# INFLUENCE OF SELF-EFFICACY ELEMENTS ON STUDENTS' ENGLISH ACADEMIC PERFORMANCE IN ONLINE LEARNING

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# DEDICATION

This project report is dedicated to my father, who taught me that the best kind of knowledge to have is learned for its own sake. It is also dedicated to my mother, who taught me that even the largest task can be accomplished if it is done one step at a time.

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# ABSTRACT

The main purpose of this research is to determine the influence of self-efficacy elements which are performance accomplishments, vicarious learning, social persuasion and emotional arousal on students' English academic performance in online learning as it has begun to drop especially during this Covid-19 season. The research is also aimed to study the level of self-efficacy elements among students. 350 primary level two respondents from five selected primary schools in Johor Bahru district were chosen for this research using cluster sampling technique. The research data was collected using a 5-point likert scale questionnaire adapted from 24-item Sources of Self-Efficacy Scale developed by Usher and Pajares (2009) and Online Learning Self-Efficacy Scale (OLSES) by Zimmerman and Kulikowich (2016). The collected data was analysed using descriptive statistics (mean and standard deviation) and multiple regressions analysis. The result showed that the overall level of performance accomplishments, vicarious learning experiences and social persuasion among students (n=350) was negatively skewed with a mean score of 3.37 (SD=.72), 3.86 (SD=.86) and 3.46 (SD=.85) respectively. While, the overall level of emotional arousal (n=350) among students was positively skewed with a mean score of 2.66 (SD=.79). The four variables have significant influence on the students' English academic performance in online learning, $F (4, 345) = 34.406$, $p < .0005$, $R^2 = .529$. Several gaps such as the effects of students' demography towards their level of self-efficacy and effects of different technologies in influencing students' level of self-efficacy in online learning can be focused in future research.

**Keywords**: Self-efficacy elements, English academic performance in online learning

# ABSTRAK

Matlamat utama kajian ini adalah untuk mengkaji pengaruh elemen-elemen efikasi diri iaitu pencapaian prestasi, pengalaman perwakilan, persuasi sosial dan rangsangan emosi terhadap pencapaian akademik murid dalam subjek Bahasa Inggeris dalam pembelajaran atas talian akibat kemerosatan pencapaian akademik murid dalam subjek Bahasa Inggeris dalam pembelajaran atas talian sewaktu musim Kovid-19 ini. Kajian ini juga bertujuan untuk mengenalpasti tahap elemen-elemen efikasi diri dalam kalangan murid. Seramai 350 orang responden tahap 2 dari 5 buah sekolah rendah di daerah Johor Bahru dipilih untuk kajian ini menggunakan kaedah persampelan kluster. Data kajian dikumpul menggunakan soal selidik (5 skala likert) yang diubahsuai daripada 24-item Sources of Self-Efficacy Scale yang dibangunkan oleh Usher dan Pajares (2009) dan Online Learning Self-Efficacy Scale (OLSES) oleh Zimmerman dan Kulikowich (2016). Data yang diperolehi dianalisis menggunakan statistik deskriptif (min dan sisihan piawai) dan analisis regresi berganda. Dapatan kajian menunjukkan bahawa tahap keseluruhan pencapaian prestasi, pengalaman perwakilan dan persuasi sosial dalam kalangan murid (n=350) telah condong negatif dengan skor min 3.37 (SP=.72), 3.86 (SP=.86) and 3.46 (SP=.85) masing-masing. Malahan, tahap keseluruhan rangsangan emosi dalam kalangan murid (n=350) pula didapati condong positif dengan skor min 2.66 (SP=.79). Keempat-empat pemboleh ubah tersebut mempengaruhi pencapaian akademik murid dalam subjek Bahasa Inggeris dalam pembelajaran atas talian secara signifikan, $F(4, 345) = 34.406$, $p < .0005$, $R^2 = .529$. Beberapa jurang seperti kesan demografi pelajar terhadap tahap efikasi diri mereka dan kesan teknologi yang berbeza dalam mempengaruhi tahap efikasi diri murid dalam pembelajaran atas talian dapat boleh difokus dalam kajian masa depan.

