

**INVESTIGATING STUDENTS'  
SELF-EFFICACY PERCEPTIONS  
TOWARDS ENGLISH IN RELATION  
TO ANXIETY AND ATTITUDE AT A  
UNIVERSITY CONTEXT IN TURKEY**

**Fırat KESKİN**



***Investigating Students' Self-Efficacy Perceptions Towards English In Relation To Anxiety And Attitude At A University Context In Turkey***  
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*To My Beloved Parents, Wife and son....*



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*Firat KESKİN*



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## **ABBREVIATIONS**

- (FLA)** : Foreign Language Learning Anxiety  
**(FLCAS)** : Foreign Language Classroom Anxiety”  
**EFL** : English as a Foreign Language  
**FLSA** : Foreign Language Speaking Anxiety

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## 1. INTRODUCTION

English is a science, art, education, technology, industry, communication, lingua franca, in short. Since it is a worldwide language, countries, education authorities and corporations have started to search for ways to teach it more effectively and more quickly. English has become a popular language in every part of the world. Countries are increasingly concentrating on their English-language education and investing in science, art, education, technology, trade and so on. Various social, behavioural and emotional factors affect language education. Many scientific studies have been and will continue to be carried out to reveal these factors' effects and make language education more effective. In addition to the circumstances alluded to above, we were inspired by a particular reason for conducting scientific research. A significant event that prompted us to analyse self-efficacy and its variables was when the parent was in trouble at a parents' meeting for their twin children and expected the teachers to pay attention and look forward to hearing something that would solve their problems. His remarks were as follows:

*“My teachers! My children's ages, facilities, class, teachers, all physical and social environments are the same. Despite that, Dilbirin's grades are much better. I cannot understand why Ozan's grades are still lower and why Ozan cannot get the grades he wants”.*

We were very impressed by the situation, and we noticed that these two students were different from each other. In this sense, we decided to conduct scientific research to contribute to the related literature related to individual differences. The few sections below are a few steps in this direction.

### 1.1. Individual Differences

The individual is different in terms of characteristics such as psychological, sociological and past experience. This difference affects foreign language education in each individual, which is a complex and difficult process. Ünal (2016) stated that while students are in the same class undergo the same learning processes and attend the same courses, the process works differently for each of them, and they experience different language learning experiences. Understanding the variations in the learning process, a foreign language provides an understanding of each student's learning experience of a foreign language and facilitates the process to be more efficient. Lightbown and Spada (2000) pointed out that each student has a unique personality, that their previous experiences, thoughts, and values are part of the learning process and that these aspects affect the students' performance.

Some students feel anxiety when studying a foreign language, and some students are extremely optimistic. Competitive students are assumed to be more focused on learning foreign languages, but their anxiety level may increase when they experience failure. Students' experiences can influence their attitudes towards foreign language; this process is influenced by the impact of different factors such as affective states, self-efficacy levels, and learning styles. Ellis (2001) noted that many general factors affect language learning, and these effects are different from each other. Oxford (1992) emphasised that affective factors such as motivation, age, gender, collaboration, attitudes and anxiety are instrumental in the learning process and that teachers should consider them in the process of teaching foreign languages. Individuals with different personalities have different perspectives on language learning. Some students have positive perspectives on learning languages, while others may have negative feelings towards learning a language. Individuals' different reactions to the same situation relate to their different perceptions of a situation. This relates to the individual's approach to a situation, namely their perception of self-efficacy.

## **1.2. The Definition of Self-Efficacy**

Bandura (1986) is the prior person to express his thoughts on self-efficacy in his book "Social Learning Theory". He proposed that "Self-perception of self-image can be defined as self-efficacy based on all the competences acquired by the individuals about the knowledge and equipment; they need to acquire to reach the level of proficiency they want"(Bandura, 1986: 391). In Bandura's social learning theory (1986), human behaviour was reported to occur due to the interaction between emotion, cognition, and action. After understanding the vital role of self-efficacy on language learning, Bandura situated this concept as one of the most fundamental components of "Social Cognitive Theory". Some students are successful in some tasks, but the others fail, and the reason why tasks come to some students challenging but are nonsense for others has long kept the scholars busy. What has led scholars to assume that students' self-efficacy beliefs are the facilitators for language learning is the students' very different responses to the same tasks. In addition, Pintrich and Schunk (1996) identified that students' self-efficacy perception is one of the vital factors that affect student motivation.

Pintrich and Schunk (1996) defined self-efficacy as "an ability to organise and implement the necessary plans and strategies for achieving their programmatic assignments" (p. 88). They pointed out the concept as an ability to perform a given task. Bandura expanded his definition by redefining self-efficacy as people believing in their ability to control events that could affect them and increase the

motivations, cognitions and actions needed to control a task's demands. Bandura (1997) identified the self-efficacy of students as "their self-perception and their belief in their capacity to perform a particular task at the desired level" (p. 16).

Pajares (2002) states self-efficacy as a belief in the individual to gain control in his own ideas, and actions. If one thinks, they have the ability to overcome a task, and if one believes, they have the capacity to control their task, that means they can achieve their goals. Given all the definitions, it turns out that students' fulfilling a given task successfully and being motivated to do these tasks depend on the level of their belief about doing this task.

### **1.3. Sources of Self-Efficacy**

Bandura (1992) emphasised that self-efficacy starts to develop with childhood, it is continuously changing, improving and gains new insights, he stated that self-efficacy consisted of four primary sources and named them as (1) mastery experiences, (2) vicarious experiences, (3) verbal persuasions and (4) emotional arousal (Bandura, 1997).

#### **1.3.1. Mastery Experiences**

According to Bandura (1997), mastery experiences are the underlying sources of self-efficacy. Mastery experiences were defined as a person's assessment of their previous successful or unsuccessful experience of a task or skill. Bandura (1977) defined mastery experiences as a vital source since one can fulfil a task based on real experience. Usher and Pajares (2009) conclude that if the task is easy, it is easily obtained, but if the task is difficult, one can have some difficulties. The efficacy of students increases when they overcome a difficult task (Bandura, 1997). If the student fails in a task, the self-efficacy level decreases. Success increases self-efficacy beliefs, and failure decreases it. People are less concerned about failure after self-efficacy beliefs are developed. Schunk (1991) stated that one who continually gets high marks in a mathematics exam might most probably not lose their self-efficacy beliefs if getting low marks in just one lesson. Moreover, the more a task challenging, the more self-efficacy is high. Various researches were carried out about mastery experiences in different academic contexts that consistently predict self-efficacy (Usher, 2009). The qualitative study conducted by Milner and Hoy (2003) about racism towards the African American self-efficacy showed that although she encountered racism many times, she did not give up by recreating former successful performances and reminding her mastery previous context with similar properties.

### **1.3.2. Vicarious experiences**

Vicarious experience is the other vital resource for self-efficacy, defined by Bandura (1998) as learners' raising beliefs to overcome a task by observing a peer overcoming the task. It is quite likely true when two people's capabilities are alike. When the model's behaviour is reinforced, it is quite likely the observer will be willing to perform; on the other hand, punishing the model will decrease the possibility of the same behaviour being performed again. On the other hand, Zimmerman (2000) stressed that vicarious effects depend on an observer's self-comparison and the results an observer achieves with a model. In cases where the observer's performance is much higher than the observers, their interest in their models also decreases. If the similarity degree is high, then the motivation of the observer will increase. According to Bandura (1977), it is more possible to forget vicarious experience over more permanent mastery experiences.

### **1.3.3. Verbal persuasions**

Verbal persuasions are another vital source of self-efficacy. Self-efficacy belief is also influenced by people who have great importance for the observer (Bandura, 1986). When one believes that they have the necessary knowledge, they try to solve this difficult task, regardless of whether they are difficult to finish successfully. These efforts bring different skills to observers, which encourage them. So the observers feel safer in doing a task. Verbal persuasion encourages people to make more effort to achieve their goals and develop their skills (Bandura, 1994). On the other hand, words that discourage the observer from lowers his motivation, which causes the observer's self-efficacy to decrease (Bandura 1977). When all of these are considered, any feedback is of great importance attributed by chiefs or by the ones who are considered trustworthy.

### **1.3.4. Emotional Arousal**

The last source that affects the self-efficacy of individuals is emotional arousal. Bandura (1995) stated that "physiological, affective, and mood states like increased heart rate, profuse sweating, fast breathing, high anxiety, nervousness, and tiredness can have considerable effects on self-efficacy" (p. 4). Therefore, emotional arousal is a crucial factor affecting self-efficacy when dealing with a problem (Bandura, 1977). The emotional stimulations of individuals can affect them either positively or negatively. Bandura (1994) stated that the density of reactions is not so important, but how these reactions interpreted and perceived by the individuals is important. If a teacher sweats or gets overly excited while teaching in class, he thinks it is anxiety and nervousness; eventually, he/she will

fail, so his/her self-efficacy will decrease. However, if he/she interprets this sweating to the hot weather inside the classroom, then his/her efficacy does not change (Tschannen-Moran & Woolfolk-Hoy, 2007). As Bandura (1994) indicates, people learn to develop their self-efficacy while they encounter difficult tasks.

### **1.3.5. Studies on Self-efficacy**

Large numbers of studies were implemented on self-efficacy. For instance, many studies suggest that self-efficacy is of major significance in predicting students' success (Pajares & Miller, 1994). In a study conducted by Adnan (2011), the relationship between self-efficacy beliefs and strategies was analysed in Arabic language learning settings. A questionnaire was applied as the data collection tool to 436 university students studying Arabic in Malaysia's different universities. According to the research results, a strong affair was found in their strategies on learning and self-efficacy beliefs.

