



Journal Homepage: [-www.journalijar.com](http://www.journalijar.com)

INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI: 10.21474/IJAR01/12027
DOI URL: <http://dx.doi.org/10.21474/IJAR01/12027>



RESEARCH ARTICLE

APPLICATIONS OF SOURCES OF SELF EFFICACY: SYNOPSIS OF ARTICLE REVIEW

Ms. S. Priyadharsan¹ and Dr. A. Saravanabawan²

1. Department of Business and Management Studies, Trincomalee Campus, Eastern University, Sri Lanka.
2. Department of Human Resource Management, Faculty of Management Studies and Commerce, University of Jaffna, Sri Lanka.

Manuscript Info

Manuscript History

Received: 10 September 2020
Final Accepted: 15 October 2020
Published: November 2020

Key words:-

Performance Accomplishment,
Vicarious Experience, Verbal
Persuasion, Physiological State

Abstract

Self-efficacy is a vital concept and a key element for all sectors. Without self-efficacy, successful achievement cannot be achieved for every individual in an organization. Taking into account the sources of self-efficacy, it plays a major role in all sectors. The objectives of the review are to find out how the sources of self-efficacy apply to each sector and which factor is strongly influenced therein. Articles are collected from the period of 2001 to 2020. Review of research articles, it shows that the sources of self-efficacy applied in sports, career, education, marketing, social networks, health, etc. Finding revealed that most of the articles published in the field of education, career and sports. The mastery experience is strongly influenced by the variable. At the end of the review, most of the research has been carried out in an international context, very few research takes place in Sri Lanka. Further suggestion for the future should be to research organizations in the service sector.

Copy Right, IJAR, 2020,. All rights reserved.

Introduction:-

Self-efficacy is a major component of the social cognitive theory of Bandura (1986), which suggests that an individual's behavior, environment, and cognitive factors (i.e., expectations for results and self-efficacy) are all closely related. People with strong self-efficacy beliefs put more effort into overcoming a challenge, while those with low self-efficacy beliefs are likely to reduce their efforts or even stop (Bandura and Schunk, 1981; Brown and Inouyne, 1978; Schunk, 1981; Weinberg, Gould and Jackson, 1979).

Sources of Efficacy:

According to the self-efficacy theory (Bandura, 1977, 1986, 1997), there are four sources of information about efficacy: mastery experience, verbal persuasion, vicarious experiences, and physiological states.

Performance Accomplishments:

Performance are considered the most powerful source of information for the development of self-efficacy (Bandura, Adams, & Beyer, 1977; Biran & Wilson, 1981; Feltz, Landers & Raeder, 1979; McAuley, 1985; Wise & Trunnell, 2001). People with a previous experience of success develop a strong sense of confidence and are less likely to doubt their potential for later success. Conversely, past failures can reduce self-efficacy.

Corresponding Author:- Ms. S. Priyadharsan

Address:- Department of Business and Management Studies, Trincomalee Campus, Eastern University, Sri Lanka.

Vicarious Experiences:

When an individual is inexperienced with the task, observing other significant people who are similar to oneself contributes to self-efficacy beliefs. In such circumstances, one can observe the experiences of others and learn from them. In addition, observing a pattern can provide the individual with a wealth of information that may be lacking in verbal feedback (Gould & Weiss, 1981).

Verbal Persuasion:

Verbal persuasion is another way of gaining effectiveness information and involves other people (or the self) telling an individual that he / she has the capacity to be successful (Bandura, 1997; Baron, 1988).

Physiological States:

Physiological states (eg, pain, fatigue, excitement) have been reported to influence judgments of self-efficacy (Bandura, 1986), body aches, fatigue, and pain showing physical inefficiency (Ewart, 1992). Self-efficacy can be improved by physiological arousal. However, Bandura (1977) asserted that the way arousal is interpreted is the main determinant of how self-efficacy will be influenced (Taylor, 2006). That is, if arousal is perceived to facilitate performance, then self-efficacy should increase. On the contrary, when individuals perceive arousal as a negative factor and suffer from anxiety and self-doubt, then self-efficacy should decrease.

Applications of Sources of Self Efficacy:

Based on the review of the articles, the researcher found that the sources of self-efficacy applied to the following sectors, such as sports, career, education, social media, marketing and health. Each sectorial discussion is given below.

Sports:

Study by Ashley Samson & Melinda Solmon (2011), "Examining the sources of self-efficacy for physical activity within the sport and exercise domains". The study explained that perceptions of self-efficacy help shape an individual's exertion, emotional experiences, and enjoyment of physical activity, especially at higher intensities. The aim of this literature review is to synthesize the current literature on self-efficacy for physical activity in the fields of sport and exercise, focusing on the mechanisms by which perceptions of self-efficacy are derived and concluding with a summary of the positive and negative aspects of the literature and suggestions for further research

Ashley Ann Samson (2011), "Sources of self-efficacy in distance runners". Study shows that endurance sport, especially long-distance running, is an area in which it is particularly important to be able to cope with pain and persevere in setbacks; therefore the aim of this thesis was to increase our understanding of self-efficacy in the field of physical activity by exploring the sources of self-efficacy for long-distance runners. The first study used a quantitative approach to investigate the relationship between self-efficacy, affect, and training volume during marathon training. The results revealed that self-efficacy fluctuated during the training period and had little relation to affect. Study 2 was an extension of the first and used a qualitative approach to investigate the sources of self-efficacy information used by runners. Physiological states emerged as the most influential source of information on effectiveness throughout the program, and past performance experiences increased in their influence as participants gained more running experience. The third study was a qualitative investigation of the sources of self-efficacy for running using a sample of African American long-distance runners. Past performance was cited as the most important source of effectiveness information for these runners and, for the majority of participants, race / ethnicity did not appear to be a significant factor in their effectiveness for running.