**Kata Kunci:** Elemen-elemen efikasi diri, pencapaian akademik dalam subjek Bahasa Inggeris dalam pembelajaran atas talian.

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| OLSES | - | Online Learning Self-Efficacy Scale |
|-------|---|-------------------------------------|
| SES   | - | Socioeconomic Status                |
| SPSS  | - | Statistical Package for Social Science |

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# CHAPTER 1

# INTRODUCTION

## 1.1    Introduction

The world is facing a global health crisis as a result of rising numbers of deaths, a lack of human contact, and the disruption of people's lives. According to the United Nations (2020), the current global situation is more than a health crisis; it is also a human, economic, and social crisis. Coronavirus disease (Covid-19) is a pandemic, and it continues to strike societies at the heart of massive business shutdowns, joblessness, limited transportation, resource distribution leading to scarcity of necessities, and grassroots educational learning. Covid-19 presents the education sector with the greatest challenges in terms of adaptation to educational delivery modalities, school operations and policies.

According to Chung et.al (2020), Millions of educational institutions around the world have been impacted by the uncontrolled dissemination of COVID-19. Since then, many prestigious academic institutions have fully embraced online learning as a way of ensuring educational continuity. Online education continues to grow at a breakneck pace. Numerous efforts are being made to improve technology adoption, productivity, and fulfilment in order to make online education more convenient and reliable. As Malaysians, we have been figuring out how to make sense of online education. Despite the internet world and associated technical advances, technophobia seems to persist in a wide variety of situations, most notably in online learning. (Yunus et.al, 2016).

In order to make the online learning more engaging and enjoyable during the pandemic season, modern digital devices and platforms are getting popular in use among the educational institutes around the world. According to Europe News in 2020, the University of Cambridge in United Kingdom had initiated teaching and learning

activities through online platforms in order to restrict the spread of COVID-19. From here, the changes in teaching and learning approach from physical to virtual begins in numerous educational institutions.

The Movement Control Order (MCO) was implemented in Malaysia in March 2020 to control the spread of COVID-19. Malaysia's Ministry of Education (MOE) declared all the educational institutions in Malaysia to switch the face-to-face teaching approach to virtual or online. The educational institutions were very adaptive and effective in overcoming the challenges provided by the MCO. Within two weeks, technology was used to construct and carry out the teaching and learning activities. The use of online learning has given birth to our nation's education system, where students will still be able to continue learning in an alternative way in the "new norm" period. Teachers and lecturers started using interactive teaching and learning tools such as Google Classroom, Google Meet, Webex Cisco, Zoom Meet and Microsoft Team to perform online teaching and learning activities. According to Chung et al (2020), online platforms have also begun to play a vital role in daily online education.

Since our nation's education system has begun to fully rely on online learning, educational institutions like universities, schools and colleges have started to enhance their teaching approaches by integrating numerous information and technological (ICT) strategies, approaches and also techniques. Variety of teaching styles has been implemented in teaching in order to enhance students' academic achievement in online learning. Although numerous teaching techniques have been utilized as a medium to deliver lesson-based contents through online learning due to the massive effect of outbreak, students' academic performance and achievement in online learning matters the most at the end. In simple, students' academic performance and achievement in online learning would be considered as the main learning outcome.

## 1.2    Background of Study

Several past researches investigated the impact of the academic environment and other parameters such as academic self-efficacy on learners' performance and degree of achievement in educational institutions to determine what major elements can influence both students' performance and degree of success. Some researchers, such as Smith, 2002; Hoy et al., 2006; and Macneil et al., 2009, focused on the connection between the educational setting and students' academic performance. Whereas some other researchers like Chemers et al., 2001; Greene et al., 2004; Zajacova et al., 2005; Sharm and Silbereisen, 2007; and Akomolafe et al., 2013 found that academic self-efficacy is positively associated with college grades.

Several studies had been conducted to investigate how individual factors like gender can influence the students' thought or feelings on self-efficacy and academic achievement. For example, according to the findings of a study conducted in 2010 by Momany et al., there was no notable difference in self-efficacy between males and females, whereas there was a substantial difference in academic performance between males and females. However, the findings of a study conducted by Peter in 2013 revealed the contradictory outcome, claiming that men reported a significantly higher level of self-efficacy in mathematics compared to women, but no gender gaps in mathematics academic performance metrics were discovered. The majority of the research on the connections between academic atmosphere, academic self-efficacy, and academic achievement was performed in Europe and Asia. Few studies on these variables have been published in Egypt. It is one of the areas which this research aims to address, as students' climate perceptions and self-efficacy may differ from nation to country.

