
| | g. out of direction or path |

IV. Choose the best answer for each of the following questions. And write the letter on the space provided.

- ___ 14. The writer argues that
- a. human beings are fully aware of the consequences of deforestation.
 - b. the consequences of deforestation are easily observed.
 - c. reforestation is the best way to tackle deforestation.
 - d. people should be reserved from destructing forests.
- ___ 15. One of the following is **not** the argument that is held by " ignorant" people in the essay.
- a. Destroying homes is not harmful.
 - b. We have to think about the loss of soil nutrients seriously.

- c. Nothing will happen if the temperature rises a bit.
- d. Flooding causes little damage to the soil and the environment.

___ 16. Which generation receives the worst consequences of deforestation practices?

- a. the previous b. the present c. the future d. all equally

___ 17. According to the text, the writer

- a. is worried about the threatening human actions of cutting trees.
- b. is totally desperate about the possibility of saving the forests.
- c. says there is ample time to save the forests.
- d. believes old forests can be replaced.

___ 18. What has the writer repeatedly mentioned as a forest product excessively used by people?

- a. Logs b. Paper c. Office furniture d. Construction materials

V. Provide brief answers to the following questions.

19. According to the argument of the writer, the sole reason for us to keep forests on earth is to maintain a delicate balance between all of nature's elements. Do you agree or disagree? Why? _____

20. What is the purpose of paragraph 4?

21. To what extent does the text agree with realities in the Ethiopian forest condition? Provide examples to support your judgment. _____

22. Who is Mother Nature in paragraph 4, line 3? Why do you think the writer used this expression?

Appendix 7

Raw Data of Values of Variables from SPSS

WSE	WPERF	RSE	RPERF	MAST1	VIC1	PEERS1	ADULTS1	SOC1	PHYS1	MAST2	VIC2	PEERS2
59.2	45	58.9	59.1	3.5	4	3.3	5	1.5	2	4	4.5	5.3
64.9	65	57	72.7	5	3.8	4.7	3.3	3.8	4.3	3.8	3.7	4
76.9	40	68.1	45.5	5	4	4	3.7	5.3	3.8	4.8	4	5.3
87.2	72.5	79.4	86.4	5.3	3.7	4.3	3.7	4.5	6	5.3	4.7	4.7
77.7	32.5	63.4	72.7	4.5	2.8	3.3	4	4.3	2.5	4.3	4.8	5
42	32.5	64.8	63.6	2.5	4.2	2.7	3	4.5	4.8	4.5	4.7	4.7
47.1	27.5	41.3	63.6	2.8	4.5	4.3	4.7	3.8	4.3	4.3	4.8	4.3
78.1	40	74.5	40.9	4.3	5	5	5	4.8	4	4.3	5	5
85.6	47.5	71.7	50	5.5	4.8	4.7	5	5	5.5	5.5	4.7	4
80.5	45	81.2	50	4.5	4.3	4	4.7	4.5	2.3	3.8	5	4.7
45.9	12.5	60.8	22.7	2.3	3.5	3	4	2.8	2.3	4.5	3.3	3
60.4	52.5	57.4	36.4	3.5	4.3	3.7	5	4	3.3	4.3	4.5	4
67.2	25	59.2	50	4.3	4.8	5.7	4	4.8	3.5	4	4.7	4.3
25.5	25	42	50	1.3	3.8	4.3	3.3	2.3	3.8	4.8	3	3
55.3	20	64.2	31.8	3.3	2.7	3.3	2	2.8	4.5	3	2.8	3.7
57.6	42.5	60.1	54.6	2.3	3.8	3.7	4	3.5	4.8	4	3.7	3.7
74.5	25	56	54.6	4.3	4	5.3	2.7	3.8	3	4.3	3.7	3.3
56.5	20	47	45.5	3.3	3.3	3	3.7	2.5	3.5	2.8	3.5	3.3
33.8	27.5	28	40.9	6	3.5	4	3	4.8	1.5	3.5	5	5.7
58.8	17.5	58.6	31.8	3.8	4.3	4	4.7	4.5	2.3	3.8	4.3	4
61	22.5	68	31.8	5.3	4.5	4.3	4.7	3.5	3	4.5	4.5	4.3
60.4	30	61.5	40.9	5.5	4.2	4	4.3	2.3	2.8	5.5	4.2	4
27.5	27.5	46	31.8	1.5	4.3	4	4.7	5	2.3	3	3.8	4
67.9	50	66.6	50	3.8	4.7	5.7	3.7	4.3	4.3	4.5	5	5.7
69.2	67.5	70	72.7	2.5	2.5	2	3	1.5	1.5	5	3.8	3.3
69.7	52.5	57.1	40.9	5	5.3	5.7	5	5.5	3.8	5	5.5	5.7
75.1	30	78.1	40.9	3	3	3.3	2.7	2	2.5	2.8	3.3	3.7
73.8	70	74.5	68.2	3	5	6	4	3.5	2.3	3.3	4.7	5
57.8	27.5	73.8	36.4	4.5	5.2	5	5.3	5.3	3	4	5	5
87.4	57.5	77.8	59.1	5.8	5.7	5.7	5.7	6	4.5	5.8	5.5	5.3
88.3	47.5	53.8	63.6	5.5	4.7	5.3	4	4.5	3	5.5	4.7	5.3
81.2	50	68.5	59.1	4	3.7	3.3	4	1.8	2.5	3.3	3.2	2.7
57	52.5	63.6	59.1	2.8	3.3	2.7	4	3	4	3	3	1.7