Aim of the study by Roberto Tadeu Iachite & Samuel de Souza Neto (2014), "Strength and sources of self-efficacy beliefs by physical education student teachers". In teaching, self-efficacy is linked to teachers' judgment of their own ability to achieve learning outcomes and student engagement. Self-efficacy for teaching was rated as moderate, and vicarious experiments and social persuasion were the main sources of information. The results were discussed for future research related to teaching practices in undergraduate programs as well as in-service teacher education.

Consider to the authors Paul D. Saville, Steven R. Bray, Kathleen A. Martin Ginis, John Cairney, Deborah Marinoff-Shupe & Andrew Pettit (2014), "Sources of Self-Efficacy and Coach/Instructor Behaviors Underlying Relation-Inferred Self-Efficacy (RISE) in Recreational Youth Sport". In this study, explained that interpersonal feedback from coaches can help in training children's self-efficacy in learning or performing sports skills. Respondents' responses indicated that past experiences and socially constructed interactions have contributed to the

development of self-efficacy and relation inferred self-efficacy beliefs. The results support the theory of Bandura (1997) according to which self-efficacy develops to the processing of experience feedback as well as the tripartite theory of Careme and Lopez (2002) proposing the interpersonal feedback of other influential people, contributes to RISE and children's self-efficacy.

The study by Saqer K.H. Shwede;SuhaFouad Salem; Sharif Omer Salem & Kosga y. Raj (2016), “Assessing Self Efficacy Sources and its Relation to Master Athlete’s Achievement in Kobudo Martial Arts Sport”, It was noted that research has found that self-efficacy is an ability to be successful, and that people engaged in competitive sports, including athletes and coaches, have often identified it as a most important mental skill and important for success in sport. This research study aims to assess the sources of self-efficacy and their relation to the achievements of the master athlete in the sport of Kobudo martial arts. The research results revealed that social persuasion is an important source of self-efficacy effects on player performance that lead to their success. This result provided a new theoretical basis with empirical support for a better understanding of player achievement. Players to be successful must be disciplined against the instructions of coaches and family. The present research studies show that the sources of self-efficacy building which are mastery experience, vicarious experience, environmental comfort and social persuasion are still lacking. Therefore, more effort should be made on the evaluation of these concepts and the development of multidimensional measures in different contexts for future research.

According to the author Matthew Buns (2017), “Creating Confidence: The Four Sources of Self-Efficacy”. In this study, these four sources are the best and most proven ways to train self-efficacy in athletes. When understanding self-efficacy, it is important for a coach to understand where their sources are and how they can be used. Each source begins with the coach installing it in the athlete and helping them achieve exactly what they are. Opportunities for mastery and vicarious modeling experience should be provided by the coach to promote an environment conducive to success

Paul A. Anstissa, Carla Meijen & Samuele M. Marcora (2018), “The sources of self-efficacy in experienced and competitive endurance athletes”. The study explained that endurance athletes rely on several sources of self-efficacy, but there is limited understanding of the information in these sources that specifically contributes to self-efficacy. The aim of the present study was to identify sources of self-efficacy specific to the field of endurance sport. Semi-structured interviews were conducted with twelve experienced competitive endurance athletes who practiced their endurance sport for an average of 12.2 ± 6.25 years. Past performance experiences, physiological states, social / verbal persuasions, and emotional states were generated as initial themes. Results indicate that endurance athletes use several sources of self-efficacy in forming and maintaining their self-efficacy beliefs. Specifically, the culmination of experiences, experiences of overcoming challenges and adversity, and a sense of physical familiarity have emerged as key sources in the field of endurance sport.

Career:

The study by Steven L. Anderson and Nancy E. Betz (2001), “Sources of Social Self-Efficacy Expectations: Their Measurement and Relation to Career Development”. The present study resulted in the development of a measure of the four sources of self-efficacy expectations postulated by Bandura’s theory (1977, 1997) in the field of social behavior. Examination of the extent to which the four sources of social self-efficacy were distinct empirically (as opposed to theoretically) provided similar findings to those of previous research on the sources of self-efficacy expectations in mathematics, especially the regrouping of past, emotional performances. Social excitement and persuasion (all direct learning experiences) distinct from vicarious learning, an indirect learning experience.

Consider to the authors Megan Tschammen-Moran & Peggy McMaster (2009), “Sources of Self-Efficacy: Four Professional Development Formats and Their Relationship to Self-Efficacy and Implementation of a New Teaching Strategy”. This quasi-experimental study tested the power of different sources of self-efficacy beliefs. Respondents were elementary school teachers in nine schools who completed surveys on their beliefs in self-efficacy and the level of implementation of a new teaching strategy for beginning readers before and after participating in the one of four professional development formats featuring the same teaching strategy with increasing levels of efficacy level of input. The results indicated that the professional development format that supported mastery experiences through follow-up coaching had the strongest effect on self-efficacy beliefs for teaching reading as well as for implementing the new strategy. The present study examined the relationship between teacher self-efficacy and the format of professional development of a new skill and the implementation of this skill in teaching reading. The study also

examined the implementation of the program in relation to the format of professional development and teacher self-efficacy.