Student perspectives may differ due to diverse method used to calculate from several cultures. As a result, the very same studies published in a different environment may result in different. Even though many prior studies looked at the direct links between these three variables, few looked at the influence of interaction between them. For instance, according to the results of a study conducted by Peter in 2013, the connection between the efficacy of an individual in mathematics and their educational

achievements was not moderated by the academic environment. In addition, Canpolt (2012), discovered a bridging influence of self-efficacy in determining the relationship between academic climate and goal orientations.

In local context, there was study conducted by Muhammd Fazlee Shan Abdullah (2013) on international students of Universiti Utara Malaysia's self-efficacy and perceived social support towards psychological adjustment. Morever, researchers from Universiti Utara Malaysia also conducted a study to determine the connection between undergraduate students' self-efficacy in speaking English fluently and their academic achievement (Lee, Mohan et al., 2020). In other hand, Rahil Mahyuddin, Habibah Elias, L.S. Cheong et al. (2006) carried out a study to identify the relationship between secondary school students' self-efficacy and their English language achievement.

In a nutshell, there were numerous past studies had focused on various variables such as academic self-efficacy, educational settings or academic environment, gender, and climate perceptions which influenced the students' academic performance and achievement. Thus, this research mainly focuses on determining the influence of self-efficacy elements which are mastery experience, vicarious experience, verbal persuasion, and physiological arousal on specifically in English academic performance in online learning. This is the research gap of this study. According to Bandura's self-efficacy theory 1977, these four influential factors support the development of self-efficacy. The level of these four influential factors on self-efficacy is also being identified in this study.

## 1.3    Statement of the Problem

According to Bacon, L.S. (2011). academic performance relates to grades and academic qualifications, as well as overall academic capability and goal achievement. It's also an index of all future life success. Shah, S.S. (2009) mentioned that superior academics are more likely to sustain their level of excellence in academic as well as in the workplace. Multiple factors influence academic performance. Mindset drives

success, and capability is required for outstanding achievement. Vecchio, G.M et.al (2007) stated that academic achievement is also influenced by intelligence and enthusiasm. The cumulative grade point average (CGPA) as a metric of strong academic performance will indicate the extent to which students have attained their educational goals. GPA has already been regarded as a significant predictor of academic performance in previous studies conducted by Feldman in 1993 and Garton et. al in 2002.

In order to reduce COVID-19 transmission, several countries have introduced safety measures such as maintaining physical or social distance among individuals. Physical distance and movement constraints were suggested or ordered by governments (CDC, 2020). To avoid the disruption of education caused by the outbreak, many educational institutions have switched to online teaching and learning techniques (Ali, 2020; Crawford et al., 2020; Huang et al., 2020). Many schools and universities provide adaptive classes where teachers plan and assign tasks or video shoot the lectures where students can able to finish up the assigned tasks at their free time according to their convenience. A few educational institutions carry out teaching and learning activities in a synchronous manner, where classes held through online platforms as per scheduled.

In Malaysia, since the spread of Covid-19 had changed the mode of teaching and learning process at educational institutional, students' academic performance has begun to drop. Students' English academic performance in online learning seems to be very poor and dissatisfied is the major issue of the research. The researcher decided to conduct the study on this particular issue once he has started encountering numerous academic performance-based issues among students in online learning. Based on the researcher's observation in teaching English through online platform such as Delima's Google Classroom and Google Meet, he has found out that many students are not showing interest in completing the assigned tasks properly. For example, only around 5 to 10 pupils handed in their assignments to Google Classroom out of 30 pupils in a Year 6 class although sufficient instructions and explanation on doing the task have been given earlier during the Google Meet.

