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The Correlation between Kurdish EFL University Students' Self-Efficacy and their Motivation: A Socio-Cognitive Study

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Abstract

The problem addressed in this study is simply represented by the type of uncertainty or controversy that may exist over the nature and level of self-efficacy of Kurdish EFL university students. Another type of uncertainty that may exist concerns the socio-cognitive influence of motivation on students' self-efficacy. The study aims at finding out whether the self-efficacy of Kurdish EFL university students is positive or negative, and the correlation between the students' self-efficacy and their motivation. The study is based on the hypothesis that students have a positive self-efficacy due to their own motivation and their motivation by their teachers.

To achieve the aims of the study, and verify its hypotheses, two sorts of procedures are followed: theoretical and practical. The theoretical procedure consists of presenting a theoretical framework of self-efficacy theory including its etymology, definitions, elements, etc. On the other hand, the practical procedure consists of constructing a questionnaire for measuring students' self-efficacy level. After ensuring its validity, and reliability, the questionnaire has been exposed to a sample of 100 Kurdish EFL students selected randomly from three universities: Charmo, Koya, and Garmian. The results of analysis show that the selected students have a positive self-efficacy level. The results also show a significant correlation between the students' positive self-efficacy level, and their motivation.

1. Introduction

In spite of its increasing significance in education, self-efficacy has received only little attention. Few, if any studies, have tackled this topic specially in the area of EFL teaching in Kurdistan-Iraq. This has created a research gap to be filled in. So, this study is an attempt fill in this gap, and provide answers to following problematic questions:

1. Do Kurdish EFL university students have positive or negative self- efficacy?

2. Is there a significant correlation between Kurdish EFL university students' self-efficacy level and their motivation?

   The study hypothesizes that:

1. Kurdish EFL university students have positive or negative self-efficacy.

2. There is a correlation between the students' self-efficacy level, and their motivation by teachers.

The study aims to find out whether the self-efficacy of Kurdish EFL university students is positive or negative, and whether or not there is a statistically correlation between the students' self-efficacy level, and their motivation.

To achieve the aims of the study, and verify its hypotheses, the following steps are to be followed:

 1-presenting a theoretical framework of self-efficacy theory including its   etymology, definitions, elements, models, etc.,

2- constructing a research instrument (a questionnaire) for measuring students' self-efficacy,

3. ensuring the validity, and reliability of the adopted instruments,

4. selecting the study sample and measuring their self-efficacy according to the adopted instrument, and

5. drawing conclusions based on the study findings.

   As for its scope, the investigation of this study is limited to the measurement of Kurdish EFL students' self-efficacy at three universities in Kurdistan-Iraq, during the academic year 2021-2022, and finding out the correlation between the students' self-efficacy level, and their motivation. The three universities are those of Garmian, Koya, and Salahadin. The employed instrument is limited to a questionnaire.

   As for its value, the findings of the study are hoped to be significant for those interested in EFL methodology. These findings can provide EFL methodologists with a practical picture about the students' assessment of their efficacy and its influence by their motivation. This will help to choose the teaching techniques that suit the students' self-assessment. EFL teachers can better decide the suitable remedy for their classroom problems that may occur due to the students' view of their study program. The findings can also be useful for EFL program designers and textbook writers. The findings can guide them in selecting textbook contents and class activities that can raise students' self-efficacy and motivate them to achieve better.

2. On Social Cognitive Theory

Social learning theory, has been proposed to explain cognitive phenomena and more explicit behavioral functions (Ted L. Rosenthal and Barry J. Zimmerman, 1978, p. 27). Likewise, social cognitive learning happens when a person learns by observing and imitating the behavior of other group members. To imitate a someone, one needs to match that person's behavior with his own, which requires some level of cognitive development(Subbotsky, 2012, p. 3093).

In the 1960s, Albert Bandura developed the Social Cognitive Theory (SCT) based on the

Social Learning Theory (SLT) which proposes that learning takes place in a social context, involving a dynamic and reciprocal interaction between the persons, their environment, and their behavior (Smith, 2019, p. 34). SCT presupposes the concept of mutual determinism between three factors: (A) Individual characteristics-perceived barriers to individual self-efficacy, enjoyment, expectation of results, and behavior. (B) Environmental factors–perceived support for an individual's social environment and behavior from family, friends, and other key figures. (C) Behavior which refers to the behavior in question, the skills and / or knowledge required to engage in that behavior, and how the demands of that behavior affect an individual's characteristics and environmental factors, or vice versa (Pope, 2018, p. 27).