Tabitha wangeri&Habilotanga (2014), "Sources of personal teacher efficacy and influence on teaching methods among teachers in primary schools in coast province, Kenya". This study explored demographic and contextual predictors of teachers' personal efficacy and the extent to which they determine teachers' choice between traditional or innovative teaching techniques. Teacher efficacy varies by gender, length of teaching and subject taught. Demographic characteristics did not influence the choice of teaching techniques. Verbal persuasion and fluency predicted the personal efficacy of teachers. The master's degree significantly predicted the use of innovative techniques in teaching. The personal efficacy of teachers mediated the relationship between verbal persuasion and mastery of using traditional methods, but not for innovative methods.

Author Rachel Charlotte Minett (2015), "A qualitative study investigating the sources of teacher efficacy beliefs". Given the potential importance of developing positive cognitions about teacher efficacy. This study used a constructivist theoretical method to investigate the sources of teachers' beliefs about efficacy, a method that has not been used by other researchers in this area. Teachers seem to use a variety of sources to validate their beliefs about efficacy. Contrary to Bandura's (1997) theory of the sources of self-efficacy beliefs suggesting that mastery experiences are most important, verbal persuasion in the form of lesson observation feedback has emerged as a particularly salient source for teachers in this study. The study contributes to our understanding of how beliefs in teacher efficacy are influenced by contextual factors, particularly the influence of government programs, and suggests some implications for school leaders and future research.

From the study of Karin S. Hendricks (2015), "The Sources of Self-Efficacy: Educational Research and Implications for Music", Music teachers can give students control over the development of their own musical abilities by helping them develop positive beliefs about self-efficacy. In order to guide teachers in music in determining effective methods and approaches to help students develop a sense of musical self-efficacy and subsequent musical achievement. A brief summary of each self-efficacy source category is provided, along with a discussion of the ways in which perceptions of self-efficacy can be developed in general education and music learning environments.

Authors Karla Cristina Furtado Nina, Edson Marco Leal Soares Ramos, Maely Ferreira Holanda Ramos, Simone Souza da Costa Silva, Ana Patricia de Oliveira Fernandez, & Fernando Augusto Ramos Pontes (2016), "Sources of Self-Efficacy in Teachers". Teacher self-efficacy is the judgment that teachers make of their own teaching abilities and skills, even under adverse conditions. This study aims to characterize the teachers of basic education, by considering the indices of the sources of self-efficacy, the socio-demographic aspects (such as age, sex and the level of education of the teachers) and the activity teaching (working time and duration). The results indicated that there was a significant association between the four sources of self-efficacy. There was a correlation between verbal persuasion and length of service and function. According to the socio-demographic characteristics studied, only age was correlated with emotional and physiological factors. There was no association between age and other sources.

Authors Maria del Rosario Reyes-Cruz & Moises Damian Perales-Escudero (2016), "Research self-efficacy sources and research motivation in a foreign language university faculty in Mexico: implications for educational policy". This article presents a qualitative case study examining research self-efficacy and research motivation in a group of Mexican foreign language professors. Interview data show variations in levels of self-efficacy related to academic degree, types of motivation, and strategic behaviors. Professors with doctorates, intrinsic motivation and use of strategies showed the greatest personal effectiveness. Professor with a master's degree who are poorly motivated display the lowest personal efficiency. Previous experience and mentoring are influential sources of self-efficacy. Policies such as forced collaboration, financial rewards and the threat of dismissal seem to have some effect on self-efficacy. It is recommended that policies be adopted to officially recognize and promote mentorship.

Franziska Pfitzner-Eden (2016), "Why Do I Feel More Confident? Bandura's Sources Predict Preservice Teachers' Latent Changes in Teacher Self-Efficacy". Teacher self-efficacy is associated with a multitude of positive outcomes for teachers and students. This study presents a first instrument for evaluating the four TSE sources according to Bandura's design. By collecting evidence of convergent validity, the contribution of each source to the development of TSE during a school placement was explored for two samples of German teachers. The first sample was made up of new pre service teacher who completed an observation course. The second sample consisted of advanced pre service teacher who completed a teaching placement. Latent true change modeling was applied to explore how the

sources predicted changes in TSE. Three different models were compared. As expected, the results showed that TSE changes in both groups were significantly predicted by mastery experiences, with a stronger relationship in the advanced group. Additionally, the results indicated that mastery experiences were largely informed by the other three sources to varying degrees depending on the type of practicum.

The study by Yitza A. Arcelay-Rojas (2018), "Using Focus Groups to Explore Sources of Self-Efficacy in Puerto Rican Preservice Teachers". This article used focus groups to explore Puerto Rican preservice teachers' perceptions of sources of self-efficacy. The present study made it possible, through a qualitative design, to examine the experiences of preservice teachers at the end of their teaching period. The beginning of the student teaching practicum caused an intense emotional process in which the preservice teachers needed support and guidance, especially in the aspects of planning, differentiation and management of the classroom. Participants agreed that the important feedback and advice from associate teachers and university supervisors helped them gain self-confidence and increase their perception of their personal effectiveness by reducing feelings of anxiety generated by the practicum.

From the study of Mohammad S. Soliman (2020), "Self-efficacy Sources among General Education Teachers in Inclusive Schools: A Cross-Cultural Study". The current study aims to reveal the differences in personal effectiveness among general education teachers in both the Kingdom of Saudi Arabia and the Arab Republic of Egypt. It also aims to reveal the sources of this self-efficacy in both countries. The results of the study indicate that there is a significant difference between the mean scores of total self-efficacy and its sub-dimensions between the Saudi and Egyptian sample for the outperformance of Egyptian teachers. It indicated that the source of the mastery experience was a significant indicator of the self-efficacy of Saudi teachers, and he explained 53% of the variation in self-efficacy. It also indicated that mastery experience was a significant predictor of Egyptian teachers' self-efficacy, and explained 13% of the variance in self-efficacy.