Furthermore, most of the students do not engaging themselves in online discussions which require individual's comment, insight and opinion on academic topic. For example, only around 3 to 5 pupils tend to perform well in online discussion out of 31 pupils in a Year 5 class. In other hand, some of the students used be to very passive without engaging themselves in online learning. For example, the researcher used to conduct online teaching and learning activities through Google Meet using some topic related teaching aids or materials likes hands-on activities in word wall, quizzes, videos and audios which would be very helpful in stimulating dual way interaction during the class. However, there were still some of the students would not show enthusiasm to involve themselves in such activities.

Lack of participation in online learning might be due to the students' poor cognitive engagement. According to Kemp et al. (2019), cognitive engagement refers to the mental mechanisms which is related to the absorption of knowledge among learners. It entails being curious, focusing solely, and flowing. According to Kemp et al., 2019; Saade & Bahli, 2005, cognitive absorption is a degree of intense engagement, whereas flow is the degree of concentration or focus on a single activity without regard for anything else. The low cognitive engagement of students was able to identify based on the students' poor English academic performance in online learning. This had been justified from the achievement of grades that the students obtained in overall English academic performance at the end of 2020. The data collected from the classroom-based assessment report in 2020, 45% of Year 4 first class students were able to achieve only band 4 in English at the end of schooling in 2020.

Although there have been numerous studies on the academic performance of students, there has been a dearth of research on the impact of students' self-efficacy on their academic performance in Malaysia. Moreover, since Malaysia's educational system is fully depend on online learning in this recent time, the researcher has decided to relate the topic with online learning context and determining the students' academic performance also has been specified just for English Language. The researcher also found that studies on English academic performance of students in online learning was very limited as well. The lack of studies on the level of self-efficacy's elements among students and also the influence of students' self-efficacy's elements on English

academic performance in online learning had triggered this research to be carried out. By carrying out the mentioned study, the researcher hopes to close the gap in understanding the level of self-efficacy's elements among students and the influence of students' self-efficacy's elements on English academic performance in online learning.

## 1.4    Objectives of the Study

The main aim of this study is to identify the influence of self-efficacy elements on students' English academic performance in online learning. Specifically, the objectives of this study are as follows,

1)    To identify the level of performance accomplishments among students

2)    To identify the level of vicarious learning among students

3)    To identify the level of social persuasion among students

4)    To identify e the level of emotional arousal among students

5)    To identify e the influence of self-efficacy elements on students' English academic performance in online learning

## 1.5    Research Questions

This research is subjected to answer the research questions which as follows,

1)    What is the level of performance accomplishments among students?

2)    What is the level of vicarious learning among students?

3)    What is the level of social persuasion among students?

4)    What is the level of emotional arousal among students?

5)      Is there any significant influence between the self-efficacy elements and students' English academic performance in online learning?

## 1.6     Research Hypotheses

From the research questions, the null hypotheses are formulated which as shown below,

H$_0$1     There is no significant influence between the self- efficacy elements and students' English academic performance in online learning.

## 1.7     Significance of the Study

The study on determining the influence of students' self-efficacy's elements on English academic performance in online learning comprises several significances. First of all, enhancing the English academic performance among students in online learning is the main significance of this study. The entire globe depends on the use of information and technology system (ICT) at the current scenario as the number of Covid-19 cases are getting increase and it is not possible and also safe to perform face-to-face interaction in the educational institutes. Thus, the importance of academic performance among students in online learning need to be enhanced by developing self-efficacy towards learning through digital platform.

Since online learning has become such an integral part of educational systems around the world, students' academic performance can be easily improved. (Allen & Seaman, 2017; Bradley et al., 2017; Rudestam & Schoenholtz-Read, 2010). According to Rudestam and Schoenholtz-Read (2010), almost each college or university in the United States has now incorporated some aspects of online emerging technologies into its curriculum. Seaman et al. (2018) stated that more than six million students in the United States are currently beginning to take at least one virtual course. According to Allen and Seaman (2014), 90% of educational experts are confident that most of the students will prefer enrolling online courses by this five years' period, a vast part of the higher education students will enrol at least one online course. Botsch and Botsch

(2012) noted that it is mainly due the convenience and flexibility of the remote learning.

