Self-Efficacy Beliefs, Student Engagement and Learning in the Classroom: A Review Paper

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Abstract: Self-efficacy beliefs and student engagement are significant concerns for all educators especially for teachers in this modern era of education. Based on several researches and review papers, self-efficacy beliefs and student engagement influenced learning in the classroom. Self-efficacy beliefs are one’s capacity to perform required actions in order to achieve desired objectives or attainments. On the other hand, student engagement is the involvement, keenness, attention, and desire of learners that keep them in touch with their learning. Several researchers studied the association between self-efficacy beliefs and student engagement. The various studies have revealed that both self-efficacy beliefs and student engagement are crucial factors for successful academic learning. This paper is an attempt to highlight the researches on self-efficacy beliefs, student engagement and learning in the classroom to trace out the gap in research and to find further possibilities of research in these areas.

Key words: Self-Efficacy Beliefs, Student Engagement and Learning in the classroom.

I. Introduction

Many researches had suggested and clarified that how self-efficacy beliefs, and students’ engagement influence students’ learning or academic performance and how it turns learner to overcome on certain problems during their learning in school or university. However, the previous investigations and review papers revealed various statements by researchers about self-efficacy beliefs and students’ engagement as well as its importance for students’ achievements in their academic career. Studies showed that students with high self-efficacy beliefs and engagement in their academic activities performed well and stayed successful in their academic careers. This related literature review will emphasize on Self-efficacy beliefs and students’ engagement as a factor and how these factors influence students’ learning in the classroom.

First of all, it is very crucial for all educators, teachers and administrator to give sufficient attention to their learners’ self-efficacy beliefs, and their engagement as well as its impact on learning. Knowing how these factors affect students learning, will make an outstanding academic learning environment in which not only students enjoy their learning but they will also develop their personality which will assist them in their future career.

In addition, self-efficacy beliefs as explained by (Albert Bandura 1997),” is one’s belief in one's ability to succeed in specific situations or accomplish a task. One's sense of self-efficacy can play a major role that how one approach goals, tasks, and challenges”. This means, if personal efficacy is high learners will definitely overcome academic problem and accomplishes the task compare to those students with low level which may perform poor. Students’ self-efficacy can be improved by four specific sources of self-efficacy as: a. Mastery experiences, b. Vicarious experiences, c. verbal persuasion, d. Physiological emotions.

The first fundamental and best approach to make your students academically powerful is sense of self-efficacy beliefs which comes via mastery experience. It arises at the beginning of the learning practices and determines one’s sense of efficacy. (“Sewell et al 2000). Therefore giving the sense of accomplishment in all exercises to makethem to drive ahead and keep them tougher. Mastery experiences occur in several forms as it is a multidimensional procedure.
Second source of self-efficacy is a vicarious experience means social comparison or to see other people around us in order to give a type of feeling that I am also capable of being like them which they own or achieve with the help of continues struggles. For vicarious experiences learners should be a perfect model means they should be motivated, enthusiastic, curious about rules and willing to accept challenges. On the other hand, teachers should use interactive instruction which is called guided practice in order to clarify how to do in order to attain learning objectives.

Third source of self-efficacy beliefs is influenced by verbal persuasion or social persuasion. Students who are verbally persuaded or encouraged, are capable to perform and complete the assign tasks given by teachers and will be likely to utilize their efforts and will keep it up rather than confused or having doubt on their selves when setbacks and obstacles increases in their learning tasks (Redmond, 2010).

The last source of self-efficacy beliefs is physiological feedback or physical disabilities. It is the feeling that how learners perceive from their body senses which impact the self-efficacy beliefs. (Bandura, 1997). Students sometimes lean on their physical appearance or somatic and emotional feelings. They infer their anxiety reaction and tension as symbol of weakness which will lead them to unfruitful performance. In contrast students with positive mood or emotions will likely boost their self-efficacy beliefs and perform well.