Usher (2009), in his study, investigate the self-efficacy levels of secondary school students to determine their views on mathematics. The researcher used a semi-structured interview with two groups and asked them to talk about their mathematics course. In the light of the findings obtained from the research, as student define their self-efficacy in mathematics, they generally focused on indirect previous experiences, personal experiences, verbal persuasion and physical preparation items. According to the research, there is a high relationship between students' self-efficacy perceptions and their mathematics achievements.

İnal et al. (2009) examined secondary school students' attitudes towards learning a foreign language. Four hundred twenty-one students studying in different types of high schools participated in the study. The study results did not reveal a statistically significant difference between gender and attitude towards learning a foreign language, but it was found that female students' attitudes towards foreign language were more positive than those of male students.

Aksu and Genç (2004) conducted a study to analyse the attitudes and expectations of the third-grade students studying at İnönü University towards English lessons. The research population included 340 university students selected by the random sampling method. According to the research results, it was revealed that third-grade university students have a positive attitude towards learning a foreign language, but they have no idea about what to do about it.

### **1.4. Anxiety**

For a large number of people, it seems very difficult to start learning a foreign language. There are mental, cultural and affective factors that make foreign

language learning process challenging for learners. Anxiety, one of the affective factors, is an element that has been explored by researchers for many years and remains an important subject in related literature. Anxiety is believed to be a prior and vital factor in language learning. Even though the term anxiety seems popular, the term anxiety is difficult to define. Anxiety is defined by Bloom (2012) as unlikeable emotional and observable reactions such as sadness, crying and tension caused by stressful situations (Bloom, 2012). Karataş (2009) explained anxiety as a state of restlessness or reaction to possible negativities in a society where most people live, where the individual feels uncomfortable, afraid, or feels inadequate.

#### **1.4.1. Foreign Language Anxiety**

Cassady (2010) pointed out that anxiety related to academic fields has a basis for gathering anxiety that students keep while at school, and academic anxiety affects students cognitively and effectively, which differs from other kinds of anxieties. The anxiety of a foreign language covers worries and apprehensions that an individual has when he/she learns or uses a language other than his mother tongue (MacIntyre & Gregersen, 2012). Foreign language anxiety affects and alters language self-much more than other fields do. The process of language learning affects the whole self of the learners both emotionally and in cognitive ways, and during the process of language learning, a culturally distinctive setting may occur in the course.

#### **1.4.2. Related Studies on Anxiety of Foreign Language**

Foreign Language Learning Anxiety (FLLA) influences the continuum of learning language, both cognitively and effectively, making the term a supreme performer in learning a language. Being aware of the critical effects, scholars conducted many scientific types of research on it. It is a debilitating factor on learners and the learning process.

Horwitz and Cope (1986) can be considered as the pioneers who researched anxiety. One of their studies indicated that other academics were aware of the distinguishing properties of a foreign language anxiousness that differed from other anxiety areas. Additionally, "Foreign Language Classroom Anxiety" (FLCA) developed by Horwitz and Cope was applied in several studies. In the field literature, numerous studies Anyadubalu, 2010; Bensalem, 2017; Horwitz, Horwitz and Cope, 1986 have been conducted concerning anxiety and its relations alongside academic achievement.

Horwitz et al. (1986) carried out one of the important studies by identifying the bases of Anxiety of Foreign Language. According to Horwitz et al. (1986),



communicating tensions, test apprehensions and anxiety of negative assessments are performance concerning anxieties. Horwitz et al. (1986) conducted a study in Texas to determine the role of anxiety; they reported that students experience tension, trembling, sweating and sleep distortion symptoms in their foreign language courses.

In a different study, Anyadubalu (2010) investigated students' anxiousness and self-efficacy beliefs in obtaining EFL and their correlations with students' performances. The research population included 318 participants. A moderate negative relationship was found between anxiety, and academic achievement, a moderately meaningful relationship was found between anxiety and self-efficacy. This research concluded that students' perfections and anxiety for English lessons affect secondary school students' English language success in Bangkok.

Bensalem (2017) carried out a study aiming to reveal the learners' anxiety levels of language in Saudi Arabia. The participants included 50 undergraduate students. Study findings indicated that average levels of anxiety were observed in speaking in front of the classroom, grades, and fear of losing in the class were the sources of anxiety among Arabic students. Additionally, the relationship between anxiety and the test was found to be significantly negative.

In Turkey, many studies (Çağatay, 2015; Çubukçu, 2008; Uzan, 2018) have also been conducted concerning anxiety and other factors. Cubukcu (2008) studied young students at a state University in Turkey to explore the correlation between students' anxiety of language and self-efficacy perception. Students were between 20-22 years old, and the researcher concluded that no major correlations existed in language anxiety and self-efficacy beliefs.

Cağatay (2015), in her study "Examining EFL students' foreign language speaking anxiety: the case study at a Turkish state university" examined 147 Turkish students' Foreign Language Speaking Anxiety and the likely solutions. The participants of the study were the preparatory program students at a state university in Turkey. A questionnaire was administered to study out their speaking anxiety level. The results indicated a moderate level of anxiety between FLSA. The female students were found to be highly anxious while speaking, and 147 participants of the study who were university students were found more anxious while they were speaking with natives rather than in class.

Uzan (2018) investigated 21 university graduate students' reasons for anxiety who experienced the fear of foreign language speaking, their negative feeling despite having appropriate grammar knowledge and skills, and their negative beliefs about speaking. The study employed a mixed-method, qualitative interview method and a method of quantitative research technique. Interviewees were asked five open-ended and five closed-ended questions. There were 21

participants between 22-30 years old with five years of foreign language experiences, and their English competency was at least intermediate. The participants of the study were found to have anxiety/fear of speaking a foreign language. According to the study's findings, shyness, timidity, personality traits, and fear of making mistakes were the reasons for their idea of not speaking English. Another result is that fear of being ridiculed is the social reason for students' anxiety toward speaking a foreign language. Students' anxiety levels toward speaking a foreign language were found to be moderate.

## **1.5. Attitudes**

Attitudes have a vital role in learning a foreign language. Attitude, a basic research subject of social psychology, is a phenomenon that has been investigated more than other subjects are since it has an important role in explaining human behaviour. According to Franzoi (2003), the concept of attitude is so popular because of the interaction between psychology and behaviour. One of psychology's main goals is to examine behaviours, which is an important factor affecting behaviour. Human behaviour is so complex that explaining the forming process of attitudes that have a vital relationship with behaviour will help scholars understand people's behaviours.

### **1.5.1. Definitions of Attitude**

There are numerous definitions in the relevant literature for the notion of attitude. The dictionary meaning of the word attitude is a learned trend that causes us to behave consistently in the same way against certain people, objects and events. Kılıç (2009) defined concept attitude as a trend affecting emotions, thinking, and actions, forming unlike pieces and affecting behaviour. While Gardner (1985) defined attitude; as beliefs and thoughts about an object, Smith (1971) defines attitude as a slope based on a person and regularly produces his thoughts, feelings, and behaviours about a psychological object. Besides, Gardner (1985) emphasised that the individual's attitudes and beliefs are highly effective in the language learning process.

There is a reciprocal relationship between success and attitudes; success affects attitudes, and attitudes affect success. Attitude has a very vigorous relationship with language learning achievement; it is an essential and effective language-learning factor. Having a positive attitude about oneself refers to an increased chance for achievement. Similarly, if a learner is successful in a lesson, he/she can adopt positive attitudes towards this lesson. In his study, Karahan (2007) determined that favourable attitudes towards language positively affect the language and culture to be learned.

### **1.5.2. Attitude and Foreign Language Learning**

Since attitude is a socio-psychological concept, language education must be considered within the language learning process. Attitudes towards language are directly related to success or failure of the process of learning the language. Brown (2000) stated that attitudes are formed with contact with family, fellows or different people when they are children or through positive or negative effects through diverse affectional variables. Learner's attitude towards learning foreign languages affects success level, and the positive attitude towards foreign language is reinforced with the students' high scores in this course. This indicates that success affects the student, and a negative attitude can hinder students' success in a subject. Mohammadi (2012) suggested that determining factor in foreign language teaching is an individual's capacity as well as his/her attitude towards foreign language learning.

### **1.5.3. Studies on Attitudes**

Estliden (2017), in his study "Why is it important to learn English?" conducted a study to identify high school students' attitudes towards English. Swedish high school students were found to be highly motivated because the conclusions indicated a highly positive attitude among Swedish students towards learning English, and it was additionally found that students believe that English is a worldwide language and that knowing English ensures advantages to them in finding a job and communicating with international people.

Akay and Toraman (2015) researched the impacts of variables such as gender, age, and time spent learning English on attitudes. The study was carried out with 293 students attending preparatory school at Anadolu University. The researchers' main aim was to explore the learners' attitudes towards grammar by analysing their age, gender, time spent learning, and faculty. A scale designed by the researchers was implemented, the findings of this research revealed that the proficiency level, gender, age, and time spent on learning English were not effective in the attitudes; just the variable creating a variation in students' attitudes was the faculties of the students. The study demonstrated that the students' attitudes could vary as regards faculties.

Doruk et al. (2016) implemented a study to identify students' attitudes, anxiety, and self-efficacy in a secondary school towards mathematics lessons. The findings of the research showed a positive relationship between mathematic attitude and self-efficacy. On the other hand, the relation of anxiety with self-efficacy was found to be negative. This study clearly indicated that individuals' level of self-perception affects their success positively or negatively in different areas.

