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ANALYSIS OF ACADEMIC SELF-EFFICACY OF MEDICAL STUDENTS
LEARNING ENGLISH FOR SPECIFIC PURPOSES

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Summary
Introduction. English for Specific Purposes focuses on teaching and learning subject specific knowledge which includes specific language skills that particular learners need for a specific purpose. Self-efficacy is determined by subjective beliefs about one’s own abilities, which also applies to the academic setting of studying English for Specific Purposes. Academic self-efficacy represents the conviction of students about their own abilities to successfully fulfill academic tasks at designated levels. The goal of this research is to examine the degree of academic self-efficacy of medical students who learn English for Specific purposes at the Faculty of Medicine of the University of Novi Sad, with respect to their gender, year of study, grade achieved in the previous course in English, and the length of learning English before enrolling in the Faculty. Material and Methods. The study included 58 medical students. The researchers used the College Academic Self-Efficacy Scale questionnaire developed by Owen and Froman (1988) to assess academic self-efficacy. Results. Three significant factors were identified: general self-competence, communication with the professor, and attendance at lectures, with general self-competence being the most significant factor. Considering the independent variables, only the grade showed statistical significance. Establishing the grade as such a significant predictor can be explained by the fact that good grades and a high grade point average are presented as very desirable outcomes. However, a good grade does not necessarily mean having better knowledge or correct use of language. Conclusion. Further research into this topic is necessary, with expanding the number of participants, study programs and variables.

Key words: Self-Efficacy; Self-Assessment; Language; Academic Success; Surveys and Questionnaires; Students, Medical; Communication

Sažetak
Uvod. Engleski jezik kao jezik struke fokusira se na predavanju i usvajanju znanja koje je vezano za specifičnu oblast, što uključuje specifične jezičke veštine koje su određenim učenicima potrebne za određenu svrhu. Samoefikasnost određuju subjektivna ubedjenja o sopstvenim sposobnostima, što se odnosi i na akademsko okruženje učenja engleskog jezika kao jezika struke. Akademska samoefikasnost predstavlja ubedjenje studenata o sopstvenim sposobnostima u uspešnom izvršavanju akademskih aktivnosti na zadatom nivou. Cilj ovog istraživanja je da istraži stepen akademske samoefikasnosti studenata medicine koji uče engleski jezik kao jezik struke na Medicinskom fakultetu Univerziteta u Novom Sadu, u zavisnosti od pola, godine studija, ocene ostvarene u prethodnom kursu engleskog jezika i dužine učenja engleskog jezika pre upisa na fakultet.

Materijal i metode. Istraživanje je obuhvatilo 58 studenata medicine. Istraživači su koristili upitnik pod nazivom Skala akademske samoefikasnosti na fakultetu koju su formulisali Owen i Froman (Owen and Froman, 1988) za procenu akademske samoefikasnosti. Rezultati. Uočavaju se tri značajna faktora: opšta samokompetencija, razgovor sa profesorom i prisustvo na predavanju, dok je opšta samokompetencija najznačajniji faktor. Uzimajući u obzir nezavisne varijable, pokazalo se da je samo ocena statistički značajna. Utvrđivanje ocene kao veoma značajnog prediktora može se objasniti činjenicom da su dobre ocene i visok prosečni broj učesnika u oblasti, međutim, visoka ocena ne obezbeđuje uvek kvalitetno znanje i pravilnu upotrebu jezika. Zaključak. Neophodno je dalje istraživanje ove oblasti, sa proširivanjem na daljnja izdanja, studijskih programa i varijabila.

Ključne reči: samoefikasnost; samoprocena; jezik; akademski uspeh; istraživanja i upitnici; studenti medicine; komunikacija

Introduction

The purpose of this research is to examine the degree of academic self-efficacy of medical students who learn English for Specific purposes (ESP) at the Faculty of Medicine of the University of Novi Sad. The aim of this paper is to present the results of a survey which was designed to explore academic self-efficacy in learning ESP in respect to the gender, year of study, grade achieved in the previous course in English, and the length of learning English before enrollment. The research focused on discovering whether a connection can be established between the aforementioned independent
variables and the students' academic self-efficacy, i.e. the dependent variable. Furthermore, the research aimed at determining which variables had the most impact on self-efficacy, and if these variables exerted positive or negative influence on self-efficacy. The purpose of examining possible influences is to gain insight into medical students' academic self-efficacy beliefs and to find ways to enhance it, if that is necessary.