Engagement is another factor which influence students learning and play a key role in students’ academic performance. (William, 2006) The study revealed considerable preferences toward the use of interactive whiteboards in instructional process which increased learners’ engagement in class. In fact, engagement is an involvement of learners in their learning and it is the level of attention, interest, passion and positivity they show during learning. It is being touchy and willing to handle challenges and setbacks in order to accomplish specific goals. Engagement is a vital factor for learners’ motivation, because motivated students always see a problem as a challenge and find ways to solve. Along with this, Meece et al. (1988) “set a model for cognitive engagement in the classroom. Engagement from an educational point of view is seen as the learner participation, and interaction with the learning material, learning activities, and the learning community.” In addition, engagement theory is a like a structure for teaching and learning with technology. (Kearsley & Schneiderman, 1999). Thus, it is worth mentioning that all educators should give complete consideration to students’ self-efficacy beliefs and engagement for fruitful outcomes in their academic career which is the aim of every teacher and especially of parents.

II. Self-Efficacy Beliefs

Lorsbach and Jinks (1999) found that self-efficacy; according to social theorists is a feeling of assurance of doing particular tasks. Their assumption about learners’ self-efficacy is that, self-efficacy plays a crucial role in developing learning environment and more importantly students outcomes. They also proposed that, self-efficacy is a driving force which alerts students toward their learning situation. Zeldin and Pajares (2000) studied particular stories about women who were nominated to have a career in mathematics, science and technology by studying 15 narratives in order to know that how self-efficacy beliefs influenced their educational and career choices. The study revealed that convincing and learning from own experiences were basic reasons of women self-efficacy beliefs. Their findings also proposed that self-efficacy beliefs may be adequate in women than male in social settings and self-efficacy is considered as a strong force to overcome in academic career problems.

Sewell and George. (2000) concluded that the aim of education is to feed children with knowledge and skills in order to be mentally and physically strong enough to move as a beginner to achiever. In their study on 30 primary students in New Zealand, they used Creative Problem Solving approach in instruction to encourage and help students in their learning. The study revealed that implementation of (CPS) in social studies bring efficient result as well as worthy setting for learners giving chance in decision making process within social life in order to enhance their self-efficacy in learning environment.

In a study of science self-efficacy beliefs of middle school students (by Brinter and Pajares (2006), based on Bandura’s view concluded that self-efficacy estimate the science self-efficacy of middle school learners. In their study on 1256 students of elementary and public middle school in South, Midwestern, USA, the study revealed that there is a considerable association among vicarious experiences, mastery experience, physical and emotional in which mastery experiences importantly estimate the science self-efficacy. They concluded that self-efficacy play a key role in science because self-efficacy affect the academic achievements, so paying careful attention to those sources of self-efficacy is an approach in which educators and parents may enhance the learners ability in science.

In the study on 459 biology learners, Lawson, Banks and Logvin (2007) found from the comparative study of self-efficacy and reasoning ability for the accomplishment of problems related to biology subject in college that formal and post formal reasoning ability significantly influenced the self-efficacy and an important estimation found that key factor is reasoning ability that affects level of self-efficacy to perform well in biology subject. They further concluded that, student with high estimation may perform solid, formal and post formal activities and that reasoning ability is the key issue which affects self-efficacy and accomplishment. Thus it might
be useful at the beginning of the academic session to provide student with challenging learning environment in order to raise their struggle, discussion feature and attainment.

In a study on 1256 students by Pajares, Johnson and Usher (2007) to examine the effect of Albert Bandura’s sources of self-efficacy on writing of preliminary, secondary and high school learners. The data revealed that these sources are significantly connected with writing self-efficacy. According to Bandura as explained, perceived mastery skills made contribution to writing self-efficacy of females, males and for schools students as well. The study also concluded that social motivation and stress are also somehow associated to writing self-efficacy. The study also resulted that female students were found stronger than male students in writing self-efficacy as well as elementary school students indicated more competency in all four sources to writing self-efficacy.

Aimenet. al (2010) conducted the study on 155 biology teachers of Ankara, Turkey. The data was collected using self-efficacy scale and a personal form. It was found that male teachers and teachers of higher grade level have higher academic self-efficacy as compared to their counter parts. The study also emphasized that academic self-efficacy is influenced by academic achievement.