96.5	67.5	83.5	59.1	6	4.8	4.7	5	5.3	4.8	5.5	4	5.3
66	32.5	67	59.1	2	3	3.3	2.7	2.5	3.5	3.8	3	2.7
63.8	25	55.8	40.9	4.3	4.7	5.3	4	4.3	5.5	4.5	5	5
72.5	67.5	74.6	72.7	3.5	4.3	5.3	3.3	3	5.3	3.5	4.5	6
74.2	55	68.8	68.2	4.5	5	5	5	4.3	5.3	4	5	5
40	10	49	27.3	4.3	3.8	3.7	4	3.5	3.5	3.8	4	3.3
40	20	43	45.5	3.8	2.8	3	2.7	2.8	4.3	3.8	2.8	3
72.5	50	53.5	59.1	5.5	5	4	6	4	3.8	4.3	3.7	1.3
37.3	25	41.2	22.7	3.8	4.3	3.7	5	3.5	4	4.5	3	3.7
66	47.5	78.5	81.8	4	3.8	3.7	4	4.3	3.5	4	4.2	4.3
63	30	67	50	4.5	4.5	5	4	4.8	3	5	4.5	4.7
58.7	30	59.3	45.5	5.3	5.5	5.3	5.7	3.8	4.8	5.3	5.8	5.7
37.3	35	39.5	45.5	4.8	3.8	3.7	4	5.3	2.3	2.8	3.2	3
46.5	22.5	50	50	5	5.2	5	5.3	4.5	4.3	5	5.3	5
51	32.5	56.1	45.5	3.8	4	3	5	4.3	3.3	3.8	4	3
70	35	65	59.1	4.8	3.7	3.7	3.7	4.5	3.5	5	3.8	4
59.8	22.5	67.6	36.4	5.3	4.5	4.3	4.7	3.5	3	4.5	4.5	4.3
60.7	30	62	40.9	5.5	4.2	4	4.3	2.3	2.8	5.5	4.2	4
33	30	50.1	40.9	4	4.3	4	4.7	5	2.3	3	3.8	4
44	10	49.2	31.8	3.8	3.8	3.7	4	3.5	3.3	3.8	4	3.3
26	25	44	50	2.3	3.7	4	3.3	2.3	3.8	4.8	3	3
59.2	55	64.1	63.6	2.8	3.3	2.7	4	3	4	3	3	1.7
92.9	72.5	89.3	63.6	5.8	4.8	4.7	5	5.3	4.8	5.5	4	5.3
68.4	35	66.7	59.1	2	3	3.3	2.7	2.5	3.5	3.8	3	2.7
63.2	25	57.1	40.9	4.3	4.7	5.3	4	4.3	5.5	4.5	5	5
68	52.5	67	54.6	3.8	4.7	5.7	3.7	4.3	4.3	4.5	5	5.7
69.2	65	71	77.3	2.5	2.5	2	3	1.5	1.5	5	3.8	3.3
82.7	47.5	66.6	63.6	4	3.7	3.3	4	1.8	2.5	3.3	3.2	2.7
67.2	25	57.2	50	4.3	4.8	5.7	4	4.8	3.5	4	4.7	4.3
88.4	57.5	77.8	63.6	6	5.7	5.7	5.7	6	4.5	5.8	5.5	5.3
79.5	52.5	57.6	59.1	5.5	4.7	5.3	4	4.5	3	5.5	4.7	5.3
74.1	57.5	61.8	63.6	4.5	5	5	5	4.3	5.3	4	5	5
56.6	17.5	48	45.5	3.3	3.3	3	3.7	2.5	3.5	2.8	3.5	3.3
35.2	27.5	32	40.9	6	3.5	4	3	4.8	1.5	3.5	5	5.7
58.4	20	58.5	31.8	3.8	4.3	4	4.7	4.5	2.3	3.8	4.3	4
41.4	32.5	64.8	63.6	5	4.5	4	5	4.3	5	4.8	4.7	4.7
59.2	45	58.9	59.1	3.5	4	4.7	3.3	1.5	2	4	4.5	5.3
65	65	58	72.7	5	3.8	4	3.7	3.8	4.3	3.8	3.7	4
44.9	12.5	60.7	27.3	2.3	3.5	3	4	2.8	2.3	4.5	3.3	3
60.4	52.5	59	36.4	3.5	4.3	3.7	5	4	3.3	4.3	4.5	4
74.7	70	73	68.2	3.5	4.3	5.3	3.3	3	5.3	3.5	4.5	6
69.9	50	57.9	45.5	5	5.3	5.7	5	5.5	3.8	5	5.5	5.7
77.1	30	72.2	50	3	3	3.3	2.7	2	2.5	2.8	3.3	3.7
73.9	60	76	68.2	3	5	6	4	3.5	2.3	3.3	4.7	5
59.9	30	69.8	50	4.5	5.2	5	5.3	5.3	3	4	5	5
60.1	42.5	60.6	54.6	2.3	3.8	3.7	4	3.5	4.8	4	3.7	3.7
74.5	22.5	56.9	54.6	4.3	4	5.3	2.7	3.8	3	4.3	3.7	3.3
87.2	72.5	79.4	86.4	3.5	3.7	3.3	4	4.5	6	5.3	4.7	4.7
76.8	32.5	63.5	68.2	4.5	2.8	2.7	3	4.3	2.5	4.3	4.8	5
78.1	40	74.5	40.9	4.3	5	5	5	4.8	4	4.3	5	5