English for Specific Purposes “involves teaching and learning the specific skills and language needed by particular learners for a particular purpose” [1]. The “purpose” refers to a professional purpose which is to acquire knowledge and a set of skills necessary for a certain profession. Learning ESP differs from learning General English, which is intended for a wider scope of learners, while the key factor in ESP is subject specific knowledge (e.g. of legal procedures or engineering methods), [1], where emphasis is put on the understanding and use of professional terminology [2].

In ESP classes, learners with similar needs can form study groups. This is relatively easy to organize in the context of universities where students have similar needs, which is to master, for example, English for Media Studies. Furthermore, this branch of ESP can be referred to as English for Specific Academic Purposes (ESAP), as well. The ESP classes can also be designed for workers in a certain profession, such as organizing English lessons for employees at a law firm [1].

The participants in this study are the students of the Integrated Academic Studies of Medicine who have two mandatory courses in ESP in the area of Medical English. However, apart from subject specific knowledge, these courses also include units in English grammar and general vocabulary. Apart from mastering medical terminology, there is also a need for mastering General English skills for university level, because not all students enroll in the faculty with the same level of language proficiency.

**Literature Review**

According to Bandura, people’s degree of motivation, affective states and actions are greatly influenced by what they believe rather than by what is true, making subjective perceptions often more significant than objective facts. Therefore, people make most of their decisions based on personal efficacy beliefs. In other words, “perceived self-efficacy refers to beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments” [3], meaning that it is “concerned with judgments of how well one can execute courses of action required to deal with perspective situations” [4]. Self-efficacy beliefs are not always completely rational and may not reflect people’s real capabilities, but they are often the result of the connection between subjective estimations of task demands and difficulty, the resources people believe to possess, and their ability to use these resources in order to fulfill tasks [5]. In order to function competently, people need to find balance between their beliefs and their real knowledge and skills [6]. Accordingly, academic self-efficacy refers to the students’ judgments or convictions about their capabilities to successfully perform academic tasks at required levels [7–9], being “a powerful motivation construct that works well to predict academic self-beliefs and performances at varying levels” [10].

Concerning gender, Pajares, Johnson and Usher found that female students showed greater mastery experience, vicarious experience, and social persuasions, as well as a lower degree of anxiety [7]. In a broader study, Bong established that male students exhibited more confidence in different academic domains, while female students more precisely distinguished between their verbal and mathematical academic abilities [11]. The reason for this could be that male students are more likely to overestimate their verbal abilities than female students [11, 12]. Furthermore, Khatib & Maarof established that the female students exhibited a significantly higher level of self-efficacy compared to male students concerning ability [13].

When it comes to the year of study, Sachitra and Bandara found that students in degree part IV exhibited the highest level of academic self-efficacy compared to the degree parts II and III, indicating that gaining academic experience leads to the rise of academic self-efficacy [14]. Similarly, Khatib and Maarof established that the fifth semester students exhibited higher self-efficacy compared to the first semester students, in terms of ability, attitude and aspiration, indicating that longer exposure to English positively influences self-confidence [13].

Considering the grade achieved in the previous course in English, Wood and Locke explored how academic performance can be influenced by students’ academic self-efficacy and desired grades. It was found that self-efficacy had a significant impact on academic performance [15]. In a more recent study, Tüfekcioğlu and Çağkıran found that self-efficacy significantly affected the students’ EFL grades at the end of the year, concluding that students can benefit from a high level of self-efficacy because it can result in “a higher intrinsic motivation, lower anxiety, perseverance in the face of difficulty, and, therefore, the attainment of desirable outcomes” [16].

Regarding the length of learning English before enrolling in the faculty, Lampert claims that children’s self-efficacy beliefs begin to influence their future goals at a very young age. Therefore, a child who exhibits a higher degree of self-efficacy is expected to be more successful academically and pro-

**Abbreviations**

ESP – English for Specific Purposes
ESAP – English for Specific Academic Purposes
EFL – English as a Foreign Language
SPSS – Statistical Package for the Social Sciences
CASES – College Academic Self-Efficacy Scale

**Table**

| Abbreviation | Description |
|--------------|-------------|
| ESP          | English for Specific Purposes |
| ESAP         | English for Specific Academic Purposes |
| EFL          | English as a Foreign Language |
| SPSS         | Statistical Package for the Social Sciences |
| CASES        | College Academic Self-Efficacy Scale |
professionally than a child with a lower degree of self-efficacy. However, “efficacy is dynamic and changes as individual socialization patterns change” [17]. Furthermore, it can be assumed that students who have been exposed to English for a longer time have more experience in language learning and perhaps a better understanding of language which enhances self-esteem [18].