Anthony and Artino (2012) in the meta-analysis of 100 empirical studies showed that self-efficacy in 9 psychological studies was vigorous and main component of college students’ academic performance and attainment. The purpose of the study is to motivate scientific educators to think and target students’ self-efficacy beliefs as a signal for keeping students busy for fruitful learning environment in class. According to Bandura, self-efficacy beliefs live and act as motor in human functioning. It is not sufficient for a person to learn knowledge or acquires kill only, but they should have a turning factor which pushes them to perform perfectly and successfully in any required situation or conditions.

Saeed, Tan and Chan (2012) examined 32 articles which were published from 2003 to 2012 in order to address these two questions: to what degree, has a self-efficacy belief, as predicting variable, has been investigated in the field of second language learning? Second, what factors affect learners’ self-efficacy beliefs in learning a foreign/second language? The investigation is divided in to two parts. First, to find out the effects of self-efficacy and second what factors influence self-efficacy? The study showed not only that several aspects develop the level of students’ self-efficacy but also self-efficacy considered a strong predictor of achievement in several languages. The study also proposed further research in this area such as to find the casual relationships between self-efficacy and other variables rather than just establishing a simple relationship.

Rowbotham and Schmitz (2013) conducted the study on 65 nursing students to analyze the accuracy of student self-efficacy scale related to their learning contents. The study matched the student self-efficacy scale (SSE) with general self-efficacy scale (GSE) to measure the correct relevant criteria for precision. The study found an important correlation between these two scales that definitely SSE measures and it is a confident and a precise tool for specification of self-efficacy.

Breanne E and Negel May (2013) concluded that self-efficacy and self-concept have diverse impact on new students of college regarding learning achievements and future profession. The study indicated that school GPA was fine estimated with overall self-efficacy however, college GPA was strongly appraised in relation to self-efficacy learning as well as, future profession which was clearly indicated by general self-efficacy and job performing ability. They also concluded that there is no impact of negation among general efficacy with self-concept, task ability and learning attainment.

In a study on 178 engineering students of third year Loo and Choy (2013) using, a 40 item survey measuring sources of mathematics self-efficacy scale found an association of four sources of self-efficacy (mastery experience, vicarious experience, social persuasion, emotional arousal) with learning outcomes as well as to specify the source of self-efficacy that influence leaning outcomes. The study revealed that all sources of self-efficacy were associated with mathematics attainments and it was also identified that mastery experience was the main factor which cause accomplishments of mathematics and related fields.

Goulao (2014) conducted the study on 63 online learners including 19% males and 81% females with the ordinary age 42 and measured self-efficacy through the MSLQ scale and analyzed a rapport concerning to academic self-efficacy of mature learners in online courses and their outcomes. The study showed that there is an important correlation between self-efficacy and leaning accomplishments.

Sharma and Nasa (2014) found that academic self-efficacy is well known indicator for learning outcomes these days. Academic self-efficacy is one’s own beliefs and thoughts in his or her capacity to act and get the targeted objectives. It works in many stages and forms which affects the learner attitude to overcome and keep in touch with various educational activities. The idea that self-efficacy is constructed on four sources: Vicarious experience, enactive mastery, physiological and motivational states. They further explained that self-efficacy should be related to product of the task because it leads to the designated or preset objectives which may influence positively or negatively.

Katz (2015) conducted the study on 29 students of 6th grade that had trouble in mathematics. The study showed that learners with low efficacy beliefs show fear and unwillingness to study mathematics, but to make them able to focus their involvement will enhance their efficacy beliefs and performance. Katz also concluded that learners who have low efficacy beliefs need positive reflection from teacher and a communal help to tap off
low efficacy and enhance self-direction and self-efficacy while these two supports Meta cognitive abilities. Thus, if educational system continuously evaluates self-efficacy beliefs’ a constant reflection from teachers and a family support will influence the enrichment of self-efficacy beliefs of students which will contribute not only learners in mathematics but also the instructional system of school.

Sachel, Xiaoying and Jeffery (2016) found in their study that self-efficacy play a significant role in learning performance. In their study on students of Organic chemistry who were analyzed five times in one semester and compared with final term test scores using structural equation model (SEM) in order to clarify the link between organic chemistry self-efficacy and learning outcomes. The study revealed that helpful association was found between organic chemistry self-efficacy’s outcomes and with practical experience in homogenous way of these two forms.