SCT is a psychological perspective on human function that emphasizes the important role that the social environment plays in motivation, learning, and self-regulation, due to the different perspectives of SCT. Moreover, SCT provides a large body of particularized knowledge on how to develop the cognitive structures and enlist the processes of the self-system that govern human adaptation and change (Bandura, 1999, p. 26). SCT also proposes that human behavior encompasses core features that include not only internal behavioral predispositions, such as cognition, affect, or motivation, but also various environmental influences (Zinette Bergman , Manfred Max Bergman and Andrew Thatcher, 2019, p. 2). SCT is a comprehensive theory that can be used to explain a broad of behaviors and outcomes, including biological, social, and cognitive factors (Quinn, 2014, p. 22). Unlike many different theories, however, SCT integrates environmental, personal and behavioral factors, emphasizing mainly on

adolescents' agentic potential to self-direct and self-regulate their actions .Additionally, SCT highlights a triadic reciprocity among personal, environmental and behavioral factors (Quinn, p. 22). It has become a fundamental framework in social, clinical, educational, developmental, health, and personality psychology to explain human behavior in multiple domains, including education, mental health, physical health, sport, career, and developmental tasks (Aleksandra Luszczynska and Ralf Schwarzer, 2020, p. 32).

Likewise, from a social cognitive point of view, academic self-regulation is considered to be of social origin, but ultimately includes the development of student secret cognitive and emotional skills processes and obvious behavioral skills to deal with social and physical skills environmental task (Frank Pajares and Tim Urdan, 2002, p. 4). Similarly, SCT evolved out of the earlier social learning theories. It may be considered as a response to behaviorism and a foundation for other theoretical developments, currently known as the social cognitive approach to understanding behavior (Tim Urdan and Frank Pajares, p. 32).

SCT states that individuals gain from their own encounters, yet additionally by noticing the activities of others and the advantages of those activities. Moreover, Denler and others (2014, as cited in Al-Jammal, 2016) assure that this theory has been applied broadly to such diverse areas of human functioning as career choice, organizational behavior, athletics, and mental and physical health also has been applied extensively by those interested in understanding classroom motivation, learning, and achievement (Al-Jammal, 2016, p. 16). SCT is consists of four interconnected components of goal realization: self-observation, self-evaluation, self-reaction and self-efficacy. Each of the four components

has an impact at the ones' motivation and his/her goal achievement (Al-Jammal, p. 16).

3. Historical Background

The origins of social cognitive theory date back to the 1970s, when the field of psychology experienced a paradigm shift from an emphasis on behavior to a process of cognitive and social learning. SCT developed as a response to behaviorism. It has also been a leading approach in conducting behavioral change interventions (Aleksandra Luszczynska and Ralf Schwarzer, 2020, p. 32). Bandura's first book about teen aggression came out in 1959, and another book came out in 1973. The books deal with the analysis of aggression based on social learning and the role models. Then he published the theory of social learning in 1977. The decades that followed have changed the course of psychology (Aleksandra Luszczynska and Ralf Schwarzer, 2005, P. 127).

SCT is based on the social learning theory proposed by NE Miller and J. Dollard in 1941. Early social learning theorists were heavily influenced by the principles of activism and drive reduction. In 1963, Albert Bandura and Richard Walters extended social learning theory by emphasizing that observational learning is a natural event. They also emphasize that enhancement controls performance, not learning, and that learning can be indirect. Bandura's work has also developed the importance of self-confidence in learning. In his book, Social Foundations of Thought and Behavior: Social Cognitive Theory, published in 1986, Bandura makes a clear distinction between his theories. According to social learning theories and social cognitive theories, humans are unique in their ability to symbolize experience and predict outcomes. One can learn from his behavior, the behavior of others, change his behavior through self-regulation,

and look back on himself. (Bozack, 2011, p. 1392).

Albert Bandura is best known for his contributions to mutual determinism and self-efficacy. He has studied many different topics over years, including aggression in adolescents (more specifically he was interested in aggression in boys who came from intact middleclass families), children's abilities to self-regulate and self-reflect, and of course self-efficacy (a person's perception and beliefs about their ability to produce effects, or influence events that concern their lives) (Molly Zhou and David Brown, 2015, p. 19).

4. Basic Assumptions of Social Cognitive Theory

According to social cognitive theory, the environment, behavior, and personal and cognitive factors all influence on another in order to determinants of one's behavior. This theory describes human functioning in terms of five basic capabilities: symbolizing capability, forethought capability, vicarious capability (the capacity to learn through imitation, modeling, and observation of the behaviors and attitudes of others), both the capacity for self-regulation and self-reflection.