Material and Methods

The questionnaire used in this study was distributed electronically among the medical students of the Faculty of Medicine in Novi Sad. A quantitative research design was applied in order to get an answer to the following research question: Which individual learner characteristics have independent influence on the medical students’ academic self-efficacy in learning ESP, and 4 null hypotheses were set: (1) gender does not affect the degree of academic self-efficacy; (2) study year does not affect the degree of academic self-efficacy; (3) the grade achieved in the previous course in English does not affect the degree of academic self-efficacy; and (4) the length of learning English before enrolling in the Faculty does not affect the degree of academic self-efficacy.

The Participants

The study included a sample of 58 students of the Integrated Academic Studies of Medicine at the University of Novi Sad. The questionnaire examined the students’ academic self-efficacy with respect to their ESP learning experience during the 2019/20 school year. When the selection process is concerned, convenient sampling was used since only those students who were willing to complete the questionnaire participated in the study. The questionnaire was distributed electronically via Google Forms through social network groups, and the time needed for completing it was estimated at about ten minutes. Socio-demographic characteristics of the participants are presented in Table 1.

Instrumentation

For the purpose of this study, the researchers used the questionnaire developed by Owen and Fronman, concerned with “the development and estimation of measurement properties of the College Academic Self-Efficacy Scale (CASES)”, which was tested both for reliability and validity showing encouraging preliminary measurements [18, 19].

The questionnaire was adapted for this research, firstly by translating it from English into Serbian language and then by modifying the original 33 statements into 15 statements. The statements were tested on a Likert scale ranging from 1 to 5 (1 being the lowest degree and 5 being the highest degree). The statements are presented in Table 2. The independent variables include gender, year of study, grade achieved in the previous course in English, and the length of learning English before enrollment, which were included in the first part of the questionnaire. The students’ academic self-efficacy in ESP was tested as a dependent variable.

Variables in the Study

Regarding the independent variables, only the variable of gender was used from the original, while the following variables were added: year of study, grade achieved in the previous course in English, and the length of learning English before enrolling in the Faculty. The students’ academic self-efficacy in ESP was tested as a dependent variable.

Statistical data analysis

The Statistical Package for the Social Sciences (SPSS) 22.0 program was used for data entry and analysis. In order to analyze and describe the sam-

| Table 1. Socio-demographic characteristics of the examined sample
| Tabela 1. Socio-demografske karakteristike ispitivanog uzorka
| Sample description/Deskripcija uzorka |
| Gender/Pol |
| men/ muškarci | 10 (17.2%) |
| women/žene | 48 (82.8%) |
| Grade in the English language/Ocena iz engleskog jezika |
| 7 | 1 (1.7%) |
| 8 | 5 (8.6%) |
| 9 | 22 (37.9%) |
| 10 | 27 (46.6%) |
| Year of study/Godina studija |
| 1st year/1. godina | 37 (41.2%) |
| 2nd year/2. godina | 21 (36.2%) |
| The length of learning the English language/Dužina učenja engleskog jezika |
| 8 years/8 godina | 13 (22.4%) |
| 12 years/12 godina | 45 (77.9%) |
### Table 2. Pattern matrix of the acquired three-factor solution