Lihong(2017) examined empirical based investigation papers in order to find the rapport between students’ self-efficacy and students’ approaches, language anxiety, gender, learners’ feelings and accomplishment. The study revealed that self-efficacy play a key role in learning foreign or second languages. The study also concluded that students having high self-efficacy may show best performance and apply various learning approaches, deal with low language anxiety and keep heart winning feelings toward the subjects.

Betoret, Rosello and Artiga (2017) concluded that there is a remarkable confirmation to claim that self-efficacy beliefs effect on learners’ performance, however insufficient investigations have been done to realize the motivational factor which acts as mediator in student achievements. The study base on socio cognitive aspect of motivation examined 797 secondary school students of Spain to look for a rapport between academic self-efficacy, students’ expectancy-value beliefs, teaching process, satisfaction and academic attainments. The study shows that student expectancy value-beliefs acted as moderator among academic self-efficacy and students’ accomplishment.

Ali, Wan and Nobaya (2017) conducted the study on 319 college students in Nigeria who were first grouped and then randomly selected for the study and data was collected through questionnaire form. The investigation showed that (80.82%) learners hold academic self-efficacy in college and the study also revealed that an important association exist between academic self-efficacy and academic achievements (r=0.342, p<0.01). They further suggested that learners have to be involved in such a program that give a type of feeling that, they can perform well and perform all educational assignments accurately which will take them to academic attainment perfectly.

III. Student Engagement:

Skinner and Belmont (1993) studied the influence of teacher aspects (contribution, structure and autonomy help) on 144 learners’ performance and involvement (ranging 3-5 grades) through school year. The study showed that teacher contribution was the main factor that students were having in the class as well as facilitation of teacher in constructive support and splendid structure that indicate students’ inspiration. The study also indicated that learners who experienced greater engagement had all 3 behaviors of teacher. They also proposed that disengaged learners should obtain strong attention from teacher in the form of motivation to make them reengage to the school.

In the study on 525 high school students in US Shernoff et al (2003), revealed that students’ engagement is mainly related to a challengeable task assignment, contents of instruction should be relevant and a constructive learning environment should be adapted. The study also concluded that group work or individual work instead, listening to teacher or watching videos play an important role in students’ engagement. The study finally suggested that educators and teachers should provide to their students a proper challengeable task and make a constructive learning environment in which students feel confident and controlled.

Zhao and Kuh (2004) from the study on 80,479 students of first year and senior students using National Survey of Student Engagement (NSSE) revealed that taking part in learning communities has a great impact on students’ educational achievement and their engagement with fruitful academic tasks like communication with faculty lecturers, active learning and academic integration.

Annetta et al (2004) conducted the study of 4 biology classes which is selected from one school in south eastern US, containing total of 129 students, ages from 14—18 years using quasi experimental design on a teacher’s made video games, in which students will play in group called Mega (given name to this game) using judgmental sampling. The study showed in a statistical form no effect on students’ performance, however, these video games were considered as key factor for students’ engagement in the classroom.

Barbra et al (2004) conducted the study on 220 high school students in English classes using questionnaires in a chain form through statistical path analysis in order to analyze the effect of class organization on learners beliefs, the impression of classroom setup and its outcomes. The study revealed that classroom perception is a key factor for learners’ engagement.

Appleton et. al (2006) conducted the study on 1931 ninth class learners to identify two kinds of engagement: student engagement, cognitive and psychological engagement. The assessment of student engagement instrument (SEI) was done using investigative factor analysis of dataset. The sample showed perfect correlation in the learning achievement when student are engaged with six factors including: teacher-learners relationship, completing school assignments, family support in learning, future goals, basic encouragement and
peer help. They further concluded that educators have to consider these six factors and look for solution which will lead students for best performance in the process of learning.

Chen, Lambert and Guidry (2010) conducted the study on 45 US baccalaureate institutions using set of stuff which is improved by (NSSE) which was randomly selected by pooling, in order to specify the effect of web based learning on college learners. The study showed a helpful relation among learners using learning technology, learners engagement and academic achievements. The study also concluded that most of the part time students are influenced to take admission in online courses which shows the great effect of web based learning.