Social cognitive theory's key concepts can be divided into a number of major categories: (A) psychological (outcome expectations, self-efficacy, and collective efficacy), (B) observational learning, (C) environmental (incentive motivation, facilitation), (D) self-regulation, and (E) moral disengagement (Shabbir Syed-Abdu , Elia Gabarron and Annie Y.S. Lau, 2016, p. 88).

Moreover, In SCT, self-efficacy is one of the significant key concept. It represents an individual's belief in the ability to perform certain actions when faced with a variety of challenges. According to SCT, self-efficacy may

be developed in four ways: (1) personal experience of success, (2) social modeling (showing the person that others like themselves can perform/acquire a certain behavior, as well as the small steps taken by them), (3) improving physical and emotional states, and (4) verbal persuasion (encouragement by others to boost confidence) (Shabbir Syed-Abdu , Elia Gabarron and Annie Y.S. Lau, p. 88).

Another key concept is observational learning, which implies learning to perform new behaviors by exposure to interpersonal or media displays of that same behavior. In this regard, peer modeling is a particularly relevant method for influencing behavior, because imitation occurs more frequently when observers perceive the models as similar to themselves (Laranjo, 2016, p. 88).

According to SCT, there are six different ways to achieve self-regulation: (1) self-monitoring and systematic self-observation of behavior, (2) setting goals, (3) feedback on performance quality and suggestions for improvement, (4) self-reward, (5) self-instruction, and (6) social support from others who support an individual's efforts to exercise self-control. On the other hand, there are four different categories into which social support can be divided: (1) emotional support, consists of the provision of empathy, love, trust, and caring; (2) instrumental support, that includes the provision of aid, resources, and services that directly assist a person in need; (3) informational support, meaning the provision of advice, suggestions, and knowledge that someone can use to solve problems; and (4) appraisal support or the provision of data that is useful for self-evaluation purposes (e.g., constructive feedback) (p. 88).Also from the perspective of the concept of the theory, Bandura distinguishes two components of Self-Efficiency Theory (SET): expectations of self-efficacy and expectations of results. These two components are the main ideas of the theory. Self-efficacy expectations are assessments of an individual's ability to perform a certain task, while performance expectations are assessments of what would happen if a given task were completed. successful success.

These two components have been distinguished because individuals may believe that a certain behavior will cause a particular outcome; however, they may not believe that they are capable of performing the behavior necessary for the outcome to occur (Mary Jane Smith and Patricia R. Liehr, 2018, p. 217). Bandura states that the outcome expectation is largely based on individuals' expectations of self-efficacy. People predict that outcome categories often depend on their assessment of the quality of the behavior they will be able to perform. Those who consider they themselves are highly effective in performing a certain behavior would expect favorable outcomes for this behavior. The expected result depends on self-effective judgments. Therefore, Bandura recognizes that the expected result may not add much to the prediction of the behavior (Mary Jane Smith and Patricia R. Liehr, p. 217).

Self-efficacy and outcome expectations both influence performance. Functional activities, acceptance and maintenance of motor behaviors, diet, and smoking cessation, child sex education, and hip fracture influence prevention behaviors. Expectations are particularly relevant to older adults. These people make high demands on self-efficacy in relation to exercise, but they do not believe in exercise-related outcomes such as improved health, strength, or function (Mary Jane Smith and Patricia R. Liehr, 2018, pp. 217-218).

5. Sources of Self-Efficacy

According to Bandura (1995), there are four main sources of self-efficacy beliefs:

1. **Mastery experiences.** These are the most effective way to establish a strong sense of efficacy. They provide the most genuine evidence of whether a person has what it takes to succeed. Developing a sense of efficacy through mastery experiences does not require the adoption of ready-made habits. Through their own empowering experiences, success fosters a strong belief in an individual's personal competence. These experiences provide the most authentic proof of whether a person can master all that it takes to succeed. Instead, mastery experience entails learning the cognitive, behavioral, and organizational skills needed to deal with ever-changing life circumstances. People who have only experienced easy successes come to expect quick results and are easily discouraged by failure. Experience in overcoming obstacles through perseverant effort is required for a resilient sense of efficacy. People who are convinced they have what it takes to succeed persevere in the face of adversity and recover quickly from setbacks. Some difficulties and setbacks in human endeavors serve a useful purpose in teaching that success usually necessitates consistent effort.

2. Vicarious experiences. The vicarious experiences provided by social models are the second most influential way of creating and strengthening efficacy beliefs. Seeing people who are similar to them succeed reinforces observers' beliefs that they, too, are capable of mastering comparable activities. Seeing others fail lowers observers' confidence in their own abilities and undermines their motivation. The influence of modeling on personal efficacy beliefs is strongly influenced by perceived similarity to the models. People who perceive the models as completely different from themselves are less likely to be affected by the models' behavior and the outcomes they produce. Competent models impart knowledge and teach observers effective skills and strategies for managing environmental demands through their stated behavior and ways of thinking. The brave attitudes that persevering models exhibit as they face obstacles that are repeatedly thrown in their path can be more empowering to others than the special skills for which they are modeled. Modeling effects do more than just provide a social standard against which one's abilities can be measured (Bandura, 1995, p. 3).