47.1	27.5	41.3	63.6	4.3	4.5	4.3	4.7	3.8	4.3	2.8	3	2.7
55.3	22.5	64.2	36.4	3.3	2.7	3.3	2	2.8	4.5	3	2.8	3.7
84.7	50	70	50	5.5	4.7	4.7	4.7	5	5.3	5.5	4.7	4
80.5	45	81	54.6	4.5	4.3	4	4.7	4.5	2.3	5.3	5	4.7
77.1	37.5	68.2	50	3.3	3.8	4	3.7	5.3	3.8	4.8	4	5.3
80	47.5	76.4	54.6	5.5	4.8	4.7	5	5	5.5	5.5	4.7	4
79.2	42.5	69.8	50	4.5	4.3	4	4.7	4.5	2.3	3.8	5	4.7
48	30	43	54.6	2.8	4	3.3	4.7	4.3	4.5	2.8	4.8	4.3
78.7	32.5	64.4	68.2	4.5	2.8	2.7	3	4.3	2.5	4.3	4.8	5
44	17.5	55	22.7	2.3	3.7	3.3	4	3.3	2.3	3.8	3.3	3
69	57.5	78	68.2	3.5	3.8	4	3.7	4.5	5.8	5	4.7	5
62	35	59	45.5	4.5	3.3	4	2.7	3.5	4	4.5	4	4
44	32.5	59.9	59.1	4.5	4.5	3.7	5.3	4.8	4.5	4.8	4.7	4
69	37.5	62	59.1	3.5	4.2	4.7	3.7	1.8	2.3	4	4.3	5.3
65	55	62	63.6	5	4.2	4.7	3.7	4.3	4	4	3.7	4
78	37.5	67.6	50	3.3	4.2	4.3	4	5.3	3.8	4.8	4.2	5.3
73	37.5	70.6	50	4.3	5.3	5.3	5.3	4.8	3.3	3.8	4.8	4.7
57.7	47.5	60.4	40.9	3.5	4.3	3.7	5	4	3.3	4	4.5	4
60	25	66	54.6	4.3	4.8	5.7	4	4.8	3.5	4	4.7	4.3
38	30	56	50	1.8	3.8	4.3	3.3	2.3	3.8	4.8	3	3
65.5	17.5	67	36.4	3.3	3	3.7	2.3	3.5	4.3	3	2.8	3.7
79	60	77	59.1	5.8	5.5	6	5	4.3	5	4.8	5.5	5.7
54.7	27.5	57.1	40.9	4	3.5	4.7	2.3	4.8	4	4.5	4.2	4.7