Buijjs and Admiraal (2013) in the pilot study (small scale) showed that homework assignments bring students’ engagement to class and to learning as well which motivate them to take part in classroom that helps them to engage in their learning.

Marai and et. al (2013) considered student engagement as a crucial factor in learning and a distinct improvement in High educational institution. In their study with cross- sectional research on nursing physiotherapist, podiatry students of Malga University, Spain were selected. The survey revealed affirmative association among these cases and engagement showed to be a considerable factor that involved in academic accomplishment of higher education students. They further concluded that, the analysis proposes to Student affair professionals to judge and focus student engagement as a vital element in effective institution career and should have questioned their selves like: (what is necessary for encouraging learners to engage and how to use that factor in training?)

Holgado et.al (2013) conducted the study on 304 students of health sciences in the University of Malga, Spain in order to, find the correlation between academic engagement and performance, using online questionnaire with help of Utretch work engagement Scale for Students (UWES-s). The study revealed that there is an association among academic engagement and performance in all cases of college learners.

Wang and Degol (2014) examined that student engagement is a noticeablepoint in psychology and education from the last two decades due to its capability of specifying obstacles, lack of interest and the absence of achievements in students. If students are engaged with their learning; they devote time, emphasize to overcome and shoot the problem when faced as well as struggle to keep in touch with teachers and classmates (Wang and Eccles 2012a, 2012b). Thus students’ engagement is a vital factor for fruitful learning.

Selim (2014) conducted the study on 304 students in YuzuncuYil University, Turkey with a correlational research sample to find correlation between student engagement and academic achievement. Selim used two variables forms specifically student engagement scale and demographic profile for data collection and applied correlation analysis, two step cluster analysis, independent sample t test and regression. The study clearly showed that there is valuable association of student engagement not only with student academic achievement but also with cognitive, behavioral and sense of belongingness. The study also examined that cognitive and behavioral engagement is a type of class engagement. Selim concluded from the investigation that those students who were highly engaged had greater academic achievements compare to those students who had lower level. Thus it is vital to create a strong rapport between cognitive and behavioral engagement with academic achievement with respect of their significant relationship between them.

Lee. (2014) conducted the study on 3, 268 students in 121 US schools using US data program for international learners. The study found a relation between student engagement and academic performance and also concluded that behavioral and emotional engagement clearly affect reading performance. The study also propose that teachers, policy makers and the research associations are required to give complete concern not only to student engagement but also methods to boost it.

In a study on a private university students of estern New York Halm(2015) used semi-structures interviews and observations to find how fundamental encouragement and class work influences students engagement. The study revealed that the main factors that influence students engagement is feeling of admiring between students and teacher as well as learners centered instruction in class.

In the study on 25 elementary and middle school learners with Autism Spectrum Disorder Steinbrenner and Watson (2015) highlighted an association among joint engagement and student characteristics using the mixed level modeling. The study revealed that jointengagementis clearly correlated to the size of classroom and implementing student centered learning, autism challenge and meaningful communication in the classroom.

Hagenure, Hascher and Voilet (2015) conducted the study on 132 secondary teachers with help of self-report questionnaire scale. The study showed that interpersonal relation among teacher and students was a key factor making teacher has joy and anxiety. They also concluded that student engagement was indicated with teacher’s emotion and they suggested that interpersonal (teacher and students) relationship significantly affect teachers’ emotions which cause students engagement in the class.

Choong.et. al (2015) found from their indication concerning to student engagement and its related elements that student engagement is well stated idea in educational theories and researches which influences the improvement of not only educational institution but also personal development. The study also concluded that understanding the engagement of learners’ notion may excel and expand the consciousness of educators, school managers and teacher too in the advancement of higher education.
Jenny (2015) conducted the study on 26 students of fourth and fifth grade in Carolina in order to measure the influence of teacher moral and as well to identify an association among teacher moral, student engagement and learners attainment development using NC Teacher Working Conditions Survey, Van Amburg Active Inventory Tool and NC End grade Reading Test. The investigation showed no considerable correlation is there among these variables but, important connection is achieved in the improvement of students’ involvement when groups were formed in classroom.