Education:

The study by Ellen L. Usher & Frank Pajares Emory University (2008), "Sources of Self-Efficacy in School: Critical Review of the Literature and Future Directions". The purpose of this review was threefold. First, the theoretical sources of self-efficacy beliefs proposed by Bandura (1986) are described and explained, including how they are generally assessed and analyzed. Second, the results of surveys of these sources in academic settings are reviewed and criticized, and problems and lapses in current research and in conceptualizations of sources are identified. Although mastery experience is generally the most influential source of self-efficacy, the strength and influence of the sources differ based on contextual factors such as gender, ethnicity, academic ability, and academic field. Finally, suggestions are offered to help researchers study the psychological mechanisms at work in the formation of self-efficacy beliefs in academic contexts.

Authors Ellen L. Usher & Frank Pajares (2009), "Sources of self-efficacy in mathematics: A validation study". The aim of this study was to develop and validate items to assess Bandura's (1997) theoretical sources of self-efficacy among middle school mathematics students. The results of phase 1 were used to develop and refine elements for subsequent use. In phase 2, the exploratory four-factor model fit best. The elements have been revised to strengthen the psychometric properties. In phase 3, the four-factor confirmatory factor model is most suitable. This final model was invariant by gender and ethnicity. The subscales correlated with self-efficacy, self-concept, mastery goals, and optimism. The results suggest that the source scale is psychometrically sound and could be adapted for use in other fields.

Cited by Joet, G., Usher, E. L., & Bressoux, P. (2011), "Sources of Self-Efficacy: An Investigation of Elementary School Students in France". The aim of this study was to assess the sources of self-efficacy on the academic and self-regulatory efficacy beliefs of 3rd grade elementary school students in France, in order to examine whether the context of the classroom could explain a significant part of the variation in self-efficacy, and assess whether these sources differ by sex. Hierarchical linear modeling revealed that mastery experience, social persuasions, and average self-efficacy at the class level predicted self-efficacy in mathematics. Mastery experience, social persuasions, physiological state, and average self-efficacy at the class level predicted self-efficacy in French. All four sources predicted self-efficacy for self-regulated learning in both subjects, with the exception of vicarious experience in French. Class-level variables did not predict self-efficacy for self-regulated learning in either subject. Boys outperformed girls in math and reported greater personal math efficiency, self-regulatory efficiency, experience of

mastery, social persuasions, and lower physiological arousal. In French, girls outperformed boys but reported less self-efficacy. The results support and refine the theoretical principles of Bandura's social cognitive theory.

According to Ali Arslan (2013), "Investigation of Relationship between Sources of Self-efficacy Beliefs of Secondary School Students and Some Variables". The aim of this study was to investigate the relationship between students' opinions on the sources of self-efficacy beliefs and their gender, academic performance, grade level, socioeconomic status, and style of learning. The results of the study indicated that there were significant relationships between students' opinions on sources of learning and achievement related to self-efficacy and their gender, academic performance, socioeconomic status, grade level and their learning style.

C.W.Loo, &J.L.F.Choy (2013), "Sources of Self-Efficacy Influencing Academic Performance of Engineering Students". This study examined (a) the correlation of the four hypothetical sources of self-efficacy (mastery experience, vicarious experience, social persuasion, emotional arousal) with academic performance, and (b) prediction of the primary source of self-efficacy that affects academic performance. The results of the present study showed that the sources of self-efficacy were correlated with mathematics achievement scores as well as the cumulative GPA of electronics-related engineering diplomas. More importantly, mastery experience has been shown to be the key predictor of academic achievement in mathematics and related engineering modules. Finally, suggestions are offered to assist curriculum designers in instructional design to improve the academic performance of engineering students.

Author Ashley Major (2016), "Sources of self-efficacy, self-efficacy for self-regulated learning, and student engagement in adolescents with ADHD". The objectives of this thesis were to: (1) examine the group (ADHD (attention deficit / hyperactivity disorder) versus comparison and the gender differences in the sources of self-efficacy, self-efficacy for self-regulated learning (SESRL) and student engagement, and (2) study the relationships between these variables and symptoms of inattention. Adolescents measured sources of self-efficacy, SESRL, and engagement, while parents rated their children's symptoms of inattention. The results revealed that, compared to their peers without ADHD, adolescents with ADHD viewed themselves as having fewer mastery experiences, less positive encouragement from others, weaker SESRL beliefs, and lower levels of engagement. Gender differences also emerged in sources of self-efficacy, with adolescent males ranking lower than females in mastery experiences, vicarious learning, and verbal encouragement. Path analysis in the full sample showed that the sources of self-efficacy and SESRL mediate the relationship between inattention and student engagement. These findings contribute to our understanding of motivation in adolescents with ADHD and shed light on their self-perception and school experiences. The clinical and educational implications involve the design of interventions that focus not only on acquiring knowledge and skills, but also on supporting adolescents to develop the confidence necessary for success.

Phan, H. P., &Ngu, B. H. (2016), "Sources of self-efficacy in academic contexts: A longitudinal perspective". The formation of self-efficacy, according to the socio-cognitive theory of Bandura (1997), is an important area of investigation. This theoretical principle posits the importance of the experience of enactive learning, followed by less influences from vicarious experience, verbal persuasion, and emotional and physiological states. In this study, therefore, tested a sequential predictive model that involved the differential influences of the 4 main sources of information on self-efficacy and then self-efficacy on academic achievement. Three time points of data were collected during the calendar year and were used to aid in structural modeling testing. At time 1, only the enactive learning experience and the vicarious experience positively influenced self-efficacy. At time 2, after controlling for the previous variance of the factors corresponding to time 1, only the enactive learning experience remained significant. At time 3, after controlling for autoregressive pathways, the enactive learning experience remained significant, and verbal persuasion and emotional and physiological states positively influenced self-efficacy. The impact of self-efficacy on academic achievement was significant on all 3 occasions.