In a study conducted by Karagöl and Başbay (2018), the relationships were analysed between attitudes towards English, English speaking skills and foreign language anxiety. The study was conducted with 518 students from preparatory class. Attitudes towards English questionnaire and FLCAS were used as data collection tools. The correlation between these variables was found to be weak. A negative weak correlation was found between attitudes of students towards English and their anxiety of foreign language. Furthermore, communication apprehension had the least effect on speaking skills. An important finding of the study was a negative, moderate correlation between attitudes and language anxiety. Statistically considerable differences were not found between students' English proficiency and their attitude towards language and language anxiety.

Hashwani (2008) intended to study the students' attitudes, the motivation and anxiety towards learning English as a second language in Pakistan. The study was conducted at a private secondary school with 77 secondary school students. Considering the study findings, a favourable attitude and high enthusiasm for English language learning were found. The students' extrinsic motivation was high compared to intrinsic motivation irrespective of gender, as students think English was important for their future achievements. Furthermore, girls' motivation towards learning English was slightly higher than that of boys. It was emphasised that the students' anxiety level towards learning English was at a moderate level, and this level varied from one student to another.

Orfan (2020) investigated Afghan students' attitudes towards learning English and studied the differences in their attitudes by demographic profiles such as gender, age, internet opportunity, and English learning experiences. The researcher chose 210 university students randomly, and a 30-item questionnaire was applied. As a result of the study, a highly cognitively and emotionally positive attitude was identified towards learning English. It was concluded that some variables like gender, age, and field of study were not effective in identifying students' attitudes towards learning a language. However, the students' attitudes having internet access and English experiences were found to be more positive than the students who did not have access to the internet and had no English experience.

### **1.6. Aims and Research Questions of the Study**

This study's main purpose was to investigate university students' self-efficacy perceptions towards English, besides revealing the relationship between students' self-efficacy perceptions with anxiety and attitude variables. The study aimed to reach its goals by addressing the research questions below.

1. What are the students' perceptions of English self-efficacy?
  - a. What is the students' self-efficacy perception level of English?
  - b. Is there a difference between students' perceptions of self-efficacy in terms of reading, writing, listening and speaking in English?
  - c. Do students' perceptions of English self-efficacy differ by gender and education level?
2. What are the students' attitudes towards English?
  - a. What is the students' attitude level in English?
  - b. Is there a difference between the behavioural and affective attitudes of the students towards English?
  - c. Do students' attitudes towards English differ according to their gender and education level?
- 3a. What are the students' anxiety levels in English?
- 3b. Do students' anxiety about English differ according to their gender and education level?
4. Is there a relationship between students' self-efficacy perceptions, attitudes and anxieties towards English?
5. Are students' perceptions of English self-efficacy significantly predicted by their attitudes and anxieties towards English?

### **1.7. Statement of the Problem**

Today, people can overcome the limitations of their mother tongue by learning the English Language. English, an international language, has become one of the basic requirements, especially with rapid and continuous communication and computer developments. With the beginning of the education process at university, these requirements become more important. There was an education system with teachers, books, and strict rules at the centre in traditional classrooms. However, it was later revealed that students studying in the same classroom in the same conditions might have individual differences, not everyone could be trained with the same methods and techniques, and that even the students who took courses in the same classes were different from each other. Various studies have revealed that this situation is related to cognitive factors such as age, intelligence, and language aptitude and affective factors such as attitude, anxiety, and self-efficacy. After understanding the importance of learning English, we find out how to learn English most effectively and the factors affecting students in learning a foreign language. Gardner and Lambert (1972) and Dörnyei (2001) stated that student-related factors such as student attitudes, motivation, and self-efficacy are some significant factors that affect the student in the language learning process.

### **1.8. Purpose of the Study**

It is widely accepted that the English language is one of the basic requirements for university students. However, acquiring and learning a foreign language is a complex process that affects the concept of self. Several different factors affect the learning process. Besides, age, gender, and education are some effective variables that play a vital role in students' cognitive and emotional states. Students' abilities are influenced and changed by their perceptions of self-efficacy and foreign language anxiety. The relevant literature shows that students' perceptions about self-efficacy, anxiety and attitudes towards the language class are important variables for students to succeed in language learning.

The purpose of the current study was to investigate university students' self-efficacy perception of their English in a public university located in Turkey's east and uncover students' attitudes towards English and anxiety levels. It also aimed to shed light on university students' self-efficacy perceptions in speaking, writing, reading, and listening skills and to reveal whether there was a relationship between their self-efficacy, attitude, and anxiety. It was also aimed at whether students' self-efficacy, anxiety, and attitudes could be predicted by variables such as gender and learning levels.

### **1.9. Significance of the Study**

Self-efficacy has a crucial role in the process of learning a language. Understanding self-efficacy and its relations with these variables can help teachers and policy-makers to plan language lessons more effectively. A good language learning is versatile, and there is a very complex relationship between the variables that create it (Dornyei, 1994; Gardner & Lambert, 1972). These variables can affect students' motivation, attitudes positively or negatively, or raise anxiety levels against language learning. Besides, in self-efficacy, which is effective in language learning, has attracted considerable attention in the literature due to this importance. This term is the main variable in the Social Cognitive Theory (SCT). Self-efficacy was identified by Bandura (1997; 1997a) as "personal judgments of one's capabilities to organise and execute courses of action to attain designated goals", and it is assumed as one of the most vital precursors of academic success and motivation. Pajares (1996) stated that self-efficacy determines the quality or quantity of their effort while performing a task. Bandura (1986) defined self-efficacy as not the skills that individuals need to perform a task but judgments about what individuals can do with their skills. In a study conducted by Bong and Clark (1999) on self-efficacy, students who have positive emotions and perceptions about themselves are successful in performing a task, while students with negative self-perception about themselves have low

potential to reach the target and give up easier. Bandura (1986) emphasised that in the language learning process, self-efficacy is not only restricted to flexible and defined behaviours, but it also contributes to self-efficacy beliefs to be more positive in achieving targeted aims. Therefore, if the students' self-efficacy belief is firm, it increases their determination and willingness to achieve the goals set, and students strive to obtain their planned goals. Somebody with high self-efficacy belief creates a strong cognitive and emotional state, while those with low self-efficacy belief show more sensitive and flexible attitudes in tasks that are difficult to target.

Anxiety has been an important research topic for the last 40 years. Many studies were conducted to reveal the relations between students' self-efficacy perceptions and their relations to other variables such as language learning anxiety, self-efficacy, academic success, and English attitudes (MacIntyre & Gardner, 1991). Although all these studies' variables are different, they all emphasise the role and importance of anxiety in language learning. Scientific studies on these variables in related field studies have revealed the relationship between the language learning process and these affective variables. It is precious for teachers and students, to emphasise the crucial role of anxiety in the language learning process and state how to maintain anxiety level at an appropriate level and control it. This study's findings may contribute to the existing literature, stimulate students to improve their English success and provide policy-makers with the opportunity to make a program considering this research's results while preparing the program.

## 2. METHODOLOGY

### 2.1. Research Design of the Study

This study aimed to reveal the anxiety, attitudes, and self-efficacy perceptions of university students towards English. This current study is quantitative, and Babbie (2010) points out that quantitative research focuses on collecting numerical data and generalising it among groups of people or explaining a particular phenomenon.

A quantitative research approach was adopted in the study. There are several methods of doing quantitative research; a descriptive method was used in this study. According to Fraenkel and Wallen (2009), the descriptive method allows researchers to define and interpret a wide variety of scores with only a limited number of indices. The descriptive method provides a thorough account of a phenomenon occurring at a particular time and location.

### 2.2. Setting and Participants

The research universe comprised students studying their first year at the faculties and colleges of a State University in eastern Turkey. Freshman students were selected, as the English course is a compulsory course for freshman students at this state university. At this university, 800 students are trained at the first level of the faculty and the vocational high school. The research paradigm consists of 341 freshman university students. The convenience sampling method was used when selecting the research group. The convenience sampling method is to select samples from conveniently accessible and applicable units due to time, money and labour limitations. In this method, the researcher begins to shape a sample, beginning with the most accessible respondents up to the size of the group he requires or works on a sample that will provide the most accessible and maximum savings (Büyüköztürk, et al., 2011). Data obtained from the demographic characteristics of the research group is presented in Table 1.

**Table1.** *Demographic Characteristics of the Research Group*

	Characteristics	Frequency	Percentage
Gender	Female	222	65.1%
	Male	119	34.9%
Age	15-20	73	21.4%
	21-25	246	72.1%
	26-30	15	4.4%
	31 above	7	2.1%
Education Level	Associate	207	60.7%
	Undergraduate	134	39.3%



The study participants consisted of 207 (60.07%) associate degree students and 134 (39.3%) undergraduate students, totally 341 university students. Along with 222 females (65.1%) and 119 males (34.9%), students constituted the participants' main portion. These students are required to comply with a textbook and curriculum determined by the instructor. English courses are generally grammar and reading focused, and students are evaluated accordingly.

### **2.3. Data Collection Procedure**

We got the necessary permissions to apply three questionnaires in the ethics committee of Çağ University (See Appendix 1). After the ethics committee's approval, we got the necessary permissions from Hakkari University, where we conducted three surveys. Due to the coronavirus (covid-19) epidemic, that has influenced the whole world; we could not apply the classrooms' scales. For this reason, we applied the scales via Google forms and created the link, and then applied it electronically by obtaining official permission from the relevant university (See Appendix 2). We clearly stated the detailed data about the scales in the questionnaire form to minimise the possible misunderstandings, avoid confusion of participants, and minimise the problems related to the future scales.