3. **Social persuasion.** Self-efficacy beliefs promote skill development and personal accomplishment, as long as a compelling increase in self-efficacy drives people to work hard enough to succeed. Efficacy Builders build people's situations in a way that brings success and avoids being prematurely placed in situations where people can often fail. They encourage individuals to measure their success through self-improvement rather than beating others. Successful effectiveness builders do more than just provide positive reviews.

4. **Physiological and emotional state.** People judge their abilities in part based on their physiological and emotional states. Their stress reactions and tension are interpreted as indicators of vulnerability to poor performance. People interpret fatigue, aches, and pains as signs of physical debility in activities requiring strength and stamina. People's perceptions of their own personal efficacy are also influenced by their mood. The fourth way to change efficacy beliefs is to improve physical health, reduce stress and negative emotional tendencies, and correct misinterpretations of bodily states. It is not so much the intensity of emotional and physical reactions as it is how they are perceived and interpreted. Affective states can have far-reaching effects on personal

efficacy beliefs in a variety of contexts (Bandura, p. 4).

6. Types of Self-Efficacy Assessment

Five types of self-efficacy assessment are distinguished:

1. **Coping self-efficacy**. This refers to a belief in the ability to successfully cope with self-efficacy in certain situations, such as: resistance a friend who is using a substance or talk to someone about the use of a substance that is emotionally distressed.

2. **Treatment behavior of self-efficacy.** This is associated with the client's perception within side the capacity to carry out the specified mission obtain personal changes.

3. **Recovery self-efficacy.** This is related to the ability to recover from a slip or dropout. 4. **Controlling self-efficacy.** This refers to the perceptual ability to control or mitigate the behavior of the target (for example, avoid heavy drinking and eating).

5. **Abstinence self-efficacy.** This is about one's perceived ability to avoid using the addictive substance (Bandura, 1995, pp. 290-291).

7. Social-Cognitive Approach to Motivation

7.1 On the Theory

SCT assumes an interrelation between an individual's cognitive processes and the social environment. This perspective of motivation interrelates three factors (a) cognition-personal, such as beliefs about ability and emotions; (b) environmental, such as incentives and evaluation criteria used by the teacher; (c) and the behavior or performance of the person, such as increasing effort after a low grade These three factors interact through a process that Bandura (1986) terms reciprocal interaction, in which each component affects the other two (Alderman, 2004, p. 19).

Five general socio-cognitive principles of what motivates students are provided by Pintrich (2003):

- Beliefs in adaptive self-efficacy and competence
- control beliefs and flexible attributions,
- greater intrinsic motivation and interest levels,
- higher achievement levels, values, and
- achievement objectives that inspire and guide people (Kember, 2016, p. 21).

7.2 Social Cognitive and Motivational Processes

Ryan (2012, pp. 19-20) distinguishes five social cognitive motivational processes: goals and self- evaluations of progress, outcome expectations, values, social comparisons, and self- efficacy.

Goals, or what people are purposefully attempting to achieve, involve significant symbolic and self-regulating processes that people use to motivate and sustain actions. Goals do not change behavior without commitment, so people must first make a commitment to try to achieve them.

Outcome expectations are ideas about how things should turn out. They may make reference to outside results, such as "If I study hard, I should do well on the test." They can also refer to internal outcomes (e.g., "If I study hard, I will feel good about myself"), and to progress in learning (e.g., "If I study hard, I will learn more")". Based on personal experiences and observations of models, people create outcome expectancies about the expected effects of particular behaviors.

Values are people's view of the significance and utility of learning and acting in given ways. In social cognitive theory of motivation, values play an important role .Self-

efficacy is an important factor in learning and motivation (Ryan, 2012, pp. 19-20).

Social cognitive theory emphasizes the relevance of social comparisons, which relate to the process of comparing ourselves to others, due to its emphasis on learning from the social environment and reciprocal connections among personal, behavioral, and social/environmental variables. And Positive self-evaluations of one's progress help one stay motivated and feel more effective. Dissatisfaction can lead to increased effort if there is a perceived gap between current performance and the desired outcome. Also, self-efficacy is a significant factor influencing learning and motivation. (Ryan, p. 20).