By Mary Holmes (2016), "Sources of self-efficacy information for writing: a qualitative inquiry". This study explored sources of information that inform students' self-efficacy beliefs in the field of writing. A qualitative phenomenological case study approach was used to capture the experiences of gifted middle school students. Writing is an essential skill for success in school and beyond, and many students in the United States are unable to write detailed texts adequately (Bruning & Horn, 2000; National Center for Education Statistics, 2012). Understanding students' motivation to engage in writing can provide information on how to better support students' writing experiences in school. Different sources of information were essential for each student, and the importance of the sources seemed to relate to their learning and goals.

The authors YuwaratSrisupawong ,RavinderKoul , JariyaNanchaleay , Elizabeth Murphy & Emmanuel Jean Francois (2017), “The relationship between sources of self-efficacy in classroom environments and the strength of computer self-efficacy beliefs”. This study explained that motivation and success in computer science lessons are influenced by the strength of students’ self-efficacy beliefs in their learning abilities. Students with low personal efficiency may find it difficult to be successful in a computer science course. The results revealed that perceptions of a classroom learning environment with autonomy, meaning and involvement were positively associated with strong computer self-efficacy. Additionally, perceptions of social persuasions such as meaningful and encouraging feedback or judgment from influential people have been shown to have a statistically positive relationship with computer self-efficacy. Perceptions of vicarious experiences by which students determine and compare their own abilities with observational experiences of role models have also demonstrated a statistically positive relationship with computer self-efficacy. Perceived physiological and emotional states such as anxiety and stress have been shown to negatively influence computer self-efficacy.

Author Salina K. Bryant (2017), “Self-Efficacy Sources and Academic Motivation: A Qualitative Study of 10th Graders”. The NAEP (2016) report shows that the performance of the country’s top performers is increasing in reading, while the poorest performers score lower than in previous reports and perform worse than ever. These students are not only expected to be academically successful, but they must know how to solve problems, work in a team and be creative. The long-standing question of student motivation is not new. Motivation includes the factors that stimulate the desire to achieve a goal. Self-efficacy is defined as the belief in one’s ability to carry out, organize and accomplish a task successfully (Bandura, 1997). Both are the driving forces that make people pursue a goal and overcome obstacles. High school students and entry level college students alike find it difficult to maintain the self-efficacy and motivation necessary to complete rigorous and challenging tasks in high school and college. This study addressed the gaps in the literature by providing an understanding of the sources of developmental self-efficacy in grade 10 students, source experiences of self-efficacy, and academic motivation. The study used a qualitative methodology focused on student voice to better understand the development of sources of self-efficacy and the effects on academic motivation. The results revealed that students described their perceived personal self-efficacy based on the development of the source of self-efficacy that had occurred in each student’s life, specifically the amount of source of mastery experiences that the students had passed. Another finding indicated that participating students based their personal development as a source of perceived self-efficacy on the degree of success or failure in their studies with particular emphasis on student persuasion and the development of physiological sources. The evidence also confirmed that the academic motivation of the participating student was based on the student’s perceived personal academic self-efficacy with respect to the four sources of mastery (mastery, proxy, persuasion, physiological and emotional). This research provides practitioners and stakeholders with a better understanding of developments in the sources of student self-efficacy and the impact of self-efficacy on the academic motivation of students.

Consider to the authors Christina Lau, Anastasia Kitsantas, Angela D. Miller&Ellen B. Drogin Rodgers (2018), “Perceived responsibility for learning, self-efficacy, and sources of self-efficacy in mathematics: a study of international baccalaureate primary years programme students”. The aim of this study was to assess the correlation between the perceived responsibility of elementary school students for learning, self-efficacy and sources of self-efficacy in mathematics, and differentiation according to gender and grade level. Grade 5 students reported higher levels of mathematics self-efficacy and perceived responsibility for learning than Grade 3 students. Fourth-graders also reported higher levels of perceived responsibility than third-graders. Furthermore, the regression results revealed that mastery experience, vicarious experience, social persuasion, and physiological state accounted for a significant amount of variance in students’ mathematical self-efficacy, social persuasion being the most powerful predictor.

According to Anna Hwee Siang Quek (2018), “Understanding the sources of students’ self-efficacy development in a Chinese higher vocational institute”. The study of efficacy beliefs is still a relatively new area of research in Chinese society (Kwan, Hui& McGee, 2010) and research on the influence of perceived self-efficacy or its belief in efficacy on academic performance is limited, especially in the context of vocational education. The aim of this study is to understand the development of efficacy beliefs of Chinese students in vocational education. The results of this study indicate that the main sources of self-efficacy development are consistent with Bandura’s four hypothetical sources of self-efficacy (1997). The results also indicated that the influences of these sources of self-efficacy may be both positive in increasing perceived self-efficacy and negative in undermining the development of efficacy beliefs, depending on varying conditions such as how information is evaluated and interpreted; and when the information is

received. Self-talk was found in this study as a personal encouragement as well as a copying strategy for overcoming anxieties and stressful situations. The results also indicated that participants generally believe that an investment in effort is necessary for achievement; however, it is also necessary to believe in their abilities. The implications are that developing self-efficacy beliefs is important to help them understand their commitment to hard work, and that developing collective efficacy at the institutional level can change the way vocational education is viewed in China.