### **2.4. Data Collection Instrument**

The data of the study were collected through three questionnaires. One of them was "English Self-Efficacy Scale" developed by Hancı-Yanar and Bümen (2012). Karafil (2015) applied confirmatory factor analysis to the scale items to find out whether the original scale could be applied to university students. Cronbach Alpha's internal consistency coefficient of the scale's factors was .86 for the Reading factor, .86 for the Writing factor, .91 for the Listening factor, and .90 for the Speaking factor. The Cronbach Alpha reliability coefficient calculated for this research was .90. It was determined that the values obtained from the confirmatory factor analysis result were also within acceptable limits. As the values obtained were within acceptable limits, the collected data followed the scale's original factor structure. It consists of 34 items(See Appendix 3) related to students' perceptions of reading, writing, listening and speaking self-efficacy. The response options of the scale were arranged as "It does not fit me at all, it fits me very little, it fits me a little, it fits me well, and it fits me perfectly."

Orakçı (2017) developed the English Attitude Scale to collect the students' data for attitudes. Including 16 items (See Appendix 4), the scale was used to investigate students' attitudes at university toward English. The scale's response options were arranged as "I do not agree at all, I do not agree, I am undecided, I agree, I completely agree". English attitude scale has two subscales: affective

attitude and behavioural attitude. The Cronbach alpha internal consistency coefficient of the scale was determined as .89 by the researcher. For the effective and behavioural attitude subscales, values of .88 and .89 are specified. In this study, the internal consistency coefficient of the scale was determined as .92. Values of .88 and .84 were calculated for the affective and behavioural attitude subscales, respectively.

The English Anxiety Scale developed by Horwitz et al. (1986) was used to measure students' anxiety levels towards English. The scale consists of 33 items (see Appendix 5) in the five-item Likert format. Aydın (1999) translated the scale items to Turkish. The scale's response options were arranged as "Never, Rarely, Sometimes, Frequently, and Always". Cronbach alpha internal consistency coefficient of the scale was stated as .91, and this value was found as .94 in the study. All these above-mentioned tools are dependent variables of the research, while students' age, gender, and educational level are the independent variables of the present research. The versions of the questionnaires translated into Turkish were implemented to have a clear understanding and application of the questionnaire items, and possible confusion was prevented.

## **2.5. Analysis of data**

The students' average scores from the scales were taken into account in revealing students' level of self-efficacy perceptions, attitudes, and anxieties towards English. Considering the usefulness of the obtained numerical data in the interpretation, an evaluation was made on average scores instead of total scores. Data obtained from measurement tools were analysed using descriptive and predictive statistical methods. Descriptive statistics was used to determine the English self-efficacy perceptions, attitudes and anxiety levels of the students. The measurement tools used in the study included in the five-point Likert structure. Standard ranges have been taken into account as "level". In determining the students' level of anxiety, attitude and self-efficacy towards English, the arithmetic mean ranges were determined by considering the calculation using the formula "width of the array/number of groups to be made" (Tekin, 1996).

The following is used in determining the self-efficacy perception, attitude and anxiety levels with: "1-1.80 = first- level,, 1.81-2.60 = second level,, 2.61-3.40 = third level,, 3.41-4.20 = fourth level,, and 4.21-5.00 = fifth level. According to this, ranges above have been taken into account respectively to identify the students' perception levels as presented in Table 2.

**Table 2.** *Score Intervals Used to Determine Students' Anxiety, Attitude and Self-Efficacy Levels towards English.*

The Scale	Ranges	Label
English self-efficacy	1-1.80	Does not fit at all
	1.81-2.60	Fits very little
	2.61-3.40	Fits a little
	3.41-4.20	Fits well
	4.21-5.00	Fits completely
Attitude	1-1.80	Does not agree at all
	1.81-2.60	Does not agree
	2.61-3.40	Indecisive
	3.41-4.20	Agree
	4.21-5.00	Agree completely
Anxiety	1-1.80	Never
	1.81-2.60	Rarely
	2.61-3.40	Sometimes
	4.1-4.20	Frequently
	4.21-5.00	Always

It was revealed that the scores obtained from the data collection tools were normally distributed according to the variables studied. Parametric tests can be used confidently as the sample size increases (usually  $n > 30$ ) and the distribution of the sample will be normal (Ross, 2004; Sümbüloğlu & Sümbüloğlu, 2007; Ural & Sword, 2013). Field (2009) stated that there are three ways to investigate the normality of data: graphs, numerical and significant tests. He stated that it was inconvenient to use tests of normality for large samples, and recommended visual and numerical examinations, stating that in reality there should not be a much concern for normality. In this study, a holistic assessment was carried out with a visual examination at the forefront of finding whether their data were normally distributed according to the variables investigated. As a result of the evaluations, it was determined that the distribution of the data by the variables investigated did not deviate from normality. Each data group was examined individually based on the variables investigated. For example, according to the variables investigated, it was observed that self-efficacy perception scores did not move away from the normal distribution in visual and numerical examinations. According to the Kolmogorov -Smirnov test for self-efficacy scores, female ( $D(222) = .05, p = .20$ ), male ( $D(119) = .08, p = .052$ ), undergraduate students ( $D(134) = .06, p = .20$ ) and associate students ( $D(207) = .055, p = .20$ ) were found to have a normal distribution of self-efficacy perception scores. Therefore, parametric tests were used while using predictive statistics in the study (See Table 3).

One-Way ANOVA test was used for the related samples to determine whether the students' scores on the English self-efficacy perception scale's subscales differ

statistically from each other. Similarly, whether there are significant differences between students' self-efficacy perceptions, attitudes, and anxieties in English were analysed with the one-way ANOVA test for related samples.

Whether the students' self-efficacy perceptions, attitudes and anxieties differ according to the gender of the students and the departments they studied was investigated with the help of independent sample *t*-test. Simple correlation analysis was used in determining the relationship between students' self-efficacy perceptions, attitudes and anxieties towards English. In evaluating the severity of the correlation value obtained, Büyüköztürk's (2014) ".00-.30 = low level relationship, .30-.70 = medium level relationship, .70-1.00 = high level relationship" were taken into consideration. Simple multiple linear regression analysis was used to determine whether students' perceptions of English self-efficacy could significantly predict English attitude and anxiety.

**Table 3.** *Analysis of the Research Questions in terms of Statistical Methods*

<b>Research Question</b>	<b>Statistical Method</b>
1. What are the students' perceptions of English self-efficacy?	
a. What is the students self-efficacy 'perception level of English?	Descriptive Statistics
b. Is there a difference between the students' perceptions of self-efficacy in terms of reading, writing, listening and speaking in English?	One Way ANOVA (Repeated Measures)
c. Do students' perceptions of English self-efficacy differ by gender and education level?	Independent Samples T-test
2. What are the students' attitudes towards English?	
a. What is the students 'attitude level in English?	Descriptive Statistics
b. Is there a difference between the behavioural and affective attitudes of students towards English?	Paired- Samples T-test
c. Do students' attitudes towards English differ according to their gender and education level?	Independent Samples T-test
3a. What are the students' anxiety levels in English?	Descriptive Statistics
3b. Do students' anxiety about English differ according to their gender and education level?	Independent Samples T-test
4. Is there a relationship between students' self-efficacy perceptions, attitudes and anxieties towards English?	Simple Correlation Analysis
5. Are students' perceptions of English self-efficacy significantly predicted by their attitudes and anxiety towards English?	Multiple Linear Regression Analysis

### 3. FINDINGS

#### 3.1. Findings of students' perceptions of self-efficacy in English

In this section, the findings obtained by analysing the students' perceptions of self-efficacy in English were revealed. To determine the level of self-efficacy perceptions of students in English, the descriptive statistics were used. Data about the self-efficacy perception scores obtained by the students are presented in Table 4.

**Table 4.**

*Descriptive Statistics on Students' Self-Efficacy Perception Scores for English*

	N	$\bar{X}$	SD	Level
Perception of English self-efficacy	341	2.51	.79	Fits Very little
Reading self-efficacy perception	341	2.67	.84	Fits a little.
Writing self-efficacy perception	341	2.51	.89	Fits Very little
Listening self-efficacy perception	341	2.50	.81	Fits Very little
Speaking self-efficacy perception	341	2.33	.84	Fits Very little

When Table 4 was examined, it was determined that the self-efficacy perception scores of the students for English were "Fits Very little". Accordingly, it can be said that the level of self-efficacy perception of students in English is below average. Considering the sub-scales, it was found that the reading self-efficacy perception of students' is at the "Fits me little" level, while the levels of other sub-scales are at the "Fits me very little" level. Therefore, it is possible to say that students' reading self-efficacy perception of English is higher than others. In general, it means that the participants of this study do not feel competent in any one the skills in English.

The scores obtained from the subscales in Table 4 show that the reading self-efficacy score was the highest, and the speaking self-efficacy score was the lowest. Besides, it was noticed that students' writing and listening self-efficacy scores were quite close to each other. A One- Way Repeated Measures ANOVA was applied to determine whether these score differences have statistical meaning. The findings obtained by the implementation of the test is included in Table 4.

**Table 5.** *One-Way Repeated Measures ANOVA Test Applied to the Scores Obtained from the Subscales of the English Self-Efficacy Perception Scale.*

Source	Sum of squares	DF	Mean square	F	p	Meaningful difference
Between groups	849.18	340	2.49			
Measurement	19.21	3	6.40	48.38	.001	1>2,3,4
Error	134.99	1020	.13			4<1,2,3
Total	1003.38	1363				

*1: Perception of reading self-efficacy 2: Writing self-efficacy perception 3: Listening self-efficacy perception 4: Speaking self-efficacy perception*

As seen in Table 4, the standard deviation and mean for self-efficacy perception of English and its' sub-scales are stated above respectively: (SD=.79, M=2.51) for self-efficacy perception of English, (SD=.84, M=2.67) for reading self-efficacy, (SD=.89, M=2.51) for writing self-efficacy perception, (SD=.81, M=2.50) for listening self-efficacy perception, and (SD=.84, M=2.33) for speaking self-efficacy perception.