| Items                                                                 | General self-competence | Communication with the professor | Attendance at lectures |
|----------------------------------------------------------------------|--------------------------|----------------------------------|------------------------|
|                                                                      | Opšta samokompetencija   | Razgovor sa profesorom           | Prisustvo na predavanju |
| 1. I believe that I can successfully take notes during the lecture and organize my notes well. | .786                     |                                  |                        |
| Verujem da uspešno mogu da zapisujem u toku predavanja i svoje beleške dobro organizujem. |                          |                                  |                        |
| 2. I believe that I can successfully participate in discussions during the lecture. | .691                     | .414                             |                        |
| Verujem da uspešno mogu da učestvujem u diskusijama na predavanju     |                          |                                  |                        |
| 3. I believe that I can successfully follow a lecture about a complex topic. | .874                     |                                  |                        |
| Verujem da uspešno mogu da pratim predavanje kada se obraduje kompleksna tema. |                          |                                  |                        |
| 4. I believe that I can successfully teach other students.           | .747                     |                                  |                        |
| Verujem da uspešno mogu da podučavam druge studente.                 |                          |                                  |                        |
| 5. I believe that I can ask the professor to explain a certain part of the lecture which I did not understand again during the lecture. | .361                     | .557                             |                        |
| Verujem da mogu da zamolim profesora na predavanju da ponovo objasnji određeni deo gradački koji nisam razumeo/la. |                          |                                  |                        |
| 6. I believe that I can regularly attend lectures.                  | .764                     |                                  |                        |
| Verujem da mogu redovno da prisustvujem predavanjima.                |                          |                                  |                        |
| 7. I believe that I can understand most of the content presented in lectures. | .865                     |                                  |                        |
| Verujem da uspešno mogu da razumem većinu gradačko koja se obraduje na predavanju. |                          |                                  |                        |
| 8. I believe that I can successfully communicate with the professor privately in order to get to know him/her better. | .727                     |                                  |                        |
| Verujem da uspešno mogu da razgovaram nasamo sa profesorom kako bih njega ili nju bolje upoznalo/la. |                          |                                  |                        |
| 9. I believe that I can successfully make connections between content in the English language and content in other courses. | .595                     |                                  |                        |
| Verujem da uspešno mogu da povezujem gradio iz engleskog jezika sa gradivo iz drugih predmeta. |                          |                                  |                        |
| 10. I believe that I can successfully answer the professor’s questions during the lecture. | .837                     |                                  |                        |
| Verujem da uspešno mogu da odgovaram na pitanja koja postavlja profesor u toku predavanja. |                          |                                  |                        |
| 11. I believe that I can successfully master content in the general vocabulary of the English language. | .913                     |                                  |                        |
| Verujem da uspešno mogu da savladam gradivo iz opšte vokabulara engleskog jezika. |                          |                                  |                        |
| 12. I believe that I can successfully master content in the medical vocabulary of the English language. | .814                     |                                  |                        |
| Verujem da uspešno mogu da savladam gradivo iz stručnog vokabulara engleskog jezika. |                          |                                  |                        |
| 13. I believe that I can successfully master content in grammar of the English language. | .675                     |                                  |                        |
| Verujem da uspešno mogu da savladam gradivo iz gramatike engleskog jezika. |                          |                                  |                        |
| 14. I believe that I can successfully pass the written exam.          | .756                     |                                  |                        |
| Verujem da uspešno mogu da položim pismeni ispit.                   |                          |                                  |                        |
| 15. I believe that I can successfully pass the oral exam.            | .833                     |                                  |                        |
| Verujem da uspešno mogu da položim usmeni ispit.                    |                          |                                  |                        |
In the applied tests, limits of risk probability were set at the significance level of 95% (p < 0.05) (significantly high difference in statistical parameters) and 99% (p < 0.01) (highly significant difference in statistical parameters). In the case of the Questionnaire for the Evaluation of Self-efficacy, the initial set of variables included answers to 15 statements of the questionnaire. Further analyses included three dimensions/factors of the questionnaire, which are operationally defined as factor scores. These factor scores were created according to the solution suggested by the implemented Exploratory factor analysis in the latent space of the aforementioned questionnaire.

**Results**

**Latent structure of the questionnaire**

Verification of the assumption of the questionnaire dimensionality was performed by Exploratory factor analysis and Principal axis factoring in the SPSS 22 program. The statistically significant Bartlett’s test of sphericity $\chi^2(105) = 633.252; p < .001$ indicates that the intercorrelation matrix is factorable. By using the Exploratory factor analysis, three factors were identified based on the solutions of parallel analysis. The factors included 70.38% of common variance after the extraction. The factors were tested by the promax rotation and interpreted based on the pattern matrix (Table 2). Only factor loadings of 0.32 and higher were taken into consideration [20]. The values of the characteristic roots, percentage of the explained variance, and cumulative percentage of the explained variance are shown in Table 3.

After examining the factorial pattern matrix in the promax position (Table 2), three clear interpretable factors are identified. After rotation, the first factor encompasses 51.08% of common variance and it is largely explained by the items: 11, 3, 7, as well as 10 and 15. The first factor can be referred to as ‘general self-competence’. The second factor encompasses 11.51% of common variance and it is explained by the items 2 and 8. The second factor can be referred to as ‘communication with the professor’. The third factor encompasses 7.78% of common variance and it is largely explained by items 5 and 6. The third factor can be referred to as ‘attendance at lectures’.