Zelenak, M. S. (2019), "Predicting music achievement from the sources of self-efficacy: An exploratory study". Self-efficacy was measured using the Musical Performance Self-Efficacy Scale (MPSES), which students completed before their auditions. Analysis revealed that the experience of enactive mastery had the strongest relationship with overall self-efficacy. However, verbal / social persuasion was the strongest positive predictor of success, followed by the experience of enactive mastery. Comparing the relationship between self-efficacy and achievement among various groups of students, Zelenak found a modest and significant correlation between these factors among string participants, but no significant difference by ensemble type (band / strings), school level (high school / middle school), or gender (female / male). Likewise, Zelenak found no correlation between self-efficacy and years of enrollment in instrumental ensembles.

The study by Norma Vijeila (2019), "Sources of self-efficacy beliefs of resilient high school dropouts". The aim of this study was to examine the stories of men and women who dropped out of high school and then returned to school to earn a higher education degree. The study aimed to answer three research questions: (a) what was the motivating factor for returning to school after dropping out of high school, (b) what factors improved or inhibited the development of self-efficacy of those who had dropped out of high school to eventually graduate from post-secondary studies, and c) how did the sources of self-efficacy influence the educational path of resilient high school dropouts. The results of this study can be used to inform school practice and program development. Based on the results of the interviews, students would benefit from continued research into the effects of exposure to adversity, the development of counseling and mentoring programs and increased vocational and employment opportunities.

Social Network:

According to the authors HussainAlshahrani& Diane Rasmussen Pennington (2018), "Why not use it more? Sources of self-efficacy in researchers' use of social media for knowledge sharing". This study examined the sources of self-efficacy that researchers rely on to use social media for knowledge sharing and to explore the impact of these sources on usage. Participants drew on all four sources, and they all impacted their use of social media for knowledge sharing. First, this study examined the importance of self-efficacy sources for researchers to use social media for knowledge sharing and the impact of these sources. These sources aligned with those presented in the theoretical framework of (Bandura, 1977), which is a new finding in this context. Second, this study exposes ways in which researchers can improve their personal efficacy in using social media for knowledge sharing by developing their skills, observing and imitating experienced users, finding encouragement from colleagues and institutions and practicing emotional regulation. According to the findings of this study, it may be important for institutions to provide training, bring in social media experts, and provide encouragement and psychological preparation to their staff.

Marketing:

From the study of France Garlin& Robyn McGuiggan (2002), "Exploring the sources of self-efficacy in consumer behavior". This article presents the results of an exploratory investigation into the sources of self-efficacy in consumer behavior. The results revealed various variables related to consumer tasks that triggered the informants' need to access efficacy beliefs. The data demonstrated each source of efficacy highlighted by Bandura (1977), and provided evidence to support the significance of their impact on an individual's sense of self-efficacy during use.

Health:

Andrew Mainea, Adele Dicksonb , Maria Truesdalea& Michael Brown (2017), "An application of Bandura's 'Four Sources of Self-Efficacy' to the self-management of type 2 diabetes in people with intellectual disability: An inductive and deductive thematic analysis". This study sought to fill this gap by using Bandura's "Four Sources of Self-efficacy" (1977) as a framework for investigation. Results of the analysis: nine sub-themes were identified following the data analysis: 1) Mastery through knowledge; 2) Mastery of tools and strategies; 3) Mastery through autonomy; 4) Influence of the social environment; 5) Positive social comparisons; 6) positive and negative self-statements; 7) Feedback from caregivers; 8) Adjustment experiences; 9) Awareness of symptoms. These were mapped on the Bandura (1977) four sources of efficiency enhancement model and were consistent with the proposed

mechanisms. In conclusion, the four-source model serves as a useful survey mode for exploring the intellectual disability's experiences and perceptions of self-managing diabetes. It also confirms the relevance of self-efficacy as a potential intervention component for this population. However, additional support may be needed for people with intellectual disabilities to reflect meaningfully on their experiences and thus have a sense of self-efficacy.

Moreover, *Revista Brasileira de Cineantropometria & Desempenho Humano* (2020), "Sources of self-efficacy for motor learning in children: systematic literature review in clinical trials". This study aimed to verify the effects of intervention models on the motor activity of children developed from the theory of self-efficacy. The systematic review of randomized controlled clinical trials with the PRISMA strategy was used. Sixteen studies were descriptively analyzed and found that knowledge based on the self-efficacy theory related to motor activity was more frequently incorporated into broad school-based intervention programs, applied collectively, on stimulating aspects related to children's health and the prevention of childhood obesity. Significant results have been obtained in the development of self-efficacy and stimulation of motor activity; however, the results are inconclusive as to the mediation between these variables. Allowing the visualization of strategies for constructing a context of mastery, promoting the establishment of an adequate concept of motor self-efficacy in children and the development of skills of self-regulation.

Discussion:-

Self-efficacy is a psychological mechanism that inhabits an individual's belief about their abilities to formulate control over situations that affect their life (Bandura, 1989). According to Bandura (1977), expectations of self-efficacy are based on four main sources of information. Performance accomplishments are the most influential source of information on self-efficacy (Bandura, 1997), with high expectations of effectiveness developed through continually successful performance. Greater personal effectiveness derived from the accomplishment of previous performances determines sustained effort and perseverance, which is essential for overcoming occasional failures, and ultimately improving performance. Vicarious experiences involve directly observing one's own performance or that of another, which improves expectations of efficacy, especially when observing successful performance. Verbal persuasion is frequently used because of the ease with individuals believing that they can successfully cope with what may have overwhelmed them in the past. People who are socially persuaded by coaches, parents and peers to believe that they have the skills to succeed are more likely to show more effort and persistence, thereby improving their performance (Bandura, 1977). In terms of physiological states, the mere recognition that physiological arousal is informative and motivating determines the levels of motivational incentives such as effort and persistence in action (Weiner, 1972).

