

The Relationship between Self-efficacy and Academic Performance in English Learning

Jingchen Bao¹, Jiixin Chen², and Tianyu Wang^{3*}

¹School of Infrastructure Engineering, Hydraulic and Hydro-Power Engineering at Dalian University of Technology, 116011 Dalian, China

²School of Faculty of Education, Ningxia Normal University, 756099 Ningxia, China

³School of Foreign Languages, Xianda College of Economics and Humanities Shanghai International Studies University, 202150 Shanghai, China

Abstract. Due to the increasing internationalization of higher education, coupled with the common use of English as a Medium of Instruction (EMI), English has become an important link between different cultures and for progress in academia. As an important part of social cognitive theory, self-efficacy refers to people's belief about themselves in terms of the ability to do certain academic tasks; and it has been proven that it can greatly influence academic behavior and results. The first part is about looking into literature on connections between Self Efficacy and English academic success, evaluating research with different kinds of students, and then breaking down the basics of classroom outcomes, strategies used, and Academic Aspiration. About the impact on the students' self-efficacy in class, the strategies that students use and their academic goals. For students with great self-efficacy, they tend to be more proactive and independent learners, therefore more likely to use a complete set of self-regulatory learning approaches that would be crucial steps in achieving success.

1 Introduction

As a result of the ongoing globalization and deep evolution in cultural exchanges, connecting with the efficacy has become an important part of the educational field. I mixed up the basic theoretical ideas of social cognitive theory, Frederick's threefold involvement theory, as well as self-regulation training techniques, and how one's sense of efficacy can change education and success in academia through cultivating good study practices and strategies. As an important psychological factor put forward by Bandura in 1994, self-efficacy of second language learning is pupils' confidence towards their own communication skills, which can greatly impact learners' intrinsic motivation and academic engagement, thus influencing their academic success [1]. In fact, many English learners do not achieve educational objectives because of poor self-efficacy and inadequate strategy adjustment, resulting in little academic output and performance. It must promote the instructional innovation of English by looking at this connection thoroughly; it's valuable in two ways. This paper does a structured study of how self-efficacy is connected with academic achievement in English. It does research on

* Corresponding author: 231110322@student.xdsisu.edu.cn

the students' age, and their different language inheritance and it also analyzes the impact of self-efficacy on classroom performance. It looks at how to pick strategies and reach goals. It finds out current problems and offers solutions; this is the groundwork for later studies.

2 Mechanism of influence

This empirical investigation looks at its usefulness to classroom-based English students and curriculum selection. Learners with a lot of self-efficacy will probably take on good autonomous learning techniques and show more thinking and doing. At the same time, they use a variety of self-regulation strategies and acquire better results in learning languages. Moreover, it is believed that self-efficacy is a vital part in fulfilling students' goals on academic English, which can improve teacher-student engagement and produce better study habits as well as motivation. This is helpful to teachers and people making rules who want to help students with their English study dreams.

2.1 The impact of students' self-efficacy on classroom performance

With the development of international higher education, the relationship between the adoption of English medium teaching (EMI) and self-efficacy has received widespread attention. Self-efficacy originates from social cognitive theory, situational-specific beliefs of students regarding their ability to complete classroom tasks. Self-efficacy is a belief in a person's ability to successfully carry out necessary actions, as well as a concept of responsiveness. Previous studies have revealed a link between self-efficacy and positive learning outcomes. For example, self-efficacy significantly affects students' use of self-regulated learning strategies and academic performance [2].

In addition, self-efficacy, as an individual's belief in their ability to complete learning tasks, will be mediated by learning participation, furthermore it affects classroom performance. Fredricks et al. defined the classic three-dimensional classification of learning engagement in the field of education. This framework divides learning engagement into cognitive engagement (psychological investment in learning), behavioral participation (time and energy investment in learning, persistence in activities), and emotional participation (positive and negative emotions about learning, such as interest and anxiety) [3]. Domestic scholars Li Xin and others further verified the continuity and application value of the framework in contemporary education research through systematic literature review, explicit behavior participation has the strongest impact on students' academic performance, while emotional participation and cognitive participation will indirectly maintain learning motivation, and these learning participation behaviors will jointly transform into better classroom performance, explicit behavior participation has the strongest impact on students' academic performance, while emotional participation and cognitive participation will indirectly maintain learning motivation, and these learning participation behaviors will jointly transform into better classroom performance [4]. The empirical research of Li et al. Also directly confirmed the mediation path of "self-efficacy learning participation academic achievement", and provided cross-cultural evidence for the core logic of self-efficacy mediated by learning participation in classroom performance [5]. It can be seen that in the process of classroom learning, students with a high level of self-efficacy tend to use effective autonomous learning strategies, from shallow memory to deep thinking. In contrast, students with low self-efficacy may be unable to adhere to effective learning strategies due to a lack of confidence in the classroom, lead to low learning efficiency. Therefore, it is necessary to optimize students' emotional participation, reduce learning anxiety, and enhance learning interest in the classroom.