**Reliability of the questionnaire**

Internal consistency of the Questionnaire for the Evaluation of Self-efficacy was determined by calculating the Cronbach’s alpha coefficient. Based on the data obtained from this study, it was determined that the reliability of the Questionnaire for the Evaluation of Self-efficacy is $\alpha = 0.914$ in total, which is significantly high.

Description of the participants’ answers to scales and statements are given in Table 4.

**Multiple regression analyses**

Multiple regression analyses were applied in order to examine to which extent score variance on subscales and total score reported by students on the Self-efficacy scale can be explained by the variance of different socio-demographic variables and other significant variables. The set of predictors included the following variables: gender, year of study, grade achieved in the previous course in English, and the length the students had been learning English before enrolling in the Faculty. The criterion variable was the total score on the applied scale and scores on three subscales. Preliminary analysis was conducted to determine if there were significant deviations from the expected normality, linearity, multicollinearity and homoscedascity.
### Table 4. Mean values and basic characteristics

| Components                                                                 | Descriptive characteristics |
|---------------------------------------------------------------------------|----------------------------|
|                                                                           | min | max | AS  | SD  |
| Total score/Ukupni skor                                                   | 30.0| 75.0| 61.36| 11.19|
| General self-competence/Opšta samokompetencija                           | 24.0| 70.0| 57.65| 10.71|
| Communication with the professor/Razgovor sa profesorom                  | 2.0 | 10.0| 7.32 | 2.18 |
| Attendance at lectures/Prisustvo na predavanju                           | 4.0 | 10.0| 8.41 | 1.56 |

1. I believe that I can successfully take notes during the lecture and organize my notes well.
   *Verujem da uspešno mogu da zapisujem u toku predavanja i svoje beleške dobro organizujem.*

2. I believe that I can successfully participate in discussions during the lecture.
   *Verujem da uspešno mogu da učestvujem u diskusijama na predavanju.*

3. I believe that I can successfully follow a lecture about a complex topic.
   *Verujem da uspešno mogu da pratim predavanje kada se obraduje kompleksna tema.*

4. I believe that I can successfully teach other students.
   *Verujem da uspešno mogu da podučavam druge studente.*

5. I believe that I can ask the professor to explain a certain part of the lecture which I did not understand again during the lecture.
   *Verujem da mogu da zamolim profesora na predavanju da ponovo objasni određeni deo gradiva koji nisam razumelo/la.*

6. I believe that I can regularly attend lectures.
   *Verujem da mogu redovno da prisustvujem predavanjima.*

7. I believe that I can understand most of the content presented in lectures.
   *Verujem da uspešno mogu da razumem većinu gradiva koje se obrađuje na predavanju.*

8. I believe that I can successfully communicate with the professor privately in order to get to know him/her better.
   *Verujem da uspešno mogu da razgovaram nasamo sa profesorom kako bih njega ili nju bolje upoznão/la.*

9. I believe that I can successfully make connections between content in the English language and content in other courses.
   *Verujem da uspešno mogu da povezujem gradivo iz engleskog jezika sa gradivom iz drugih predmeta.*

10. I believe that I can successfully answer the professor’s questions during the lecture.
    *Verujem da uspešno mogu da odgovaram na pitanja koja postavlja profesor u toku predavanja.*

11. I believe that I can successfully master content in the general vocabulary of the English language.
    *Verujem da uspešno mogu da savladam gradivo iz opšteg vokabulara engleskog jezika.*

12. I believe that I can successfully master content in the medical vocabulary of the English language.
    *Verujem da uspešno mogu da savladam gradivo iz stručnog vokabulara engleskog jezika.*

13. I believe that I can successfully master content in grammar of the English language.
    *Verujem da uspešno mogu da savladam gradivo iz gramatike engleskog jezika.*

14. I believe that I can successfully pass the written exam.
    *Verujem da uspešno mogu da položim pismeni ispit.*

15. I believe that I can successfully pass the oral exam.
    *Verujem da uspešno mogu da položim usmeni ispit.*

Legend: * Sk (Skewness) curvature indicator; Ku (Kurtosis) Hatness indicator

Legenda: * Sk (Skjunis) pokazatelj zakrivljenosti; Ku (Kurtotis) pokazatelj sploštenosti
Four multiple regression analyses were conducted. The results are presented in Table 5 and Table 6. In two cases, the model was not statistically significant – $F (4) = .407, p = 0.803$ for the second subscale and $F (4) = 1.167, p = 0.337$ for the third subscale. For the second subscale, the coefficient of multiple correlation was $R = 0.178$, while the percentage of variance of this subscale explaining the predictor variables was 3.2%. None of the predictor variables exhibited a significant individual contribution within the set model. For the third subscale, the coefficient of multiple correlation was $R = 0.292$, while the percentage of variance of this subscale explaining the predictor variables was 8.5%. None of the predictor variables exhibited a significant individual contribution within the set model.