In the summary of the sector analysis, the first factor is sport, some of the research revealed that the contribution of player social persuasion is an important factor in the performance of sports players leading to their success. Another way to analyze the self-efficacy of physical education teachers, vicarious experience and social beliefs are important determinants of their performance. Further, to explain the competence of the coach / instructor, participants' responses indicated that prior experience and socially constructed instructions contribute to development. One of the research topics concerns the sources of self-efficacy in distance runner. In this case, physiological states arose and the most influential sources of efficiency throughout the program and past experience allowed participants to gain more racing experience. The second factor in discussion is career. Considering the teacher's professional mastery experience is an important verbal persuasion in the form of lesson observation, feedback seems to be a particularly salient factor in sources of personal effectiveness. In the meantime, the mastery experience through follow-up coaching has the strongest conviction of self-efficacy for the implementation of the new strategy. Explain further the teaching methods of research, verbal persuasion and mastery experience as a predictor. A third factor is education. In this scenario, the participants feel that the investment of effort is necessary for the realization, this is expressed through their capacities. Some related research has indicated that social persuasion, such as meaningful and encouraging feedback or judgment from influential people, has been shown to have a statistically positive relationship with self-efficacy. The psychological state also contributed to this. Look at the teachers' point of view, the mastery experience, social persuasion and the psychological factor are deeply influenced. Especially in the music, verbal / social persuasion is the best predictor of success. In the social network regarding the research "Why not use it more, sources of self-efficacy in researched use of social media for knowledge sharing", because the psychological preparation of their staff is important for this sector. Think about marketing rarely looking into the sources of self-efficacy, a sense of self-efficacy is the course of consumption to consumer behavior. The last factor of health, experience and a sense of self-efficacy are the vital factors in determining this sector. In the overall analysis of sectors, number of research carried out by researchers in the field of sport, education and career. The

most influential variable is the experience of mastering it. Suggested needs to do more research in the future related to the organization of employee services.

References:-

1. Ali Arslan, 2013. Investigation of Relationship between Sources of Self-efficacy Beliefs of Secondary School Students and Some Variables, *Educational Sciences: Theory & Practice*, 13(4), DOI: 10.12738/estp.2013.4.1753
2. Andrew Mainea, Adele Dicksonb, Maria Truesdalea & Michael Brownb, 2017. An application of Bandura's 'Four Sources of Self-Efficacy' to the self-management of type 2 diabetes in people with intellectual disability: An inductive and deductive thematic analysis, *Research in Developmental Disabilities* pp 75–84.
3. Anna Hwee Siang Quek, 2018. Understanding the sources of students' self-efficacy development in a Chinese higher vocational institute. University of Liver Pool
4. Ashley Samson & Melinda Solmon, 2011. Examining the sources of self-efficacy for physical activity within the sport and exercise domains, *International Review of Sport and Exercise Psychology*, 4:1, 70-89, DOI: 10.1080/1750984X.2011.564643
5. Ashley Major, 2016. Sources of self-efficacy, self-efficacy for self-regulated learning, and student engagement in adolescents with ADHD, thesis submitted to University of Toronto
6. Bryant, Salina K., 2017. "Self-Efficacy Sources and Academic Motivation: A Qualitative Study of 10th Graders". *Electronic Theses and Dissertations*. Paper 3231. <https://dc.etsu.edu/etd/3231>
7. Christina Lau, Anastasia Kitsantas, Angela D. Miller & Ellen B. Drogin Rodger, 2018. Perceived responsibility for learning, self-efficacy, and sources of self-efficacy in mathematics: a study of international baccalaureate primary years programme students. *SocPsycholEduc* (2018) 21:603–620.
8. C.W.Loo & J.L.F.Choy, 2013. Sources of Self-Efficacy Influencing Academic Performance of Engineering Students, *American Journal of Education Research* 1(3): 86-92
9. Ellen L. Usher & Frank Pajares, 2008. Sources of Self-Efficacy in School: Critical Review of the Literature and Future Directions. *Review of Educational Research* Vol. 78, No. 4, pp. 751–796 DOI: 10.3102/0034654308321456
10. Ellen L. Ushera & Frank Pajaresb, 2009. Sources of self-efficacy in mathematics: A validation study, *Contemporary Educational Psychology* 34 (89–101)
11. Francine Garlin and Robyn McGuiggan, 2002. "Exploring the Sources of Self-Efficacy in Consumer Behavior", in *AP - Asia Pacific Advances in Consumer Research* Volume 5, eds. Ramizwick and Tu Ping, Valdosta, GA : Association for Consumer Research, Pages: 80-86.
12. Franziska Pfitzner-Eden, 2016. Why Do I Feel More Confident? Bandura's Sources Predict Preservice Teachers' Latent Changes in Teacher Self-Efficacy, <https://doi.org/10.3389/fpsyg.2016.01486>
13. Furtado Nina, K. C., Ramos, E. M. L. S., Holanda Ramos, M. F., Silva, S. S. da C., de Oliveira Fernandez, A. P., & Ramos Pontes, F. A., 2016. Sources of Self-Efficacy in Teachers. *Revista de Psicologia*, 25(1), 1-20.
14. Joët, G., Usher, E. L., & Bressoux, P., 2011. Sources of self-efficacy: An investigation of elementary school students in France. *Journal of Educational Psychology*, 103(3), 649–663. doi:10.1037/a0024048
15. Holmes, Mary E., 2016. "Sources of Self-Efficacy Information for Writing: A Qualitative Inquiry". *Public Access Theses and Dissertations from the College of Education and Human Sciences*. <http://digitalcommons.unl.edu/cehsdiss/260>
16. Hussain Alshahrani & Diane Rasmussen Pennington, 2018. "Why not use it more?" Sources of self-efficacy in researchers' use of social media for knowledge sharing. www.emeraldinsight.com/0022-0418.htm
17. Karin S. Hendricks, 2015. The Sources of Self-Efficacy: Educational Research and Implications for Music, DOI: 10.1177/8755123315576535
18. Mariadel Rosario Reyes-Cruz & Moisés Damián Perales-Escudero, 2016. Research self-efficacy sources and research motivation in a foreign language university faculty in Mexico: implications for educational policy, *Higher Education Research & Development*, DOI: 10.1080/07294360.2015.1137884
19. Matthew Buns, 2017. Creating Confidence: The Four Sources of Self-Efficacy. *Olympic Coach*, vol 28, Issue 1.
20. Megan Tschannen-Moran & Mary Peggy McMaster, 2009. Sources of Self-Efficacy: Four Professional Development Formats and Their Relationship to Self-Efficacy and Implementation of a New Teaching Strategy. *The Elementary School Journal* Volume 110, Number 2 by the University of Chicago.
21. Michael S. Zelenak, 2019. Predicting Music Achievement From the Sources of Self-Efficacy: An Exploratory Study. *Bulletin of the Council for Research in Music Education*.
22. Mohammad S. Soliman (2020), Self-efficacy Sources among General Education Teachers in Inclusive Schools: A Cross-Cultural Study, *Amozonia Investiga*. Vol 9 No 30