7.3. Affective Learning in Social Cognitive Theory

Affective learning refers to how people process information and stimuli emotionally. Emotional learning and development are critical for the development of a learner's sentiments, values, and motivations, as well as their receptivity to knowledge (Subbotsky, 2012, p. 8).

According to Bandura (1986), the emotional expressions of others can quickly arouse in both children and adults. Though people are born with the receptive and expressive potential for vicarious arousal, the intensity and pattern of emotional activation is mostly determined by social experience. Furthermore, the role of correlated experience in the development of vicarious emotive responsivity has been demonstrated in studies changing the degree to which emotions are experienced together (pp. 30-31).

Children can generate emotional reactions to cues that are just suggestive of a model's emotional experiences as their capacity for cognitive self-arousal develops. On the other hand, thoughts that change frightening situations into nonthreatening ones can negate or decrease the emotional impact of modeled discomfort. Observers obtain a better knowledge of other people's emotions and react more emotionally to other people's affective experiences if they imagine how they would feel in that situation rather than trying to imagine how the other person would feel. (Bandura, 1989, pp. 31-32).

8. Methodology and Procedures

8.1. The Adopted Model

Self-efficacy theory is based on a model of three (cognitive, emotional, and biological) effects and ongoing mutual determinism, and sources of efficacy information lead to the initial development of efficacy expectations. It also interacts in a complex way over time to enhance both self-efficacy and the impact and shape of performance (Nancy E. Betz and Gail Hackett, 2006, p. 4).

The model adopted in this study is in social cognitive theory. It is based on social cognitive theory proposed by Albert bandura and developed in The model adopted in this study can be diagrammed as follows:
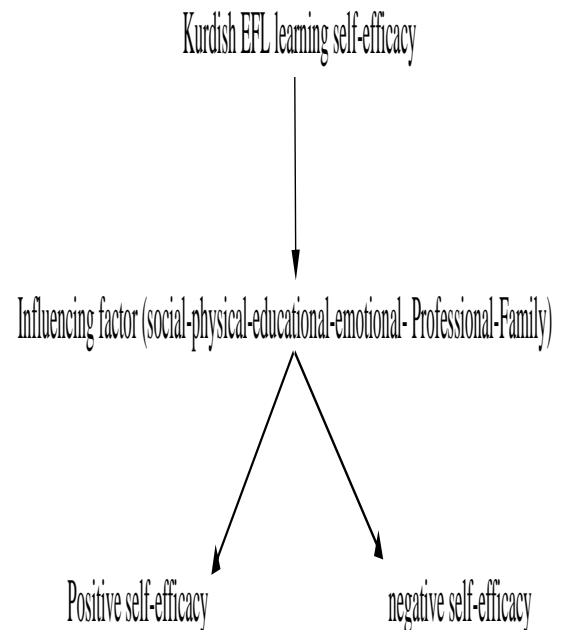
8.2. Method of Analysis

8.3. Selection of the Sample

The population of the study consists of 130 EFL students at three universities in Kurdistan Region: Garmyan, Salahaddin, and koya university. Out of this population, 100 selected have been randomly selected for the main administration of the questionnaire, and 30 students for pilot study, i.e. 10 students from each university. All of them filled in a 47-item Likert questionnaire. Table (1) below shows the distribution of the study sample:

Table (1) Distribution of sample subjects

University	Garmyan	Salahadin	Koya
Students.no.	35	35	30

8.4. Construction of Questionnaire

The relevant data have been collected using an adapted form of questionnaire consisting of 9 items. The questionnaire is based on a five-level Likert scale, where "1" is "strongly agree", "2" is "agree", "3" is "don't know", and "4" is "strongly disagree". It means "not". "," And "5" for "disagree.

8.4.1. Validity of the Questionnaire

To ensure its validity, the initial version of the questionnaire has been exposed to a group of jury members whose opinions and suggestions have been considered in the final form of the questionnaire.

8.3.1.2. Reliability of the Questionnaire

To ensure the questionnaire reliability, Cronbach's Alpha has been used. The results show the rate of the reliability between the questions of the questionnaire is (.817), which is higher than 0.7. This means that the reliability is high between the questions. See Table (2) below:

Table (2) Reliability of the questionnaire items

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
.817	.833	47

ANOVA with Friedman's Test and Tukey's Test for Non additivity have also been used to find out the reliability between students, and the questionnaire items. See Table (4) below.