To sum up, existing studies have confirmed the positive impact of self-efficacy on learning participation and classroom performance. Based on Fredricks' three-dimensional participation model, the internal dimension of participation is clarified. In recent years, empirical discussions on EMI scenarios have been gradually enriched [6].

2.2 The impact of students' self-efficacy on learning strategies

The trend of global competition is increasingly evident. Scholars in various fields attach greater importance to international research, participation, and learning. The significance and prevalence of learning English as a second language have grown in universities and among children. For English learners, Self-regulated learning strategies, learning strategies, and the outcomes of English academic performance are significantly influenced by their self-efficacy. For example, Kim et al's research has proposed the idea that students with high self-efficacy are more inclined to allocate a variety of time to cognitive and metacognitive learning strategies during the English learning process. As a result, their learning strategies become more creative and diverse [7]. The research puts forward a view that the positive self-efficacy behavior of English scholars can help improve the effect of English learning, and English self-efficacy and intrinsic values are the positive reflection signals of language learning strategies [8]. These conclusions also indicate that students with a high interest in learning are more likely to use self-learning strategies such as effort adjustment, and they achieve higher scores in English tests than their peers with low interest in English learning. Research shows that self-efficacy has a positive impact on students' learning strategies.

In comparison with Korean college students with low self-efficacy, those with high self-efficacy adopt a larger number of self-regulated language learning strategies. This phenomenon has been validated by the research carried out by Kim et al [7]. Beunin et al, who train students' writing ability, find that students with higher self-efficacy tend to employ self-regulated learning (SRL) strategies. They exert more effort, demonstrate greater perseverance, and can endure longer in the face of difficulties. As a result, they attain better academic performance. In addition, their level of self-efficacy correlates strongly with students' English learning outcomes [9]. Among the limited number of studies, one delves into the relationship between the utilization of bottom-up strategies and the level of self-efficacy among different subgroups of second language learners. In the course of their research, three types of second language learners were categorized according to their bottom-up reading strategy utilization, reading self-efficacy, reading comprehension scores, and language knowledge. Among them, "high achievers with active participation" attained higher scores in the utilization of bottom-up reading strategies, and their self-efficacy level was also at the highest level [10].

To sum up, existing empirical studies have confirmed that students' self-efficacy is positively correlated with learning strategies, which ultimately affects the academic achievements of language learners.

2.3 The impact of students' self-efficacy on academic goals

Regarding how self-efficacy impacts learners' English academic goal setting, according to available research literature, there are plenty of empirical findings for all ages and languages; they always state that self-efficacy is the main inner psychology way that affects pupils' success when trying to achieve their English educational goals.

More specifically speaking, regarding the scholarly efforts made by Chinese English students, it has been shown that teachers giving both academic and emotional help have quite an effect on students' participation with great predictive power [11]. It can enhance students' intellectual self-efficacy, help cultivate mastery goals and achievement-approaching goals,

so as to encourage them to participate in the course. It will also help with Academic Dedication by achieving Mastery goals. This is very significant in China's English pedagogical context because people know how important it is that self-efficacy serves as a mediator between teachers and students.

The ones about Spanish university said there was an influence from self-efficacy on academic success [12]. It can be seen that maintaining good self-confidence does not simply have positive impacts on schoolwork; it is also a strong indicator of and mediator to students' learning desire, accomplishments, and full educational experiences. And this cross - cultural evaluation shows that self - efficacy is an important basic psychological resource for students of different cultures, different age ranges can learn English.

Additionally, studies on Chinese 8th graders show there are multiple connections with the instructor-student bond, self-efficacy, study habits, and school success [13]. In the Chinese Foreign Language Pedagogy Context, It Is Found That Self- Efficacy Acts As A Key Intermediate Link Connecting Instructor - Students And Academic Result Simultaneously, Learning Methodology Also Has An Indirect Impact On The Two Dimensions. This viewpoint is a different way for me to comprehend why people must cultivate the students' ability to achieve what they want.