Online learning allows students to access educational content from tons of digital site. According to the studies by Hoppe (2015), Nguyen (2015) and Totaro at al. (2005), online learning has turned students' learning style easier as the availability of online resources are huge and handy in this modern era where students can browse digitally for academic libraries and also they can express ideas and have peer discussions so easily from anywhere and anytime Online learning allows language learners, such as English as a Second Language (ESL) students, to be more prone to the chosen language via the convenience accessibility of various authentic resources from online sites.

Charmonman (2005); Ngampornchai and Adams (2016); Sae-Khow (2014) stated that although not as widespread as in the United States, the effectiveness of online learning has been acknowledged in Asian Countries. Most of the educational institutions in Asia are starting to embed remote learning elements into their educational system. It has been noted in past studies (Khaopa, 2012; Ngampornchai and Adams, 2016; Saowapon et al., 2001) that along with other technological advancements, Thailand has launched a national initiative to enhance the effectiveness of online learning to help students achieve higher learning goals and provide supplementary educational opportunities at academic institutions.

However, acceptance of online education is also equipped with some difficulties. For instance, according to a study by Ngampornchai and Adams (2016), the Thai learning environment that encourages remote learning contrasts sharply with the approach to online education that relies on the self-motivation and self-regulation of learners. Some of the past studies (Johnson and Davies, 2014; Lock et al., 2017; Zhao and Chen, 2016) have discovered that while traditional education emphases direct instruction and is typically centred on the teacher, many strategies, approaches and techniques have been added in online learning platforms which focuses to student-based learning. Due to the fact that students are largely self - directed learners in online learning environments, it is critical that they could be self-motivated and self-regulated

as they can be able to monitor their own progress constantly, discover for the academic information on themselves in order to accomplish their learning target, and face and resolve the challenges that arise in online learning. In addition to some undeniable barriers to online learning, it can still be the best medium for learners to successfully achieve learning goals, which can lead to good academic performance at the end of their learning.

Secondly, this study can be a guideline and guidance for other researchers who want to study in the same fields. Furthermore, another important implication is that the outcome of this study can be a step to cultivate awareness and interest among other researchers in determining the relationship between the impact of the self-efficacy elements and students' English academic performance in online learning, causing more research to be carried out in the respective context.

The next essential significance is towards the researcher's own knowledge base regarding self-efficacy theory and its' four influential factors and students' English academic performance in digital learning. By gaining more knowledge and information concerning the problems, the researcher hopes to establish an awareness within students on the ways in which common influential factors under Bandura's self-efficacy theory potentially drive their English academic performance in online learning in terms of behaviors, cognitive and also affective changes.

## 1.8    Theoretical Framework

The purpose of this study is to determine the influence of self-efficacy elements on students' English academic performance in online learning. The theoretical framework of this study is designed based on the Self-efficacy Theory which was originally proposed by Albert Bandura in 1977. The theory of self-efficacy is an important component of the more general social cognitive theory of Bandura (1986), which suggests that the behavior and attitude, environment, and cognitive processes of an individual are interrelated. According the psychologist Bandura (1978), self-efficacy is defined as a judgment of one's capacity to execute a particular behavioral

responses. Whereas, Wood and Bandura (1989) stated that self-efficacy beliefs are critical components of the permitting structure that governs an individual's productivity and performance. Self-efficacy judgments consider the degree of effort people will put into a task and how long they will commit with it. Those who have strong self-efficacy beliefs work much harder to achieve a goal or to deal with obstacles, whereas those who have lack of self-belief are likely to reduce or even discontinue their efforts in achieving a goal.

There are four main sources or influential factors in self-efficacy theory. These four major influences or influential factors used by individuals to make a self-efficacy judgment. In order of strength, the first is performance achievements, which refers to personal evaluation data based on the personal mastery achievement of an individual. The second factor is vicarious experience. It can be developed by the process of observing others or their activities (Sandy et al, 1998). This is often referred to as modelling, and observers may be expected to enhance their capacities or capabilities observing others deed or activities. They would assume the particular person or people as their role model to excel well in their desired activity. The third influential element is social persuasion. It refers to activities in which individuals are conditioned to believe that they can complete particular yet complex jobs effectively through suggestion. Coaching and performance feedback are widely known as social persuasion (Bandura, 1977; Bandura & Cervone, 1986). Physiological and emotional states are the final source of data, or they can also be called emotional arousal. Physiological or emotional states of the individual influence judgments of self-efficacy with regard to particular activities.