Table (5) ANOVA Results of the questionnaire reliability

ANOVA with Friedman's Test and Tukey's Test for Nonadditivity			Sum of Squares	Df	Mean Square	Friedman's Chi-Square	
Between Participants			178.540	29	6.157		
Within Participants	Between Items		420.529	46	9.142	8.103	
	Residual	Nonadditivity	.115 a	1	.115	.102	
		Balance	1504.846	1333	1.129		
		Total	1504.960	1334	1.128		
	Total		1925.489	1380	1.395		
Total			2104.029	1409	1.493		

8.5. Pilot Administration of the Questionnaire

A pilot study is a small-scale research that serves to evaluate the practicality

and feasibility of methodologies that will be used in a larger, more thorough investigation(Wolfgang Viechtbauer, Luc Smits, Daniel Kotzc, Luc Budee, Mark Spigtc, Jan Serroyeng, Rik Crutzen, 2015, p. 1375). Additionally, to guarantee that an instrument is both valid and dependable, it is best to test it with a small group. Pilot tests provide an opportunity to reveal that you are confused about an instruction, question, or statement. When conducting a pilot test, it is necessary to time the individual to determine how long it will take to complete the test. People taking pilot tests also need to ask questions, improve the flow of information, and generally provide feedback on other ways to improve the test.

Thirty students (10 from each university) have been randomly selected to participate in the piolet study. This study showed the suitability of the questionnaire in terms of its practicality, reliability, and the time required for answering its items.

9. Analysis of Data

9.1. Analysis of Students' Self-efficacy in General.

Before going into details, it can be more useful to consider Table (1) below:

Table (6) Mean, S.D., test value, and T value of students' self-efficacy in general

Mean	S.D.	Test Value	Std. Error Mean	Df	T.value	Sig. (2-tailed)
153.13	14.17	141	1.42	99	8.56	0.000

Table (6) shows that the arithmetic mean of the subjects' answers is (153.13) which is higher than the theoretical mean of the self-efficacy scale of (141). The calculated T value is (8.56), while the significance value is (0.000), which is less than an error rate (0.05). This indicates that there is a significant difference in favor of the sample subjects. This indicates that, in general, the students have positive self-efficacy.

9.2.1. Analysis of Student's Self-efficacy in Terms of Motivation.

Table (7) Means, S.D., and level rank of students' answers to questions of motivation

No.	Question		Strongly agree	Agree	I do not know	Disagree	Strongly disagree	M	S.D.	Level	Rank
1	The main reason I am studying English is that my parents want me to improve my English.	N	17	24	3	24	32	2.68	1.54	Moderate	8
		%	%17	%24	%3	%24	%32				
2	I want to do well in English class because it is important to show my ability to my friends.	N	25	26	16	12	21	3.20	1.48	Moderate	6
		%	%25	%26	%16	%12	%21				
3	I want to learn English because it is international and useful when traveling to many countries.	N	65	24	3	2	6	4.38	1.09	High	2
		%	%65	%24	%3	%2	%6				
4	I am learning English to pass examinations.	N	20	32	8	20	20	3.18	1.45	Moderate	7
		%	%20	%32	%8	%20	%20				
5	I am learning English because it is a compulsory subject in my study program.	N	21	39	13	13	14	2.64	1.35	Moderate	9
		%	%21	%39	%13	%13	%14				
6	If I learn English better, I will be able to get a better job.	N	75	14	3	1	7	4.41	1.21	High	1
		%	%75	%14	%3	%1	%7				
7	I want to learn English because I want to study abroad in the future.	N	40	27	20	6	7	3.83	1.24	High	4
		%	%40	%27	%20	%6	%7				
8	English is important to me because it will broaden my view in different areas e.g., literature, economy, politics, etc.	N	33	39	16	2	10	3.85	1.19	High	3
		%	%33	%39	%16	%2	%10				
9	I want to learn English to learn about people of England and USA and their culture.	N	17	32	25	9	17	3.31	1.30	Moderate	5
		%	%17	%32	%25	%9	%17				
weighted mean								3.6	High		
Std. Deviation									1.31		

Table (7) shows the following:

1.The most frequent answer to the first question 'The main reason I am studying English is that my parents want me to improve my English' is strongly disagree. Thirty-two participants chose this answer constituting 32 % of the total number of the answers given by the students. The mean is 2.68, with a standard deviation 1.54. and the rank 8 which indicates student's agreement is at the moderate level. The students highly disagree with this question. In addition, 24 students agree, while 24 students disagree with this question. On the contrary, 17 and 3 students respectively strongly agree and do not know with this question. These percentages show that the main reason why students study English language is related to their willing, not to their parent's desire. The students themselves are motivated to study English. As far as this question is concerned, it can be argued that the subjects have positive self-efficacy due to their high level of motivation and their self-confidence to pass the target program they selected to study.