According to the data shown in Table 5, it was found that the scores obtained from the sub-scales of the students' perception of English self-efficacy differed statistically from each other [F (2,340) =48.38, p<.05]. This differentiation occurred between the perception of reading self-efficacy scores and other scores favouring the perception of reading self-efficacy. Students' English reading self-efficacy perception scores are statistically higher than the others. This differentiation took place against scores of self-efficacy perception of English speaking. In this light, it was found that the students' self-confidence in speaking English was less than the others. No significant difference was found between students' English writing and listening scores. This can be interpreted as having similar competence in writing and listening in English. Based on these findings, it can be concluded that students feel more inadequate to speak English while feeling more adequate in reading English. The low level of similar self-efficacy perceptions in university students' speaking and writing skills may mean that students do not have much confidence in these skills. Resultantly, it is likely to say that students are less proficient in these skills compared to reading and speaking skills.

It was tried to reveal whether the students' perceptions of English self-efficacy differ according to the gender variable. To achieve this goal, independent samples *t*-test was applied for the perception scores obtained by the gender of the students. The data obtained by the application of the test are given in Table 5.

**Table 6.** *Independent samples T-Test Applied to English Self-Efficacy Perception Scores Based on Students' Gender.*

	Gender	N	$\bar{X}$	SD	DF	t	P
English self-efficacy perception	Female	222	2.62	.77	339	3.26	.01
	Male	119	2.32	.78			
Reading self-efficacy Perception	Female	222	2.80	.83	339	4.11	.01
	Male	119	2.42	.80			
Writing self-efficacy perception	Female	222	2.64	.88	339	3.81	.01
	Male	119	2.26	.86			
Listening self-efficacy perception	Female	222	2.58	.81	339	2.47	.01
	Male	119	2.35	.80			
Speaking self-efficacy perception	Female	222	2.39	.82	339	1.51	.13
	Male	119	2.24	.86			

Analysing Table 6, it was observed that students' English self-efficacy perception scores differ statistically significant according to the gender variable [(t (339) =3.26, p<.05)]. This differentiation took place in favour of female students. Respectively, it is obvious that female students consider themselves more adequate in English than men. When the scores of the students obtained from the subscales according to their gender were reviewed, it was found that the scores of English reading self-efficacy, English writing self-efficacy and English listening self-efficacy perception scores differed significantly respectively [(t (339) = 4.11, p <.05; t (339) = 3.81, p <.05; t (339) = 2.47, p <.05]. In other words, female students' reading, writing, and listening self-efficacy perceptions towards English are higher than those of male students are. It was revealed that female students have higher self-efficacy perceptions of reading, writing and listening to English. It has been found that students' speaking self-efficacy perception scores in English do not differ statistically according to the gender variable (p>.05). Relatedly, it may be concluded that students' gender does not lead to a differentiation in self-efficacy perceptions in speaking English. In light of the data in Table 4, it can be said that female students are more eager to learn English and concentrate more on reading, writing and listening in English. On the other hand, it can be concluded that male and female students do not trust themselves and are unwilling to speak in English speaking skills.

Independent samples *t*-test was used to determine whether English self-efficacy perceptions differ depending on the university students' education levels. The findings obtained by the implementation of the *t*-test is included in Table 7.

**Table 7. Independent Samples T-Test Results Applied to English Self-Efficacy Perception Scores Based on Students' Educational Level**

		<b>Educational level</b>	<b>N</b>	$\bar{X}$	<b>SD</b>	<b>DF</b>	<b>t</b>	<b>P</b>
English self-efficacy perception		Associate	207	2.46	.78	339	-1.47	.14
		Undergraduate	134	2.59	.80			
Reading self-efficacy perception		Associate	207	2.64	.81	339	-.92	.35
		Undergraduate	134	2.72	.88			
Writing self-efficacy perception		Associate	207	2.46	.88	339	-1.20	.23
		Undergraduate	134	2.58	.91			
Listening self-efficacy perception		Associate	207	2.43	.80	339	-2.05	.04
		Undergraduate	134	2.61	.82			
Speaking self-efficacy perception		Associate	207	2.29	.84	339	-1.18	.23
		Undergraduate	134	2.40	.83			

When Table 7 was examined, it was concluded that English self-efficacy perceptions did not differ statistically according to their educational level ( $p > .05$ ). Relatedly, it is possible to say that students' educational level does not lead to expressive differentiation in the perceptions of self-efficacy into their learning. When the subscales were examined, it was observed that students' perceptions of reading, writing and speaking self-efficacy did not differ depending on their educational levels ( $p > .05$ ). This result showed that the education level variable did not make a difference in students' perceptions of English reading, writing and speaking self-efficacy. It was revealed that the scores obtained on the subscale of the perception of self-efficacy in English listening according to the students' educational levels differ statistically significantly [ $t(339) = -2.05, p < .05$ ]. Undergraduate students' perceptions of self-efficacy in English listening were found to be significantly higher than associate-degree students. It is possible to remark that undergraduate students have higher self-confidence in listening to English than associate degree students.

### **3.2. Findings on Students' Attitudes toward English**

In this study, students' attitudes towards English were investigated as another variable. First, it is aimed to determine the level of attitudes of the students towards English. Descriptive statistics was used for this purpose. Table 8 provides detailed statistical statistics on students' English attitude scores.



**Table 8.** *Descriptive Statistics on Students' English Attitude Scores*

	N	$\bar{X}$	SD	Level
Attitude towards English	341	3.38	.78	I am undecided.
Affective attitude	341	3.46	.81	Agree
Behavioural attitude	341	3.25	.87	I am undecided.

As presented in Table 8, the students' attitude scores towards English are mostly at the "undecided" level. Therewithal, it can be said that the students have neither a positive nor a negative attitude toward English. While the students' affective attitude scores were at the "I Agree" level, behavioural attitude scores were found to be at the "I am undecided" level. Additionally, the findings show that affective attitudes of students towards English were found to be more positive than their behavioural attitudes. These results indicate that the students' feelings towards English are positive; on the other hand, they do not practice their English attitudes. To determine whether this level difference between sub-dimensions has a statistical significance or not, the paired-samples *t*-test was applied to the related samples' relevant scores. The data obtained by the application of the test are given in Table 9.

**Table 9.** *Paired- Samples T-Test Results Applied to The Scores Obtained by The Students from The Subscales of The English Attitude Scale.*

Measurement	N	$\bar{X}$	SD	DF	t	P
Affective attitude	341	3.46	.81	340	6.40	.001
Behavioural attitude	341	3.25	.87			

Considering the numbers in Table 9, it may be put forward that the behavioural and affective attitude scores of the students differ statistically from each other [ $t(340) = 6.40, p < .05$ ]. This differentiation occurred in favour of affective attitude scores. This result shows that the difference between behavioural attitude and affective attitude in Table 7 was also statistically significant. In this regard, it was seen that students' behavioural attitudes towards English were lower than their affective attitudes. These results may at although students enjoy English lessons, they are timid and do not attend the lesson.

Independent samples *t*-test was applied to the relevant scores to reveal whether the students' attitude scores towards English differed statistically according to their gender. The findings obtained by the implementation of the test is included in Table 10.

**Table 10.** *Independent Samples T-Test Results Applied to English Attitude Scores based on Students' Gender.*

	<b>Gender</b>	<b>N</b>	<b><math>\bar{X}</math></b>	<b>SD</b>	<b>DF</b>	<b>t</b>	<b>p</b>
Attitude towards English	Male	222	3.48	.76	339	3.26	.001
	Female	119	3.19	.79			
Affective attitude	Male	222	3.57	.81	339	4.11	.001
	Female	119	3.24	.77			
Behavioral attitude	Male	222	3.34	.82	339	3.81	.01
	Female	119	3.09	.94			

As it is seen in Table 10, the attitude scores obtained by the students according to their gender differ statistically significant [ $t(339) = 3.26, p < .05$ ]. The results revealed that female students' attitude scores were significantly higher than men were. In other words, the results depict that female students have a more positive attitude toward English. With examining the sub-scales of the table, it was clearly observed that the affective and behavioural attitude scores of the students differed according to their gender [ $t(339) = 4.11, p < .05$ ]. This differentiation took place in favour of female students. Therefore, it was found that female students' behavioural and affective attitudes towards English were more positive than men. These results suggest that it is more likely for female students to concentrate on learning English. Additionally, it is more likely that female students can be more willing and volunteer to their English lessons. Besides, it is a strong possibility for female students to be more successful in English lessons as they are more positive in behavioural and emotional attitudes towards English.

To determine whether the English attitudes of the students differed according to their education levels, independent samples t-test was applied to the relevant scores. The results obtained by the application of the test are presented in Table 11.

**Table 11.** *Independent Sample T-Test Results Applied to the English Attitude Scores of the Students' According to Their Education Level*

	<b>Educational level</b>	<b>N</b>	<b><math>\bar{X}</math></b>	<b>SD</b>	<b>DF</b>	<b>t</b>	<b>P</b>
Attitude towards English	Associate	207	3.29	.77	339	3.26	.001
	Undergraduate	134	3.52	.78			
Affective attitude	Associate	207	3.39	.80	339	4.11	.06
	Undergraduate	134	3.56	.82			
Behavioural attitude	Associate	207	3.12	.87	339	3.81	.001
	Undergraduate	134	3.46	.83			

When Table 11 is examined, a significant difference was found in the attitude scores of the students according to their education level [ $t(339) = 3.26, p < .05$ ].