23. Oliveira SF, Manzini MG, Figueiredo MO, Martinez CMS, 2020. Sources of self-efficacy for motor learning in children: systematic literature review in clinical trials. *Rev Bras Cineantropom Desempenho Hum* 2020, 22:e60255. DOI: <http://dx.doi.org/10.1590/1980-0037.2020v22e60255>
24. Paul D. Saville, Steven R. Bray, Kathleen A. Martin Ginis, John Cairney, Deborah Marinoff-Shupe, & Andrew Pettit, 2014. Sources of Self-Efficacy and Coach/Instructor Behaviors Underlying Relation-Inferred Self-Efficacy (RISE) in Recreational Youth Sport. *Journal of Sport & Exercise Psychology* pp 146-156
25. Paul A. Anstiss, Carla Meijen&Samuele M. Marcora , 2018. The sources of self-efficacy in experienced and competitive endurance athletes, *International Journal of Sport and Exercise Psychology*, DOI: 10.1080/1612197X.2018.1549584
26. Phan, H. P., &Ngu, B. H. , 2016. Sources of self-efficacy in academic contexts: A longitudinal perspective. *School Psychology Quarterly*, 31(4), 548–564. <https://doi.org/10.1037/spq0000151>
27. Rachel Charlotte Minett, 2015. A qualitative study investigating the sources of teacher efficacy beliefs. Thesis submitted to University of East Anglia
28. Roberto Tadeu Iaochite Samuel de Souza Neto, 2014. Strength and sources of self-efficacy beliefs by physical education student teachers. *Motriz*, Rio Claro, v.20 n.2, p.143-150, DOI: dx.doi.org/10.1590/S1980-65742014000200003
29. Samson, Ashley Ann, 2011. "Sources of self-efficacy in distance runners" .LSU Doctoral Dissertations. 102. https://digitalcommons.lsu.edu/gradschool_dissertations/102
30. Saqer K.H. Shwedeh, Suha Fouad Salem, Sharif Omer Salem & Kosga y. Raj, 2016. Assessing Self-Efficacy Sources and its Relation to Master Athlete's Achievement in Kobudo Martial Arts Sport. *International Journal of Multicultural and Multireligious Understanding*, Volume 3, Issue 5, Pages: 19-30
31. Steven L. Anderson & Nancy E. Betz , 2001. Sources of Social Self-Efficacy Expectations: Their Measurement and Relation to Career Development. *Journal of Vocational Behavior* 58, 98–117, doi:10.1006/jvbe.2000.1753.
32. Tabitha Wang'eri & Habi Otanga, 2014. Sources of personal teacher efficacy and influence on teaching methods among teachers in primary schools in coast province, Kenya. *Global Journal of Interdisciplinary Social Science*, Vol.3(3):190-195
33. Vijeila, Norma, 2019. "Sources of self-efficacy beliefs of resilient high school dropouts" . Theses and Dissertations.
34. Yitza A. Arcelay-Rojas, 2018. Using Focus Groups to Explore Sources of Self-Efficacy in Puerto Rican Preservice Teachers. *Journal of Educational Research and Practice*, Volume 8, Issue 1, Pages 121–135 DOI:10.5590/JERAP.2018.08.1.10
35. Yuwarat Srisupawong & Ravinder Koul & Jariya Neanchaleay & Elizabeth Murphy & Emmanuel Jean Francois, 2017. The relationship between sources of self-efficacy in classroom environments and the strength of computer self-efficacy beliefs, *Educ Inf Technol* , DOI 10.1007/s10639-017-9630-1.