1. The most frequent answer to the second بquestion 'I want to do well in English class because it is important to show my ability to my friends' is agree. Twenty-six participants chose this answer constituting 26 % of the total number of the answers given by the students. The mean is 3.20, with a standard deviation 1.48. and the rank is 6 which indicates that students agree with this question. In addition, 25 students strongly agree and 21 students strongly disagree with this question. On the contrary, 16 and 12 students respectively do not know and disagree with this question. These percentages show that the main reason why students want to do well in English class is their willing to show their

ability to their friends, the students themselves are motivated to study English. As far as this question is concerned, it can be argued that the subjects have positive self-efficacy due to their high level of motivation and their self-confidence to pass the target program they selected to study.

2. The most frequent answer to the third question 'I want to learn English because it is international and useful when travelling to many countries' is strongly agree. Sixty-five participants chose this answer constituting 65 % of the total number of the answers given by the students. The mean is 4.38, with a standard deviation 1.09. and the rank is 2 which indicates that students highly agree with this question. In addition, 24 students agree and 3 students chose do not know with this question. On the contrary, 2 and 6 students respectively disagree and strongly disagree with this question. These percentages show that the main reason why students learn English is that it is international and useful when travelling to many countries.

3. The most frequent answer to the first question 'I am learning English to pass examination' is agree. Thirty-two participants chose this answer constituting 32 % of the total number of the answers given by the students. The mean is 3.18, with a standard deviation 1.54. In addition, 20 students strongly agree with this question. On the contrary, 8 and 20 students respectively do not know and disagree with this question. These percentages show that the students learn English to pass the examination. The students themselves are motivated to study English. As far as this question is concerned, it can be argued that the subjects have positive self-efficacy due to their high level

of motivation and their self-confidence to pass their study program.

4. The most frequent answer to the fifth question 'I am learning English because it is a compulsory subject in my study program' is agree. Thirty-nine participants chose this answer constituting 39 % of the total number of the answers given by the students. The mean is 2.64, with a standard deviation 1.35. In addition, 23 students strongly disagree with this question. On the contrary, 21 and 13 students respectively strongly disagree and do not know and with this question. These percentages show that the main reason why students study English is related to their willing, not to their parent's desire. The students themselves are motivated to study English. As far as this question is concerned, it can be argued that the subjects have positive self-efficacy due to their high level of motivation and their self-confidence to pass their target program.

5. The most frequent answer to the fifth question 'if I learn English, I will be able to get a better job' is strongly agree. Seventy-five participants chose this answer constituting 75 % of the total number of the answers given by the students. The mean is 4.41, with a standard deviation 1.21. In addition, 14 students agree with this question. On the contrary, 1 and 7 students respectively strongly disagree with the question, and 'do not know' was chosen by 3 participants. These percentages show that the main reason why students study English language is related to their willing to get a job. As far as this question is concerned, it can be argued that the subjects have positive self-efficacy due to their high level of motivation to get a job.

6. The most frequent answer to the first question 'I want to learn English because I want to study abroad in the future' is strongly agree. Forty participants chose this answer constituting 40 % of the total number of the answers given by the students. The mean is 3.83, with a standard deviation 1.21. In addition, 27 students agree with this question. On the contrary, 6 and 7 students respectively disagree and strongly disagree with this question. These percentages show that the main reason why students study English language to study abroad in the future. The students themselves are motivated to study English. As far as this question is concerned, it can be argued that the subjects have positive self-efficacy due to their interest in studying abroad.

7. The most frequent answer to the question 'English is important to me because it will broaden my view in different areas e.g., literature, economy, politics, etc.' is agree. Thirty-nine participants chose this answer constituting 39 % of the total number of the answers given by the students. The mean is 3.85, with a standard deviation 1.19. In addition, 33 students strongly agree with this question. On the contrary, 2 and 10 students respectively disagree and strongly disagree with this question. These percentages show that the main reason why students study English is that it will broaden their views in different areas. As far as this question is concerned, it can be argued that the subjects have positive self-efficacy due to their belief in the ability of English to broaden views and thoughts.

8. The most frequent answer to the first question 'I want to learn English to learn about people of England and USA and their culture' is agree. Thirty-two participants

chose this answer constituting 32 % of the total number of the answers given by the students. The mean is 3.31, with a standard deviation 1.30. In addition, 17 students strongly agree with this question. On the contrary, 9 and 17 students respectively disagree and strongly disagree with this question. These percentages show that students learn English to learn about people of England and USA and their culture. As far as this question is concerned, it can be argued that the subjects have positive self-efficacy due to their high level of motivation to learn about English culture.