To conclude, be it the schooling in China or Spain, it is apparent that self-efficacy has been proven to be an important factor affecting learners' success toward their scholastic English goals. It has an influence on the academic goals which students set for their own learning, it influences how teachers approach their students and how they learn as well as what motivates them to keep going at school.

3 Recommendation

According to the study of the relationship between self-efficacy and academic success, combined with practical situations involving various cultural backgrounds and different educational stages. In order to promote academic teaching and initiate long-term study about it, some concrete suggestions are put forward that will serve as both a conceptual framework and a practical guide for further improvement of the educational system and further research on school work.

3.1 . Improve system guarantee

For educational policymakers, developing students' sense of self-efficacy should be considered an indispensable foundation for progress in education; they need to create a complete policy framework and resource distribution network: In the first place, there must be particular approaches put into effect so that nurturing the belief of these children becomes central to any educational objective at any level and become part of a curriculum structure or talent cultivation program to give teachers some directions for implementation. And also enhancing resources, giving some special fund for cultivating educational talent as well as teaching tools and environment. It will give practical groundings on how to construct a teacher support network and promote the use of strategy learning methods. Besides, make up balanced evaluation systems: key elements such as self-efficacy level, quality of teacher-pupil interactions and usefulness of learning techniques, etc., shall be integrated into the school's quality metric system so that it improves by way of feedback. Educational practices should change from being outcome-focused to being more about the process and psychology.

3.2 Strengthen the linkage of learning strategies

Educational implementation is taking the evidence on what is good at this, reinforcing connections with Self Efficacy and self-organized learning SRLs, all these ways going ever and ever - solving strategy to feedbacking it's efficacies. On the one hand, it should make conscious teaching on SRL strategies a part of ordinary instruction, urging students to set up hierarchy objectives for themselves and keep written reflection journals in an organized way. It is clear that it helps people to improve on their academic path and constantly increases self-efficacy with measurable progress feedback. On the contrary, instructors must develop a low-stress-high-assistance atmosphere so that students do not suffer from exhaustion resulting from educational setbacks and continue to use the strategies. It's also necessary to set up a flexible watchkeeping framework, give customized advice according to the self-confidence degree of pupils, create an all-encompassing educational framework with various goals and clear courses, as well as immediate feedback, thus offering two kinds of help for students to promote their English academic achievements.

3.3 Adapting to cross-cultural scenes

It can construct a gradient self-efficacy development course based on the growth pattern and characteristics of different students' cognition, which will improve the efficiency of pedagogical involvement at the primary level and build a solid foundation of self-efficacy rooted in the good relationship between teachers and students. In the scope of tertiary education, it is necessary to give priority consideration to the orientation of scholarly targets; self-efficacy cultivation needs to be integrated with academic skills enhancement; and a continuous educational system along the entire course of academia should be formed. As for cross-cultural integration, it is necessary to recognize the impact of ethnic differences on teaching activities, take into account global perspectives and be based on local education. People have to foster the belief along with regions of teachers-students' rapport, educational heritage, to form an instruction model that has a worldwide vision but still retains its flavor.

4 Conclusion

This article reviews all the investigation results on the relationship of self - efficacy with English academic success over the last ten years. From this review it can be seen that students' classroom results, choice of learning strategy, and success in academic goals are all influenced by students' confidence. These are mainly shown as:

In the classroom, the score performance is concerned that good students tend to be more capable of self-study; they can operate 5 things at once by themselves. Students who have lower SE will find it very challenging to keep up such sorts of effective study strategies because they lack the confidence in their abilities, thus not making efficient scholars.

On the academic strategy side, students with high self-efficacy will invest more effort and use many different SRL methods, such as regulating themselves and persevering, so that they can get better results from language learning.

In terms of academic goals, regardless if it is in the educational environment in China or Spain, research has shown that self-efficacy is an important factor for students to achieve their own English academic goals. It can affect students' English academic goals positively, with teachers and students communicating, and it also changes their way of studying and increases their desire to learn.

In conclusion, it's very helpful to advance into the English education field and so on. Some limits exist: EMI research is mostly about analyzing media. Then the rest will find out if other types of student are engaged or successful when creating inclass environments for

children who don't feel comfortable. Self-efficacy is positively correlated with academic success, and it needs to make further clarifications on how to enhance students' self-efficacy and put it into practical use in education. Also, research on self-efficacy in a cross-cultural setting is important since it needs to see what it does in different educational settings.

Authors Contribution

All the authors contributed equally, and their names were listed in alphabetical order.

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