The findings indicate that undergraduate students' attitude scores towards English were statistically higher. This result suggests that undergraduate students have more positive attitudes towards English than associate degree students. Besides, taking into consideration the scores obtained from the subscale, it is possible to conclude here that the behavioural attitude scores of the students differed statistically according to the level of education [ $t(339) = 3.81, p < .05$ ] however, the affective attitude scores did not differ ( $p > .05$ ). Results demonstrate that the difference in points observed in behavioural attitude scores was in favour of undergraduate students. Therefore, it can be said that undergraduate students have more positive attitudes towards English. Lastly, students' affective attitudes towards English did not cause a significant difference between undergraduate and associate degree students. The results depict that while the level of education differs the university students' behavioural attitudes, it does not affect their affective attitudes. Overall, it is possible to conclude that undergraduate students have more confidence in English during the lessons.

### **3.3. Findings on Students' English Anxiety**

One of the aims of the study is to reveal the English anxiety of the students. In order to achieve this aim, firstly, the level of English anxiety of the students was determined. Descriptive statistical methods were used to determine students' anxiety levels. The descriptive statistical results of the students' English anxiety scores are included above.

#### **3.3.1. Descriptive Statistics on Students' English Anxiety Scores**

The results obtained from scores of the students revealed that; students' English anxiety scores are at the "Rarely" level (2.57). Although this average score rarely corresponds to the level, it is a score very close to the "Sometimes" level range. Relatedly, it may be put forward that although students' anxiety in English seems below the average, they have some English anxiety. The study's findings indicate that the anxiety levels of university students towards English are at a reasonable level, and it is possible to conclude here that the students do not have anxiety and fear about English; on the contrary, their anxiety towards English is at the desired level.

The independent samples *t*-test was applied to the relevant scores to determine whether the students' anxiety in English differed according to their gender. The data obtained from the applied independent samples *t*-test are given in Table 12.

**Table 12.** *Independent Sample T-Test Results of the Students' English Anxiety Scores.*

	<b>Gender</b>	<b>N</b>	$\bar{X}$	<b>SD</b>	<b>DF</b>	<b>t</b>	<b>P</b>
<b>English anxiety</b>	Female	222	2.58	.72	339	.24	.81
	Male	119	2.56	.75			

As seen in Table 12, it was observed that the anxiety scores obtained by students based on their gender did not differ statistically significantly from each other ( $p > .05$ ). In this regard, it may be put forward that the English anxiety of male and female students do not differ. In sum, it is possible to comment on these results that gender is not an effective variable in determining the anxiety levels of university students towards English.

It was analysed with the help of independent samples *t*-test to identify whether English anxiety differs depending on the levels at which students are studying. The results of the analysis made are presented in Table 13.

**Table 13.** *Independent Sample T-Test Results Applied to English Anxiety Scores Obtained by Students' Educational Levels*

	<b>Educational level</b>	<b>N</b>	$\bar{X}$	<b>SD</b>	<b>DF</b>	<b>t</b>	<b>P</b>
<b>English anxiety</b>	Associate	207	2.51	.74	339	-1.80	.07
	Undergraduate	134	2.66	.71			

Data in Table 13 showed that the anxiety scores obtained by the students' educational levels did not differ statistically from each other ( $p > .05$ ). Respectively, the results suggest that the gender of students does not lead to expressive differentiation in the perceptions of self-efficacy into their learning. It can be said that there is no relationship between the students' anxiety towards English and education level, which could be interpreted that undergraduate and associate degree students have similar positive thoughts towards English and these students have no fears towards English.

### **3.4. Findings of the Relationship between Students' Perception of Self-Efficacy, Attitudes and Anxiety in English.**

Simple correlation analysis was performed using the Pearson correlation coefficient to determine the relationship between students' self-efficacy perceptions, attitudes and anxiety in English. The results of the analysis were included in Table 14.

**Table 14.** *Simple Correlation Analysis for the Determination of the Relationship between Students' Perception of Self-Efficacy in English, Attitudes and Anxiety Scores*

		<b>Attitude towards English</b>	<b>English anxiety</b>
<b>English self-efficacy perception</b>	R	.65**	-.45*
	P	.001	.001
<b>Attitude towards English</b>	R	1	-.45*
	P	.001	.001

\*\* $p < .01$

The results in Table 14 show that there is a moderate and positive relationship between the perception of English self-efficacy and attitudes towards English ( $r = .65$ ,  $r^2 = .42$ ,  $p < .05$ ). The explanation rate for this relation is approximately 42%. It was determined that there is a moderate negative relationship between English self-efficacy perception scores and English anxiety scores ( $r = -.45$ ,  $r^2 = .20$ ;  $p < .05$ ). The rate at which this relationship explained is approximately 20%. A moderate and negative relationship was found between students' English attitude scores and anxiety scores ( $r = -.45$ ,  $r^2 = .20$ ;  $p < .05$ ). The rate at which this relationship clarified is approximately 20%. The findings showed that there are moderate relationships between students' perception of self-efficacy, attitudes and anxiety in English. Regardless of the relationship, it is possible to conclude here that the increase in attitudes of students and the decrease in anxiety will increase the perceptions of self-efficacy. In other words, the findings indicate that as university students' attitudes towards English increase, their anxiety levels decrease, their self-efficacy perception towards English will increase, and they will be more willing and determined to learn that language.

Multiple linear regression analysis was applied to the relevant scores to determine whether the students' self-efficacy perceptions towards English could be predicted statistically significantly by attitude and anxiety towards English. The data obtained from the implementation of the analysis is presented in Table 15.

**Table 15.** *Multiple Linear Regression Analysis on the Prediction of English Self-Efficacy Perception with English Attitude and English Anxiety*

Variables	B	Standard error	$\beta$	t	p	Binary r	Partial r
Constant	1.13	.24		4.71	.001		
Attitude towards English	.56	.04	.56	12.42	.001	.65	.56
English anxiety	-.21	.04	-.19	-4.30	.001	-.45	-.22

$$r=.67, r^2=.45, F(2,338) = 140.07, p=.00$$

According to Table 15, it has been determined that attitudes towards English and anxiety towards English are important and significant predictors of self-efficacy perceptions towards English ( $r=.67, r^2 = .45, F(2,338) = 140.07, p < .05$ ). Accordingly, students' English attitudes and anxieties may explain 45% of the variance in English self-efficacy perceptions. Furthermore, it is possible to conduct here that attitudes and anxiety levels of the students may be the collimating factors of self-efficacy perceptions towards English. This means that attitude and anxiety are important predictors of the self-efficacy perception levels of university students towards English. Besides, it is likely to determine that a moderate level of anxiety and a positive attitude can positively contribute to students' perceptions towards English.

#### **4. DISCUSSION AND CONCLUSION**

Teaching English better has attracted the attention of many educators and researchers for many years, and the topic of how to learn English better has been the focus of learners. With the emphasis on learner-centred approaches, individual differences in teaching have been attracting attention for many years, and various related studies have been conducted in EFL and ESL. As a result of these studies, researchers often argue that learners' individual differences positively or negatively affect their academic performance. Bandura's Self-Efficacy Theory has attracted enough attention in this field and has been evaluated by researchers in a wide range of fields and contributed to the literature by examining self-efficacy with various variables.

The purpose of the current study was to investigate university students' self-efficacy perceptions and reveal the students' attitudes and anxiety levels on Turkey's east side towards the English language. The study aimed to bring to light the university students' self-efficacy and anxiety about their speaking, writing, reading and listening skills, and to find out whether there was a relationship between attitudes and anxiety variables such as gender, age, and education level. One of the most important aims of this study was to provide some guidance and facilitating inferences for learners and educators of English as a foreign language/second language.

##### **4.1. Conclusion and Discussion Regarding the Participants' Self-Efficacy Perceptions towards English**

In this study, the participants' self-efficacy perceptions towards English were investigated, and students' perception levels were found to be at the level of "fits a little" ( $x=2,51$ ). This result indicates that the students' self-efficacy perception is lower than average (2, 61-4, 40). Namely, it is possible to conclude that university students' self-efficacy perception of English is intermediate. In the field literature, various findings are in parallel with the findings of this study. For instance, Genç et al. (2016) conducted a study on the EFL learners' perception of self-efficacy towards English by EFL learners. Participants included 210 undergraduate students from a state university. The results showed that participants had intermediate scores in English self-efficacy and strong beliefs about language learning. In their study, Cıtlı and Yurdakul (2020) proposed that the fear of making mistakes, losing face, and not expressing their opinions are the reasons for lack of high self-efficacy in university students. Considering the intermediate level of self-efficacy in this context participants in this study seem to have fear of making mistakes and losing face, which cause lack of self-efficacy.

Furthermore, in the current study, university students' self-efficacy perceptions of reading towards English (2.67) were higher than their listening (2.50), writing (2.51) and speaking (2.33) sub-skills. Considering the data obtained from the subscales, it was seen that the reading self-efficacy score was the highest, and the speaking self-efficacy score was the lowest. Besides, it was noticed that students' writing and listening self-efficacy scores were found to be quite close to each other. Statistically, it was determined that students' self-efficacy perception towards speaking was lower than others. The reason may be due to some crowded classes, since two or three hours of English in a week may not be enough for the practice of speaking and might be due to the lack of enough attention on speaking skills. This means that while students have low self-confidence in speaking, their self-confidence in reading is relatively higher. Accordingly, it can be said that students have higher self-confidence in reading English than others. It was also determined that students' perception scores of English-speaking self-efficacies, having the lowest level, differed statistically from other perception scores. Therewithal, students' self-confidence in speaking English was found to be lower than others.