IV. Self-Efficacy Beliefs and Learning:

Schunk (1989) found that self-efficacy model of accomplishment contains initial features, self-efficacy for learning, activity engagement and efficacy sign in which self-efficacy for achievements is inspired when teacher inform students that in what method they will learn a specific activity in the class. The investigation concluded that individual differences exist among students regarding skills, interest, strategies and attitude as well as personality traits. Therefore students should be given positive words as a reward in order to improve interest which support students for future abilities development. The study also concluded that the new model of self-efficacy suggest applying this model in a consistent method increase students beliefs and affect the interest which lead them to improvement in learning.

Zhang and Emanuel (2003) conducted the study on 278 high school students using structural equation model to find the effect of learning disabilities, gender, sources of self-efficacy beliefs and academic achievements in high school students. The study revealed that learners with neurological (LD) conditions had indirect effect on learner capacity, but there was no impact of gender on self-efficacy. However, sources of self-efficacy (students own capacity of solving problems, learning from other success and their interest) influenced the self-efficacy which lead them to considerable accomplishments.

Bassi et.al (2007) conducted the study on two groups of Italian students between the age of 15-19 years one with high academic self-efficacy and one with low self-efficacy using experience sampling method (SEM) in order to find academic self-efficacy beliefs and quality of experience in learning. The study found that learners with high self-efficacy beliefs predicted successful with higher ambitions in respect to low academic self-efficacy students. The study also concluded those successful students were highly engaged with constructive and cooperative methods along with doing homework.

Horonio et. al (2010) conducted the study on 268 learners of primary school with the help of binary logistic re-gression model to examine the link between self-regulated learning, self-efficacy and students achievements. The investigation showed that self-regulated learning and its association with self-efficacy beliefs projects the learners’ accomplishments however, there is a bound rapport between self-regulated learning and students’ achievements. They also found four profiles of students through cluster examination. They concluded that students with Positive adjusted profile (high degree of self-regulated learning and self-efficacy beliefs) have done well in arithmetic problems.

Mizumoto (2012) conducted the study on 281 EFL learners from two universities in Japan by distributing them in to three groups, using vocabulary test size questionnaire and open ended questions for data collection in order to explore the impact of self-efficacy on vocabulary learning approaches. The impact was observed and the study revealed that the impact of self-efficacy was experienced in the open ended responses of learners. The study also concluded that students with high self-efficacy were energetic in using vocabulary learning strategies compare to those who have low or medium self-efficacy.

Ching et al (2013) examined 46 research studies along with their instruments used for data collection from 1999 till 2009 in order to evaluate self-efficacy in internet based learning environments in three areas of investigation: (1) capacity of assessing students confidence and their skills of utilization of internet. (b) The rapport between students’ common academic capacity and its usage learning via internet. (c) Students self-efficacy mainly in internet based learning. The study showed that self-efficacy play significant part in learners’ way of studying (learning from web technology like, moocs and Azvedo’s ) and its result via internet based learning.

Saarntaus (2014) conducted the study on 6 students which were chosen from huge number of students’ base on their attainment in math for the interview, using semi structured method to identify the reasons on which interest and self-efficacy beliefs autonomously and equally connected to accomplishment in math subject and how these changes affect the motivation. After analyzing the content of the investigation by explorative technique, it is felt that there is an association between these motivational factors.

Yangin (2015) conducted the study on 257 students of 8th grade in Turkey, using Morgan Jinks student efficacy scale and language learning orientation scale by Noels et.al to investigate the connection between students’ academic self-efficacy and language learning motivation. The study revealed that no significant relationship exists between English language learning aspiration and self-efficacy beliefs of 8th grade students. The study also concluded that girls were highly motivated in learning a foreign language then boys as well as higher educated parents affects students’ performance in foreign language learning compare to those parents that own low level of education.
Meera and James (2015) conducted the study on 520 secondary school student using English Language self-efficacy and performance scale in order to examine the connection between self-efficacy and academic performance in English Language. The study found that there is a crucial and influential connection between self-efficacy and academic performance in English. The study also examined the variance of self-efficacy and academic performance in English of Urban and Rural students. The study also concluded that language learners with strong self-efficacy showed well performance and accomplishment.

