

**A CORRELATIONAL STUDY OF SELF-EFFICACY AND  
PERCEIVED PARENTAL ENCOURAGEMENT FOR LEARNING  
ENGLISH AS A FOREIGN LANGUAGE WITH ENGLISH  
ACADEMIC ACHIEVEMENT OF BATCH 5 AND BATCH 6  
STUDENTS AT LEVEL UP ACADEMY, LOIKAW TOWNSHIP,  
KAYAH STATE, MYANMAR**

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**Abstract:** The purpose of this quantitative study was to investigate if there was a significant relationship of self-efficacy and perceived parental encouragement for learning English as a foreign language with English academic achievement of Batch 5 and Batch 6 students at Level Up Academy, Loikaw Township, Kayah State, Myanmar. A population sample of 71 students from Batch 5 (34 students) and Batch 6 (37 students), enrolled during the academic year 2017-2018, was chosen for this study. A 32-item questionnaire was used to measure the levels of self-efficacy for learning EFL, including its four subscales (listening efficacy, speaking efficacy, reading efficacy and writing efficacy); an 8-item questionnaire was used to measure perceived parental encouragement for learning EFL; and the levels of English academic achievement were determined using the English subject's final test. After data collection was done, descriptive statistics (means and standard deviations) and a statistical hypothesis testing (correlational analysis using Pearson's product moment correlation and multiple correlation coefficient) were carried out to address the research objectives and hypotheses of this study. The research findings indicated that the levels of self-efficacy for learning EFL of both Batch 5 and Batch 6 students were slightly high. It was also found that the level of perceived parental encouragement of Batch 5 students was slightly high, while that of Batch 6 students was moderately high. The English subject's final test revealed that Batch 5 and Batch 6 students had good English academic achievement. Correlational analysis using Pearson's product moment correlation suggested that there was a strong, significant and positive relationship of self-efficacy for learning EFL with English academic achievement of Batch 5 and Batch 6 students. However, there was not significant relationship of perceived parental encouragement for learning EFL with English academic achievement of Batch 5 and Batch 6 students. The four

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subscales of self-efficacy for learning EFL (listening, speaking, reading and writing efficacy) were also strongly, positively and significantly correlated with English academic achievement of Batch 5 and Batch 6 student Level Up Academy, Loikaw Township, Kayah State, Myanmar.

**Keywords:** Self-Efficacy, Perceived Parental Encouragement, English as a Foreign Language, English Academic Achievement, Listening Efficacy, Speaking Efficacy, Reading Efficacy, Writing Efficacy.

### **Introduction**

English is considered as a universal language nowadays, and hence mastering this language seems to be crucial (Bohdanska, 2012). Referring to English as an international language, Bohdanska (2012) stated that the majority of world's major events and almost all major conferences and summits of international organizations mainly use English language to engage in communication. In Asia, English language plays an important role as an official or semiofficial communication tool, as a core subject to be taught at schools, as instructional language in academic institutions, and as lingua franca (Cheng, 2012). As a matter of fact, English has become increasingly important among member countries of the Association of South East Asia Nations (Kirkpatrick, 2012).

Over the past seven years in Myanmar, government has put a lot of effort to reform education systems, due to which it is currently apparent that educational reform in Myanmar is experiencing a fast and broad change (Ireland & Benthuisen, 2014). As Myanmar builds its connections to the global network and builds up its economy, the pace and number of these progressions will likewise expand (Ireland & Benthuisen, 2014). The necessity of English language aptitude will be more essential than before in various scenarios in Myanmar's daily life. Although it is obvious that English language has become more common in different sectors in Myanmar, students still find it challenging to communicate in English (Phyu, 2017).

There are many factors, both internal (e.g., personal factors) and external (e.g., environmental factors), which may influence students in learning English as a foreign language (Bandura, 1997). According to Bandura (1997), self-efficacy is one of the most important factors which students have in their beliefs for doing or accomplishing anything. The greater degree of self-efficacy for learning the students have, the more successfully they will acquire the desired knowledge. According to Gardner's (2010) socio-educational model, parental encouragement is also a significant external factor for successful learning, related to the idea that parents support their children to improve in academic