According to another result of the study, there were no significant differences between English writing and listening scores, which can be interpreted as students' perceptions of writing and listening are similar in English. As a result, it is possible to emphasize that students felt more competent in reading English while they felt less competent in speaking English. It is possible to comment that students at Hakkari University do not feel competent enough in speaking, so they might be afraid of speaking during lessons. Bailey (1983) and MacIntyre and Gardner (1994b) indicated that, after students become more proficient in the target language, the anxiety level diminishes and become more self-confident. In parallel with current findings, Bandura (1992) stated that students with low self-efficacy feel anxious and depressed when speaking since they do not believe in reaching their goals.

The One-Way ANOVA was applied to the correlated samples applied to the scores obtained from the English self-efficacy perception scale subscales. As a result of this test, it was found that the scores obtained by the students from the self-efficacy perception scales differed statistically significant from each other [ $F(2,340) = 48.38, p < .05$ ]. As a result of the One-Way ANOVA, it was revealed that while the students felt more competent in reading English, they felt more inadequate speaking English. As a result of the research, it was revealed that students' confidence in reading was higher than other sub-skills, and their speaking self-efficacy perception scores were lower than other sub-skills. Besides, it was determined that students' self-confidence in speaking skills was



lower than other skills. No significant differences were found between students' perceptions of writing and listening, which can be interpreted, as students' perceptions of listening and writing are similar.

In this study, it was also investigated whether the students' self-efficacy perceptions differed according to the gender variable and it was observed that the students' perceptions of English self-efficacy differed significantly according to the gender variable. It was found that female students felt more competent in English than male students did. In parallel to the current study, Eren and Engür (2019) aimed to investigate the self-efficacy perception of the special education teachers' candidates toward music demonstrated that women's self-efficacy beliefs about teaching music are firmer than men are. This current study's result is inconsistent with the study conducted by Doğan (2018) to investigate the self-efficacy and anxiety in the EFL context. He indicated that male students have higher self-efficacy perception than female students. However, Senemoğlu et al. (2009) found no significant difference between EFL self-efficacy scores and the gender of the participants. Here, it is possible to conclude that, demographic information plays an important role in students' attitudes toward gender on self-efficacy perception seem to be differed according to context and settings.

Besides, it was found that female students' self-efficacy perceptions for reading, writing and listening were higher. Students' English-speaking self-efficacy perception scores did not differ statistically according to the gender variable ( $p > .05$ ). In parallel to this result, Sundari Dasmo (2014) studied students' self-efficacy perception towards speaking English and found a moderate level of self-efficacy toward English for both female and male students. It is possible to regard here that gender has no significant role in the students' self-efficacy perceptions in speaking. Accordingly, it can be said that the gender of the students did not cause differentiation in their perceptions of English-speaking self-efficacy. However, Demir (2017), in his research in which he tried to find the relationship between self-efficacy, listening and speaking, found that female students' speaking perception was higher than male students were. It is evident from existing literature that there are varied different perspectives on the subject of self-efficacy perception and the effect of gender in reading, listening, writing and speaking. This current study is a good example of the first one.

The current study also investigated whether students' perceptions of English self-efficacy changed according to their education level. It was concluded that the education level variable did not cause a statistically significant difference in students' perceptions of English self-efficacy ( $p > .05$ ). The results showed that students' education levels did not cause a difference in their perception of reading, writing and speaking self-efficacy  $p (< .05)$ . On the other hand, it was found that

the scores of the students in the English listening self-efficacy subscale differed statistically significantly according to their level of education [ $t(339) = -2.05, p < .05$ ]. Accordingly, it can be said that undergraduate students have higher self-confidence in listening to English than associate degree students. In parallel with this study, Pourgonabadi (2008) stated that students' self-efficacy perceptions towards English do not differ according to education level in his study "*Cooperative Students on Intelligence Believe and Self-Efficacy College Students with High and Low Academic Achievement*".

#### **4.2. Conclusion and Discussion Regarding the Participants' Attitudes towards English**

One of the purposes of this study was to investigate the university students' attitudes towards English. As a result of the study, it was seen that university students' attitudes towards English were at the level of "indecisive". Accordingly, the results depict that students at this university are indecisive or have neither positive nor negative attitudes towards English. Çimen (2011) conducted a study with university students, pointed out the high English anxiety as the reason for students' low attitudes towards English.

In this study, university students' affective and behavioural attitudes towards English were also examined, and results demonstrated that their affective attitudes were "I agree" and their behavioural attitudes were "indecisive". This means that students' affective attitudes towards English are more positive than their behavioural attitudes. The findings may also indicate that while university students have positive thoughts about English, they are indecisive and reluctant about participating English courses and it seems that students are not interested in role-plays or any other English games performing in the course.

Besides, independent sample  $t$ -test was applied to related scores to find out whether this difference under sub-dimensions was statistically significant or not. As a result of the test, it was seen that affective attitude scores differ statistically from behavioural attitude scores [ $t(340) = 6.40, p < .05$ ]. This showed that the level of difference between the affective attitude and behavioural attitude mentioned above is significant. In other words, it can be said that university students' behavioural attitudes are lower than affective attitudes. The reason is possibly students' lack of watching cartoons, reading books in English, listening to English songs, doing activities related to English, and playing English games in Hakkari region.

Independent samples  $t$ -test was applied to reveal whether university students' attitude scores towards English differ according to gender. It was determined that students' attitude scores differ statistically according to their gender [ $t(339) =$

3.26,  $p < .05$ ]. Additionally, it was found that female students' attitudes towards English were more positive than male students. This finding is consistent with Shoaib and Dornyei's (2005) study, which concluded that female language learners show more positive attitudes towards English than male students do. Additionally, Hussein et al. (2009) conducted a study to investigate undergraduate students' attitudes towards the English language. The result of their study indicated that gender affects the students' attitudes towards English. In contrast to this result, Soleimani and Hanafi (2013) conducted a study on Iranian Medical Students' attitudes towards English language learning. As a result of their study, they identified that the male students' overall attitudes towards English are more positive than female students. In related literature, gender plays a crucial role in university students' attitudes towards English. In some contexts, female students' attitude towards English was more positive, whereas in some context, male students' show more positive attitudes towards English. This study is an example of the first one.

Moreover, in the study, it was examined whether university students' affective and behavioural attitudes towards English differ according to gender. It was determined that female students' affective and behavioural attitudes towards English were more positive than male students. Accordingly, it can be said that female students have a more positive attitude towards English than male students do. [ $T(339) = 4.11, p < .05, t(339) = 3.81, p < .05$ ]. This result is consistent with the studies conducted by Shoaib and Dornyei's (2005), and Hashwani (2008) stressing girls' motivation towards learning English existed to be slightly higher than boys.

Independent samples *t*-test was applied to the relevant scores to determine whether the students' English attitudes differ according to their education levels. It was revealed that the education level caused a significant difference in university students' attitudes towards English [ $t(339) = 3.26, p < .05$ ]. The results revealed that undergraduate students' attitude towards English was statistically higher. Relatedly, it is possible to conclude that undergraduate students have more positive attitudes towards English than associate degree students do. However, Hussein et al. (2009) conducted a study with the aim of investigating undergraduate students' attitudes towards the English language in terms of the department they study. No significant difference was found between students' attitudes towards English regarding their gender, nationality and the departments in which they study. It can be concluded here that university students' education levels are significant in university students' attitudes towards English, and the findings of the effects of education level may differ concerning the context.

When the scores obtained from the subscale were examined, it was found that the behavioural attitude scores of the students differed statistically according to the level of education [ $t(339) = 3.81, p < .05$ ] but the affective attitude scores did not differ ( $p > .05$ ). That is to say, the students' affective attitudes towards English did not cause a significant difference between undergraduate and associate degree students. It was concluded that the behavioural attitudes were in favour of undergraduate students. Correspondingly, it might be concluded here that undergraduate students have more positive attitudes towards English. This result is coherent with findings by Akay and Toraman (2015). They determined the effects of variables such as gender, age, time spent learning English and the level of education on attitudes. The study results showed that the level of education and department studied are effective factors on student attitudes.

### **4.3. Conclusion and Discussion Regarding Participants' Anxiety Towards English**

One of the aims of this study was to reveal the anxiety levels of university students in English. Descriptive statistical data were used to achieve this goal. According to this, students' anxiety levels in English were found to be "rarely" (2, 57) below average, but very close to "sometimes" (2.61-3.40) level range. This result shows that university students have a "moderate" level of anxiety towards English, so it is possible to comment that students have some English anxiety towards English. In parallel to this result, Çagatay (2015) found a moderate anxiety level among 147 university students in Turkey. Similarly, Balemir (2009) conducted a study with 234 university students and stated that university students have moderate English anxiety. Additionally, Çakıcı (2015) conducted a study to determine the university students' anxiety towards English. The results demonstrated that there is moderate anxiety of students towards English.

In this study, it was also investigated whether university students' anxiety towards English differed according to gender. Independent samples *t*-test was applied to the relevant scores. It was concluded that university students' anxiety towards English did not differ statistically according to gender ( $p > .05$ ). This result showed that male and female students' anxiety towards English did not differ, but were similar. In other words, it is possible to conclude here that the gender variable does not effect on students' English anxiety. This result is consistent with the study conducted by Tahsildar and Kabiri (2019), which aimed to investigate the relationship between EFL students' self-efficacy and English language anxiety. They found no difference in terms of gender. In a similar vein, French and Richards (1990) stated in their study that there is no significant difference in the anxiety of university students towards English with respect to

the gender variable. However, Benselam (2018) stated that female students have higher anxiety towards English than male students do. In his study on Foreign Language Anxiety of EFL Students, Çakıcı (2015) examined students' anxiety level on variables gender, age, and grade level and found a significant difference between under and anxiety towards English favoring males. Çimen (2011) carried out a study on education faculty students and found that the English anxiety measurements of female students were higher than the English anxiety measurements of male students.

