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What is self-efficacy?

Seyed Ahmad Hashemi[1]. Peiro Maryam[2]
1. Associate Professor, Department of Educational Sciences, Lamerd Branch Islamic Azad University, Lamerd, Iran.
hmd_hashemi@yahoo.com
2. Lamerd Branch, Islamic Azad University, Lamerd, Iran
Ppeiro_ma@yahoo.com

abstract
Self-efficacy is people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances .This study aims to investigate self-efficacy factors expanding and createing , the affects of self efficacy on our lives and its sources. Environmental factors , Teachers , Psychological factors , Gender , Parents , Field of study , Confidence and awaillingness are factors which affect on self-efficacy . Efficacy beliefs regulate human functioning through four major processes. They include cognitive, motivational, affective, and selection processes. individuals with positive self-efficacy are better in grades , motivation, and achievement , interactions , decisions and exercise some control over environmental factors . master experience, vicarious experience, social persuasions, and emotional and physiological state are sources of self efficacy.
Key words : self-efficacy, affects, results, sources.

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Self-eficacy :

Human behavior changes from the most simple form to the most complex during his life, as science, education and environmental factors affect on it. (Hashemi , 1396)

Albert Bandura's theory of self-efficacy is a commonly known social-emotional learning theory that states that learners can only achieve that which they believe they can achieve (Constantin , 2019).

Self-efficacy is defined as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (Haciomerogla , 2019).

Bandura noted that perceived self-efficacy asks individuals to judge whether or not they are capable of performing specific tasks rather than if they will actually perform the task. Thus, self-efficacy refers to capability judgments, not expected outcomes (filipou, 2019).

Bandura (1997) defined the characteristics of self-efficacy as understanding, predicting, and ability to regulate the environment, the person and others (bingol,2019).

Self-efficacy refers to a person's belief that s/he is capable of successfully completing a task in a designed environment (Filipou , 2019).

What creates and expands self-efficacy?

Environmental factors:

Constantine, Okazaki, and Utsey (2004) underline that social self-efficacy is linked with international students' adaptation. They also found that university students from Latin America were more socially self-efficacious than those from Africa and Asia. Zhang and Goodson's (2011) review investigated predictors of international students' psychosocial adjustment in the United States. Among many variables, like country of origin and personality, they found that self-efficacy was positively related with sociocultural adjustment (Filipou , 2019).

participants from a metropoles and provinces noted higher levels of self-efficacy those who are from villages or small towns (Bingol , 2019).

Research results showed Asian students had lower self-efficacy than American students, but their academic performance was better than American students (wang,2018) .

academic self-efficacy is defined as a student's judgment in successfully executing academic tasks . Academic self-efficacy covers the general studying experience in a higher education institution and includes both social and academic aspects, depending on the type of environment and interactions (filippou,2019).

Teachers:

The teacher is a powerful influence agent under conditions of large power differential. When children assess their self-efficacy in school, their

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appraisals should be largely the product of teachers' evaluations and actions. Accordingly, children would tend to judge their capabilities in terms of teachers' evaluations. Peers who serve as models are also perceived through the eyes of teachers. Since teachers are endowed with many attributes of successful influence agents (e.g., expertise, power), their evaluative feedback should carry heavy weight in children's selfappraisals of their own capabilities. With respect to affective states, emotional distress over poor academic performance would contribute a sense of inefficacy. Unquestioned authority of teachers may heighten negative emotional arousal. Thus, children's emotional states should become a prevalent informational source for self-efficacy judgments (Bandura, 1997).

Psychological factors :

Self-efficacy beliefs differ based on the emotions, thoughts and feelings of individuals (bingol, 2019) .

An affirmative sense of efficacy contributes to psychological well-being as well as to performance accomplishments. People who experience much distress have been compared in their skills and beliefs in their capabilities with those who do not suffer from such problems. The findings show that it is often the normal people who are distorters of reality. But they display self-enhancing biases and distort in the positive direction. Thus, those who are socially anxious or prone to depression are often just as socially skilled as those who do not suffer from such problems . But the normal ones believe they are much more adept than they really are. The nondepressed people also have a stronger belief that they exercise some control over situations that are unmanageable (Bandura,1997).

Self-efficacy has also been linked to emotional constructs such as mental and physical well-being, and stress (Filippou,2019).

Gender :

It was also found that the female participants had lower self-efficacy than the male participants . The purpose of this study is to examine the relationship between self-efficacy, a concept that has an important role in human life, and different demographic variables and the predictive roles of psychological resilience and positivity on self- efficacy. The results showed that the female subjects tended to report lower self-efficacy than the males and participants living in cities and high income participants reported higher self-efficacy than the participants living in villages or small towns and the low income participants (bingol,2019).

Although some previous studies have suggested that there is link between self-efficacy levels and gender in a study conducted by Fallan and Opstad (2016) it was aimed to examine how gender and temperament-type interactions separately affect self-efficacy. They propounded that gender is an important determinant of self-efficacy and female students have

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significantly lower self-efficacy levels than male students. They also showed the effect of gender-temperament interactions (bingol,2019).
Tsai and Huang (2018) research showed that self-efficacy differs based on gender. Moreover Aydıner (2011) and Cetin (2007) found that the self-efficacy levels of males were significantly higher than females (bingol,2019).