10. Discussion of Results

The results of the study are discussed here in form of answers to the research questions raised in the introduction to the study. To answer the first question which states (Do Kurdish EFL students have positive or negative self-efficacy?), it can be useful to consider Table (8). In general, the table shows that Kurdish EFL university students have a positive level of self-efficacy. This can be seen from considering the arithmetic mean (153.13) which is higher than the virtual mean (141) obtained by applying one-sample t-test formula. The calculated t-value is (8.56). The value of significant difference is (0.000), which is lower than the error rate (0.05). This indicates that there is a significant difference in favor of the sample subjects. The calculated (T) values of satisfaction, attitude towards classroom activities, and motivation respectively are (-0.966, 1.15, 1.94). This means that the students have positive self-efficacy in terms of these variables.

Table (8) The mean, S.D., and t-value of students' level of self-efficacy

Factors Influencing Self-efficacy	Mean	S.D.	T Value	Std Error Mean	Df	T	Sig (2-tailed) *
Motivation	31.48	5.23	27	.52	99	8.55	0.000
Attitude to class activities	42.50	7.87	33	0.79	99	12.06	0.000
learning Satisfaction	10.32	1.95	9	0.19	99	6.77	0.000
Satisfaction with learning environment	17.56	4.56	18	0.45	99	-0.966	0.336
Emotion / optimism	15.07	5.26	18	0.53	99	-5.57	0.000
Attitude toward knowledge sharing	9.40	2.64	9	.26	99	1.15	0.133
Self-image and knowledge-sharing	15.79	4.08	15	.41	99	1.94	0.055
Sense of self-worth and knowledge-sharing	5.55	2.09	6	.21	99	-2.15	0.034
Self-identification	5.46	1.97	6	.19	99	-2.74	0.007

As for the second research question which states (Is there a correlation between the students' self-efficacy, and their own motivation?', tables (9) and (10) show that the highest and most positive relationship is that between self-efficacy and the students' level of motivation. The correlation coefficient is (0.634) which is significant at the level of (0.0). This means that the high level of students' motivation to study EFL is the main reason behind their high level of positive self-efficacy. In addition to teachers' motivation, the students are themselves motivated to study EFL, and not only by their parents. The main reasons behind the students' motivation are related to their willing to have a better chance for getting a job, or travelling abroad. On the contrary, the lowest correlation is between self-efficacy and self-identification which is only 0.39.

Table (9) The correlation between students' level of self-efficacy and its domains

		Motivation	Attitude to class activities	learning Satisfaction	emotion optimism	Attitude toward knowledge	Self-image and knowledge sharing	Sense of self-worth knowledge	Self-Identification
Correlation Coefficient	Self-Efficacy	**0.634	**0.756	**0.685	**0.631	**0.600	**0.644	**0.542	**0.391
Sig. (2-tailed)		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000

Table (10) The correlation between students' self-efficacy level and their motivation by teachers.

Correlations			Self. Efficacy	Motivation
Self. Efficacy	Pearson Correlation		1	.734[**]
	Sig. (2-tailed)			.000
	N		100	100
Motivation	Pearson Correlation		.734[**]	1
	Sig. (2-tailed)		.000	
	N		100	100
**. Correlation is significant at the 0.01 level (2-tailed).				

11. Conclusions

Based on the study findings, the following conclusions can be drawn:

1. Kurdish EFL university students have a high positive level of self-efficacy.

2. As a socio-cognitive factor, student's own motivation greatly affects their levels of self-efficacy.

3. Students' motivation by teachers is highly correlated with students' self-efficacy.

4. Students' achievement in the classroom is correlated with their level of self-efficacy

5. Motivation is the second highest socio-cognitive factor that influences students' self-efficacy. Students' motivation by teachers as well as their own desire to travel, pass a test, get a better job, study abroad in future and learn more about English cultures positively affect the students' level of self-efficacy. These factors enhance students' outcomes, push them to overcome verities of learning barberries and obstacles, and improve their ability.

Appendix (1)
The questionnaire addressed to the students

No.	Question	1	2	3	4	5
Motivation						
1	The main reason I am studying English is that my parents want me to improve my English.					
2	I want to do well in English class because it is important to show my ability to my friends.					
3	I want to learn English because it is useful when traveling to many countries.					
4	I am learning English to pass examinations.					
5	I am learning English because English it is my compulsory subject.					
6	If I learn English better, I will be able to get a better job					
7	I want to learn English because I want to study abroad in the future.					
8	English is important to me because it will broaden my view					
9	I want to learn English to learn about people of England and USA and their culture.					

The jury consists of the following:

No	Name	university
1	Prof. Dr. Fatima Hasan	Salahaddin University.
2	Dr. Jamal Anwar	Sulaimani university
3	Dr. Bexal Latif	Sulaimani university
4	M. Hemn Adil	Garmian university
5	M. Abbas Salih	Garmian university

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