We also investigated whether university students' anxiety towards English differed according to their education levels. It was revealed that students' education levels did not cause a difference in their English anxiety ( $p > .05$ ). In this direction, it may be suggested that students' education level is not a variable that differentiates their English anxiety. In parallel with this result, Çakıcı (2015) stated in his study with university students that ages and education levels did not significantly affect students' English anxiety. In line with these findings, it is understood that the students' education level is not an important factor in university students' anxiety towards English.

#### **4.4. Findings and Discussion About the Relationship Between Students' Self-Efficacy Perception, Attitudes and Anxieties Towards English**

In this study, the relationship between students' self-efficacy perceptions, attitudes and anxieties towards English was also examined. Simple correlation analysis was applied using the Pearson correlation coefficient to determine this relationship. Consequently, it was found that there is a moderately and positively significant relationship between university students' perception of English self-efficacy and English attitude scores ( $r = .65$ ,  $r^2 = .42$ ,  $p < .05$ ). In this case, it is possible to conclude here that students' positive attitude towards English may increase their self-efficacy perception level towards English or vice versa. The emotional stimulations of individuals can affect them either positively or negatively. Namely, positive attitudes may help learners to overcome difficult tasks. The way of perceiving or interpreting, a task may make this task more difficult or easier in mind. This reminds us of Bandura's (1977) emotional arousal, which he remarked that emotional arousal is one of the crucial factors affecting self-efficacy when dealing with a problem. This finding can be interpreted as the increasing self-efficacy beliefs of the students also increase their self-confidence, which positively affects their motivation.

It was also determined that there was a moderately negative relationship between the students' English self-efficacy perception scores and English anxiety scores ( $r = -.45$ ,  $r^2 = .20$ ;  $p < .05$ ). This finding shows that as students' self-

efficacy beliefs increase, their English anxiety decreases or vice versa. In other words, positive attitude and high motivation in individuals with firm self-efficacy beliefs can be interpreted as decreasing their English anxiety level. These findings are in line with findings of studies conducted by Anyadubalu (2010), MacIntyre and Gardner (1995), Mills, Pajares and Herron (2006), Doğan (2016). It is possible to conclude that students with high anxiety are more likely to experience negative thoughts towards English and have low effort perceptions and low actual effort. Students with high efficacy are more likely to have high effort perceptions, while they are less likely to experience fear of English and at the same time, they are more likely to spend more time studying English. Low self-efficacy can be considered as one of the reasons for anxiety. Usher and Pajares (2009) conclude that if the task is easy, it is easily obtained, but if the task is difficult, one can have some difficulties. On the other hand, Bandura (1997) proposed that students' efficacy increases when they overcome a difficult task. It is possible to interpret here that overcoming a difficult task may break down the negative thoughts of students and help students motivate to the more difficult task. Conversely, in her study Çubukçu (2008) found no correlations between self-efficacy perception and anxiety examining the correlations between self-efficacy and anxiety.

A moderate and negative correlation was found between the students' attitude scores towards English and their anxiety scores ( $r = -.45$ ,  $r^2 = .20$ ;  $p < .05$ ). In other words, it was observed that as the level of anxiety of university students towards English increases, their attitudes towards English are negative, which means that, as their English anxiety measurements increase, their attitude towards English decreases. These findings are in line with the findings of studies conducted by Cheng (2001) and Ghonsooly and Elahi (2010). This study's findings show that there is a moderate relationship between students' self-efficacy perception, attitude, and anxiety towards English. Regardless of the relationship aspect, it can be said that the increase in students' attitudes and the decrease in anxiety will increase their self-efficacy perceptions.

Multiple linear regression analysis was applied to the relevant scores to determine whether the students' self-efficacy perceptions of English could be predicted statistically significantly by attitude and anxiety towards English. It was found that attitudes towards English and anxiety towards English are important and meaningful predictors of English self-efficacy perceptions. ( $r = .67$ ,  $r^2 = .45$ ,  $F(2,338) = 140.07$   $p < .05$ ). Accordingly, students' attitudes and anxieties in English can explain 45% of the variance in their English self-efficacy perceptions. This study revealed that attitude towards English and anxiety towards English are predominant indicators in determining students' self-efficacy perception towards English. Low self-efficacy beliefs decrease motivation and

cause unfavourable emotions in the individual. Students with low self-efficacy perceptions give up more quickly when faced with difficulties, experience more anxiety, and are less effective in using problem-solving strategies. However, the opposite comprises individuals with high self-efficacy beliefs (Bandura, 1986). Various studies in the relevant literature support this result and report a negative correlation between self-efficacy and anxiety (Anaydubalu, 2010; Ghonsoly & Elahi, 2010; Macintyre et al., 1997; Mills et al., 2006). Moreover, Tuncer et al. (2015) declared a positive correlation between these two variables, while Çubukçu (2008) shared the conclusion that there is no significant relationship between self-efficacy perception and anxiety.

Besides, as a result of the research, it was seen that there was a positive and significant relationship between the students' self-efficacy perceptions and their attitudes towards foreign language and the current results are in line with the results of Çimen (2011) and Hancı-Yanar (2008).

#### **4.5. Pedagogical Implications of the Studies**

The findings of the current study indicate that the freshman university students' self-efficacy perception is at the intermediate level. Besides, in this study, the research we found that the self-efficacy perceptions of reading were higher than the other (writing, listening, and speaking) self-efficacy perceptions. This study implicated that instructors can use different activities to help students increase their self-efficacy perceptions of writing, listening, and speaking in English. It should be determined why their perception of self-efficacy towards reading English is high so that we can use similar activities and studies to enhance their perception of writing, listening, and speaking self-efficacy. Speaking self-efficacy perception was the lowest among others, so the speaking skill should be better incorporated into courses to help students reduce their fear of speaking. To increase the perception of self-efficacy towards speaking, the student can be exposed to the preparation program or have a foreign friend to be more competent in a foreign language and thus their self-efficacy against speaking a foreign language can be increased. Instructors neglect speech-related activities in their course; they should include various levels and kinds of speech-related activities in their lessons. Task accomplishment with a sense of achievement will affect the sources of self-efficacy of students' such as verbal persuasion, vicarious experiences, and so on. Instructors and policymakers should consider the gender and individual differences of the students to support their master experiences.

The study has also found that freshman university students in Hakkari distinct are indecisive about their English attitudes. Furthermore, university students' affective attitudes were positive, while students' behavioural attitudes were



negative. In this way, students can develop their English attitudes through various practices, such as role-plays, cartooning and playing games. Since the students' behavioural attitudes are negative, performance exercises such as role-plays or other English games may encourage students to adopt positive actions in English. Activities based on practicality must be incorporated properly into the national curriculum. In the current study, gender and education levels in students' attitudes toward English was found to be effective. Therefore, when planning the official curriculum, policymakers and teachers should also consider students' gender and education level.

The student's anxiety in English has also been studied, and the study indicates that anxiety plays an important role in student anxiety with English. In this study, university students displayed "moderate" English anxiety. Students with less anxiety are more optimistic attitudes and a sense of self-efficacy towards English. A moderate and negative correlation was found between university students' attitude concerning English and their anxiety in English. Curriculum designers and instructors should also introduce feasible activities into a national curriculum, enabling students to have positive attitudes toward English and thus decrease their level of anxiety towards English. The current study results showed that students' attitudes towards English and their level of anxiety are predominant factors in assessing students' perceptions of self-efficacy towards English. Lesson plans and in-class assignments should be created using a range of techniques to alleviate English anxiety. Policymakers and syllabus creators should provide students with a diverse history. Universities and stakeholders should create workshops and scientific studies to educate students and instructors and increase their understanding of the factors influencing students' self-efficacy, attitudes, and anxiety about English.

#### **4.6. Limitations and Suggestions for Further Studies**

In their first year of study at a state university in eastern Turkey, the present sample is limited to 341 students. This is an important limitation of the current study. An example of how the results are generalized in numerous universities with a great many students may increase the study's credibility. This study was conducted only with university students of first grade that can prevent the findings of being generalized to students of all universities at other levels.

Another limitation is the methods used in the study. In this analysis, three questionnaires have been implemented so participants might get bored while the questionnaires were implemented. We conducted a quantitative study. It can also be a limitation, as a mixed-method design may be used to gain insight into



students' self-efficacy perception and its relation to anxieties and attitudes towards language learning.

This study examined the self-efficacy perceptions, anxiety and attitudes of freshman university students towards English, and their relations with each other were examined. Besides, the effects of variables such as gender and education level on the self-efficacy, anxiety and attitudes of first-year university students were investigated.

In future studies, the students' self-efficacy perception toward English can be examined in various variables, such as age, parental attitude, parental education levels, student attitude and teacher attitudes. This research investigated affective factors affecting English perceptions of students. It is also possible to analyse factors that affect university students' self-efficacy perceptions towards English (such as language learning strategies, language ability, and language intelligence). Moreover, this study only includes first-grade university students. Students studying at other university levels can also be included in the study to achieve more general findings. The total number of students taking part in this study is limited to 341 freshman university students, with more students, more extensive and general inferences can be obtained.

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