Tembo and Ngwira(2016) conducted the study on 72 medical students using pre tested questionnaire, motivated strategies for learning questionnaire (MSLQ) and Likert’s Scale in order to identify the effect of self-efficacy beliefs on students learning. The study showed that self-efficacy affect students’ learning in both aspect deep and shallow learning approaches. The study also concluded that there is considerable contrast between male and female students learning strategies and self-efficacy. Thus, self-efficacy play a key role in making student studying habits in a chosen course, so it is crucial to use such type of teaching methods that evoke students’ self-efficacy.

Alqurashi(2016) observed a rapport between self-efficacy and online learning environments by reviewing various research papers from 1997-2015 which discussed three parts: computer Self-efficacy, internet and information seeking self-efficacy and learning management system (LMS). The review showed that computer self-efficacy considerably influenced learners’ demands with online learning setting and willing to have more studies, but internet self-efficacy estimated the learners’ attainment, but other aspect of this study showed no relation and LMS self-efficacy had no effect on learners’ attainment in online learning at all. The results of this research raise two more possible hypotheses: a. self-efficacy play an important role in online learning. B. self-efficacy does not play an important role in online learning due to little research in this area. Therefor further investigation is needed to improve the understanding of the nature of connection.

Betoret, Rosello and Artiga(2017) examined 797 secondary school learners from 36 various academic institutions using the scale at the initial stage of self-efficacy and expectancy value beliefs in order to specify the fundamentals factors of self-efficacy that influence students’ attainment and success. The data examined by Structural equation model showed that students’ expectancy beliefs regarding subject importance, dealing, perceiving achievement and the effect of engaging in a task as moderator between self-efficacy educational attainment or success.

V. Engagement and Learning:

William (2006) conducted the study on 10 middle school teachers and 197 students using questionnaires and surveys in order to identify the impact of using electronic whiteboards on learners’ engagement during instruction. The study revealed considerable preferences toward the use of interactive whiteboards in instructional process which increased learners’ engagement in class. The study also suggests that school and technology educators should know the importance and strong positive effects of interactive whiteboards in increasing student’s engagement in their learning. The study also concluded utilizing these findings appropriately will help teachers to keep students motivated and engaged in their learning and this will lead learners toward achievements.

Jang(2008) conducted the study on 136 students using structural equation model to study that how students’ motivation, engagement and learning scaffold external reasoning during uninteresting class. After uninteresting 20 minutes lesson whether the learners received a reasons/ beliefs or not, the study revealed that learners with external beliefs influenced well in interest increasing approaches, class engagement, self-motive and theoretical accomplishments. The study also concluded that, using external motivations assist learners to create self-directed reasoning which they need to keep in touch and become heart touching with uninteresting lessons.

Subranamian (2009) explored research studies on motivational impacts on students’ engagement and achievement in order to know the supremacy of mainly situational interest on students’ engagement as well as in their learning in physical education. The review concluded that situational interest act as motivator in increasing students’ engagement in learning and it is capable to affect individual interest and predict future goals. The study also concluded that situational interest may increase via some changes in learning settings and contextual issues such as using constructive learning approach, teaching approaches and task presentation as well as applying these changes by teachers in order to convince the uninterested and disengaged students to their learning.

David and Hood (2009) found from the investigation of two groups of first year learners which were assigned to write a report using web technology called wiki and the other group to work as a individual, the wiki method showed significant development in learners’ engagement, cognitive engagement and the students’ regular attendance than usual. The study suggests that using wiki in higher education will be beneficial to students’ engagement if used as an element of blended learning.

Johnmmarshall and Ching (2011) found from their investigation on 365 high school students using survey papers for class motivation and fourth features along other three emotional, cognitive and behavioral features of students’ engagement that agentic engagement was a unique and considerable feature which connected with learners’ productive motivation, relevant to those three features of engagement and valued an autonomous factor
in attainments. The study suggests the importance of agentic engagement and its application in learning which helps students in constructing their learning not only by adjusting their lessons but also the situation where they study.