Parents:
Additionally, it may be stated that the participants who perceived their parents as democratic, negligent and protective reported higher levels of self-efficacy than those who perceived their parents as authoritarian. The results also indicated a moderate positive relationship between psychological resilience and self-efficacy, and a low positive correlation between self-efficacy and positivity. Psychological 'resilience and positivity were found to be important predictors of self-efficacy (bingol,2019).

Field of study:
Comparing students' self-efficacy according to their field of study. Previous studies have examined students' academic self-efficacy based on their field of study, such as engineering (Marra&Bogue, 2006) and educational psychology (Finney &Schraw, 2003). However, researchers have investigated students' selfefficacy without examining the field of study as a comparable variable (e.g., Komarraju& Nadler, 2013). Abd-Elmotaleb and Saha (2013) categorized the participants' fields of study as practical or theoretical, and they concluded that the academic achievements of students from theoretical faculties are more influenced by their self-efficacy than the students from practical faculties. Furthermore, their study indicated that there were no statistically significant differences on students' self-efficacy according to their field of study (Filippou,2019) .
Confidence and awaillingness:
Strong self-efficacy, associated with confidence and awillingness to take risks in learning, (Constantine, 2019) and the other actions .

sources of self-efficacy :
The multiple benefits of a resilient sense of personal efficacy do not arise simply from the incantation of capability. Saying something should not be confused with believing it to be so. Simply saying that one is capable is not necessarily self-convincing. Self-efficacy beliefs are the product of a complex process of self-persuasion that relies on cognitive processing of diverse sources of efficacy information conveyed enactively, vicariously, socially, and physiologically (Bandura,1997) .
Self-efficacy beliefs are derived as individuals interpret information from four sources: master experience, vicarious experience, social persuasions, and emotional and physiological state (Haciomeroglu,2019).

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Mastery Experience. In school, mastery experience refers to individual's interpretation of their performance after completing an academic task . When students overcome (or fail to do) difficult tasks or obstacles that might be difficult for others, still the mastery experiences become very essential for students. Successful performances of the students have lasting effects on their self-efficacy. Results of the research studies revealed that mastery experience was the most influential sources of self-efficacy since this experience includes evidence whether or not students were able to master the necessary tasks (Bandura,1997).

Vicarious Experience. It is developed through observing others' capabilities in relation to performance. This way, students construct their efficacy beliefs through observing results of others' actions. They compare themselves to individuals (e.g., classmates, peers, and adults) for the evaluation their own academic capabilities. Students' beliefs are likely to be altered by the success or failure of the performance that they feel similar to the current situation (Haciomeroglu,2019).

Social Persuasions. The third source of self-efficacy is called social persuasions. Encouragement received by the individuals such as parents, teachers, and peers improve students' confidence in their academic capabilities. Supportive messages serve as an encouragement to boost students' effort and confidence when it is accompanied by proper instruction that might help to carry success for them . Social persuasions involve students' descriptions of whether their teachers provided them with regular feedback about their performances (Haciomeroglu,2019).

Emotional and Physiological State. The last source of self-efficacy is called emotional and physiological state. This source was informed by the physiological states such as anxiety, stress, and fatigue as an indicator of students' competency. “Students learn to interpret their physiological arousal as an indicator of personal competence by evaluating their own performances under differing conditions” (Haciomeroglu,2019).

How does self-efficacy affect our lives ?

Members of a society are divided into active and static group. Active group always are trying to chang everything but those who are static never show any endeavor , creativity or innovation.(hashemi , 1394) those who are active , benefit from higher self-efficacy.

Meta-analyses suggest that academic self-efficacy is a strong predictor of grades , motivation, and achievement . Gore, Leuwerke and Turley (2005) highlighted the importance of college-self-efficacy in developing students' academic engagement, interactions, and goals, as well as influencing their enrollment decisions. A recent review similarly indicated that students tearning outcomes, learning strategies, self-regulation, and metacognition highly correlate with self-efficacy (filippou, 2019).

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Efficacy beliefs regulate human functioning through four major processes. They include cognitive, motivational, affective, and selection processes. These different processes usually operate in concert, rather than in isolation, in the ongoing regulation of human functioning (Filippou,2019).