By observing the total score and the score of the first subscale, it was determined that the models are statistically significant. The model value of the total score is $F (4) = 2.603, p = 0.047$, while the model value of the first subscale is $F (4) = 3.024, p = 0.026$. In the total score, the coefficient of multiple correlation is $R = 0.415$, while the percentage of scale variance explaining the predictor variables was 17.2%. By examining individual contributions, it can be concluded that only the grade in the English language is a significant predictor. Students who reported having a higher grade also exhibited a higher level of self-efficacy. On the first subscale, the coefficient of multiple correlation is $R = 0.441$, while the percentage of variance of this subscale explaining the predictor variables is 13.0%. Also, only the significant positive influence of the grade variable was identified.

### Discussion

Using the exploratory factor analysis, three significant factors were identified: general self-competence, communication with the professor, and attendance at lectures. Since it encompasses many different aspects of learning, such as mastering general vocabulary in English, complex topics and content in whole, as well as the confidence to communicate with the professor and pass the exam, it could be expected that this factor would exhibit the most significance regarding the degree of academic self-efficacy.

General self-competence is followed by the factor of communication with the professor. This factor is significant because successful communication with the professor may help the students’ confidence and resolve any issues the students may experience in their learning process.

Finally, the third factor is attendance at lectures. Sometimes, only attending lectures can help students feel confident about the course because they know that they will not miss anything in terms of content and important information. Moreover, if the students feel safe to ask the professor to repeat certain parts of lectures, they probably believe that all misunderstandings can be easily resolved which positively affects self-efficacy. The items which reflect these three factors represent language skills and components which make the largest contribution to the level of self-efficacy.

The variables of gender, year of study and the length of learning English before enrolling in the Faculty did not exhibit statistical significance. How-
ever, it is important to consider that there were significantly more female participants in the study, which could have affected the results. Namely, studies which indicated that female students showed a higher level of self-efficacy in the academic setting included a sample of even gender distribution [7, 13]. In contrast, some studies did not find gender differences, but included a sample with a notably higher number of either male or female participants [21, 22]. Considering the length of learning English, it was established that children who started learning a language at an early age are likely to achieve better academic and professional results [17], since longer exposure to language may result in higher self-confidence [18]. However, the results of this study did not establish a connection between the number of years of English language learning and self-efficacy. These findings indicate that the results could have been influenced by uneven gender distribution and a significant difference in the number of participants who have been learning English for 8 years and those who have been learning English for 12 years.

On the other hand, it was determined that the grade achieved in the previous course in English was the only statistically significant variable. The higher the grade, the higher the academic self-efficacy. Moreover, the variable of grade exhibited only positive influence. These results are in accordance with the findings that there is a strong connection between the grade and the degree of academic self-efficacy [15, 16]. Establishing the grade as a crucial predictor of the degree of self-efficacy can be explained by the fact that a lot of importance is assigned to having high grades and a high point average. Namely, high grades can ensure scholarships for studying in the country or abroad, University awards, an impressive resume, or even employment right after completing studies.

However, a lot of questions about the validity of grades have been raised [23] and since there is no definitive answer whether grades accurately reflect academic achievement and knowledge [23], it seems that the grade should not be the most important criterion for success, and, therefore, the most significant influence on self-efficacy. A high grade does not necessarily guarantee the quality of knowledge or correct language use. Since motivation plays a significant role in the learning process, professors should focus on raising their student’s motivation and developing positive beliefs about language learning [24] and on promoting the use of effective learning strategies [25].

**Conclusion**

Further research into this topic is necessary. Since only one independent variable proved to be significant, a new set of variables should be considered so that professors can gain more insight into their students’ self-efficacy. Perhaps another study can include variables which are more closely related to the learning process. Moreover, future studies should involve a significantly larger number of participants so that results can be observed on a larger sample and the student population can be wholesomely represented, while ensuring equal distribution between male and female participants. These results provide a valuable insight for the professors of English and emphasize the need for further research of academic self-efficacy, with expanding the number of participants, study programs and variables.

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