Arbough (2011) conducted the study in order to find that how pedagogical, technological and learners traits influence students learning via internet base MBA courses. The study revealed that, teacher interactive classroom atmosphere was attentively correlated with learners’ achievement. The study also concluded that rest of the characteristic such as online classroom environment, the sum of time spend entering the websites and software for coursewere not considerably linked. The study further suggest that instructional skills is the initial step for successful teaching via internet base instruction, so teacher should devote time to improve these expertise like: making small groups of learners, inquiring discussion questions and developing friendly relationship.

VI. Self-efficacy Beliefs, Student Engagement and Learning:

Dogan (2015) conducted the study on 578 students in Turkey schools using specific scales for each variable in order to find the link between student engagement, academic performance, self-efficacy and academic motivation to estimate academic achievements. The study revealed that self-efficacy is the key factor of educational accomplishment, academic achievements of high and middle school students. The study also proposed that academically motivated and cognitively involved learners perform well in educational period.

In a study on 161 community college students (Lindsey 2017) used partial least squares structural equation modeling (PLS SEM) to find the link between community college learners’ self-efficacy, engagement and their concept of understanding basic statistics course program. Data was collected via Current Statistics Self-efficacy (Finney and Schraw, 2003) Survey of Attitude Statistics (Schau, Steven, Sauphinee and Del Vecchio, 2995), Motivated Startegies for Learning Questionnaire (Pintrich, Smith, Garcia and McKeachie1993) and comprehensive Assessment of Outcomes in Statistics (delmas Garfield Ooms and Chance, 2007). The study showed affirmative link between students’ theoretical understanding of self-efficacy in order to learn statistics and to be engaged with the course. The study also concluded that enthusiastically involved students mediate the impact of self-efficacy for learning statistics at beginning of the course.

VII. Conclusion

In conclusion, it is perceived that all investigations favorably focused on students’ self-efficacy beliefs and students’ engagement for fruitful learning. They also proposed that all teachers and school administrators should devote enough time to these factors which are assumed as a root for learning in all students. Bassi et al, (2007), learners with high self-efficacy beliefs predicted higher ambitions in comparison to low academic self-efficacy students. From these related literature reviews, it was found that greater number of studies conducted has shown that self-efficacy beliefs play an important and positive role on students learning and academic outcomes which give them a sense of confidence and achievement of doing any task related to their academic contextual. Specifically, it is crucial to keep in mind the four sources of self-efficacy beliefs (mastery experience, vicarious experience, verbal persuasion and physical or emotional disabilities) as growing zone in all learners which may cause for outstanding performance in their academic achievements. Other reviews found that self-efficacy beliefs may be adequate in women than male in social settings (Zeldin and Pajares 2000).

Beside this, students’ engagement is another vital factor which helps learners to be touchy with their educational contents in order to show progressive result. In addition, students’ engagement is a psychological involvement of learners and to make them engaged, teachers should build a sense of ability, giving self-sufficiency backup, using collaborative learning and affirmative friendship between student and teacher both inside or outside the institute not only for constant and successful learning but also to tape off the notion of current students that teachers are the hardest people to touch. Furthermore, as a successful educator, consider students’ Self-efficacy beliefs and students’ engagement as strengthening factors for productive learning in the classroom. It was also discussed that disengaged learners should obtain strong attention from teacher in the form of motivation to make them reengage to the school (Skinner and Belmont 1993).

All related researches focused on these variables to be supported and developed in learners for successful learning career. During studying these papers, several research gaps were found which is also recommended by the researcher for future investigations, with the respect of construct of self-efficacy more deeply among learners and how the classroom interactions between tutor and tutee or learner and peers can enhance self-efficacy. Furthermore, more research is required to find the casual relationships between self-efficacy and other variables rather than just establishing a simple relationship. Based on the available literature reviews it was found that few researches had been done particularly as a role of self-efficacy beliefs, students’ engagement and learning in the classroom.

There is a need to conduct further study, especially to find out the casual relationship of self-efficacy beliefs with other variables especially in English as foreign Language (EFL) classes which is also suggested for further study. Saed, Tan and Chan (2012) in their study discussed that more research is required to find the casual relationships between self-efficacy and other variables rather than just establishing a simple relationship. This may
be a fruitful work in this area as well asit will be a significant contribution to English Language Teachers and Administrators to emphasize on these factors and build a solid structure for desired learning in mentioned classes.

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