Since self-efficacy has been found to be a strong and positive academic and psychological predictor, it can be assumed that international students who have high self-efficacy face fewer emotional and academic challenges Comparing students' self-efficacy according to their nationality (Filippou,2019).

students with positive self-efficacy are willing to put more effort into and be more persistent on the academic tasks they choose. In addition, they usually have higher levels of academic motivation and better performance (wang,2018).

bandura discussion has centered on efficacy-activated processes that enable people to create beneficial environments and to exercise some control over those they encounter day in and day out. People are partly the product of their environment. Therefore, beliefs of personal efficacy can shape the courses people's lives take by influencing the types of activities and environments they choose to get into. In this process, destinies are shaped by selection of environments known to cultivate certain potentialities and life-styles. People avoid activities and environments they believe exceed their coping capabilities. But they readily undertake challenging activities and select environments they judge themselves capable of managing. By the choices they make, people cultivate different competencies, interests, and social networks that determine their life courses. Any factor that influences choice behavior can profoundly affect the direction of personal development. This is because the social influences operating in selected environments continue to promote certain competencies, values, and interests long after the efficacy decisional determinant has rendered its inaugurating effect (Bandura,1997).

The substantial body of research on the diverse effects of perceived personal efficacy can be summarized as follows: People who have a low sense of efficacy in given domains shy away from difficult tasks, which they view as personal threats. They have low aspirations and weak commitment to the goals they choose to pursue. When faced with difficult tasks, they dwell on their personal deficiencies, the obstacles they will encounter, and all kinds of adverse outcomes rather than concentrate on how to perform successfully. They slacken their efforts and give up quickly in the face of difficulties. They are slow to recover their sense of efficacy following failure or setbacks. Because they view insufficient performance as deficient aptitude, it does not require much failure for them to lose faith in their capabilities. They fall easy victim to stress and depression. .(Bandura,1997)

In contrast, a strong sense of efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their

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capabilities in given domains approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. These people set themselves challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of difficulties. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient effort or to deficient knowledge and skills that are acquirable. They approach threatening situations with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments, reduces stress, and lowers vulnerability to depression (Bandura,1997).

Once formed, efficacy beliefs contribute importantly to the level and quality of human functioning (Bandura,1997).

arousal and depression. The exercise of control over one's own consciousness is summed up well in the proverb: "You cannot prevent the birds of worry and care from flying over your head. But you can stop them from building a nest in your hair." It is not the sheer frequency of disturbing thoughts, but the perceived inability to turn them off that is the major source of distress . Hence, the frequency of aversive thoughts is unrelated to anxiety when the effects of perceived thought control efficacy are removed. But perceived thought control efficacy predicts anxiety when variations in frequency of aversive thoughts are removed. Both perceived coping self-efficacy and thought control efficacy operate jointly to reduce anxiety and | avoidant behavior (Bandura,1997).

Barry and Finney (2009) asserted that individuals with lower levels of selfefficacy experience more stress and anxiety, and lower motivation compared to individuals with higher selfefficacy. Similarly, having conducted a longitudinal study, Wei, Russell and Zakalik (2005) found that the social self-efficacy of university students is a mediator between feelings of loneliness and subsequent depression (Filippou,2019).

Some researchers such as Farsides and Woodfield (2003) and Duckworth et al. (2007) propounded that self-efficacy is a significant predictor of individual performance and motivation in different situations and environments. Self-efficacy is an important part of dealing with unavoidable changes in life . Wäschle et al. (2014) noted a vicious circle relationship between procrastination and self-efficacy. Bandura (1986) emphasized that self-efficacy strongly influences people's choices and efforts that they make while dealing with challenges. Therefore self-efficacy beliefs have an impact on task choice, effort, perseverance and success. My According to Bandura (1997) self-efficacy beliefs may change based on some factors such as evaluation of existing abilities, perceived difficulty of action, how much effort is required, how much external support is required, past achievements, temporary patterns of success or failure and forms of reorganization of experiences. Self-efficacy is also a multidimensional construct that varies

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depending on domain of demands and therefore this construct must be evaluated on a level that is specific to the outcomes (filippou,2019).
Negative emotional experiences like stress and anxiety may have a negative impact on self-efficacy. People with high self-efficacy choose to perform more challenging tasks. On the other hand, low self-efficacy increases vulnerability toward depressive symptoms, anxiety and helplessness (filippou,2019).
Self-efficacy, which is an important concept that may have an impact in different life domains, such as task choices, efforts to accomplish tasks, can be defined as people's perceptions about their capabilities to meet designated levels of performance that employ influence over events . Enhancing self-efficacy may be helpful to solve the problems confronted by the individual because of the crucial impact of self-efficacy on performance
The two constructs, emotions and mathematics self-efficacy have been used to explain the students' learning behaviors in relation to effective teaching. Research studies implied that emotions and sources of self-efficacy have impact on students' learning, achievement and performance (filippou,2019).

Conclusion :
In primitive time , people believe in supernatural agents to understand world around , but the growth of knowledge increased the people abilities to find solutions and exercise control over events .
Efficacy has divers effects on human activities , as it helps people to decide well , and . Cognitive , motivation , affective and selection are four main processes to regulate human functioning . especially in developing countries it is necessary to improve these processes . children should be encouraged to accept tasks , and also important responsibilities according to their age by parents and teachers.
Curriculum should be arranged in a way to support children functions during their life .
Some researchers studied the most affective factors to improve the self-efficacy . but it should be studied in terms of environmental factors . it seems in developing countries these factors should be studied widely , and also practical methods is important to develop the belief of self-efficacy.

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