In general, these four main influential factors or elements of self-efficacy theory lead to the enhancement of self-efficacy among individuals and eventually the possible outcome of perceived self-efficacy can be measured in students' English academic performance in online learning.
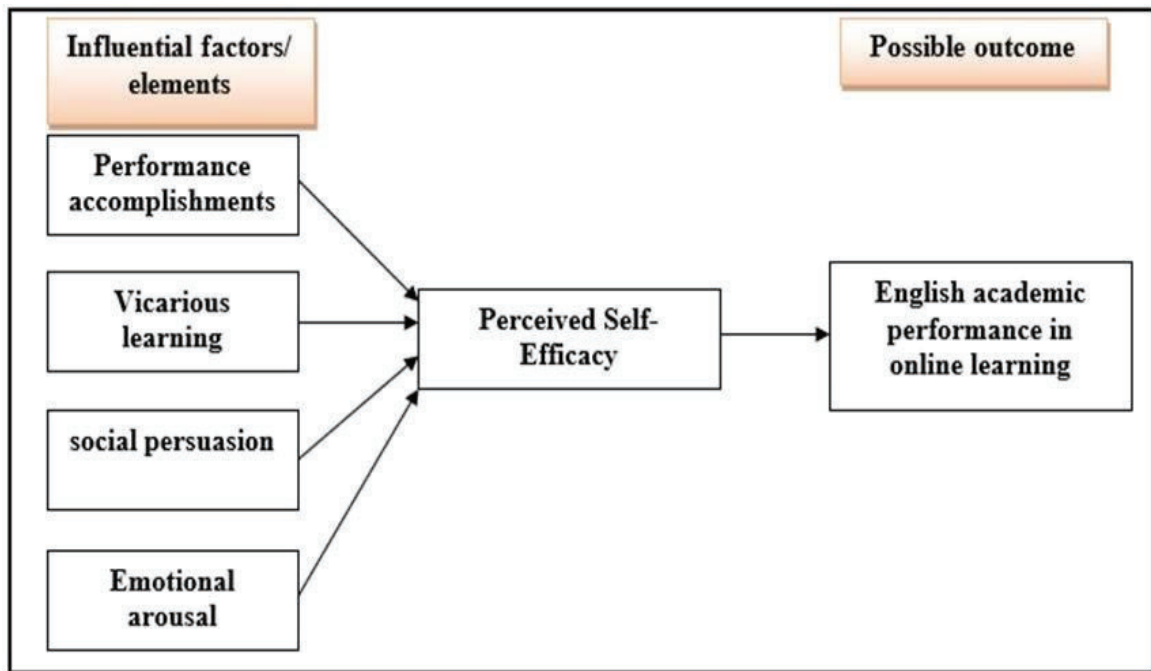
Figure 1.1      Theoretical Framework of the study (Bandura's Self-efficacy Theory)

## 1.9      Conceptual Framework

The conceptual framework of this study is designed based on the Self-efficacy Theory which was originally proposed by Albert Bandura in 1977. As discussed in theoretical framework, there are four self-efficacy influential factors or elements which are performance accomplishment, vicarious learning, social persuasion and emotional arousal. These four self-efficacy elements are being the manipulated variables of this study and the most of fundamental thing is the level of each element will be identified as stated in research objectives and questions.

Since these four primary influential factors or elements of self-efficacy theory lead to the development of self-efficacy among individuals, the significant influence of these self-efficacy elements on students' English academic performance in online learning will be identified as the last research objective and this is the main hypothesis of the study as well. Primary level two pupils between the ages of 10 and 12 have been recruited for this study.
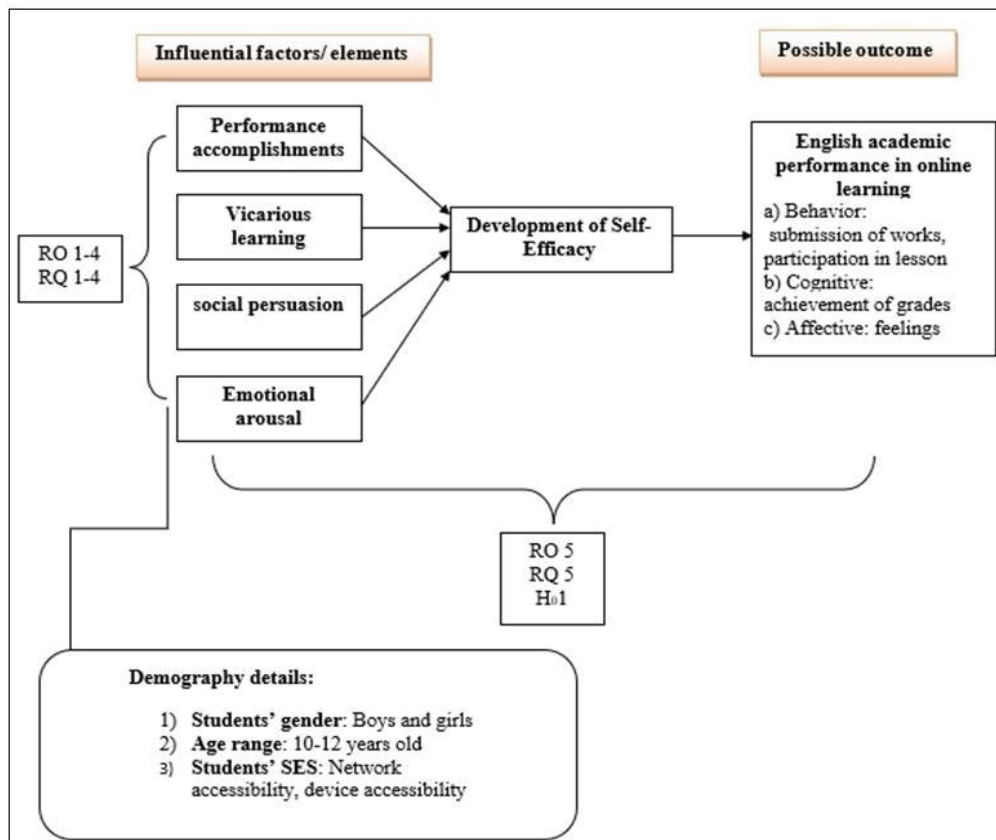
Figure 1.2      Conceptual framework of the study

## 1.10    Scope of Study

As the focus of researcher is to get the understanding the impact of self-efficacy elements on students' English academic performance in online learning, the participants of this study include 350 primary level 2 students who will be selected through cluster sampling technique. As the influence of self-efficacy elements on students' English academic performance in online learning will be measured through designated survey questionnaires, the primary level 2 students are allowed to answer the questionnaires distributed at their convenience time and submit to the researcher within stipulated period upon completion.

## 1.11 Limitations of Study

There are several limitations of the study. Firstly, sample of this study is limited to cluster sampling. Since the population consists of 4000 primary level 2 students from the five selected primary schools in Johor Bahru district from age of 10 to 12 years old, the researcher divides the population of into multiple small groups known as clusters. Then, the samples of the research will be randomly selected from the clusters to form a sample. This sampling technique is chosen due to it is fast, inexpensive, easy and the participants are readily available. However, this technique is considered as sampling bias and the sample is not representative of the entire population of the study.

Secondly, sample of this study are taken from students from the age of ten to twelve as the researchers' focus of sample is primary level 2 students. The reason of the small age gap between the children is to better gauge the physical, socio-emotional and cognitive development at the age group. Furthermore, small age gap would be very useful to strengthen the validity and reliability of collected data. This study does not include parents and English educators' feedback in determining the level of four self-efficacy elements and their influence on students' English academic performance in online learning.

Next, the ethnicity and religion of the sample are overlooked and is not assessed as a variable. Lastly, this study is using a self-report inventory. The reliability and validity of this study depend greatly on the students' interest and honesty in answering the questionnaires. Their understanding on the elements that influence or develop self-efficacy and their influence towards the students' English academic performance in online learning will affect the reliability and validity as well.

## 1.12    Conceptual Definitions

### 1.12.1  Self-Efficacy

According to Pajares and Miller (1994), self-efficacy refers to the assumptions of students on their capacity or potential in acquiring latest knowledge and skills, mainly in a specific academic setting. According to Bandura (1997), self-efficacy involves people's thought or feelings in their ability to achieve something. According to Pajares (1996) and Schunk (1995), self-efficacy affects motivation for academic performance For example, a research conducted by Mousoulides and Philippou in 2005, confirmed that there is a positive association between the efficacy of an individual and their performance in academic so that the students' academic performance increases since they are conditioned to have stronger beliefs of self-efficacy. A strong correspondence has been documented by most researchers like Pajares and Miller (1994) in investigating the connection between the efficacy of an individual and the academic performance. According to Nasiriyan et al. (2011), an individual who hold strong efficacy tend to engage in challenging activities, be more perseverance, persistence, and perform well academically.

## 1.13    Operational Definitions

### 1.13.1  The Four Self-Efficacy Elements

In this research, self-efficacy refers to an individual's belief and thought about their potential or capability to perform well in English, particularly in online learning. According to Bandura's self-efficacy theory, four major elements influence students' English academic performance in online learning. There are performance accomplishments or mastery experience, vicarious experience, verbal persuasion and arousal of emotions. According to Bandura (1997), mastery experience is defined as good or bad experiences determine one's interest and ability to perform an assigned task. If one excelled well at a task previously, he or she is more capable or has high tendency of confidence to perform well at a similarly associated task. In this research,

researcher has related the students' performance accomplishments with their grades on English tasks or quizzes in online learning, the difficulty level of English assignments, grades in English in School Based Assessment (SBA) and some others.

Secondly, the development of an individual's self-efficacy can be measured using vicarious experience since it has a major influence on the students' English academic performance in online learning. According to Bandura (1977), an individual has the potential to enhance his or her self-efficacy level vicariously through modelling other people's performance. An individual can observe and learn knowledge and skills from other individuals and then compare his or her competency level with others. From here, begins the development of self-efficacy. Thus, the researcher utilised this influential element in this study so that the influence of vicarious experiences on the students' English academic performance in online learning can be measured. For example, seeing other friends being engaging in English online lesson, pushes me to do better as well, observing other classmates giving opinions on English discussion topics, encourages me to come out with opinions as well and when I see how another student delivers idea on a given topic, I can picture myself giving idea in the same way just with minimal modification. These example items in a designed questionnaire helped the researcher to identify the significant influence between the variables.

The next self-efficacy element which is being used in this study is verbal persuasion. Redmond (2010) had stated that a person's self-efficacy is influenced by the encouragement and discouragement pertaining to an individual's performance or ability to perform a task. In school context, the application of positive and negative reinforcements among students could result into the development of self-efficacy which will influence their English academic performance in online learning. For example, in this study, the researcher has designed several verbal persuasion related items such as my teachers appreciate me (like telling me "good job") if I complete online assignments correctly, other students have told me that I am good at speaking

English whenever sharing insight in online discussions and I have been praised for my good proficiency in English. These items assisted the researcher to find out the significant influence of verbal persuasion on students' English academic performance

in online learning.  The last self-efficacy element of this research is emotional arousal where people experience sensations from their body and how they perceive this emotional arousal influences their beliefs of efficacy (Bandura, 1977). People use thes states such as physiological, emotional and mood to judge their abilities by studying and processing information (Buonomo, 2019). For instance, the items which are being used in this study like I start to feel stressed-out as soon as I engage myself in English online learning, doing English online tasks takes all of my energy, my whole body becomes tense when I have to do and submit English assignments to Google Classroom accordingly and I get bored when I think about learning English more than 30 minutes on Google Meet, helped the researcher to determine the influence of emotional arousal on the students' English academic performance in online learning.

## 1.14   Conclusion

In this chapter, the introduction, the background of the study, the statement of problem, the research objectives, the research questions, the hypotheses of the study, the significance of the study, the theoretical and conceptual framework of the study, the scope of the study, and the limitations in conducting the study have been discussed. The issues of concern are addressed and discussed thoroughly. Added to discourse is the importance of justification of the problem and the deficiencies in the existing literature and practice regarding the issues. Moreover, the audience that will benefit from the study is explored by researcher in this chapter.

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